



Al Rabeeh Academy

Safeguarding and Child Protection Policy

2022-2023

Implemented September 2019

Reviewed August 2021

Further reviewed August 2023

Policy Statement:

At Al Rabeeh Academy we believe that it is the right of every and each child to be safe, able to flourish in their learning, and protected from abuse. Our prime concern must be the interests and safety of the child. All staff has a duty of care towards all students. Al Rabeeh Academy (ARA) strives to create an environment in which students feel secure, safe, and valued and in which they are listened to and taken seriously.

Ethos

Staff has a central role both in the initial identification of possible abuse and in monitoring the development and progress of students who have been identified as being at risk of significant harm.

This policy provides detailed information to all staff with the necessary guidance for ensuring all students are safe whilst in our care. It also creates clear communication with the parents and guardians to inform them how the school will safeguard students.

The school endeavors to work openly with parents/guardians whenever this is possible, however, the school does reserve the right to contact the Police directly, without informing parents/guardians if this is deemed in the student's best interests.

Aims:

The aims and purpose of this policy are to:

- As per the United Arab Emirates Federal Law No. 3 of 2016 concerning child rights, this policy shows the school's commitment to safeguarding and promoting the welfare of students, which stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination. The law protects children against all forms of negligence, exploitation, and physical and psychological abuse. It is now mandatory to report suspected cases of abuse and non-reporting is a criminal offense.
- To ensure that appropriate action is taken where it is alleged that a child is suspected of being abused or is being abused. The problems of identifying and dealing with child abuse can only be tackled effectively when all concerned have a heightened awareness of the subject. Once child abuse is suspected the aim should be to minimise the damage to the child and promote recovery.
- It is all staff's responsibility to provide a safe and secure environment for students to learn and flourish.

Practice and Procedures:

The needs of students are paramount and underpin all our work. In the event of a disagreement regarding the rights of the parent or student, the student's welfare must be paramount.

The staff has a central role both in the initial identification of possible abuse and in monitoring the development and progress of children who have been identified as being at risk of significant harm.

All staff should report any suspicions or concerns to the Designated Safeguarding Leads through the secured platform the school use "MyConcern".

The Designated Safeguarding Lead (DSL), with the knowledge and skills in recognising and acting upon safeguarding concerns, is the first point of contact for staff and parents.

Designated staff should receive appropriate training. All Safeguarding teams have completed Level 3 training.

All staff should undertake appropriate training as soon as they join the school or/and during every induction week at the beginning of the academic year.

The school follows safe recruitment procedures. All full, part, peripatetic, support, or volunteer staff are security checked prior to employment.

Safeguarding and Child Protection Team

- Designated Safeguarding Lead: Mohammed Awwad / Head of Protection, Care and Wellbeing
- Secondary Safeguarding Lead: Mark Mcadam / Head of Secondary
- Primary Safeguarding Lead: Matt Roberts / Head of Primary
- Safeguarding Lead: Sonia Naru / Executive Head of Inclusion

They work together to support our students and keep them safe. They also report and discuss different incidents with the Safeguarding and Child Protection Team, which includes:

- Riaan Huyser / Principal
- Melissa Day / Deputy Head of Primary
- Thomas Rolt / Deputy Head of Secondary
- Sally Ali / Social Worker
- Susan Samuel / Female school nurse
- Enrico Tabio / Male school nurse

The main tasks of the Safeguarding and Child Protection team are to:

- Monitor attendance and development of children who are at risk
- Ensuring that all relevant information about a child is disseminated to appropriate staff within the school.
- In consultation with the Principal, referring an alleged case of child abuse to ADEK/Police for further support and guidance
- Ensure the Principal is informed of any concerns
- Ensure all staff are aware of the DSL and their role/contact details
- Ensure staff are aware of procedures
- Ensure safeguarding policy is adhered to throughout the school
- Ensure appropriate training and support are given to staff
- Provide guidance and information to parents
- Liaise with external agencies or support workers when and where required.
- Provide information to students about 'keeping safe' and ensure students are aware of relevant staff
- Develop effective links with the police and Mol – CPC

All Staff:

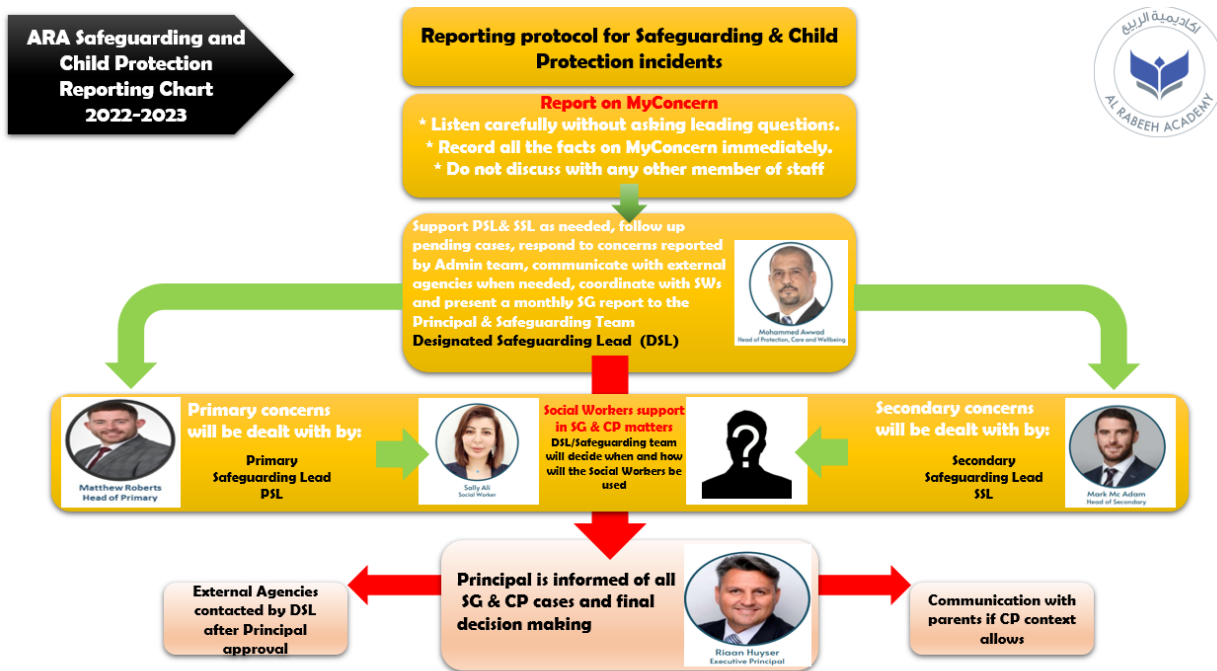
Each individual teacher will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Record any concerns over the welfare of children in their class on MyConcern, (facts not opinions or interpretations)

- Inform the DSL if any form of Child Abuse is suspected. They in turn will inform relevant parties.
- Integrate child protection issues into relevant teaching and learning to help children protect themselves.

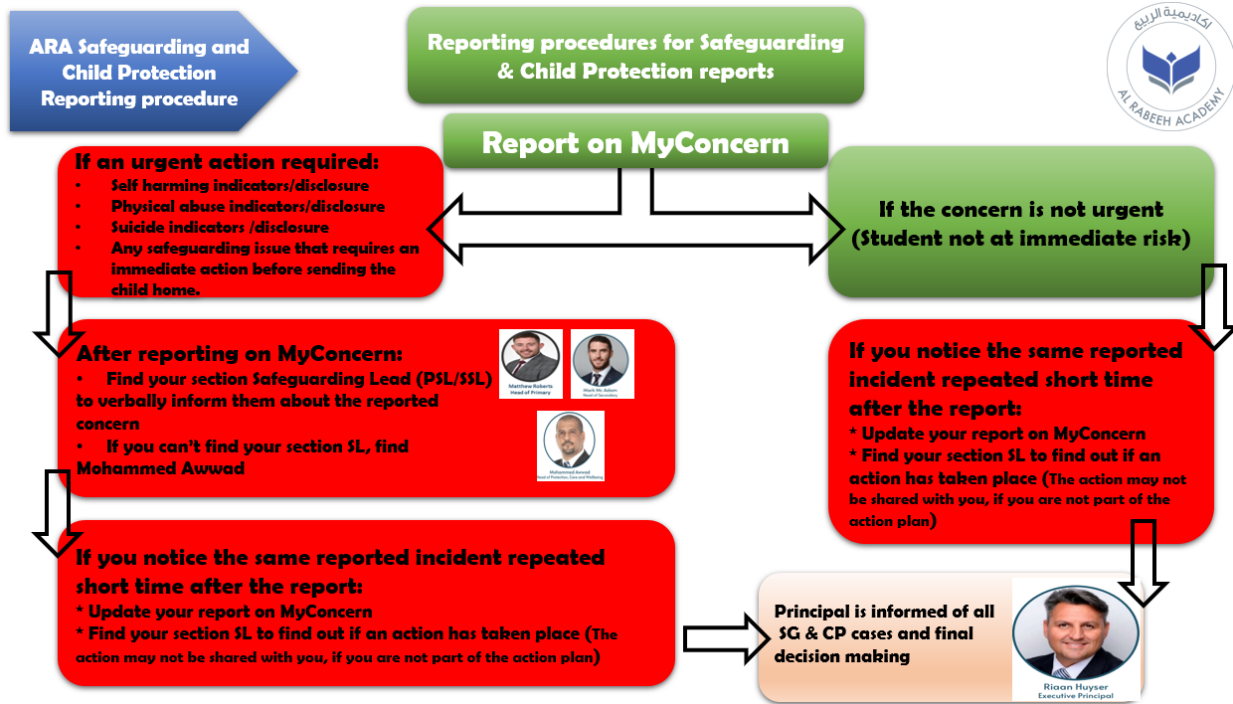
All staff will:

- Communicate any concerns to the Designated Safeguarding team through MyConcern.
- Respect children as individuals and engage them in conversations
- Cooperate as required with enquiries from relevant agencies regarding child protection matters.



Reporting Procedures:

- Do not discuss this with any other member of the staff
- All concerns should be recorded on the same day, the school’s safeguarding reporting platform “MyConcern”.
- The SDS/PDS, in consultation with the Principal and the DSL, will decide whether the concern should be reported to ADEK and referred to the police (116111)



Training:

- All teaching staff, including Teaching assistants, Support staff, Bus Supervisors, Drivers, and Administration staff receive annual training on the signs and symptoms of abuse as well as the policy and procedures with Al Rabeeh Academy. This will be repeated on a yearly basis.
- The Safeguarding and Child Protection team have all received advanced Level 3 safeguarding training
- All teaching staff are required to complete the National Online Safety Online Safeguarding in International Schools training

Recognising abuse:

Definition of child abuse:

Child abuse and neglect is a generic term encompassing all ill-treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.

Children may be abused or neglected through the infliction of harm, or through the failure to act to protect against harm.

There are four broad categories of abuse that are generally recognized

- **Neglect:** failure to meet a child's basic physical and emotional needs
- **Physical abuse:** causing injury or suffering to a child
- **Sexual abuse:** involvement of a child in sexual activity, including access to pornography
- **Emotional abuse:** persistent emotional ill-treatment of a child

These categories overlap and an abused child does frequently suffer more than one type of abuse. Signs may include:

- An atypical injury/ an injury which is not consistent with the explanation given
- Frequent injuries – even when apparently reasonable explanations are given
- Sudden changes in behaviour, performance, or attitude
- Knowledge of sexual matters beyond what would normally be age appropriate
- Sexual behaviour that is unusually explicit or age-inappropriate

Staff should be aware of safeguarding challenges that may exist for students with SEND and more vulnerable students who may not be able to communicate the situation effectively

Dealing with a disclosure:

How to react when a child wants to talk about abuse:

Staff should:

- Accept what the child says
- Reassure the child s/he was right to tell you and that you believe the story
- Keep calm and listen.
- Listen and allow for silence and pauses.
- Be honest
- Let the child know you may need to tell someone - don't promise confidentiality
- Let the child know that even when s/he has broken a rule, s/he is not to blame for the abuse

- Be aware that the child may have been threatened
- Never push for information
- Let the child know what you are going to do next and that you will let him/her know what happens
- Immediately report on MyConcern
- Make accurate, factual, signed, dated, and timed written notes as soon as possible of what was said, observed, and done.
- Record on a body map the site of any injury, if existing

Staff must not:

- Question children/ask leading questions
- Suggest alternatives to what a child has said
- Get the child to write about, or depict their experience in some other way
- Question parents (or inform them of the referral in cases of sexual abuse or other complex cases)
- Question potential witnesses
- Conduct medical examinations
- Delay referral
- Destroy any original notes in case they are needed by a court

Mental Health (Keeping Child Safe in Education)

34. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

36. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and into adulthood. It is key that staff are aware of how these children's experiences, can impact their mental health, behaviour, and education.

37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

38. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In

addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing, and resilience among young people including its guidance in Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking, and alcohol. See Rise Above for links to all materials and lesson plans

Allegations against staff:

All who work for Al Rabeeh Academy are prohibited from applying more than specified types and levels of restraint to those children for whom they are professionally responsible.

Volunteers who work with children are also expected to maintain standards of conduct comparable to those prescribed for colleagues in paid employment.

All complaints against staff will be fully investigated by the Head of School, DSL, VP, and/or Principal and appropriate team members.

Inquiries will be conducted in the strictest confidence so that information can be given freely and without fear of victimisation and in a way that protects the rights of staff and children.

In the case of serious allegations, it is likely to be necessary to suspend the member of staff immediately until the investigation is concluded, in other cases, it may be appropriate to modify the individual's duties to ensure they are not left unsupervised to care for children. We will refer to ADEK guidelines in these situations.

Whistleblowing - Letting people know

Young children especially cannot be expected to always raise concerns about the behaviour and actions of an adult whom they work with in school.

It is important that an atmosphere is created in school where it is acceptable to raise concerns. This should be encouraged by both staff and children. Concerns that are raised should be taken seriously and acted upon. Details provided and decisions made should be recorded on MyConcern.

All staff should therefore be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Guidelines for Al Rabeeh Academy Staff:

Anybody who works in an educational setting has a duty to protect the welfare of the children who attend. This applies to governors, Principal, Head of School, Designated Safeguarding Leads (DSLs), teachers, teaching assistants, catering staff, and anyone else who spends time with children.

It's widely accepted that, because those who work in education have daily contact with students, they are well-placed to identify and recognise when there's a potential issue. Because of this, it's crucial that you understand your responsibilities and the role you play in safeguarding.

Do's:

- Do tell another adult if you are going to be in a situation where you are alone with a child.
- Do leave the door open and situate yourselves where you can clearly be seen by others passing by.
- Do make students aware of the fact that you are legally required to inform the school's DSL if a student discloses sensitive information to you.
- Inform management immediately if you feel that a student (or students) are placing you in a compromising position.
- Do get another member of staff in the room (by sending a child to the departmental or main office) if a difficult situation arises, such as students physically fighting. They can deal with the situation more safely as a permanent member of staff and act as a witness to events.
- Do inform a member of staff should a child leave your classroom unexpectedly.
- Do ensure you are aware of any students who may have specific health concerns such as diabetes, asthma, or epilepsy, and what is the appropriate procedure to be followed in such cases.
- Do familiarise yourself with the school's 'Behaviour Policy' or ask a senior member of staff the correct procedure when encountering disruptive behaviour.

Don'ts:

- Do not let suspicions go unreported – if in doubt, report
- Do not transport a single child in a vehicle, except in the case of an extreme emergency
- Do not jump to conclusions without checking the facts
- Do not rely on your 'good name' to protect you
- Do not get yourself into a situation where you're alone with a child.
- Do not hit, grab or push a student (except if a situation occurs where a student is likely to cause harm to either him/herself or to others, and even then, only minimum restraint is acceptable if the student is not responding to any verbal command).
- Do not behave in a way that might lead to complaints of questionable behaviour (e.g. hugging students, allowing younger children to sit on your lap, or any physical contact that may be misconstrued).
- Do not take photographs of students on your mobile phone or personal camera.

- Do not make contact with students outside of the school setting (either online, physical or verbal).
- Do not disclose any of your personal information to the students.
- Do not ask students for any personal information, unless it is absolutely necessary for school purposes and then ensure it is passed to the relevant school contact as soon as possible.
- Do not use words towards, or in the presence of, children that might be deemed negative, defamatory, or aggressive (e.g. “bad”, “stupid”, “shut up”).
- Do not let students leave the room without proper permission “Permission badge” or written permission where necessary.
- Do not leave a class unattended.
- Do not believe “It could not happen to me” or “It could not happen here”

UAE Support

- ❖ Abu Dhabi Social Support Unit: 02 657 3724
- ❖ MOI CPC Hotline: 116111

Monitoring and Evaluation

This policy will be reviewed annually.

Draft Date:	2 nd September 2022
Principal Approval:	
Review Date:	August 2023