



CHILD PROTECTION AND SAFEGUARDING POLICY



Amity School Dubai

Policy Document

CHILD PROTECTION AND SAFEGUARDING POLICY

FUNCTION	FOR CHILD PROTECTION AND SAFEGUARDING POLICY	
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APPROVED BY	PRINCIPAL MS SANGITA CHIMA	
OVERVIEWED BY	CHAIR OF THE BOARD OF GOVERNOR DR. V HUSSAIN	
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CONTENTS

SN	TOPIC	PAGE
1.	POLICY STATEMENT	4-5
2.	KEY PERSONAL	6-7
3.	FOUNDATION	7-9
4.	ELEMENTS OF A CHILD PROTECTION AND POLICY PROCEDURE	9-19
5.	ROLES AND RESPONSIBILITIES	20-21
6.	GUIDELINES FOR GOOD PRACTICE AND CODE OF CONDUCT FOR STAFF	22- 25
7.	CHILD PROTECTION PROCEDURES	26-30
6.	APPENDIX A – CATEGORIES OF ABUSE	31-32
7.	APPENDIX B – WHAT TO DO ON DISCLOSURE	33
8.	APPENDIX C – DISCLOSURE OF ABUSE FORM	34
9.	APPENDIX E – ADDENDUM – CHILD PROTECTION AND SAFEGUARDING	35-43

VISION @ ASD

‘To inspire and energize every student and staff member with an inclusive, innovative and deep learning experience’

POLICY STATEMENT

Introduction

We recognise our moral responsibility to create a safe and supportive environment for all students and to safeguard and promote their welfare. We are fully committed to promoting a safe and welcoming environment for all students, where the students feel respected and valued. All staff are trained to understand the best practices related to protection and safeguarding of all students and appropriate actions to be taken to protect them.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of ASD.

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- All children, regardless of age, gender, ability, culture, race, language or religion have equal rights to protection
- Children who are safe and feel safe are better equipped to learn
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or at school
- If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to relevant statutory body and public services. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage
- Students and staff involved in child protection issues will receive appropriate support
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review

Purpose/Aim

- To provide all staff with the necessary information and training to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice across the wider network of ASD
- To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents and other partners
- To establish a safe environment at school where all students feel safe, cared for, protected and nurtured

ASD policy is derived from UAE legislation, which includes the following documents:

- UAE Federal Law No. 3 of 2016 on children's rights (Wadeema's Law)
- UAE Department for Health, School Health Guidelines for Private Schools 2011
- UAE School Inspection Framework 2016, Section 5 The protection, care, guidance and support of students
- Cabinet Resolution No. (52) of 2018 regarding implementing regulation of Federal Law No. (3) of 2016 regarding the child rights.

Within Dubai and the United Arab Emirates, the infrastructure of Educational Safeguarding and/or Social Care Services is under development and growth. Following cases, which caused concern in the Emirati community, H.H Sheikh Mohammed, the Ruler of Dubai, supported the drafting of a Federal law on Child Protection 'to ensure a secure and stable future for children in the U.A.E'.

In April 2012, it was reported that Dubai had 'embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need'. The policy 'aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai'. The Dubai Strategic Plan 2015 calls for the provision of 'proper social services to meet the requirements of the local community'.

In November 2012, the UAE Cabinet approved a draft of "Wadeema's Law" to 'protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality'.

December 2015 - The Childs Rights Law (previously Wadeema's Law) was passed by the Federal National Council.

March 2016 – Federal Law No 3 2016, Law on the Rights of a Child was in immediate effect.

CHILD PROTECTION AND SAFEGUARDING COMMITTEE

Child Protection and Safeguarding Lead

✚ Ms Bala Sadasivan(CSL): viceprincipal@amitydubai.ae Tel: 04-2041032

Deputy Child Protection and Safeguarding Leads

✚ Ms Surekha Raman (DCSL): sraman-asd@amitydubai.ae Tel: 04-2041004

✚ Ms Sushma Dmello (DCSL): counsellor@amitydubai.ae Tel: 04-2041012

Child Protection and Safeguarding Team

✚ Ms. Sakeen Shaikh (Governor) : sshaikh@amity.ac.ae

✚ Ms. Sangita Chima (Principal): principal@amitydubai.ae

✚ Ms Vidushi Jamwal (Head of Preparatory to Secondary School): vjamwal-asd@amitydubai.ae Tel: 04-2041023

✚ Ms Parita Patira (Head of Foundation Stage – Pre KG to Ta’sees II): ppatira-asd@amitydubai.ae Tel: 04-2041030

✚ Ms Amruta Rasam (Assistant Supervisor –Ta’sees I – II): arasam-asd@amitydubai.ae Tel: 04-2041025

✚ Mr. Rahul Saseendran (MSO): operations@amitydubai.ae Tel: 04-2041007

✚ Mr. Stanzin Kharchot (Head of PE): skharchot-asd@amitydubai.ae

✚ Ms Saumya Grover (Art Teacher): sgrover-asd@amitydubai.ae

✚ Ms Jeremarie Angelie Sanchez (School Nurse): nurse-asd@amitydubai.ae Tel: 04-2041040

✚ Ms Arawelch Simbulan (School Nurse): nurse1-asd@amitydubai.ae Tel: 04-2041010

✚ Dr Nithiya Raju (School Doctor): doctor-asd@amitydubai.ae

KEY CONTACT WITHIN THE LOCAL AREA

The DUBAI POLICE CHILD PROTECTION HOTLINE for confidentiality and advice.

CONTACT NUMBER: 800-243

WEBSITE: www.dubaipolice.gov.ae

AL AMEEN SERVICE CONTACT NUMBER: 800-4-888

ALTERNATIVE REFERRALS

When members of the school have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during school hours they should make an immediate referral to a member of the Child Protection Team or any accessible member of the Senior Leadership Team.

FOUNDATION

1. Child-right based approach

A child rights-based approach is an approach, which sees each child:

- 1) As a unique and equally valuable (non-discrimination) human being
- 2) With the right not only to life and survival, but also to development to his/her fullest potential
- 3) Offering the best understanding of anyone of his/her own situation and with essential experience to offer
- 4) Who deserves to have his/her best interests met
- 5) Through adequate allocation of resources and implementation of all the rights in the CRC.

2. Consultation

Without adequate consultation you are at risk of making inappropriate decisions, implementing ineffective and impractical policies and procedures that are not based on the experience of all stakeholders involved.

In particular, this is about child protection. Without consulting children themselves, as well as relevant adults in your organisation, you run the risk of producing policies and procedures which children themselves do not understand, cannot access, and which may not necessarily benefit them.

Children have much to contribute through a clear understanding of their own situations and ways in which they can be supported to protect themselves.

It is essential to consult with as many stakeholders as possible in the planning and implementation of your child protection policies and procedures in order to make sure that you have identified and addressed all areas both accurately and comprehensively.

3. Ownership

If all stakeholders do not have a sense of ownership of child protection policies and procedures, then they are unlikely to take responsibility for implementing child protection in their work.

The more people feel they 'own' ideas, policies and procedures, the more sustainable child protection policies and procedures are likely to be.

Without broad ownership across the organisation, child protection becomes too dependent on particular individuals. This runs the risk of child protection being weakened or disappearing when these people leave the organisation.

4. Confidentiality

Failing to keep confidentiality may put people at risk of physical harm and false rumours etc.

People in the organisation (both adults and children) need to be reassured that any sensitive information in their personnel records / any personal information about them is treated with respect.

This means that such information is only accessible to the minimum number of people necessary for the functioning of the organisation and that there is clear guidance on instances when confidentiality should be breached in the best interests of the child / child protection. For example, there may be situations where children ask you not to pass on information but you may have to explain that the only way you can help them is by getting others involved.

Difficult decisions may also need to be made in situations where the best interests of one child are at odds with the best interests of many children. For example -

A child may want you to wait before passing on information because they want to build up the courage to report the incident to the authorities themselves. However, this may be putting other children at risk.

A child may ask you to promise to keep a disclosure of abuse secret but this may be putting them and others at risk. As a general child protection guideline, do not promise silence to children who disclose abuse.

You may need to balance keeping personnel records confidential with sharing concerns with other organisations about a particular person they are interested in recruiting, but who you may have dismissed for inappropriate behaviour with children.

5. Transparency

Transparency combats / breaks through cultures of silence, taboo, secrecy and fear in which child abuse thrives. Transparency and the space and opportunity to talk freely create a preventive and protective environment for children.

Transparency shows that an organisation has nothing to hide and that it is willing to admit to, and learn from mistakes - all of which is a true sign of a learning and accountable organisation. For an organisation to be accountable, information needs to be properly recorded, signed and dated, clearly marked as either opinion or fact, whether witnessed by anyone else etc.

Transparency is about having a clear and standardised process in place to minimise confusion and rumour.

6. Sensitivity

Sensitivity in discussions around child protection is essential as participants (adults and children) may have personal experience of abuse, which could cause them distress.

ELEMENTS OF A CHILD PROTECTION AND POLICY PROCEDURE

1. PERSONNEL RECRUITMENT

ELEMENTS	PURPOSE
Police check for information of previous convictions or investigations relating to child protection	To ensure that you are not employing a convicted child abuser to work with vulnerable children and to deter convicted child abusers from applying
Minimum of 2 references (not family, more than 2 years relationship with candidate): check that the two referees are genuine as well as asking them to provide a reference	To ensure that staff are suitable for the specific position they are applying for in terms of character and skills. This is especially important

	in situations where police checks are not available
Commitment to child protection policy must be a condition of employment	To signal the importance of child protection within the organisation and to hold personnel accountable to upholding standards
Candidate specification included with job description	To ensure that you recruit the best person for the job (above and beyond child protection issues) by assessing applicants according to pre-determined specific essential and desirable skills
Successful candidate must sign personal declaration of criminal convictions	To ensure that you are not employing a convicted child abuser to work with vulnerable children and to deter convicted child abusers from applying. This is especially important in situations where police checks are not available
Standardised interview process	To ensure that you recruit the best person for the job (above and beyond child protection issues) by assessing applicants according to pre-determined specific essential and desirable skills. To ensure that every recruitment opportunity is used to explore candidates' suitability for a post in relation to child protection issues. To ensure that all candidates are judged on the basis of equal opportunity
Attentiveness to suspicious gaps in employment history and use of references to clarify concern	To find out whether there have been previous child protection concerns relating to when the candidate was working for other organisations and whether this might have led to dismissal or frequent changes in jobs; to explore whether periods of absence from employment may be due to e.g. time in custody, and suspicious activity
One member of the recruitment panel has undergone training / is familiar with issues of child protection	So that at least one person has specialist knowledge of child protection related questions to ask and warning signs to look out for so that

	maximum use is made of a job interview to implement child protection safeguards
Advertisements for job vacancies make reference to the child protection policy and screening	To deter child abusers from applying and to communicate your organisation's seriousness and transparency about child protection issues
Candidates who wish to become trustees and volunteers of the organisation are equally bound to sign a statement of commitment to the organisation's child protection policy and undergo training on child protection	To ensure comprehensive protection for children from all personnel who have direct or indirect contact with children through the organisation (not just paid employees)

2. EDUCATION AND TRAINING

ELEMENTS	PURPOSE
Induction process for all representatives, including child protection policy principles and procedures, learning about, recognising and responding to child abuse	Having a 'child-safe' organisation depends on all personnel associated with the organisation fully understanding the child protection policy and procedures, knowing exactly what to do as part of their ongoing work and in case of an incident, knowing where to get further advice and support. Personnel must feel confident and comfortable in discussing child protection issues
Organisational atmosphere encourages opportunities to question and learn about child protection issues	To overcome taboos related to discussing child abuse in order to create an open and aware culture where secrecy is not allowed to prevail and learning is maximised
Training on behaviour guidelines available for those with direct contact with children	To make sure that guidelines are understood and implemented in practice, giving personnel the opportunity to discuss and work through challenges and to have clear guidance where circumstances may be less clear-cut

Orientation given to children themselves on all relevant aspects of the organisation's child protection policy and procedures	To ensure that children know how to protect themselves, what behaviour to expect from personnel and from each other, to know the difference between 'good touch' and 'bad touch' and when and how to speak out if they feel uncomfortable. To open up opportunities for children to input into ongoing implementation and review of child protection policy and procedures
New representatives to receive child protection training as soon as possible (within 3 months at latest)	See induction process above. Training schedules for personnel / timelines and deadlines are important so that child protection remains a priority and does not become side lined by other issues
Existing representatives to receive child protection training within designated period of the child protection policy coming into force (3 months)	See above
Training should be flexible and accessible for part-timers and volunteers	To respond to the different needs of different personnel
Training available on acceptable and unacceptable sharing of information on children	To respect children's right to privacy and confidentiality, and to protect children from those who may use information about them to cause them harm
Emotional / counselling support available for individuals (including children) participating in training / orientation in the case of an emotional reaction to the topics	To support personnel and children to cope with possible emotional effects of discussing issues around child protection, and that there is someone they can speak to if such discussions raise painful issues in relation to their own past
Constant re-evaluation and updating of training and education	To ensure that information being given is as up-to-date as possible and that personnel find it relevant to their work, that every opportunity is taken to maximise the quality, effectiveness and impact of training and education

3. MANAGEMENT STRUCTURE

ELEMENTS	PURPOSE
Open lines of communication, atmosphere of support and encouragement for reporting, positive environment for giving and receiving feedback	Creating a 'child-safe' organisation depends on having clear structures and an open and aware culture in place to ensure that all personnel and children feel confident and comfortable speaking out and implementing child protection safeguards
Designated person to implement the child protection policy	Officially assigning responsibility for child protection issues to one person as part of their job description ensures that child protection is prioritised within the organisation and that it doesn't fall through the gaps
Role of designated child protection lead is clearly defined	To ensure that everyone in the organisation is clear about the extent of the roles and responsibilities of the designated person, so that expectations on all sides are clear and that deliverables are monitored
Ongoing supervision, monitoring and support for all personnel	To ensure that child protection policies and procedures are understood and being implemented and that any problems or queries are dealt with as soon as they arise
Child protection issues are included in regular, formal staff evaluations / appraisals	To provide a two-way forum for discussing areas of concern regarding the individual's part in implementing the organisation's child protection policy and procedures. To assess existing knowledge and to identify further training needs on an individual basis. To provide an opportunity for personnel to input into suggestions for improvement and to feed into overall organisational monitoring of the child protection policy

Management should reflect core principles and values, uphold professional approach and demonstrate awareness of abuse	Having a 'child-safe' organisation depends on strong and proactive support for child protection issues from management at all levels. Management should demonstrate leadership in this area and act as role models
Disclosure of personal information on children limited to those who need to know	To ensure that there is a system in place for information storage and sharing (both hard copy and electronic) - that does not solely rely on individual practice - that ensures respect for children's right to privacy and confidentiality, and that protects children from those who may use information about them to cause them harm
Trustees' / Executive Body overall responsibility / oversight to ensure implementation	To ensure that management take the issue of child protection seriously and that there is a collective body with which to share responsibility for child protection implementation / that ultimate responsibility for implementing child protection issues does not just rest with one individual (<u>i.e. Director</u>)
Incorporate child protection into regular internal and external programme and organisational evaluations / assessments	Internal assessment monitors the progress of child protection policy implementation against targets agreed. External assessment promotes and ensures objectivity and transparency (which in itself encourages an open and aware culture to prevent abuse) and provides a different / fresh perspective / recommendations for improvement on child protection policies and procedures

4. BEHAVIOUR PROTOCOLS

ELEMENTS	PURPOSE
Code of Conduct developed as appropriate to the organisation that includes guidelines on appropriate behaviour of personnel towards children. The Code of Conduct (including visitors code of conduct) should include a statement which encourages personnel to interpret the Code in a spirit of transparency and common sense, with the best interests of the child as the primary consideration	To clarify what constitutes appropriate and inappropriate behaviour towards children. To ensure that all personnel understand and abide by behaviours which create a 'child safe environment' that respects children's physical and mental integrity / space / privacy. Behaviour guidelines also allow children to know what behaviour to expect from personnel and from each other, to know the difference between 'good touch' and 'bad touch' and when to speak out if they feel uncomfortable. To avoid potential misunderstandings which may lead to false allegations of child abuse
Code of Conduct developed in collaboration with children that includes guidelines on appropriate behaviour of children towards other children	To ensure that children know what behaviour to expect from each other, to know the difference between 'good touch' and 'bad touch' and when to speak out if they feel uncomfortable.
Display the Codes prominently / make them easily accessible for all organisation representatives and children	To act as a constant reminder and to be a point of easy reference in times of doubt and emergency
Representatives to promote copies of the Code in all situations where the organisation is responsible for bringing children into contact with adults	To ensure that children's best interests remain safeguarded even beyond the scope of the immediate project environment: e.g. when children participate in workshops and conferences with adults present, when they travel to events and when they receive visitors from donor organisations / other NGOs etc.

5. COMMUNICATIONS ABOUT CHILDREN

ELEMENTS	PURPOSE
<p>Communication Guidelines developed including the essentials and as many desirables as possible</p> <ul style="list-style-type: none"> • Acquire permission of child / guardian / responsible NGO to use images for publicity / fundraising / awareness (informed consent) as much as possible • Let people give their own accounts as much as possible rather than others speaking on their behalf; highlight ability of people to take responsibility and action for themselves • Accurate and balanced portrayal of children, with emphasis on dignity and as much reference as possible to their social, cultural and economic environment • Balanced portrayal even in cases of 'victimhood' (recommended use of 'before' and 'after' images / stories) • Accurate representation of children: avoid manipulation or sensationalising text and images, emphasis on dignity • Establish system of signed consent for use of organisation's visual materials by outside individuals / organisations with ramifications for misconduct • Avoid degrading, victimising or shaming language and images, making inaccurate generalisations, discrimination of any kind, taking pictures out of context (try to provide informative caption) 	<p>To clarify what constitutes appropriate and inappropriate use of communications (images, stories, case studies, personal information) in relation to children</p> <p>To ensure that all personnel understand and abide by guidelines which create a 'child safe environment' that respects children's physical and mental integrity, privacy and dignity and that protects children from those who may use information about them to cause them harm</p> <p>To promote a culture that portrays children accurately, emphasising their role as actors in their own development and that of their peers and communities whilst also acknowledging their vulnerability</p>

<ul style="list-style-type: none"> • Children must be appropriately clothed in images and not in sexually provocative poses • No personal and physical information to identify location of a child that could put them at risk, to be put on website or in communications • Always ask permission before taking photos of children except in exceptional circumstances 	
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6. REPORTING AND REACTION PROTOCOL

ELEMENTS	PURPOSE
Guiding principle of the best interests of the child	To act as a constant reminder in situations where difficult decisions need to be made, especially in countries where there are limited infrastructures in place that the reporting and reaction protocols remain child-focused and child-centred at all times, above and beyond the demands of bureaucracy. e.g. 1) If a child reports an incident of abuse by a staff member, is it in the best interests of the child to report the matter immediately, even if the designated child protection contact is not available, or to wait until that person returns 2) If a child reports abuse by a visitor to the project, is it in the best interests of the child to report the incident to the police / authorities
<p>Standardised process clearly outlined and made available to all representatives and children to include reporting and storing information</p> <ul style="list-style-type: none"> • Develop and make available a standardised reporting form • Relevant contact details for child protection services, social services department, police, 	<ul style="list-style-type: none"> • To ensure that everyone in the organisation is working to the same standards • To ensure that sensitive information that emerges through the reporting and reaction process is kept confidential and shared only on a need-to-know basis

<p>emergency medical help and helplines readily available and easily accessible to representatives</p> <ul style="list-style-type: none"> • Guidance to all representatives on confidentiality and information sharing 	<ul style="list-style-type: none"> • To ensure that everyone, including children, is confident and comfortable with procedures • To ensure that procedures are easily available in times of emergency when clear guidance can help to avoid panic • To ensure that all personnel have guidance on when the principle of confidentiality comes second to the need to share certain information in the best interests of the child
<p>Obligation on all representatives to report all concerns immediately to designated person/s who in turn may seek guidance in the local context or from local social services/police</p>	<p>To ensure that all personnel take responsibility for reporting rather than assuming that someone else will take things forward and that concerns are raised with the person best qualified within the organisation to respond</p>
<p>Obligation to take appropriate steps within the organisation's power to protect the child from further harm</p>	<p>To ensure that the response is guided by concern for the welfare of the child above all else, with decisions made in the best interests of the child</p>
<p>Develop and make available a standardised management flowchart for reporting suspected abuse</p>	<p>To clarify lines of reporting and responsibility in an easy-to-use / understand format</p>
<p>Further guidelines are made available on dealing with allegations from a child e.g. to reassure; listen carefully and calmly, try not to repeat questions, do not promise secrecy, take steps to ensure their safety, distinguish between what the child actually said and your interpretation; do not permit personal doubt to prevent you from reporting</p>	<p>To ensure that personnel are clear about the approach to take when a child makes an allegation that: a relationship of trust is established, that trauma experienced by the child is minimised in the telling of the abuse; and that the incident is reported with the greatest possible factual accuracy. To ensure that the child understands that the issue may need to be taken further</p>
<p>Guidance on dealing with allegations from a child that ensure that the child is treated with respect</p>	<p>To ensure that the child is taken seriously and treated in the manner in which you yourself would wish to be treated in a similar situation</p>

Arrangements to provide supervision and support to those affected during and following an allegation	To ensure that all personnel and children within the organisation have the opportunity to discuss issues of concern in order to minimise trauma; that everyone is clear about the action that is being taken, that the person alleged of committing the offence is assumed innocent until proven guilty and that the process is conducted as smoothly as possible
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7. RAMIFICATIONS OF MISCONDUCT

ELEMENTS	PURPOSE
In the case of an allegation by a named individual from a verifiable source, the accused individual to be suspended (on full pay if relevant) pending outcome of an independent investigation	To ensure that the child in question / children in the project in general are protected from further harm
Outline disciplinary and other steps which may include reporting to the police	To ensure that child protection is taken seriously and ramifications are standardised as part of institutional practice and made clear as part of terms and conditions of employment / association with the organisation
Adverse determination from an investigation should be open to challenge through an appeals process	To ensure that justice is fully adhered to

ROLES AND RESPONSIBILITIES

Child Protection and Safeguarding Lead

- Takes lead responsibility for safeguarding and child protection in the school
- Is appropriately trained and updates their knowledge and skills to keep up with any developments relevant to their role
- Acts as a source of support and expertise to the school community
- Provides advice and support to the staff
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is alert to the specific needs all children including the TDO
- Maintains relevant records of incidents confidentially and safely in a locked cabinet
- Refers cases of suspected abuse to Children's Social Care, or the Police as appropriate
- Attends child protection conferences
- Is an active member of the school Health and safety committee
- Ensures that all staff are trained in child protection and safeguarding
- Ensures that all staff have signed to indicate that they have read and understood the child protection and safeguarding policy
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website
- Ensures parents are aware of the school's role in safeguarding

The Deputy Child Protection and Safeguarding Leads

The Deputy child protection and safeguarding leads are appropriately trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Child Protection Committee

- The Committee for Child Protection consists of at least one representative from each Phase.
- They have to ensure that each member of staff is familiar with school guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- They have to support and advise staff on child protection issues generally.
- They have to monitor the attendance and development of children who have given cause for concern.
- Keep abreast of developments in the field of child protection by liaising with the Child Protection Lead, attending relevant trainings or events
- Respond appropriately to disclosures or concerns that relate to the well-being of a child.

Other staff responsibility

- All members of the school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the students in the school. In doing so, they should seek advice and support as necessary from the CPSL.
- All staff are expected to attend regular and relevant professional development sessions.
- All staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

Specific responsibilities of the School Doctor/Nurse and Counsellor

The school Doctor/Nurse or Counsellor may be requested to provide physical treatment and emotional support after a child has been abused.

The Doctor or Nurse may be required to conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition.

The Doctor/ Nurse and/ or Counsellor can provide positive encouragement to the child, liaise with family members determine how best to promote the child's safety both at school and at home. Child abuse can leave deep emotional scars and the School Doctor or Nurse should recognize these and help develop a rehabilitation plan in liaison with the CPSL and other appropriate staff in the case team.

In some cases, the child may have to take medication as a result of the abuse. The School Doctor or Nurse should ensure that all standards and procedures for administering medications in the school setting are met.

Parents

- Be fully responsible towards the child and for the duties entrusted to them in the upbringing, care, guidance and growth of the child as stated in the applicable law and legislations in the country.
- Cooperate with the school for creating a safe environment for the child in which the child feels protected against occurrences that may threaten the child's survival, physical and mental health.
- Notify the school or child protection units in case of an occurrence that may threaten the child's safety, physical, or mental health.
- Positively cooperate with the school or child protection units as required in any stage when dealing with a case of abuse where the parent's children are involved.

GUIDELINES FOR GOOD PRACTICE AND CODE OF CONDUCT FOR STAFF

To meet and maintain our responsibilities towards students, we need to agree standards of good practice which form a code of conduct for all staff. This includes -

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Encouraging positive, respectful and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation

- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the school's child protection policy, Staff Behaviour Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, e-safety, safer recruitment etc.
- Maintaining appropriate standards of conversation and interaction with and between students
- Referring all concerns about a student's safety and welfare to the DSL or, if necessary, to higher authorities at school
- Following the school's rules with regard to communication and relationships with students, including via social media

Safer recruitment procedure

When recruiting a new member all reasonable steps are taken to ensure compliance with the following:

- Background check of the applicant
- Reference check from at least two previous employers
- For the volunteers and other visitors to school, the school security staff to be vigilant and follow all procedures governing the access , keeping records of all visitors, providing a visitor pass to be worn by all visitors for ease of identification and monitoring

Early Help

The school recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children, which may help to identify that they would benefit from early help.

- Identify situations in which children and/or their families would benefit from early help
- Undertake an assessment of the need for early help; and provide targeted early help service to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

Attendance

The school understands that attendance at school is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely. Our attendance policy is set out in a separate document and is reviewed regularly by our SLT.

Whistle blowing if staff have concerns about a colleague

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues – to the section supervisor, Vice Principal to facilitate an early intervention in order to maintain appropriate boundaries and a safe culture that protects children and reduces the risk of serious abuse in school.

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

All allegations against staff should be reported to the supervisors who in turn will raise to the higher authorities in school.

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff who will have direct contact with children and volunteers will receive an explanation during their induction that will include:

- The school's child protection and safeguarding policy
- Signs and symptoms of abuse and neglect
- Responding to disclosure of abuse or neglect by a child
- Reporting and recording arrangements
- Details of the DSL.

All staff will receive appropriate and regularly updated safeguarding and child protection training.

Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed regularly by the SLT. This policy is transparent to staff, parents and students.

Record keeping

The school will maintain safeguarding (including early help) and child protection records.

- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to relevant agencies immediately;
- Ensure all records are kept secure and in locked locations;
- Ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a student moves.

Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Confidentiality and Information Sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child/parent to keep secrets.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our students attend outbound learning activities, we will check that effective child protection arrangements are in place.

Where after school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

Photography and images

To protect students, the school -

- Seeks consent of the parents (for photographs to be taken or published)
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them.

Bullying

Our Anti bullying policy is set out in a separate document and is reviewed regularly by the SLT. This policy is shared with staff, parents and students.

Bullying can cause can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals.

Online Safety

Refer to ASD Online Safety Policy

The school's **online safety policy** explains how we try to keep students safe in school and protect and educate students in the safe use of technology. Cyberbullying by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures. All staff receive online safety training by Ms. Prarthana Kale

CHILD PROTECTION PROCEDURES

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm Abuse may be committed by adult men or women and by other children and young people.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need ‘absolute proof’ that the child is at risk.

Signs and Symptoms

There are primarily four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child, but is now more usually referred to as fabricated or induced illness.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact and /or including assault .They may also include non-contact activities, such as involving children in

looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development provide adequate food, clothing and shelter (including exclusion from home or abandonment);

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol and/or
- Display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

REPORTING

Taking Action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.

Key points for staff to remember when taking action are:

- In an emergency take the action necessary to help the child
- Report your concern to the DSL as quickly as possible
- Do not start your own investigation
- Share information on a need-to-know basis only, do not discuss the issue with colleagues, friends or family
- Seek support for yourself if you are distressed or need to debrief

During their conversations with students, staff will:

- Allow them to speak freely
- Remain calm and not overreact
- Give reassuring nods or words of comfort
- Under no circumstances ask investigative questions
- At an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- Tell the student what will happen next
- Let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day
- Report verbally to the DSL
- Write up their conversation as soon as possible
- Seek support if they feel distressed or need to debrief

Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from relevant UAE agencies.

Making a referral to Children's Social Care

The DSL will escalate it to the higher authorities, who will then make a referral to UAE agencies, and the police, if it is believed that a student is suffering or is at risk of suffering harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

In deciding the most appropriate response, relevant considerations will include:

- The nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour
- The context of the abusive behaviours
- The child/young person's development, family and social circumstances
- The need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- The risks to self and others, including other children in the school, household, extended family, peer group and wider social network. The school is committed to participating in plans both to provide students who are at risk from other children and those students who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy. However, any staff member can refer their concerns directly to UAE agencies, or the police if:

- The situation is an emergency and the DSL, the deputy DSL, the Supervisors and/or the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the student's safety, or
- For any other reason they make a judgement that a direct referral is in the best interests of the child.

However, staff should inform the DSL and/or supervisors at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

Involvement of outside agencies:

Dubai Foundation for Women and Children (DFWAC)

This is the first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse and human trafficking. It was established in July 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services in accordance with international human rights obligations. The Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually and emotionally abused women and children, prevent ongoing abuse and the escalation of violence and promote social awareness through education and outreach.

DFWAC provides:

- A safe shelter

- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance
- Helpline 800 111 or email help@dfwac.ae
- Website – www.dfwac.ae



Dubai Police Human Rights Department 24/7 Duty Officer 056 6862121

Latifa Hospital Child Welfare Unit

Tel: 04 2193000

Fax: 04 3241717

PO Box 4115 Dubai, UAE

Working Hours: 24 Hours

Community Development Authority (Centre)

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The recently opened center under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.

Al Ameen Reporting (Dubai & Federal Police)

The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of developments in Dubai, and on issues that concern them.

Website - www.alameen.ae

SAFE SCHOOL

All adults on campus (including teaching staff) must wear ID badges and/ or visitors passes

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents be similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Currently, in Dubai this would mean the Police only). Whilst it is permissible to ask the child/children simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements are not.

If for any reasons it is decided that a referral is not appropriate, at all times it will be necessary to address matters in accordance with the school's complaints/disciplinary procedures.

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where another body provides services or activities separately, using the school premises, ASD will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

POLICY REVIEW

The School's Senior Leadership Team is responsible for ensuring the annual review of this policy.

The Leadership Team is also responsible for ensuring that the list of key contacts on the cover sheet is kept up to date.

APPENDIX A

CATEGORIES OF ABUSE

PHYSICAL ABUSE:

- Is actual or attempted physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.
- Unexplained injuries or burns (particularly if they are recurrent)
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Fear of parents being contacted
- Withdrawal from physical contact
- Fear of returning home
- Fear of medical help
- Aggression towards others
- Self-destructive tendencies

EMOTIONAL ABUSE:

- Failure to provide for the child's basic emotional needs such as to have a severe effect on the behaviour and development of the child. This includes conveying to children the feeling that they are worthless or unloved.
- Physical/mental/emotional developmental lags
- Admission of punishment which seems excessive
- Over reaction to mistakes
- Fear of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour (e.g., rocking, thumb sucking etc.)
- Fear of parents being contacted
- Self-mutilation
- Extremes of passivity or aggression

SEXUAL ABUSE:

Where a child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) – including organized networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.

Signs and Symptoms:

- Age-inappropriate sexual knowledge, language, behaviours

- Loss of appetite or compulsive eating
- Regressive behaviours such as thumb sucking, needing previously discarded cuddly toys
- Becoming withdrawn, isolated
- Inability to focus
- Reluctance to go home
- Bed-wetting
- Drawing sexually explicit pictures
- Trying to be 'extra good'
- Over-reacting to criticism
- Have outbursts of anger/irritability

NEGLECT:

Refers to persistent or deliberate failure to meet a child's physical or psychological needs e.g. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give adequate response to a child's emotional needs.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

APPENDIX B

WHAT TO DO ON DISCLOSURE

Stay calm (Don't over-react, however shocked you may be)



Listen, hear and believe (Listen carefully, take it seriously)



Give time for the person to say what they want (Don't make assumptions and don't offer alternative explanations, ask questions beginning with Tell me about...Explain...Describe... Avoid 'who, what, when, where' questions)



Reassure and explain that they have done the right thing in telling. (Do not promise confidentiality; explain that only those professionals who need to know will be informed)



Record in writing as near verbatim as possible and as soon as possible on a Disclosure Form (Use the child's own words, make your record as soon as possible after the event, so that you don't forget anything, and include information about what action was taken afterwards)



Report to the DCPL

APPENDIX C

AMITY SCHOOL DUBAI, DISCLOSURE OF ABUSE FORM

Name of Person Making Allegation/Disclosure:

Time and Date:

Parent(s) Name and Contact Details:

Nature of Disclosure: (Continue on separate sheet as required, recording as close to verbatim as possible)

Name and Signature:

Role:

Date and Time:

APPENDIX D

ADDENDUM – CHILD PROTECTION AND SAFEGUARDING POLICY 2020

CONTENTS

SN	TOPIC	PAGE
1.	SCOPE AND DEFINITIONS	36
2.	CORE SAFEGUARDING PRINCIPLES	36
3.	REPORTING CONCERNS	36
4.	DSL (AND DEPUTY) ARRANGEMENTS	36-37
5.	MONITORING ATTENDANCE	37
6.	PEER-ON-PEER ABUSE	37
7.	CONCERNS ABOUT A STAFF MEMBER OR VOLUNTEER	38
8.	SAFEGUARDING ALL CHILDREN	38-39
9.	STAFF RECRUITMENT, TRAINING AND INDUCTION	39-40
10.	KEEPING RECORDS OF WHO'S ON SITE	40
11.	SAFEGUARDING FOR STUDENTS AND TEACHERS - DISTANCE LEARNING	40-42
12.	LINKS WITH OTHER POLICIES	42

VISION @ ASD

'To inspire and energize every student and staff member with an inclusive, innovative and deep learning experience

Addendum – Child Protection and Safeguarding Policy

SCOPE AND DEFINITIONS

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from the MOE, KHDA and DHA.

It sets out changes to our normal child protection policy and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

CORE SAFEGUARDING PRINCIPLES

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

REPORTING CONCERNS

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

DSL (AND DEPUTY) ARRANGEMENTS

We have a trained DSL (Ms Bala Sadasivan) and deputy DSL (Ms Sushma Dmello and Ms Surekha Raman) on site.

We will keep all school staff and volunteers informed by as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, the Principal will take responsibility for co-ordinating safeguarding. You can contact them by: principal@amitydubai.ae.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

MONITORING ATTENDANCE

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by the Parent Relation Executive
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

PEER-ON-PEER ABUSE

We will continue to follow the principles set in the Child Protection and Safeguarding Policy 2022-2023 when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

CONCERNS ABOUT A STAFF MEMBER OR VOLUNTEER

We will continue to follow the principles set Child Protection and Safeguarding Policy 2022-2023

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

SAFEGUARDING ALL CHILDREN

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on students' mental health that are also safeguarding concerns, and act on concerns immediately. For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems

- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

Children are likely to be spending more time online during this period

ONLINE SAFETY

a) IN SCHOOL

We will continue to have appropriate filtering and monitoring systems in place in school.

b) OUTSIDE SCHOOL

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

WORKING WITH PARENTS AND CARERS

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides

1. MENTAL HEALTH

Where possible, we will continue to offer our current support for student mental health for all students.

We will also signpost all students, parents and staff to other resources to support good mental health at this time.

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

STAFF RECRUITMENT, TRAINING AND INDUCTION

RECRUITING NEW STAFF AND VOLUNTEERS

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers.

STAFF 'ON LOAN' FROM OTHER SCHOOLS

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

SAFEGUARDING INDUCTION AND TRAINING

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

KEEPING RECORDS OF WHO'S ON SITE

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

CHILDREN ATTENDING OTHER SETTINGS

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or Head of Inclusion will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them

- The child's EHC plan, child in need plan, child protection plan or individualised education plan
- Details of the virtual school head

Where the DSL, deputy or Inclusion Coordinator can't share this information, the senior leader(s) identified will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

Safeguarding for Students and Teachers - DISTANCE LEARNING

Steps taken to build safeguarding into the remote learning set-up over digital education platforms and when using the phone to check in with students.

Contents

1. Use school channels to communicate
2. What to do in different scenarios
3. While using Microsoft Teams
4. While using Microsoft Teams for live streams
5. While recording videos to share through YouTube
6. When making a phone call with students
7. Use school channels to communicate

Do not communicate with parents or students outside school channels (for example - do not talk to parents using their personal Facebook accounts, or contact students using their personal email addresses or phone numbers).

1. What to do in different scenarios

a. While using Microsoft Teams

Teachers are expected to:

- Sit against a neutral background/blur the background
- Avoid recording in their bedroom where possible use a neutral background
- Dress like they would for school – formally.
- Double check that any other tabs they have opened in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Students are requested to be in a shared space in their house, rather than in their bedroom. They are expected to dress formally. Parents who may be with the student are to be mindful that other children might see or hear them and anything in the background.

Teachers must record the session so that there is something to go back to later on if a teacher needs to. Teachers should keep a log of video calls. Teachers should inform the parents about the sessions being recorded – tell them it's for school records only.

b. Teachers using Microsoft Teams for live streams

Teachers are expected to:

- Sit against a neutral background/or blur the background

- Avoid recording in their bedroom if they can or use a neutral background
- Dress like they would for school – only formal dressing
- Double check that any other tabs that are open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Teachers must record live streams, so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when.

1. **If teachers are recording videos to share through YouTube**

Teachers are expected to:

- Record against a neutral background
- Avoid recording in their bedroom if they can or use a neutral background/blur the background
- Dress like they would for school – only formal dressing
- Double check that any other tabs that are open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

If teachers have a personal account where they've created playlists, they must set up a separate work account.

Teachers are expected to:

- Set their videos to 'Unlisted' so that only people who have the link (e.g. parents who have been emailed) will be able to see the video
- Set the audience as 'Made for kids', so that adverts won't appear at the start of the video, and comments will be disabled

When uploading videos to YouTube:

1. Under 'Audience', click 'Yes, it's made for kids'
2. When they get to the 'Visibility' step, click 'Unlisted'

If teachers are calling students

Teachers are expected to -

- Do this through parents' phones only (unless this itself poses a safeguarding risk), particularly in primary school, and in all cases make sure parents are aware and agree
- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone
- Give parents a heads-up of what time you'll be calling, so they're more likely to pick up.
- If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only

If teachers are using video calling, they will take the same steps as above.

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day

- Language must be professional and appropriate, including any family members in the background
- Schools should risk assess the use of live learning using webcams
- IT Support need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products)

LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Child protection policy
- Staff Behaviour Policy
- Health and safety policy
- Online safety policy