

Inclusion Child protection and Safeguarding Policy

APPENDIX A

LEGISLATION

1. This policy aims to ensure that AIS is compliant with the terms of current UAE legislation.
 - a) [Federal Law no.3 of 2016 on Child's rights \(Wadeema's Law\)](#)
 - b) UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;
 - c) UAE Federal Law 2 (2015) against Discrimination and Hatred;
2. AIS's admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination.
3. AIS's admissions policy adheres to the stipulations of the *UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai* (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)

Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

Article 23 Clause 1: Article 23 Clause 4: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class.

APPENDIX B

IDENTIFYING REASONABLE GROUNDS FOR CONCERN

Children/young people are sometimes abused by members of their own family, by peers or by others outside the family environment such as strangers, workers or trusted adults.

The following are reasonable grounds for concern:

- Evidence, for example an injury or behaviour, that is consistent with abuse and is unlikely to have been caused in any other way
- Any concern about possible sexual abuse;
- Consistent signs that a child is suffering from emotional or physical neglect
- A child saying or indicating by other means that he or she has been abused
- Admission or indication by an adult or a child of an alleged abuse they committed
- An account from a person who saw a child being abused

SIGNS OF ABUSE AND NEGLECT

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting; by those known to them, or more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

1. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.
2. Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.
3. 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 or not. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material or encouraging children to behave in sexually inappropriate ways.

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4. 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, such as failing to provide adequate food, shelter and clothing, or neglect of, or being unresponsive to, a child's basic emotional needs.

Wherever appropriate, any issues should be checked with the parents/guardians when considering whether a concern exists, unless doing so may further endanger the child or the person considering making the report.

Abuse is not always committed through personal contact with a child or young person, sometimes it is perpetrated through social media or the use of information and communication technology.

The Convention on the Rights of the Child, in article 13, states that

“the child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.”

AIS can support children's rights by offering mechanisms and tools to facilitate youth online participation. It can emphasize the Internet's capacity to facilitate quality education, positive engagement in broader civic life, drive social progress, and influence the sustainability and resiliency of communities, for example, by participating in social and environmental campaigns and holding those in charge accountable.

Employ appropriate technical measures – such as parental control tools, age-differentiated experiences with password-protected content, block/allow lists, purchase/time controls, opt-out functions, filtering and moderating to prevent underage access and exposure to inappropriate content or services.

During online sessions, where appropriate, students should not be alone online with a teacher unless written permission is given by the parents. Class sessions should always have two or more students.

Inclusion or intervention / enrichment sessions may engage students on a one to one basis, with parental consent. During these sessions the usual rules of conduct apply regarding student and teacher conduct and conversation content.

A child/young person will sometimes confide in a worker or volunteer that they have been abused or someone may witness incidents which suggest that a child or young person is being harmed. Often it is a case of a worker/volunteer feeling worried and concerned about certain signs they are picking up on, such as poor hygiene; a child/young person always appearing hungry, listless and tired; a lack of suitable clothing; or unexplained physical injuries. Other indicators may be related to the child/young person's behaviour such as being aggressive, impulsive, or withdrawn. A cluster or pattern of signs is more likely to be indicative of neglect or abuse.

APPENDIX C

RECORD KEEPING

Points to consider regarding record-keeping

- Records should be factual and include details of contacts, consultations and any actions taken.
- Ensure that records on child protection concerns, allegations and disclosures are kept securely and safely within the organisation.

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- Records should only be used for the purpose for which they are intended.
- Records should only be shared on a need to know basis in the best interests of the child/young person.
- Clearly state who within your organisation has access to particular types of records.
- State the location where records are stored. If records of child protection or welfare concerns are stored separately to a service user's 'master' file, the 'master' file must indicate that another file exists and where it can be accessed.
- Indicate how long the organisation will retain these types of records. This will be informed by your record retention policy, taking into account legislative principles such as GDPR guidelines.
- Child protection records should be updated as required and reviewed regularly by the Designated Liaison Person.
- You must be aware of and abide by any regulations specific to your Emirate or area of work with regard to record-keeping.

APPENDIX D

TALKING TO PARENTS/GUARDIANS ABOUT CHILD PROTECTION OR WELFARE CONCERNS

Teachers/staff may feel uncomfortable approaching a parent about a concern. You may have to discuss a concern about the welfare or protection of a child/young person or an issue which relates to the child/young person's developmental needs. A parent should not be approached regarding a safeguarding concern under any circumstances without consultation with the DSL and the Principal.

The following best practice tips may be useful:

- Make sure parents/guardians have prior awareness of your guiding principles, procedures and duties to safeguard children.
- Be straightforward and clearly explain the nature of the concern or issue, e.g. by using facts and records of observations made.
- Think about the time and place to have the conversation. Find a time when parents/guardians are not in a hurry.
- Find a place that is quiet and allows privacy.
- Consider arranging to meet parents/guardians.
- Consider who the best person is/who are the best people, to have the conversation with the parents/guardians.
- Use a calm and gentle tone, consider the language used.
- Start with positive comments and observations about the child/young person.
- Ensure that the parents/guardians know that you care about the welfare of their child and recognise their strengths.
- Refer to how the situation may be affecting the child/young person.
- Start with positive comments and observations about the parents/guardians. Most parents/guardians are trying to do their best for their children and will appreciate your acknowledgement of how challenging parenting can be at times.
- Give the parents/guardians an opportunity to talk; ask them for an explanation and acknowledge their feelings.

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- Take the approach that you are working together to address any issues in the best interests of the child/young person.
- Do not blame, don't get defensive and don't take things personally.
- Ensure that you are supportive but also address the issue.
- Refer to your guiding principles and child safeguarding procedures for support.
- Offer possible solutions, where appropriate.
- Advise parents/guardians how you plan to follow up and keep them informed and involved, where appropriate.
- Where it is not possible to contact the parents/guardians to discuss a concern you may need to discuss the concern with the DSL or Principal.

APPENDIX E

Procedure following an allegation against a member of staff

1. Initial investigation

- a) The DSL will discuss the allegation with the Director and Safeguarding Governor immediately.
- b) The purpose of this initial discussion is for the DSL to consider the nature, content and context of the allegation and agree a course of action. The DSL may need to provide or obtain additional information which may be relevant, such as previous history, whether the child or their family have made similar allegations and the individual's current contact with children.
- c) If the allegation is against The Director, the Chair of the Board of Governors (or designated nominee in his/her absence), would take on the Director's role in this procedure.

2. Further Investigation

- a) The initial cause for concern and sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the

individual facing the allegation or concern. In such a scenario, this decision and a justification for it should be recorded (by both the Designated Safeguarding Lead and the Safeguarding Governor, and agreement reached as to what information should be put in writing to the member of staff concerned (and by whom). The members of the Safeguarding Governor should then consider what action should follow in respect of the member of staff and those who made the initial allegation.

b) Where further investigation is deemed necessary, the Principal should inform the member of staff about the cause for investigation as soon as possible after consulting the Safeguarding Governor, providing as much information as permissible. If a strategy discussion is needed however, or external agencies need to be involved, this will not happen until those agencies have agreed what information can be disclosed to the person.

c) In some cases, further enquiries will be needed to inform the decision about how to proceed. If so, the Safeguarding Governor will discuss with the DSL, how and by whom the investigation will be undertaken. In straightforward cases the investigation should normally be undertaken by a senior member of the school. However, the nature or complexity of the allegation may require an independent investigator.

Communications with parents

a) Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or external agencies need to be involved, the Principal will not do so until those agencies have agreed what information can be disclosed to the parents. They will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

Suspension

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- a) The Principal will consider carefully whether the circumstances of a case warrant the member of staff being suspended from contact with children at the school until the allegation or concern is resolved. Suspension is not the default position – an individual will only be suspended if there is no reasonable alternative, such as moving to another area of the School or removing them from specific types of duties which have contact with children.
- b) Where it has been deemed appropriate to suspend the person, written confirmation will be sent within one working day, giving the reasons for the suspension. The person will be informed at that point who their named contact is within the AIS organisation and provided with their contact details.
- c) If the allegation is not demonstrably false or unfounded, and there is reason to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the procedures of local external agencies.
- d) If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take account of the fact that teachers and other AIS staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.
- e) Where it becomes clear that an investigation by the police or other external agencies is unnecessary, or the strategy discussion or initial evaluation decides that is the case, Safeguarding Governor will discuss the next steps with the Designated Safeguarding Lead. The Chair of the Board of Governors will be kept informed. In these circumstances the options depend on the nature and circumstances of the allegation and the evidence and information available, and could range from taking no further action to summary dismissal and a decision not to use the person's statement.

Timescales

- a) AIS recognise that it is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. All allegations will be investigated as a priority so as to avoid any delay. The time taken to investigate and resolve individual cases will depend on a variety of factors including the nature, seriousness and complexity of the allegation, but it is expected that the case should be resolved in one to three months. In truly exceptional cases this may take up to twelve months.
- b) For those cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that they should be resolved within one week.
- c) Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the AIS as the employer to deal with, although if there are concerns about child protection, the DSL should discuss action with the members of the Safeguarding Governor.
- d) In such cases, if the nature of the allegation does not require formal disciplinary action, the Director will initiate appropriate action within 3 working days.
- e) If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 5 working days. This may be extended according to circumstance and should be communicated to all concerned parties.

Supporting Staff

- a) AIS will act to manage and minimise the stress inherent in the allegations and disciplinary process.
- b) The member of staff will be informed of concerns or allegations as soon as possible and be taken through the possible courses of action, unless there is an objection by the any external authorities or the police.

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- c) The member of staff will be advised to contact their trade union representative, if they have one, and/or a colleague for support. He/she will also be given access to a senior member of staff as a named contact to provide information regarding the progress of the case and any current work-related issues.
- d) Social contact with colleagues and friends will not be prevented unless there is an indication that that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Confidentiality

- a) When an allegation is made AIS will make every effort to maintain confidentiality and guard against unwanted publicity while investigations are carried out (in accordance with AIS's Data Protection Policy).
- b) AIS will take advice from external agencies to agree the following:
- Who needs to know and, importantly, exactly what information can be shared;
 - How to manage speculation, leaks and gossip;
 - What if any information can be reasonably given to the wider community to reduce speculation; and
 - How to manage press interest if and when it should arise.

Resignations, Dismissal, Ceasing to provide services, 'Settlement Agreements' and References

- a) If a member of staff tenders his/her resignation, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with these procedures.
- b) Ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; not continuing with the employment of a probationer, no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff

employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial training, or volunteering.

c) Every effort will be made to reach a conclusion in all cases where allegations relating to the safety or welfare of children are concerned.

d) Wherever possible the member of staff will be given the opportunity to answer and make representations with regard to the allegation. However, the investigative processes outlined above will continue in cases where this does not happen for whatever reason.

e) A 'compromise agreement', by which a person agrees to resign if AIS agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, generally should not be used in these cases. No such agreement will prevent a thorough police investigation or override the statutory duty to make a referral to the Disclosure and Barring Service (DBS), where appropriate.

f) Cases in which an allegation was proven to be unsubstantiated, unfounded or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in any reference.

Action on conclusion of a case

a) When any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In these circumstances the Safeguarding Governor will discuss with Chair of the Board of Governors whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or the local authority can inform that decision. The options will depend on the circumstances of the case and the consideration will need to take account of the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

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b) If the allegation is substantiated and the person is dismissed or AIS ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the members of the Safeguarding Governor should make a referral to the MOHRE, KHDA or SPEA for consideration of inclusion on the barred lists is required.

Action in respect of unfounded or malicious allegations

In the event that an allegation is shown to have been deliberately invented or malicious, the Director will consider whether any disciplinary action is appropriate against the pupil who made it.

APPENDIX F

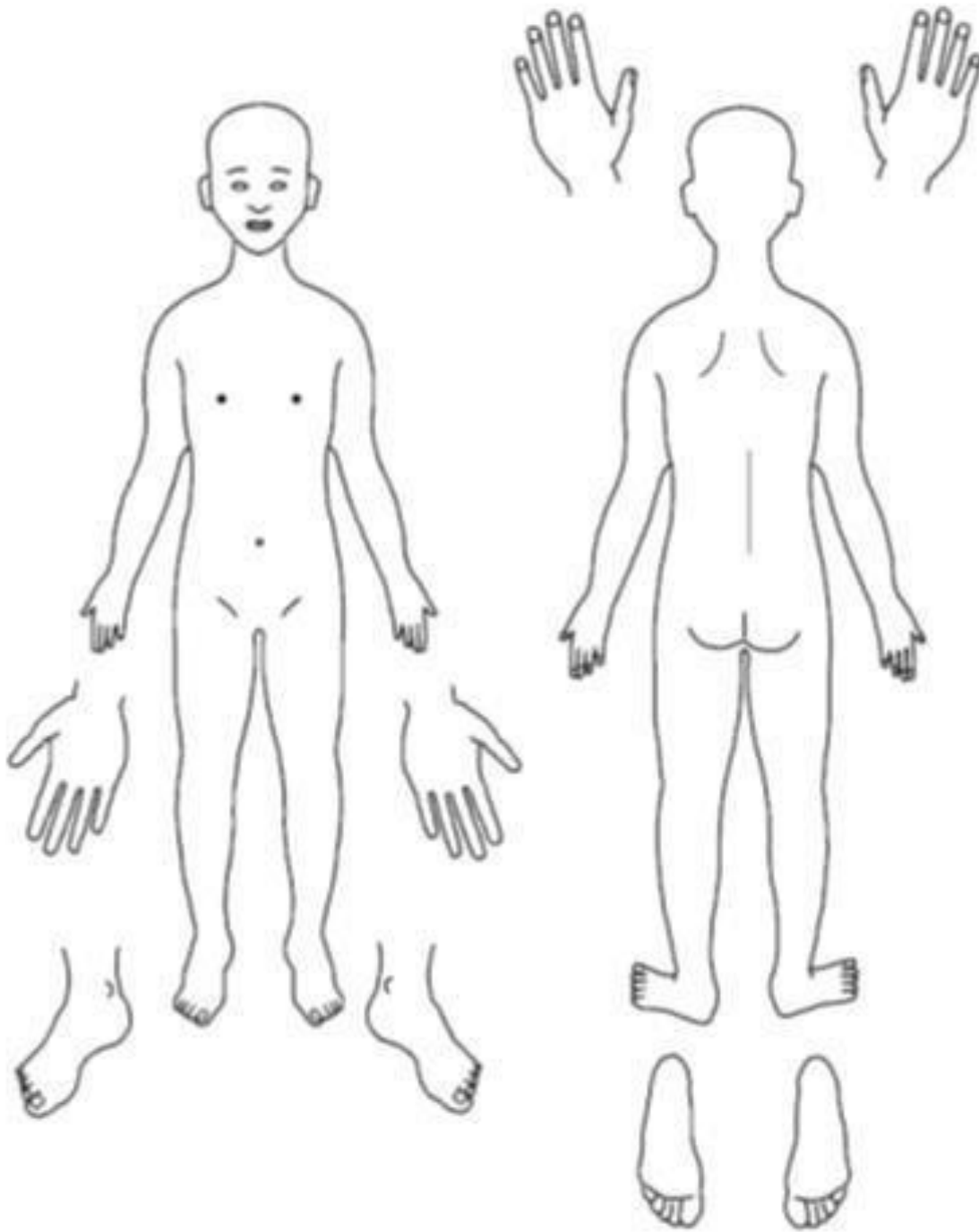
CHILD PROTECTION RECORD OF CONCERN			
Child's Name:	Male Female		
Child's Date of Birth:			
Year Group / Grade:			
Date and time of concern:			
Type of concern:			
Child Welfare		Physical Abuse	
Emotional Abuse		Sexual Abuse	
Neglect			
Your account of the concern: (What was said, observed, reported and by whom?)			
Additional Information: (Your opinion, context of concern/disclosure)			
Your response: (What did you do/say following the concern?)			
Household Composition:			
Name	Relationship	D.O.B.	Additional Information

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Details of Reporter:	
Name:	
Position:	
Parents Aware of Report: Yes	No
Organisations Involved:	

APPENDIX G - SKIN MAPS

To be completed by AIS's nurse or medical professional where there is concern regarding physical abuse



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____

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Any additional information/child's explanation:

References:

Child Protection UAE:

<https://www.moe.gov.ae/en/mediacenter/news/pages/childprotectionunit1.aspx>
<http://www.moi-cpc.ae/en/CHILD.PROTECTION.DIMENSION.aspx>
https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf
<https://u.ae/en/information-and-services/social-affairs/children>
<https://u.ae/information-and-services/justice-safety-and-the-law/children-safety/childrenssafety>
<https://www.humanium.org/en/united-arab-emirates/>

Child protection UNICEF:

<https://u.ae/information-and-services/justice-safety-and-the-law/children-safety/childrenssafety>

Child Protection Online AUE:

<http://www.moi-cpc.ae/en/we.protect.aspx>

Safeguarding for teachers online:

<https://www.d2l.org/safe-digital-learning-plans/>
<https://www.ibo.org/globalassets/news-assets/coronavirus/online-learning-continuity-planning-en.pdf>