



مدرسة ليوا الدولية
Liwa International School
فلج هزاع Falaj Hazza

CHILD PROTECTION POLICY AND PROCEDURE



ليوا للتعليم
Liwa Education

2024

POLICY STATEMENT

Liwa International School Falaj Hazza (LISF) is concerned about the welfare and safety of all its pupils and attempts to create an environment in which pupils feel secure and valued and in which they are listened to and taken seriously.

POLICY AIMS

We aim to safeguard and promote the welfare of children at the school in compliance with national school requirements as specified by ADEK and HAAD as well as in line with UAE Law. LISF policy is derived from the law and guidance set within the UAE is as follows:

- UAE Federal Law No. 3 of 2016 on children's rights (Wadeema's Law)
- UAE Department for Health, School Health Guidelines for Private Schools 20
- UAE School Inspection Framework 2016, Section S The protection, care, guidance and support of students.

As recommended, the policy recognizes the need for a designated practitioner to take lead responsibility for safeguarding pupils within the whole school and liaising with local agencies as appropriate.

ROLES AND RESPONSIBILITIES

The Designated Persons for Child Protection for the school are as follows:

1. Chairman of the Committee: Mr. John Harris – School Principal
2. Designated Child Protection Officer: Ms. Penni Jones – Vice Principal for Middle School
3. Committee Members:

- Ms. Melanie Haddy – Vice Principal for Pre-K to G.4
- Mr. Mohammed Sayed – OSH Officer
- Ms. Samah Ali – Social Worker for G.5-8 Boys
- Ms. Deserie Rajeev – Social Worker for G.9-12 Boys
- Ms. Eiman Elyas Abdelrahim – Social Worker for G.5-12 Girls
- Ms. Shamma AlShamsi – Social Worker for Pre-K - KG2 - Gr.2 - Gr.4
- Ms. Aisha AlKhansoori – Social Worker for KG1 – G.1 – G.3

If the Child Protection Officer is unavailable, the school Principal will be the reference person.

PRACTICE AND PROCEDURE GUIDING PRINCIPLES

- All staff should be alert to the signs of abuse and neglect and know to whom they should report concern or suspicions.
- A Designated Person with knowledge and skills in recognizing and acting upon child protection concerns is the first point of contact for staff and parents where a concern is identified.
- Staff with designated responsibility for child protection should receive appropriate training.
- There is an effective whole school policy against bullying.
- We operate safe recruitment procedures (including Police clearances and local security checks). The school will ensure that any full, part-time, supply, peripatetic or volunteer staff are security checked before employment/engagement. This is a whole school requirement includes all ancillary staff, as well as academic teaching staff.
- Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.

TEACHING AND LEARNING

There is a Designated Person whose main tasks are to:

- Ensure that the Principal is kept fully informed of any concerns.
- Ensure that all staff are aware of these procedures.
- Ensure that the safeguarding procedures are followed in the school.
- Ensure that appropriate training and support is provided to all staff.
- Investigate if a concern is raised, whether this is an allegation against a parent, member of staff or another pupil (or group of pupils)
- Decide whether to take further action about specific concerns. secure place and marked "strictly confidential."
- Guide parents and staff about obtaining support. Specifically:
- Any member of staff concerned about a pupil must inform the Designated Person immediately. He/she will inform the Principal and the relevant persons if needed.
- The member of staff must record factual information regarding their concerns on the same day. The record must be a clear, concise and factual account of the observations.
- The Designated Person, in consultation with the Principal, will decide whether the concerns should be referred to an outside agency.

CHILD PROTECTION TRAINING

- All Teaching Staff including Instrumental teachers, Learning Support Staff, Bus monitors, and Bus Drivers have received annual training on the signs and symptoms of abuse and the procedures within LISF.
- All staff are required to sign to confirm they have received a copy of the Child Protection and Safeguarding Policy and Code of Conduct.
- Volunteer staff and parents who have frequent contact with pupils will also be given the Child Protection training.
- Formal learning programs related to child protection are regularly delivered by members of the faculty or external providers.

RECOGNIZING CHILD ABUSE - WHEN TO BE CONCERNED

It is important that all members of staff including visiting staff both paid and unpaid should be aware and alert to possible outward signs of abuse or neglect (see Appendix I). These signs may include one or more of the following:

- An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with the explanation given.
- Frequent injuries even when reasonable explanations are given.
- Sudden changes in behavior, performance or attitude.
- Anxiety or low self-esteem.
- Knowledge of sexual matters beyond what would normally be expected, or sexual behavior that is unusually explicit or inappropriate to the pupil's age.
- Disclosure of an experience in which the pupil may have been significantly harmed.
- Dealing with a disclosure
- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the pupil, but do not make promises which it might be impossible to keep.

DEALING WITH A DISCLOSURE

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.

- Reassure the pupil, but do not make promises which it might be impossible to keep.
- Do not promise confidentiality, as it might be necessary to refer the case to the Ministry of Interior Child Protection Center and ADEK.
- Reassure the pupil that what has happened is not their fault and stress that it was right to talk.
- Listen rather than ask direct questions; asking minimal open rather than leading questions.
- Explain what has to be done next and who has to be told.

ASSESSMENT AND RECORD KEEPING

- Make notes as soon as possible after the conversation on the concerns form (Appendix 2)
- Do not destroy the original notes in case a court needs them.
- Record on a body map (Appendix 3) the site of any injury – do NOT take photos.
- Record statements and observations, not interpretations or assumptions.
- All information relating to Child Protection is maintained within a confidential file and is stored securely either in a locked cabinet or through a password protected data file.

UAE REGULATIONS AND SUPPORT

Our Child Protection policy is based on the UAE regulations and protocols when it comes to suspicion and reporting of child protection concerns. Once a case of suspected abuse adequately evidenced and identified to the Child Protection officer, in consultation with the Principal, they will take the following steps:

1. Ensure all evidence is documented
2. Child protection officer will report the case to the Ministry of Interior via hotline 11611
3. Child protection officer will report it electronically to ADEK via the online reporting system
4. Documentation is filed and kept confidential

ALLEGATIONS INVOLVING SCHOOL STAFF

Allegations against staff, volunteers or the Designated Person should be reported to the Principal. The Designated Person should be contacted in each instance (unless she is the object of the allegation). The relevant SLT should also be informed also.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Designated Person, who in turn will inform the Principal. A concern form (Appendix 2) must be completed by the reporting person, including a note of any witness to the incident or allegation.

If the member of staff is deemed unsuitable after an internal investigation, then the school reports it to ADEK PSQA immediately, and ADEK approval will be taken away, and all necessary actions to end the staff member's ability to work in the UAE will be taken.

GUIDELINES FOR STAFF

This guidance is issued within this policy for the protection of both staff and pupils. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

- Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for pupils to talk to you about any concerns they may have
- Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room.
- Recognise that caution is required in sensitive moments of counseling on matters such as bullying, bereavement or abuse.
- On residential trips, pupils and staff must have separate sleeping accommodation.
- Avoid situations that compromise your relationship with pupils and are unacceptable within a relationship of trust.
- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff are advised to avoid transporting a single pupil in a vehicle except in case of an emergency
- Remember that someone else may misinterpret your actions, no matter how well-intentioned.
- Do not have inappropriate physical or verbal contact with pupils. Avoid suggestive remarks or gestures, even in fun.
- Do not jump to conclusions about others without checking the facts.
- Do not rely on your good name to protect you.
- Do not believe "it could never happen to me."

SCHOOL CONTACT TELEPHONE NUMBERS

Chairman of the Committee:

- Mr. John Harris – School Principal– Tel.: 03 781 0044 (ext. 102/104)

Designated Child Protection Officer:

- Ms. Penni Jones – Vice Principal for Middle School– Tel.: 03 781 0044 (ext. 106)

Committee Members:

- Ms. Melanie Haddy – Vice Principal for Pre-K to G.4– Tel.: 03 781 0044 (ext. 205)
- Mr. Mohammed Sayed – OSH Officer Tel.: 03 781 0444 (ext. 117)
- Ms. Samah Ali – Social Worker for G.5-8 Boys – Tel.: 03 781 0444 (ext. 125)
- Ms. Deserie Rajeev – Social Worker for G.9-12 Boys – Tel.: 03 781 0444 (ext. 126)
- Ms. Eiman Elyas Abdelrahim – Social Worker for G.5-12 Girls – Tel.: 03 781 0444 (ext. 124)
- Ms. Shamma AlShamsi – Social Worker for Pre-K- KG2 - Gr.2 – G.4 – Tel.: 03 781 0444 (ext. 207)
- Ms. Aisha AlKhansoori – Social Worker for KG1 – G.1 – G.3 – Tel.: 03 781 0444 (ext. 208)

CONTACT DETAILS FOR OUTSIDE INVOLVEMENT

Al Ain Community Police – 03 715 1870

MOI Child Protection Centre – 11611

Child Helpline – 800 700

MONITORING AND REVIEW

Policy to be reviewed annually by the Senior Leadership Team.

School Name	Liwa International School Falaj Hazza	Issue Date	
Policy Name		Revision Date	
Prepared By		Policy Number	
Approved By	Mr. John Harris, Principal		

APPENDIX 1 - DEFINITIONS OF ABUSE

Physical Abuse may involve hitting, shaking, throwing, poisoning, and burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or care-giver feigns the symptoms of, or deliberately causes ill health to a child in their care.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to a child that they are unloved, worthless, inadequate, or valued only insofar as they meet the needs of another person. It may feature expectations, which are age or developmentally inappropriate, being imposed on a child. It may involve a child frequently feeling frightened or in danger or the exploitation or corruption of a child or children.

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, including penetrative or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child's basic physical and physiological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter, and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

The NSPCC lists some of the signs and behaviors which may indicate that a child is being abused:

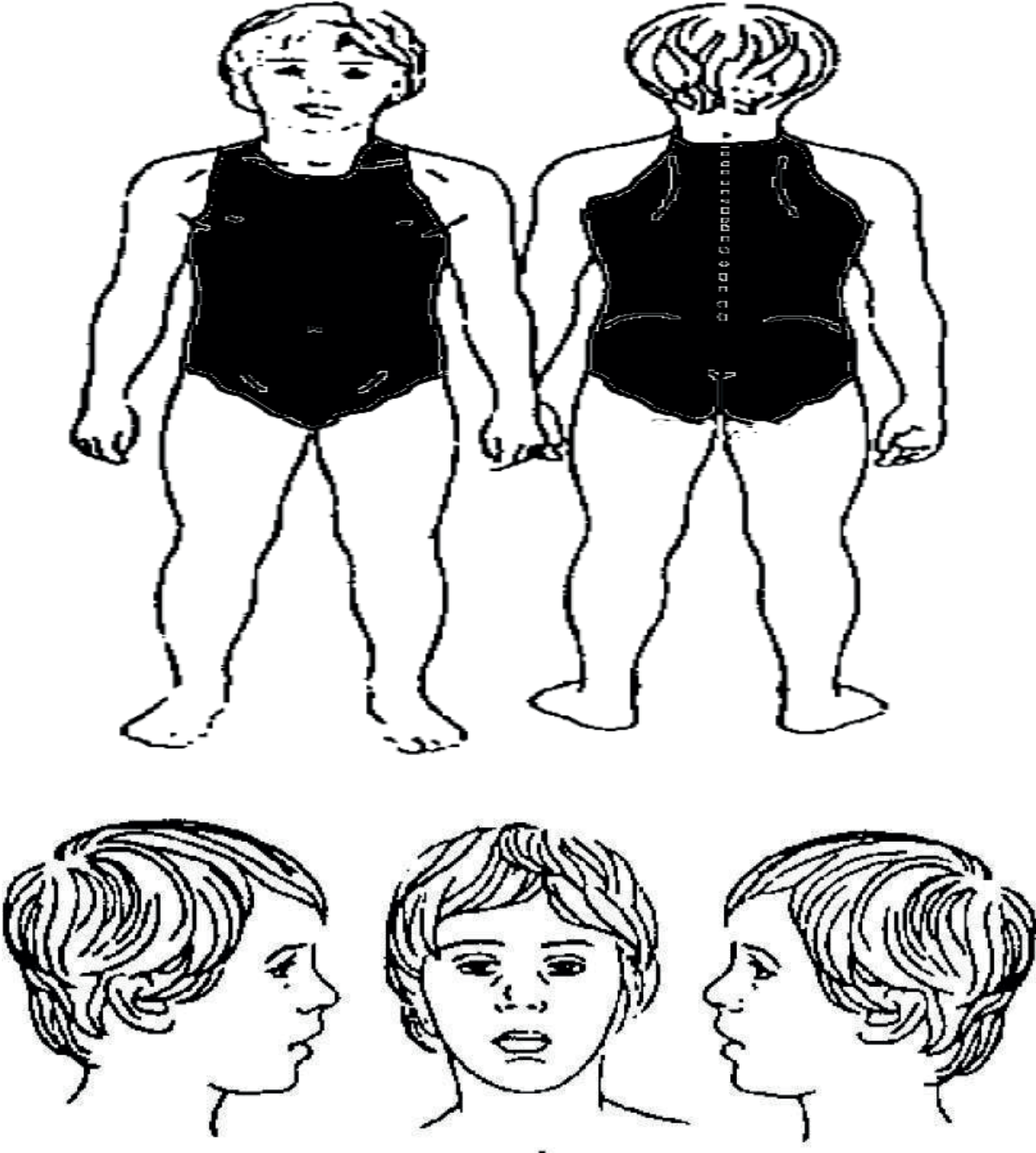
- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behavior, aggressive behavior, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behavior
- a 'watchful attitude.'
- sexually explicit behavior (e.g., playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behavior
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others pregnancy

APPENDIX 2 – CONCERNS

Concern Form and Tracking Sheets.

Name of child:		Class:
Reported by: (Name & Signature)		
Witness:		
Date:	Time:	Location:
(of observed behavior / Discussion / Disclosure)		
<p>Concern/Incident: (to be completed by reporting adult)</p> <p>Note: Please do not interpret what is seen or heard; simply record the facts.</p>		
<p>Skin Map:</p> <p>Note: Any signs of physical injury should be described in detail. Where injuries have been observed, mark on Skin Map recording the location, size, and color.</p>		
<p>Injuries observed - please tick: <input type="checkbox"/> YES <input type="checkbox"/> NO</p>		
Name of witness to injuries:		
Date injuries seen:		

Skin Map



The form contains a large rectangular area for drawing. At the top, there are two full-body line drawings of a child, one facing forward and one facing backward, both wearing a dark tank top and shorts. Below these are three head-and-shoulders line drawings: a left profile view, a front view, and a right profile view. At the bottom of the form, there are two rectangular boxes for text.

Signed (reporting adult):	Date:
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Handed to: For: Designated Child Protection Officer use Name:		Date:
		Time:
Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate		
Monitoring sheet		
Contact parents Please tick: <input type="checkbox"/> Telephone call <input type="checkbox"/> Meeting		
Refer to?		
Other (Please specify)		

APPENDIX 4 - LOST CHILD PROCEDURE

In order to minimize the possibility of a child getting lost, all staff needs to be vigilant in maintaining a check on the number of children in their care. This means that in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place. The practice will ensure that if a child should go missing, the loss is quickly discovered.

In the event of a missing child, the loss should be immediately reported to the Principal/Head of School or a senior member of staff who will then direct the course of action.

This will include any or all of the following:

1. Alert other members of staff and deploy appropriately while maintaining adequate supervision of the remaining children.
2. Question children.
3. Conduct a thorough search of the buildings and outdoor area.
4. If the child has not been found within 15 minutes, parents should be contacted and possibly also the police.
5. Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone.

APPENDIX 5 - LATE COLLECTION PROCEDURE

If a child is not collected at the end of the school day, the child remains the responsibility of the class teacher or assistant until alternative arrangements have been made.

Each instance is different, and staff needs to act on the initiative, but the following procedure is likely to be “best practice.”

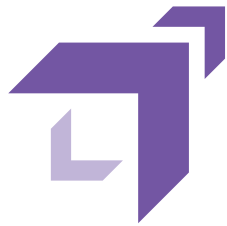
1. Allow a 15-minute leeway for delay or lateness.
2. After 15 minutes take the child(ren) to the designated waiting area where there is a staff member on duty
3. Call parents/collecting person
4. If a child still has not been collected and parents cannot be contacted after 30 minutes in the designated waiting area refer to emergency contacts
5. The child should not be left alone and should be reassured that the situation will be resolved.

Under no circumstances should a child be allowed to go with another parent without consent from the child’s parent or the Principal.

Late Collection from After School Activities

Those in charge of after-school activities have a responsibility to ensure that the pupils in their care are safely collected at the end of the session. In the event of a child not being collected, the “activity leader” will stay with the child for 15 minutes to allow for normal delay or lateness. After this time, the activity leader will either take the child(ren) to the designated waiting area or if the activity is off- site the teacher in charge must remain with the child and follow the late collection procedures identified in Appendix 5.

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