



# Child Protection and Safeguarding

This Document Has Been Reviewed and Approved By:

Name	Position	Department
Ms Roshan Ahsan	Principal	Administration
Ms Shimana William	Vice Principal	Administration
Ms. Zahra Sheikh	School Counselor	Counselling
Mr. Majid	Health and safety Coordinator	Health & Safety



Safeguarding Children and child protection

Revision History of the Document

Revision No.	Issue Date	Summary of Changes	Responsibility	References
6.0	25-Sep- 2022	The document has been changed altogether as per the new requirements of the MOE and child protection regulations.		
6.1	5-Sep-2023	The document has been changed altogether as per the new requirements of the MOE and child protection regulations.		
6.2	15 <sup>th</sup> Aug'24	The document has been modified as per the new requirements of the MOE, Wadeema law and child protection regulations.		



### ❖ Policy Statement

Al-Amana Private School shall work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Protecting children from abuse, preventing harm to their well-being, ensuring that they grow up by receiving safe and effective care, and maximizing their chances of a successful life are all parts of Al-Amana's child safeguarding policy.

Our safeguarding policy is based on three key commitments. Their commitments are:

- Al-Amana Private School is committed to building a 'culture of safety in which children are protected from abuse and harm in all areas of its service delivery.
- Al-Amana Private School is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are in adherence to the MOE/ SPEA, and other government organizations working in the area of Child Protection.
- Al-Amana Private School is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

### ❖ General Procedures


- The school shall ensure all staff are trained to understand our safeguarding policies and procedures and parents are made aware of them too.
- Child safeguarding and protection training is compulsory for all Al Amana Staff members, and it is currently provided by SPEA on SEA platform.
- All staff shall have up-to-date knowledge of safeguarding issues.
- The school shall provide adequate and appropriate staffing resources to meet the needs of the children.
- To ensure child protection and safeguarding, the school shall abide by the requirements set forth by the Ministry of Education (MOE) and the Sharjah Private Education Authority (SPEA).
- The school shall keep all documents related to staff in records and will ensure that new staff members submit their police clearance certificates to the HR department before joining.
- The school shall inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- Volunteers, conducting workshops, or any outsider who wants to conduct any activity are allowed to



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conduct the activity only after the school takes approval from SPEA, and they are not allowed work unsupervised.

- The school shall keep the records of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern. The details can be shared with another employer upon request for verification.
- The school has procedures for recording the details of visitors to the setting which shall be kept for three years.
- The school take security steps to ensure that we have control over who comes into the provision so that no unauthorised person has unsupervised access to the children. Security guards and surveillance cameras make it possible for us to keep the track of any visitor entering the school premises.
- The Admission Form of the school includes a separate, detailed form for students who use their own transport, wherein all details of the parent/guardian responsible for picking up the student are collected.
- In case of any change in the guardian picking up the student from the school, the parent has to inform the principal or the relevant supervisor via email before pick-up time. The identity of the guardian is then cross-checked with the student to ensure safety.
- The stakeholders take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by the school. Parents sign a consent form and have access to records holding visual images of their child, and the recording is done by authorized people only.
- No student, staff or parent is allowed to film/ photograph any student on the school premises without permission.
- In accordance with our school's policy on supporting children with special educational needs (SEN), the responsibility for appointing a Learning Support Assistant (LSA) primarily rests with the parents or guardians of the child. However, as part of our commitment towards, safety, quality and inclusiveness, our school administration facilitates the process by collecting all requisite documentation from the LSA, including passport, Emirates ID, and educational certificates. It is imperative for us to ensure that the LSA possesses the necessary qualifications and expertise in the field of special education needs. This verification process aligns with our dedication to maintaining high standards of care, safeguarding and support for all students within our learning community.
- The layout of the rooms allows for constant supervision. No child is left alone with staff or service providers in a one-to-one situation without being visible to others.
- Consent forms are collected with all information conveyed to the parents before going for any activity.
- In case of extra classes or stay backs, the parents shall be informed via circulars or in case of emergency stay backs or delays, the parent/ guardian shall be informed through call/ SMS.

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## ❖ Safeguarding and Child Protection Team

### ➤ Deputy Safeguarding Lead

- Mr. Abdul Aziz (Chairman) [chairman@amanaschool.com](mailto:chairman@amanaschool.com)

### ➤ Safeguarding Lead

- Ms Roshan Ahsan (Principal) [principal@amanaschool.com](mailto:principal@amanaschool.com)

### ➤ Deputy Safeguarding Lead

- Ms. Mona Abdelwahab Supervisor- Secondary Girls [secondarygirlsupervisor@amanaschool.com](mailto:secondarygirlsupervisor@amanaschool.com)
- Mr. Joel Abraham Supervisor- Secondary Boys [malesupervisor@amanaschool.com](mailto:malesupervisor@amanaschool.com)
- Ms. Javaria Raheel Supervisor- Primary [primarysupervisor@amanaschool.com](mailto:primarysupervisor@amanaschool.com)
- Ms Zahra Shakib School Counselor [schoolcounselor@amanaschool.com](mailto:schoolcounselor@amanaschool.com)
- Ms. Noorine Jesseer Staff representative [hr@amanaschool.com](mailto:hr@amanaschool.com)
- Mr. Muhammed Majid Health and safety coordinator [safetycoordinator@amanaschool.com](mailto:safetycoordinator@amanaschool.com)

## ❖ Role of the Safeguarding and Child Protection Team


The role of the Safeguarding and Child Protection Team is to:

- Promote a whole school culture of safeguarding and listening to support children.
- Know how to recognise and identify the signs of abuse and neglect.
- Know when it is appropriate to make referrals for support and to whom.
- Ensure that the school works within the legislative framework and recommended guidance
- Have a clear understanding of the support services available in the country and area and inter-agency working.
- Ensure that the Safeguarding team and staff are having up to date knowledge and skills about child safeguarding and protection.
- Ensure that the relevant staff are kept fully up-to-date about any concerns.
- Develop effective working relationships with other agencies and services.
- Ensure that records related to student protection are kept accurately and separately in a secure place.
- Ensure that the school effectively monitors children about whom there are concerns.
- Guide students, parents and staff about obtaining suitable support.
- Orient new parents about the role of the Safe Guarding and Child Protection Team in the school.

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## ❖ The Governing Body

The Governing Body has overall duty for ensuring that there are adequate procedures in place to safeguard the children in their establishment. A nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

**Mr . Abdul Aziz ( Chairman)**

In particular, the Governing Body must ensure:

- Existed Child protection policy and procedures are executed and are up to date.
- Existed recruitment measures are safe, implemented and up to date.
- Appointment of a DSL who is a senior member of the school leadership team.
- The school staff is attending relevant children safeguarding training.
- Allegations are safely managed.
- Insufficiencies or weaknesses in safeguarding measures are remedied without delay.

## Responsibilities of Teachers

- Teachers will create a safe environment by ensuring that the physical environment of the classroom and school premises is safe and conducive to learning.
- Teachers will supervise activities, address hazards, and maintain appropriate boundaries during class time."
- Teachers will recognize and respond to the signs of abuse or neglect in children, such as physical injuries, changes in behaviour, or unexplained absences.
- Teachers will report the safeguarding and child protection concerns or suspicions of child abuse or neglect to the designated safeguarding lead or relevant authorities.
- While it is important to report concerns of child abuse or neglect, teachers will maintain confidentiality to protect the privacy of the child and their family. Information should only be shared with appropriate individuals on a need-to-know basis.
- Teachers will strive to build trusting relationships with their students. Will make it easier for children to disclose any concerns or issues they may be experiencing.
- Will create an open and supportive environment that encourages communication and helps identify potential risks to a child's safety.

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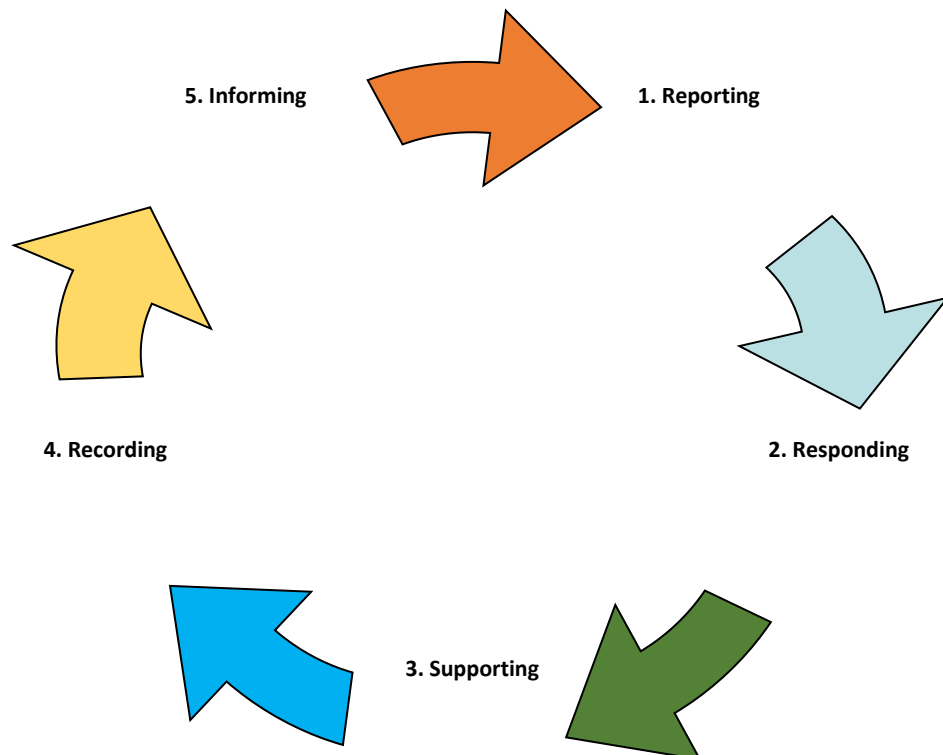
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- Teachers will incorporate age-appropriate lessons and discussions about personal safety, boundaries, and recognizing and reporting abuse into the curriculum. This will empower students to protect themselves and seek help if needed.
- Teachers will collaborate with the school safeguarding team to address child protection and safeguarding concerns effectively.
- Teachers will engage themselves in ongoing training and professional development opportunities to stay informed about best practices in child protection and safeguarding. This includes learning about relevant laws, policies, and procedures, as well as understanding the impact of trauma on children.

❖ **Steps for dealing with an incident**



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## 1. Reporting

- Incidents can be reported by anyone in the school. (Teachers, helping staff, students' parents, nurses etc.)
- Details of the incident, victim and offender will be recorded (location, time and date name, grade etc.).
- Information can be gathered from a person who witness the incident. (If any)

## 2. Responding to suspicions of abuse


- Al-Amana Private School acknowledges that abuse of children can take different forms
  - Physical
  - Emotional
  - Sexual
  - Neglect
- When children are suffering from physical, sexual or emotional abuse, or maybe experiencing neglect, this may be demonstrated through:
  - significant changes in their behaviour
  - deterioration in their general well-being
  - their comments which may give cause for concern, or the things they say (direct or indirect disclosure)
  - changes in their appearance, their behaviour, or their play
  - unexplained bruising, marks or signs of possible abuse or neglect
  - any verbal statement/ signal to suspect neglect or abuse outside the setting
  - drastic changes in the academic performance or class progress
- The safeguarding team requested and intimated to the teachers that if they see any of the above changes or demonstrations, they shall immediately inform the safeguarding team who can then take steps to investigate the reasons or causes of the displayed behaviour.
- The school take into account factors affecting parental capacities, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent learning disability. The safeguarding team shall arrange meetings with the parents to discuss any possible solution or recommendation.
- If the school nurse finds any child suspected of abuse, she shall refer the student to the school safeguarding lead to monitor/ investigate the concerned student.
- The cases of any kind of abuse, violence or harassment are to be recorded by the safeguarding lead who is a part of the Child Protection Team and necessary actions shall be taken to prevent child abuse, and proper follow-ups shall be ensured. In case the action/ activity continues, the details shall be reported to the Child Protection Centre Sharjah.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, and sexual exploitation of children such as through internet abuse that may affect or may have affected children and young

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people. The school shall make it easy for the students to report such cases by being more open, encouraging and approachable.

- We also make ourselves aware that some children and young people are affected by gang activity, complex, multiple or organised abuses, forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with. The school shall ensure to follow the procedure for reporting to the child protection department for further actions.
- If such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the designated member of staff. The information is stored on the child's file.
- The school authorities shall refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. We take care not to influence the outcome either through the way we speak to children or by asking questions of children. Only the authorized person shall undergo investigation confidentially, only if the child is emotionally stable to respond.
- We shall take into account the need to protect young people (as described in the Wadeema Law that an individual below the age of 18 is categorized as a child) which may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it e.g in cases where it is suspected that the life of the student or other people around him/her is at stake.

### **3. Supporting Students**

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth.
- We recognise that a child in these circumstances may feel helpless and humiliated and may feel self-blame.
- We recognise that the setting may provide the only stability in the life of a child who is being abused or is at risk of harm. We accept the behaviour of a child in these circumstances may range from that which is perceived to be normal and maybe particularly aggressive or withdrawn  
The centre will support children and their families by:
  - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the setting.
  - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

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- Providing continuing and planned support for a child about whom there are concerns.

#### 4. Recording procedures


- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:
  - listens to the child, offers reassurance and gives assurance that she or he will take action
  - does not question the child
  - makes a written record that forms an objective record of the observation or disclosure that includes:
    - the date and time of the observation or the disclosure
    - the exact words were spoken by the child as far as possible
    - the name of the person to whom the concern was reported, with the date and time
    - the names of any other person present at the time.
- these records are signed and dated and kept in the child's file which is kept securely and confidentially
- the Principal acting as the Head of the Child Protection Team is informed of the issue at the earliest opportunity

#### 5. Informing Parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger
- We shall inform parents when we will make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding concerns in the Family Meetings Details Form.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Social Services Department does not allow this, for example, where it is believed that the child may be placed in greater danger
- This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform the parents.

#### ❖ Liaison with other agencies

- We work within the guidelines of the Sharjah Social Service Department.
- We have set procedures for contacting the local authority on child protection issues.
- We notify the SPEA of any incident or accident and any changes in our arrangements that may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere).

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### ❖ Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff within the provision, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We shall respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children, which includes:
  - inappropriate sexual comments
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities
  - Inappropriate sharing of images.
- The school authorities shall follow the guidance of the Social Support Centre of Sharjah Police when responding to any complaint that a member of staff, or volunteer within the provision, or anyone living or working on the premises occupied by the setting, has abused a child.
- We shall refer any such complaint immediately to the Social Support Centre of Sharjah Police to investigate. We also report any such alleged incident to MOE/SPEA and what measures we have taken. We are aware that it is an offence not to do this.
- The school authorities shall co-operate entirely with any investigation carried out by children's social care in conjunction with the police
- Where the management team and children's social care agree it is appropriate in the circumstances, the case is referred to the board of Directors who will decide on the suspension of the member of staff for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process of investigation.

### ❖ Training

- The school authorities seek out training opportunities for all adults involved in the setting to ensure that they can recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals
- The school authorities ensure that designated persons receive training in accordance with that recommended by the Social Support Centre or SPEA.
- We shall ensure that all staff knows the procedures for reporting and recording their concerns in the setting.


### ❖ Curriculum

- We have introduced key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe

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- The school authorities shall make arrangements to provide Personal Development Training based on a plan, in which other issues can be catered to, which need attention. This can be done in collaboration with the Moral Education Department of the school.
- The Child Protection Team shall make arrangements to observe activities such as Anti-Bullying week activities, Good Touch Bad Touch Workshops and other safety trainings for the students to enable them to understand the importance of safety and also to teach them how to respond or react in a certain situation.
- We shall create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, and cultural and social background.
- Steps shall be taken to eliminate Bullying. Behaviour marks are deducted, counselling and family meetings shall be conducted, and acknowledgement letters and warnings shall be issued if any case happens to arise.
- The School authorities shall ensure that this is carried out in a way that is developmentally appropriate for the children.

#### ❖ Important Contact Details

- ✓ Child Protection Unit at the Ministry of Education- 04217666
- ✓ Child Protection Centre at the Ministry of Interior- 116111
- ✓ Child Protection Centre Sharjah Helpline- 800700

#### 6. Whistle blowing

- Staff who are concerned about the conduct of a colleague - including visiting professionals and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardize a colleague's career.
- All staff must remember that the welfare of the child is paramount.
- The school's whistleblowing procedures enable staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.
- Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions to the DSL, 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.
- Concerns or complaints about the Principal should be reported to the Chairman, whose contact details are [chairmen@amanaschool.com](mailto:chairmen@amanaschool.com)