



## Policies and Procedures for Safeguarding and Child Protection

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This policy considers the following UK legislation:

- *The Children Act 2004*
- *Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education sector)*
- *Section 157 of the Education Act 2002 and the Education (Independent School) Standards (England) Regulations 2014*
- *The Children Act 2004*
- *Working Together to Safeguard Children (July 2018)*
- *Keeping Children Safe in Education (September 2020)*

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## SAFEGUARDING

### **1. RATIONALE**

The Bloomington Academy (TBAC henceforth) recognizes its responsibility to safeguard and promote the welfare of the children and young people in their care. We are committed to promoting the rights of the children in our care – their right to be protected from harm, exploitation, abuse and to be involved in decisions that directly affect them.

TBAC are fully committed to the highest-standards of international agreement on safeguarding. We recognize the United Nations Convention on the Rights of the Child which the UAE is a signatory, which states:

***The "Welfare of the Child is Paramount" became a legal principle under the UK 1989 Children Act. This has been adopted as a binding principle around the world.***

***A key principle of the UAE Rights of the Child Law (Wadeema's Law) is that all have a duty to report concerns that a child might be at risk of being harmed.***

***All members of TBAC are aware of and fully accept our Duty of Care to all children in our learning community.***

Further, we recognize the guidance of the UN Convention on the Rights of the Child UNCRC (1989) which states the following pertinent articles:

#### **The UN Convention on the Rights of the Child UNCRC (1989)**

##### **Article 34**

The Government should protect children from sexual abuse.

##### **Article 33**

The Government should provide ways of protecting children from dangerous drugs.

##### **Article 39**

Children who have been neglected or abused should receive special help to restore their self-respect.

##### **Article 19**

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

##### **Article 36**

Children should be protected from any activities that could harm their development.

##### **Article 12**

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account

Thus, in formulating these policies and procedures, the school has taken due regard to the most recent Child Protection legislation and agreements for the UN, UAE and the UK; further, TBAC

has consulted with the Dubai Community Development Authority Child Protection Centre.

## **2. AIMS**

This policy defines the responsibilities, processes and procedures relating to the protection of students at TBAC. The overall intention and purpose behind this Child protection policy is underpinned by the fundamental principles of the Children Act (1989) and The United Nations Convention on the Rights of the Child (1989).

All pupils therefore have the right to protection, regardless of age, gender, ethnicity, disability, sexuality, or beliefs. The school recognizes its legal duty to work with and in accordance with locally agreed inter-agency procedures. This responsibility is underpinned by the following aims:

- To protect children from harm (maltreatment).
- To prevent impairment of children's health and development.
- To ensure children grow up in circumstances consistent with the provision of safe and effective care.
- To take action to enable all children to have the best outcomes.

## **3. ROLES AND RESPONSIBILITIES OF DESIGNATED SAFEGUARDING TEAM (DSL, DSP and DPP) FOR CHILD PROTECTION ISSUES**

At TBAC we have a robust team who handle safeguarding matters across the school. In-line with well-accepted safeguarding practices, we have different dimensions of roles and responsibilities related to safeguarding, including:

### **Designated Safeguarding Leads (DSL's):**

- The Designated Safeguarding Lead (DSL = overall Designated Senior Person) for Child Protection in the School is Ms Hussain Begum (Principal).
- There is also a Designated Senior Person (DSP) who takes responsibility for child protection matters in each section of the school within TBAC. (In the event of the absence of any DSP another DDP within the school will be empowered to deal with matters in the relevant school.)
- It is the expectation of the role that the overall-DSL:
  - o The Principal is the primary communicator with all external agencies.
  - o All referrals and paperwork will be held by the DSP for each school.
  - o Will follow the agreed procedures.
  - o Ensure that systems are in place to support all staff in their Duty of Care.
  - o Know how to identify the signs and symptoms of abuse.
  - o Can provide advice and support to staff in matters of Child Protection.
  - o Report allegations and suspicions to the Principal when necessary and as soon as practical.
  - o Maintain relevant records of incident reports and follow-up.
  - o Ensure all records are kept confidentially, separate from the main student file, and in locked locations.
  - o Know when and how to make a referral to outside agencies/professionals

- Can contribute to and monitor a child protection plan.
- Will hold monthly case conferences (Child Protection Meeting) with key senior staff and the School Counsellor to update themselves on status of current/new concerns.

**4. NAMES OF THE DESIGNATED “SENIOR PERSONS”**

At The Bloomington Academy the management staff with designated responsibility for Child Protection issues within each part of the school are as follows:

	Secondary	Primary	Infants
Designated Senior Lead (DSL)	HUSSAINA SHERIEFF (Principal) <a href="mailto:principal@thebloomingtonacademy.com">principal@thebloomingtonacademy.com</a>		
Deputy Designated Senior Lead (DDSL)	Christopher Vazquez (Headteacher – Secondary) <a href="mailto:Secondaryheadteacher@thebloomingtonacademy.com">Secondaryheadteacher@thebloomingtonacademy.com</a>		
Designated Senior Person (DSP)	1. Mohammed Samir <a href="mailto:headofsecondaryboys@thebloomingtonacademy.com">headofsecondaryboys@thebloomingtonacademy.com</a>  2. ZAHIDA ANEES <a href="mailto:headofsecondary@thebloomingtonacademy.com">headofsecondary@thebloomingtonacademy.com</a>	MERCY BHAGYAM  <a href="mailto:headofprimary@thebloomingtonacademy.com">headofprimary@thebloomingtonacademy.com</a>	BANANY RAO  <a href="mailto:headofkindergarten@thebloomingtonacademy.com">headofkindergarten@thebloomingtonacademy.com</a>
Deputy Designated Person (DDP)	1. Mohammed Sobhi [Boys] 2. Massouma Hhuda [Girls] 3. Alou El Saoud [Boys] 4. Alaa Shabaan [Both]	4. Alaa Shabaan 5. Zahira Hussain	6. Fatima Mekdad 7. Dua El Sayed

Together, the DSL, DDSL and the DSPs and DDPs hold the responsibilities listed below:

## **5. PREVENTION**

By ensuring all reasonable measures are taken to minimise the risk of harm to children's welfare, including:

- Ensuring there is always an appointed overall Designated Safeguarding Lead (DSL) – See Working Together to Safeguard Children (2018), and a number of Designated Senior Persons (DSP) in every section of our school.
- Ensuring safer recruitment practice.
- Ensuring through training that all staff are aware of and committed to the Policy and Procedures for Safeguarding and Child Protection.
- Adopting a supportive, open, and accepting attitude towards children so that they feel valued, listened to and respected.
- Establishing a positive and secure environment, in which children can learn and develop.
- Including in the curriculum, activities and opportunities for PSHE which equip pupils with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life.
- Providing pastoral support that is accessible and available to all pupils and ensuring that pupils know to whom they can talk about their concerns both within and beyond school.

The DSL's, with the DDSL's, DSP's and DDP's work together to ensure:

### **In regards to DUTY OF CARE:**

- Above all other considerations, all staff are required to maintain and honour their Duty of Care over all students in the school community.

### **In regards to SCHOOL ENVIRONMENT:**

- All staff will be expected to contribute towards an environment that offers children maximum protection e.g. contributing to creation of a positive atmosphere in which students are respected and know that they can find assistance if necessary. Children should know that there are adults in the school whom they can approach if they have a worry or a problem.
- TBAC has one full time school counsellor and one social worker:  
Samar Said [counsellorprimary@thebloomingtonacademy.com](mailto:counsellorprimary@thebloomingtonacademy.com)  
Alaa Shabaan [counsellor@thebloomingtonacademy.com](mailto:counsellor@thebloomingtonacademy.com)

### **In regards to SUPERVISION:**

- We have an appropriate ratio of staff members supervising students throughout the school day.

## In regards to SECURITY:

- **CCTV:** It is a safeguarding priority that access to the school site is monitored closely in order to ensure the safety of all students and staff. All staff, parents, and visitors are asked to observe the school's procedures. In addition to 24 hour CCTV we have the following in place:
- **Meetings-** parents who have arranged to meet with a member of staff should sign in at reception and wait for the teacher to collect them, or to be escorted to the meeting room. Parents do not have unescorted access to the school building. Please check the TBAC Reception-Visitor Policy on this.
- **Visitors' Code of Conduct-** all visitors are made aware at reception of our expectation for visitors. Please check the TBAC Reception-Visitor Policy on this.
- **Signing in-** all visitors sign in at reception and must present ID. Parents and nominated persons such as drivers or nannies have school ID which must be worn at all times in the school building. Other visitors must leave a photo ID such as driving license or Emirates ID with security staff and will be asked to wear a visitor pass. Please see our lanyard system below (more information in the TBAC Reception-Visitor Policy):

NPE Schools' ID Card Tagline Colours / TYPE & Access Restrictions		
Colour	Type	Access Restrictions
Green	Visitor Pass	Full-day access for a clear purpose.
Yellow	Parent visitor	Short-term access only.
Blue	Government Official / Inspector	Full-day access for a clear purpose.
Orange	Trial Staff and Interviewees	Full-day access for a clear purpose.
Red	Staff	Permanent access during school hours.

## **6. PROTECTION**

### **In regards to protection through taking appropriate actions:**

By ensuring all appropriate actions are taken to address concerns about the welfare of a child or children, working with agreed local policies and procedures in full partnership with other local external agencies, including MOE, the Child Protection Centre and, where necessary, the Police. This may include:

- Sharing information about concerns with agencies that need to know and involve children and their parents/carer appropriately.
- Monitoring children known or thought to be at risk from harm and contributing to assessments of need and support packages for those children.

You can report child abuse to MOI through the hotline number 116111 or through the [MOI's Child Protection Centre's](#) website and the 'Hemayati' (Arabic for 'Protect Me') app (available on [Android](#) and [iOS](#)). Hemaya Foundation for Children and Women - Ajman on hotline: 800himaya (800446292).

To report child abuse case, call either the MOE's Child Protection Unit on their dedicated number 80085 or the Ministry of Interior's Child Protection Centre on 116111 or email the report to CPU@moe.gov.ae with supporting documents, if any.

Read more on the 'Child Protection Unit' initiative.

### **In regards to child protection through the curriculum:**

The planned curriculum will include material and activities which are designed to help children to be less vulnerable to abuse, where this is possible, without in any way implying that the responsibility for child protection is the child's. This will include emotional health and well-being, sex education (as appropriate to UAE law and MOE guidance), anti-bullying, safety, drug education and all work that develops self-esteem and inter-personal skills.

### **In regards to monitoring attendance:**

Staff should notify the DSL responsible for Child Protection if there is an unexplained absence of more than one day of a student who is on the TBAC Child Protection register.

### **In regards to Employment and Safer Recruitment:**

Safe recruitment procedures will be upheld e.g., appropriate checks are carried out on new staff and volunteers who will work with children. This includes following up-to-date guidance and training on safer-recruitment practices, such as ensuring Police Checks, DBS-checks, validating previous employment through reference-checks and social-media of prospective staff is checked as part of the recruitment process.

### **In regards to INFORMATION:**

Information about individual needs will be shared with relevant others in order to ensure the highest level of care and support. A register of medical needs and IEPs (Individual Education Plans)

and profiles will be available on internal school online shared-folders only accessible to staff, and staff will be reminded to refer to these. Updates will be circulated to all staff.

### **In regards to MEDICAL:**

Emergency procedures will be made known to all staff to ensure that children who require medical assistance will receive it promptly. In order to protect children, there will be staff training provided in the use of Epipens and information regarding the treatment of children with epilepsy will be made available to staff.

### **In regards to the School Nurse:**

Their role is to ensure that relevant information obtained in the course of their duties is communicated to the Child Protection Team when appropriate. Types of injuries attendance at the clinic and frequency are recorded. The medical team are responsible for informing the Child Protection Team of any concerns they have about the student data they are recording.

### **In regards to PARENTS:**

Parents should be aware that the school will take any reasonable action to ensure the safety of its students/students. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff will have no alternative but to follow Child Protection Procedures.

Parents will not always be fully informed of concerns unless staff are certain that the safety of the child will not be prejudiced by their doing so.

## **7. REPORTING**

The school, under inter-agency procedures, will report complaints that raise Child Protection issues.

National laws in the U.A.E. govern any legal action taken in cases of child abuse. However, staff should know that upon allegation they may also be prosecuted in their country of origin or residence. For example,

- In the case of employees from the UK, the School will also report to the Disclosure and Barring Service (DBS) within one month of their leaving employment, any person (whether employed, contracted, volunteer or student) whose services are no longer used because he/she is considered unsuitable to work with children.
- In the case of employees from other countries, the school will inform their relevant safeguarding authorities and teaching professional bodies.

## **8. CHILD PROTECTION POLICY AND PROCEDURES - INTRODUCTION**

- Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. The term 'significant harm' was defined by The Children Act of 1989 as the threshold that justifies compulsory intervention in family life in the best interests of children, to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.
- Whilst there are no absolute criteria on which to rely when judging what constitutes significant harm, the following factors are used by the DSL and the DSPs in assessing any case:
  - The degree and extent of physical harm.
  - The duration and frequency of abuse and neglect.
  - The extent of premeditation.
  - The presence and degree of threat, coercion, sadism.
- Sometimes, a single traumatic event may constitute significant harm (e.g., a violent assault, suffocation, or poisoning), but more often, it is the consequence of a compilation of significant events (both acute and long-standing) which interrupt, change or damage the child's physical and psychological development. (Taken from *Working together to Safeguard Children (2018)*)
- Staff should be clear that they must not make judgements or carry out investigations. The information in these procedures must be read in the context of the specific advice offered herein, in terms of how to act in cases where safeguarding and/or child protection issues are suspected.

## **9. RAISING AWARENESS**

The school, through the Designated Safeguarding Lead, undertakes:

- To monitor and review annually (in conjunction with The Board of Governors), the effectiveness of the Safeguarding Policy and Child Protection Procedures, to ensure they comply with current best practice.
- To ensure the policies and procedures adopted by The Board of Governors are fully implemented and followed by all staff.
- To ensure parents have access to this Safeguarding and Child Protection policy (available on the website and hard copy provided on request).
- To ensure, where necessary, that records are passed on to the receiving school if a pupil transfers.
- To ensure the child's wishes or feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.

## **10. TRAINING AND SUPPORT**

The school, through the Designated Safeguarding Lead undertakes:

- To ensure that all DSPs and DDPs receive *Level Three Training* and refresher training at two yearly intervals. This training is in child-protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children.
- To ensure that all staff who work with children receive *Level One Training* to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals.
- To ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their employment.
- To ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work, including provision of this document, the code of conduct for staff, the name and contact details of the Designated Safeguarding Lead and a copy of '*Keeping Children Safe in Education*' (2019): information for all school staff.
- To ensure sufficient resources and time are allocated to enable the DSPs and other staff to discharge their responsibilities, including taking part in strategy discussion and other inter-agency meetings, and contributing to the assessment of children.
- To ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to safeguarding children, and to treat such concerns sensitively and effectively in a timely manner in accordance with the TBAC Whistle Blowing Policy.
- To hold, and to be conversant with the School's Child Protection procedures.

- To hold a copy of the MOE Safeguarding and Child Protection procedures and be fully conversant with these. This document is available here:

<https://www.moe.gov.ae/En/Legislation/Documents/National%20Child%20Protection%20Policy-EN.pdf>

- To maintain an up-to-date central database detailing dates of training for all TBAC staff, the level of training received and the dates of when refresher training is required.

<b>Role</b>	<b>Level of Training</b>	<b>Frequency of Refresher Training</b>
DSLs	Level 3	Every 2 Years
DSPs	Level 3	Every 2 Years
DDPs	Level 3	Every 2 Years
All TBAC Employees	Level 1	Every 2 years
All adults who have regular (> 3 times in month) contact with children	Level 1	Every 2 years
Contractors working at TBAC (e.g., Swimming and Sports Coaches)	Level 1	Every 2 years
Regular outside users who hire TBAC to run activities involving children	Level 1	Every 2 years
The Board Member Responsible for Safeguarding	Level 3	Every 2 years
The Quality of Education	Level 3	Every 2 Years
The Board of Governors	Level 1	On appointment as a Governor

## **11. REFERRALS**

- 3.1. The school, through the Designated Safeguarding Lead, undertakes:
- 3.1.1. To ensure that the school operates within the UAE legislative framework and recommended guidance, in accordance with locally agreed inter-agency procedures.
  - 3.1.2. To develop effective working relationships with other agencies and services.
  - 3.1.3. To decide upon the appropriate level of response to specific concerns about a child, referring to local guidance on thresholds and obtaining information on borderline cases.
  - 3.1.4. To liaise and work with MOE and the Himaya Foundation for Child Protection Centre, Ajman.
  - 3.1.5. To ensure that accurate safeguarding records relating to individual children are kept separate from the academic file with the Designated Safeguarding Lead, marked 'Strictly Confidential' and are passed on securely should the child transfer to a new educational provider.
  - 3.1.6. To submit reports and ensure the school's attendance at child protection conferences.
  - 3.1.7. To contribute to decision making and delivery of actions planned to safeguard the child.
  - 3.1.8. To ensure that the school monitors effectively children about whom there are concerns.
  - 3.1.9. To notify external agencies of any serious incident or injury (or death), of any child while in the care of the school, and to act upon any advice from those agencies.
  - 3.1.10. To ensure that the members of The TBAC Safeguarding Board are kept fully informed of any concerns.

## **12. ROLE OF THE BOARD OF GOVERNORS AND THE TBAC SAFEGUARDING BOARD**

- The TBAC Safeguarding Board shall consist of:
  - The Quality Assurance
  - The Principal
  - The Board Member Responsible for Safeguarding
  - The Head of Welfare
- The Governing Body appoints a designated Board Member Responsible for Safeguarding to take specific responsibility for this area but recognizes that the Safeguarding duties remain the responsibility of the whole Governing Body.
- The Board Member Responsible for Safeguarding is Dr Roopa Bhalla; Ms Jacqueline Joseph.
- The Board of Governors will undertake basic Child Protection training.
- The responsibilities of the Child Protection Governor include:
  - Ensuring that the school has Policies and Procedures for Safeguarding and Child Protection, known to all staff and governors, which are in accordance with inter-agency procedures and that these are made available to all parents.
  - Working with the Designated Safeguarding Lead and the TBAC Safeguarding Board to carry out an annual review and audit to judge the efficiency with which the procedures have been implemented and to ensure that any deficiencies are remedied immediately.

### **For Reviews of this policy:**

- The Board of Governors reviews its Safeguarding policy and Child Protection Procedures annually.
- The Board of Governors actively discusses the procedures and their implementation regularly at their meetings.

### **13. SAFEGUARDING CHILDREN: INFORMATION AND GUIDANCE FOR STAFF**

All staff are required to have read 'Keeping Children Safe in Education: information for all school and college staff (September 2019)'

Support for Children:

- The school recognizes that:
  - o A child who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth.
  - o A child in these circumstances may feel helpless and humiliated and may feel self-blame.
  - o School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
  - o Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggression or withdrawal.
- The school will support all pupils by:
  - o Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
  - o Promoting a caring, safe and positive environment within the school.
  - o Liaising and working closely together with all other support agencies involved in the safeguarding of children.
  - o Notifying the relevant external agencies as soon as there is a significant concern.
  - o Providing continuing support to a pupil, about whom there have been concerns, who leaves the school (other than at the end of Grade 12) by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Student of Determination and Children with Additional Vulnerabilities:

- People of Determination and children with SofD needs can be more vulnerable to exploitation and abuse and should have enhanced access to support systems.
- They may be more isolated from their peers and may find it difficult to express concern.
- No concern should be overlooked or passed off as a symptom of SofD or disability, including (not an exhaustive list):
  - o Communication.
  - o Toileting.
  - o Understanding right and wrong.
  - o Physical Build.
  - o Unusual or over-physical attachments to staff members or peers.
  - o Staff must be vigilant about the needs and concerns of these children who are among the most vulnerable.
  - o Additional barriers can exist in identifying neglect and harm for some groups of students.

## **Promotion and support of wellbeing and mental health:**

Positive mental health is the concern of the whole community, and we recognize that schools play a key part in this. Our School wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth of resilience. It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

### **14. 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.

- 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.

- Emotional abuse is the persistent emotional ill treatment of a child such as causing 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.

- 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 (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.

- 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.

- Child Sexual Exploitation and Female Genital Mutilation. All staff should be aware of the information on these areas see *'Keeping Children Safe in Education (September 2019)*

## **15. STAFF AWARENESS**

Staff should be aware of the following signs that may indicate abuse.

Possible physical signs may include:

- unexplained or repeated injuries
- bruises in odd places (non-bony areas)
- marks of slapping, biting, gripping etc.
- cuts in odd places / evidence of deliberate self-harm
- poor hygiene
- marked weight fluctuations.
- If an injury is considered to be of such severity that the child requires immediate medical treatment (i.e., Emergency Department) help should be sought in accordance with local procedures and the parents (as appropriate) informed at once.

Possible behavioural signs may include:

- any comments children make which give cause for concern.
- concerns about domestic violence
- a marked change in behaviour
- eating disorders
- excessively affectionate or sexual behaviour
- emotional isolation
- school refusal and significant school absence
- an inability to sleep
- theft
- (new) habits such as thumb-sucking
- 'frozen watchfulness'
- any deterioration in a child's general well-being
- reluctance to participate in P.E. games or swimming
- Staff should remember that these symptoms are 'possible' signs and do not automatically mean that abuse has or is taking place; there may be other explanations. In most cases it will be appropriate for staff to discuss observations with the Deputy Designated Safeguarding Lead to help to decide whether it should be referred to the Designated Senior Person (The Section of the relevant school).

### **Staff Safety:**

- Teachers are expected to fulfil many roles in and out of the classroom and will work with large and small groups of pupils. In addition, the teacher may often find themselves *in loco parentis* (in the place of the parent).
- The law is weighed in favour of the child, applying a burden on staff to safeguard children's welfare and providing for the child's protection rather than protecting the adult. Because of the requirement for schools and agencies to share information about allegations, there is little anonymity once an allegation has been made, even if it turns out to be false in the end. The burden of evidence is to disprove rather than prove the allegation. Given the risk of

false alarms and even deliberate hoaxes on the part of pupils, staff are advised to think carefully about the setting and nature of their varied relationships with their pupils so as not to lay themselves open to undue suspicion or accusation.

Coping with concerns about the possible abuse of a child can be very stressful for all involved, however the first responsibility is to the child. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the relevant DSP in school. The School's Counsellor is also available to staff.

### **Pastoral Role:**

Pastoral interaction between teachers and pupils is an intrinsic part of the school's educational provision, however, the following points are worth bearing in mind:

- If engaging with pupils in a non-public setting, it is prudent to meet with at least two pupils at any one time. This also applies to social gatherings.
- Inappropriate physical contact must be avoided. The following is a (non-exhaustive) list of examples of appropriate physical contact and 'non-abusive' actions:
- Applying restraint to prevent a pupil from self-harming or harming another person.
- Removing, with reasonable force, potentially dangerous items from a pupil's possession, or a pupil from a dangerous location.
- Upon obtaining permission from the pupil, an instrumental teacher may at times need to aid the pupil in the playing of an instrument.
- Shepherding pupils, for example with a hand on back or shoulder.
- Comforting, for example with a hand on shoulder, back or arm; and
- Securing attention by tapping a pupil's shoulder.
- It is always unacceptable to harm a pupil.

### **Record Keeping:**

- Accusations by staff against pupils should be recorded through the normal channels for reporting pupil issues. If the need to question a pupil about any serious or potentially delicate matter arises, it is advisable to do so in the presence of an adult witness, with a written (dated) record of the interaction.
- Staff are asked to bear in mind that a pupil's Headteacher should be kept properly informed of any interaction with a pupil that might have subsequent repercussions (e.g., actions, conversations, or questioning).

### **Activities, visits, and supervision:**

- Staff are expected to adhere to the policy on Visits and Activities out of School with regard to supervision, security and safety.
- Staff should ensure that if they are in charge of any school activity or facilities where safety regulations and precautions are required, these are clearly published, and the attention of pupils is drawn to them from time to time. Any accidents or other untoward incidents should always be recorded, signed and dated and a written record sent to the Health Office.
- It is important not to place pupils of the same or differing age groups in situations which might make bullying, intimidation, or other pupil-to-pupil abuse more likely and, where such situations might arise, it is important that proper adult supervision be arranged. Senior pupils, assisting the supervision of junior ones, should also be aware of this

precaution.

**Acceptable use of ICT:**

- Staff are expected to follow the ICT Acceptable Usage Policy and be fully aware of the E-Safety Policy. In particular, they should not share personal contact details with a pupil or befriend pupils on Facebook or other social media.

**Medicines:**

- Under no circumstances should teaching staff advise on the taking of medicines, or their increased/decreased use. This is fully documented in the Administration of Medicines Policy.

## **16. ROLE OF STAFF**

### **Concerns about a child (including abuse by a pupil or group of pupils):**

- Staff who notice injuries that appear to be non-accidental, a significant change in a pupil's behaviour, or who are told anything significant related to child protection by another pupil, must report their concerns immediately to the relevant DSP. A factual written record will be made and passed to the DSL if deemed appropriate (Tier 1 concern).
- If a member of staff has concerns about any pupil which may indicate physical, emotional, or sexual abuse or neglect, they must discuss them with the relevant Designated Senior Person.
- It is important to recognise that safeguarding and child protection can relate to abuse of one pupil by another.
- Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, by one or more pupils, the member of staff must make a written record of their concern and ensure this is shared with the relevant DSP immediately.
- In the case of abuse by a pupil, or group of pupils, the key indicators that may identify abuse (as opposed to bullying or adolescent misbehaviour, to be handled within the school's normal discipline framework) are:
  - o the frequency, nature and severity of the incident(s);
  - o whether or not the victim was coerced by physical force, fear, or by a pupil or group of pupils significantly older than them or having power or authority over them.
  - o whether or not the incident involved a potentially criminal act.
  - o whether or not the same incident (or injury) would have been regarded as assault or otherwise actionable) had it occurred to a member of staff or another adult.
- The relevant DSP will liaise with the DSL and the members of the TBAC Safeguarding Board.
- The TBAC Safeguarding Board may decide to liaise with local and specialist agencies as appropriate and ensure that accurate records relating to child protection are kept secure. (See action of DSP below).
- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to external agencies immediately. Hemaya Foundation for Children and Women - Ajman on hotline: 800himaya (800446292) (24 hour 7 days a week).
- As in line with the UAE Federal Penal Law (1987) any awareness of a crime (hitting and worse) must be reported to competent authorities (Child Protection Centre – 116111 or Police). The Child Protection Hotline (116111) is also available for referrals and advice for lesser cases.
- According to Article (42) from Federal Law No. (3) of 2016 concerning Child Rights Law 'Wadeema' – Every person shall report to the child protection specialist or child protection units in case of threat to the child's safety or his physical, psychological, moral, or mental status. Reporting shall be obligatory by teachers, physicians, specialists, and social workers or whoever assigned for child protection, care, or education.
- If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some

point.

### **Procedure following a disclosure:**

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer to the relevant DSP or the DSL.
- Reassure that what has happened is not the child's fault.
- Reiterate the point that it was the right thing to say.
- Only ask questions when necessary for the purpose of clarification.
- Not criticize the alleged perpetrator.
- Explain what must be done next and who has to be told.
- Document the information on the school record of concern sheet where possible and pass this to the relevant DSP without delay.
- NB - school staff do not carry out investigations themselves, nor decide whether or not children have been abused.

See summary sheet for staff in Appendix 1: Guidance on how to report to a child wanting to talk about abuse.

### **Written Records:**

The member of staff to whom a disclosure has been made should:

- Make brief notes as soon as possible after the conversation, using the school record of concern sheet wherever possible (see Appendix 2 Child Protection Record of Concern).
- Record the date, time, place and any noticeable words or non-verbal behaviour used/demonstrated by the child.
- Draw a diagram to indicate the position of any injuries.
- Record statements and observations rather than personal interpretations or assumptions.
- All records need to be given to the relevant DSP promptly. No copies should be retained by the member of staff or volunteer. Any such records will then be passed on to the DSL, who will store them centrally on the relevant site.

### **Action by the Designated Senior Person (DSP). The DSP will:**

- Discuss the concern with the DSL to decide if the risk requires an immediate referral.
- Meet with the child, following the guidance on questioning pupils.
- Seek a medical examination or treatment for the pupil with the School Nurse, if appropriate.
- Take steps to protect the informing pupil as appropriate. Ensure that the pupil is aware that confidentiality cannot be guaranteed but that the matter will be disclosed only to people who need to know, and the child will know who these people are. If the allegation involves abuse by other pupils, it is likely that the pupils against whom the allegation has been made will need to be told.
- Meet with any pupils against whom an allegation has been made and follow the interview protocols as outlined above to develop an understanding of what has happened and to provide information to support these pupils too, in terms of further actions and involvement of others.
- Ensure the parents of any of the pupils involved are aware of the allegation.
- Refer the matter to the TBAC Safeguarding Board who may decide to contact relevant external agencies for all the children involved, as appropriate.
- Ensure that a reference is made on the child's main school file using the relevant incident form (See Appendix 2 Child Protection Record of Concern); and that there is a record on the School Child Protection file.

## **17. ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF**

### **Duties of The School as an employer:**

- The school has a duty of care to their employees. They will provide effective support for any employee facing an allegation and a named contact if they are suspended.
- An allegation of abuse may be made against a teacher or member of staff (including volunteers) if he/she has:
  - o behaved in a way that has harmed a child or may have harmed a child.
  - o possibly committed a criminal offence against or related to a child.
  - o behaved towards a child or children in a way that indicates he or she would pose a risk of harm by working regularly or closely with children.
- The school will endeavour to ensure that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child whilst at the same time supporting the subject of the allegation.

### **Initial Considerations:**

- The Designated Safeguarding Lead should be informed immediately.
- The Principal should be informed immediately.
- Staff following procedures for dealing with allegations must be aware that they need to be applied objectively and with common sense.

- In cases deemed borderline, informal discussions will be held with the other members of the TBAC Safeguarding Board without naming the individual.
- Some cases may well either not meet the criteria set out above at all or may do so without warranting consideration of a police investigation or enquiries by local authority children's services. In these cases, the school's informal disciplinary procedures should be followed to resolve cases quickly and without delay.
- It may be the case that an allegation will be sufficiently serious as to require immediate intervention by external agencies. The members of the TBAC Safeguarding Board will then be informed so that, in conjunction with the Designated Safeguarding Lead, they can consult external agencies, as appropriate.

### **Procedure following an allegation against a member of staff:**

#### **Initial investigation:**

- The DSL will discuss the allegation with the Principal immediately.
- 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.
- If the allegation is against The Principal, the Chair of the Board of Governors (or designated nominee in his/her absence), would take on the Principal's role in this procedure.

#### **Further Investigation:**

- The initial 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 members of the TBAC Safeguarding Board, 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 TBAC Safeguarding Board should then consider what action should follow in respect of the member of staff and those who made the initial allegation.
- Where further investigation is deemed necessary, the Principal should inform the member of staff about the allegation as soon as possible after consulting the other members of the TBAC Safeguarding Board, 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.
- In some cases, further enquiries will be needed to inform the decision about how to proceed. If so, the members of the TBAC Safeguarding Board 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:**

- 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:**

- The Principal will consider carefully whether the circumstances of a case warrant a 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.
- 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 school organization and provided with their contact details.
- If the allegation is not demonstrably false or unfounded, and there is cause 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.
- 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 school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.
- 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, the members of the TBAC Safeguarding Board 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 services in future.

### **Timescales:**

- The school recognizes 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.

- For those cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that it should be resolved within one week.
- Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the School as the employer to deal with, although if there are concerns about child protection, the DSL should discuss action with the members of the SRS Safeguarding Board.
- In such cases, if the nature of the allegation does not require formal disciplinary action, the Principal will initiate appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

### **Supporting Staff:**

- The school will act to manage and minimise the stress inherent in the allegations and disciplinary process.
- Members of staff will be informed of concerns or allegations as soon as possible and explained the likely course of action, unless there is an objection by the any external authorities or the police.
- The members of staff will be advised to contact 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.
- 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:**

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

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

- 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.

- 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.
- Every effort will be made to reach a conclusion in all cases where allegations relating to the safety or welfare of children are concerned.
- Wherever possible a 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.
- A 'compromise agreement', by which a person agrees to resign if the school 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.
- 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.

### **Record Keeping:**

- Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, will be kept on a member of staff's confidential personnel file, and a copy provided to the person concerned.
- The purpose of this record is to enable accurate information to be given in response to any future request for a reference, where appropriate. (It could provide clarification in cases where other UAE authorities, or UK DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction, and it could help to prevent unnecessary re-investigation if an allegation re-surfaces after a period of time.)
- The record will be retained on the School Child Protection file for a period of 10 years from the date of leaving the employment of The School. This follows published guidance from the Information Commissioner in its Employment Practices Code.

### **Action on conclusion of a case:**

- 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 members of the TBAC Safeguarding Board will discuss with the 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 social care services 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.

- If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the members of the TBAC Safeguarding Board should make a referral to the KHDA/ MOE-Ajman for consideration of inclusion on the barred lists is required.
- In the case of employees from the UK,
  - o there is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child or if a person otherwise poses a risk of harm to a child. In such circumstances, the duty to refer an individual to the DBS arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so.
  - o The school will also make a referral to the National College for Teaching and Leadership (NCTL) and/ or MOE-Ajman/ KHDA where a teacher has been dismissed (or would have been dismissed had they not resigned) for reasons of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. Referrals will be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's services.
- In the case of employees from other countries, the school will inform their relevant safeguarding authorities and teaching professional bodies on the basis of the paragraphs above.
- In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work, the school will consider how best to facilitate this, bearing in mind that most people will benefit from some help and support to return to work after a very stressful experience.
- Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The school will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school.

#### **Action in respect of unfounded or malicious allegations:**

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

#### **Learning lessons:**

- At the conclusion of a case in which an allegation is substantiated the DSL the relevant DSP and members of the TBAC Safeguarding Board will review the circumstances of the

case to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. This will include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified

**APPENDIX 1: GUIDANCE ON HOW TO RESPOND TO A CHILD WANTING TO TALK ABOUT ABUSE:**

GENERAL POINTS	DON'T SAY
<ul style="list-style-type: none"> <li>Show acceptance of what the child says (however unlikely the story may sound).</li> </ul>	<ul style="list-style-type: none"> <li>Why didn't you tell anyone before?</li> </ul>
<ul style="list-style-type: none"> <li>Keep calm.</li> </ul>	<ul style="list-style-type: none"> <li>I can't believe it!</li> </ul>
<ul style="list-style-type: none"> <li>Look at the child directly.</li> </ul>	<ul style="list-style-type: none"> <li>Are you sure this is true?</li> </ul>
<ul style="list-style-type: none"> <li>Be honest.</li> </ul>	<ul style="list-style-type: none"> <li>Why? How? When? Who? Where?</li> </ul>
<ul style="list-style-type: none"> <li>Tell the child you will need to let someone else know – don't promise confidentiality.</li> <li>A useful distinction to make when explaining this to pupils is between <u>privacy</u> and <u>confidentiality</u>: <u>you cannot promise to keep a conversation private, but confidentiality</u> means only informing the people who need to know in order to help the pupil.</li> </ul>	<ul style="list-style-type: none"> <li>Never make false promises.</li> </ul>
<ul style="list-style-type: none"> <li>Even when a child has broken a rule, they are not to blame for the abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Never make statements such as 'I am shocked, don't tell anyone else.'</li> </ul>
<ul style="list-style-type: none"> <li>Be aware that the child may have been threatened or bribed not to tell.</li> </ul>	
<ul style="list-style-type: none"> <li>Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.</li> <li>Never ask leading questions and try to record what the child says verbatim.</li> </ul>	
<p><b>Helpful things you may say or show:</b></p>	<p><b>Concluding</b></p>

	Again, reassure the child that they were right to tell you and show acceptance.
I understand what you are saying.	Let the child know what you are going to do next and that you will let them know what happens.
Thank you for telling me.	Contact the appropriate senior member of staff or agency.
It's not your fault.	Consider your own feelings and seek pastoral support if needed.
I will help you.	

**APPENDIX 2: CHILD PROTECTION RECORD OF CONCERN**

THE BLOOMINGTON ACADEMY	
CHILD PROTECTION RECORD OF CONCERN	
Student's Name:	
Grade:	Date of Admission:
Date and time of concern:	
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?)	
Your name:	
Your signature:	
Your role in School:	
Date and time of this recording:	

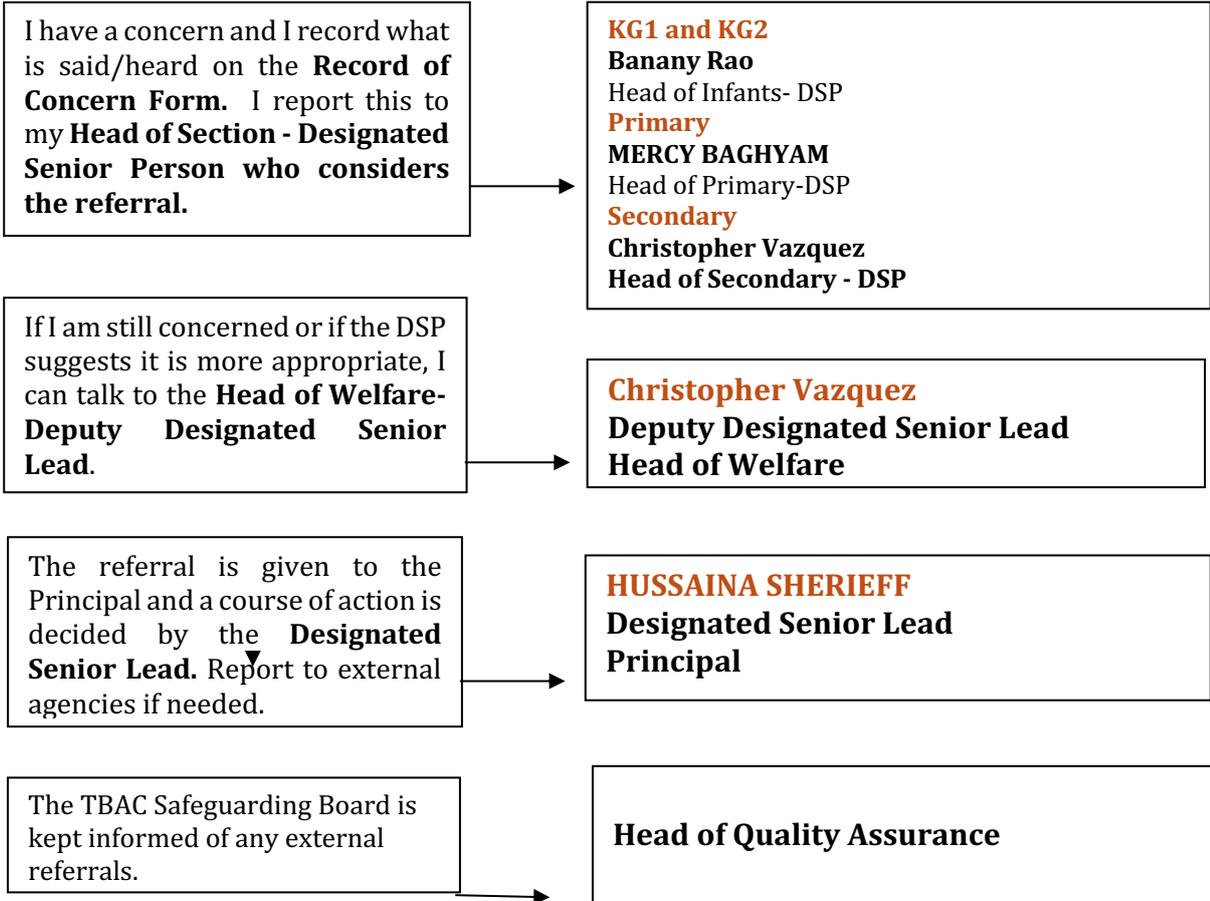
**Meeting with Parents (if applicable):**

Date:

Present:

Record of Meeting:	
Action and response of DSP/DSL:	
Name: Date:	

**APPENDIX 3: FLOW CHART ON HOW TO DEAL WITH CONCERNS**



During the process, should you believe a child is not safe and that the school has failed to respond to your reported concerns you may contact the following organisations for advice:

Hemaya Foundation for Children and Women - Ajman on hotline: 800himaya (800446292)

Aman Centre for Women and Children through RAK Police – 07-2356666

Contact Ministry of Education on hotline: 80051115 for any issues that affect the students' learning process negatively.

Report domestic violence through one of these channels on the website of the Ministry of Community Development. UAE Ministry of Interior 116 111 [www.safechild.ae](http://www.safechild.ae)

## **APPENDIX 4: WHAT IS CHILD ABUSE?**

### **What is 'Child Abuse'?**

Child abuse is when a child is suffering, or is likely to suffer, significant harm, as a result of someone inflicting harm or failing to act to prevent harm. The abuse may happen in the child's family, or in the community or institutional setting.

### **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.

*Emotional abuse* is 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.

*Sexual abuse* is 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 organised 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.

*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.

### **Sexual Abuse:**

- Age-inappropriate sexual knowledge, language, behaviours discarded cuddly toys
- Loss of appetite or compulsive eating
- Regressive behaviours such as thumb sucking, needing previously
- 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

### **Emotional Abuse:**

- 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 or self harm
- Extremes of passivity or aggression

Physical Abuse:

- 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

Neglect:

- 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 5: COMMON SITES OF ACCIDENTAL and NON-ACCIDENTAL INJURY**  
**Common Sites of Accidental Injury:**

HEAD	UPPER BODY	LOWER BODY
Forehead	Spine	Hips
Nose	Elbows	Knees
Chin	Forearm	Shins

**Common Sites of Non-Accidental Injury:**

HEAD	NECK AND SHOULDERS	UPPER BODY	LOWER BODY
<p><b>Eyes</b> = bruising, black (particularly both eyes)</p> <p><b>Skull</b> = fracture, bruising, bleeding under skull (from shaking)</p> <p><b>Cheeks</b> = bruising, finger marks</p> <p><b>Mouth</b> = torn frenulum (ligament behind the upper lip)</p>	<p><b>Neck</b> = bruising grasp marks</p> <p><b>Shoulders</b> = bruising grasp marks</p>	<p><b>Upper and Inner arms</b> = bruising grasp marks</p> <p><b>Chest</b> = bruising grasp marks</p> <p><b>Back</b> = linear bruising, outline of belt/buckle marks, burns or scalds</p>	<p><b>Genitals</b> = bruising</p> <p><b>Buttocks, Back, thighs</b> = linear bruising, outline of belt/buckle marks, burns or scalds</p> <p><b>Knees</b> = grasp marks</p>

**APPENDIX 6: BODY MAP**

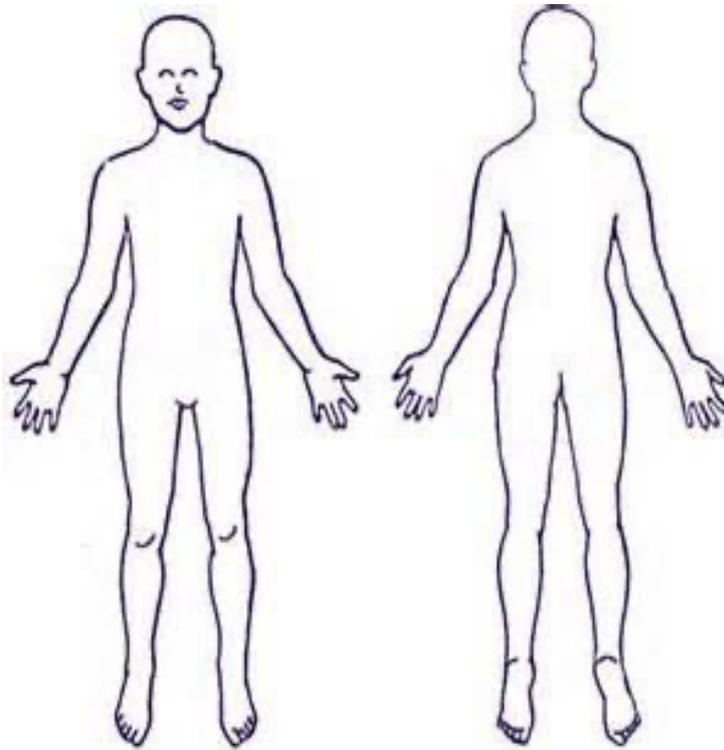
Name of Child:

Class:

Date of observation:

Observed by:

Indicate Area of Injury and Describe:



## **APPENDIX 7: A GUIDE TO TALKING AND LISTENING TO CHILDREN**

### **If a child wants to confide in you, you SHOULD**

- Be accessible and receptive.
- Listen carefully and uncritically, at the child's pace.
- Take what is said seriously.
- Reassure children that they are right to tell.
- Tell the child that you must pass this information on.
- Make sure that the child is ok.
- Make a careful record of what was said (see *Recording*).

### **You should NEVER**

- Investigate or seek to prove or disprove possible abuse.
- Make promises about confidentiality or keeping 'secrets' to children.
- Assume that someone else will take the necessary action.
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody.
- Investigate, suggest or probe for information.
- Confront another person (adult or child) allegedly involved.
- Offer opinions about what is being said or the persons allegedly involved.
- Forget to record what you have been told.
- Fail to pass this information on to the correct person (the Designated Senior Person).

### **Children with communication difficulties, or who use alternative/augmentative communication systems**

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
- Where appropriate an interpreter may be used. This should be a bi-lingual member of staff who has been trained in how to receive a disclosure correctly.

### **Recordings should**

- State who was present, time, date and place.
- Be written in ink and be signed by the recorder.
- Be passed to the DSO immediately (certainly within 24 hours).
- Use the child's words wherever possible.
- Be factual/ state exactly what was said.

- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

### **What information do you need to obtain?**

- Schools have **no investigative role** in child protection (The DSO will refer cases to the police as appropriate).
- Never prompt or probe for information, your job is to listen, record and pass on.
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**.
- The question which you should be able to answer at the end of the listening process is 'Might this be a child protection matter?'
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Person.

### **If you do need to ask questions, what is and isn't OK?**

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc. e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that ... ..'.
- Timescales are very important: '**When was the last time this happened?**' is an important question

### **What else should we think about in relation to disclosure?**

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised and quiet for example.
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal.
- Be prepared to answer the 'what happens next' question.
- We should never make face-value judgments or assumptions about individual children. For example, we 'know that [child.....] tells lies'.
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity.
- Think about what support **you** could access if faced with this kind of situation in school.

## **APPENDIX 8: WHAT TO DO ON SUSPICION OF DISCLOSURE**

Becoming aware of abuse can cause a multitude of emotional reactions, which are personal to the individual. Whatever the reaction, it must be responded to in the correct manner, outlined below.

### **Stay calm**

(Don't over-react. It is extremely unlikely that the child is in immediate danger)

### **Listen, hear and believe**

(Don't probe for more information. Questioning the disclosure may affect how it is received at a later date)

### **Give time for the person to say what they want**

(Don't make assumptions, don't paraphrase and don't offer alternative explanations.)

### **Reassure & explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed**

(Don't promise confidentiality to keep secrets or that everything will be OK – it might not be.)

### **Act immediately in accordance with the procedure in this document**

(Don't try to deal with it yourself)

### **Record in writing as near verbatim as possible and as soon as possible on the referral form.**

#### **DO**

- Listen and accept.
- Try not to interrupt.
- Tell the student that they have done the right thing by telling you.
- Inform the student of what you are going to do.
- Make accurate notes using all the student's words as soon as possible.
- Inform a member of the The Bloomington Academy - Ajman Child Protection Team.

#### **DON'T**

- Promise confidentiality.
- Investigate.
- Ask leading questions.
- Paraphrase when recording the allegation.
- Ask a student to remove clothing.
- Take photographs.
- Ask the student to repeat the disclosure over and over again.