



Child Protection & Safeguarding Policy

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Reviewed by: Taryam American Private School Safeguarding Team

Our Vision: To create an outstanding and creative educational environment which empowers students to achieve their potential and to become life-long learners and future leaders.

رؤية المدرسة: توفير بيئة تعليمية إبداعية مميزة تمكن الطلبة من استغلال طاقاتهم وامتلاك مهارات التعلم مدى الحياة وأن يصبحوا قادة المستقبل.

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Policy Statement and Principles

MISSION

Taryam American Private School is a vibrant community, deeply rooted in a culture of kindness that creates and empowers leaders and independent thinkers with integrity, character, and drive.

IDENTITY STATEMENT

Taryam American Private School offers an enriched American curriculum to students of all nationalities culminating in an American high school diploma. Beyond its rigorous academic program, TAPS prepares students to lead successful lives through the exceptional diversity of its community and the extra-curricular experiences that contribute to the development of the whole person.

- This policy is one of a series in the school's integrated safeguarding portfolio.
- This policy is available on the school website and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work in school.

CHILD PROTECTION STATEMENT

We recognize our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

POLICY PRINCIPLES

- ✓ The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- ✓ All children, regardless of age, gender, ability, culture, race, language, or religion have equal rights to protection.

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- ✓ Children who are safe and feel safe are better equipped to learn.
- ✓ This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole school community of students, parents, staff, volunteers and governors will therefore be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy.
- ✓ All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.
- ✓ All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- ✓ If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to relevant statutory body and public services. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some stage.
- ✓ Students and staff involved in child protection issues will receive appropriate support.
- ✓ This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

POLICY AIMS

- ✓ To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- ✓ To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents and other partners.
- ✓ To contribute to the school's safeguarding portfolio.

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ROLES AND RESPONSIBILITIES

<u>Designated Safeguarding Lead</u>	<u>Ms. Amira Galal</u>
<u>Deputy Designated Safeguarding Lead</u>	<u>Dr. Bayan Nawfleh</u>
<u>Deputy Designated Safeguarding Lead</u>	<u>Mr. Abdelazim hamdi</u>
<u>Principal / Head of School</u>	<u>Dr. Raed Abdalla</u>
<u>Deputy Principal Assistant</u>	<u>Ms. Eman Saeed</u>
<u>Term Date</u>	<u>September,2021 -August 2022</u>

THE DESIGNATED SAFEGUARDING LEAD (DSL)

- ✓ Is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- ✓ Takes lead responsibility for safeguarding and child protection in the school, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies.
- ✓ Is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.
- ✓ Encourages a culture of listening to children and taking account of their wishes and feelings.
- ✓ Attends and/or contributes to child protection conferences, strategy meetings.
- ✓ Coordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- ✓ Ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy and Staff Behavior Policy (Code of Conduct).
- ✓ Keeps a record of staff attendance at child protection training.
- ✓ Ensures that the head teacher is aware of the responsibility under UAE Law.

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DEALING WITH DISCLOSURE

If a student discloses that he or she has been harmed in some way, the member of staff 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 that it might not be possible to keep
- ✓ Not promise confidentiality, as it might be necessary to refer the case to the appropriate authority
- ✓ Reassure the pupil that what has happened is not their fault Stress that it was the right thing to tell Listen rather than ask direct questions
- ✓ Ask open questions rather than leading questions
- ✓ Not criticize the perpetrator
- ✓ Explain what has to be done next and who has to be told.

Early Help

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

The school is committed to working in partnership with children, parents and other agencies to:

- ✓ Identify situations in which children and/or their families would benefit from early help.
- ✓ Undertake an assessment of the need for early help; and provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.
- ✓ The school will be particularly alert to the potential need for early help for any child who:
 - ✓ Is disabled and has specific additional needs;

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- ✓ Has special educational needs;
- ✓ Is showing signs of engaging in anti-social or criminal behavior;
- ✓ Is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse;
- ✓ Is showing early signs of abuse and/or neglect;
- ✓ Careful consideration should be taken regarding who to involve in the 'Early Help' process. The process should involve the child and family as well as all the professionals who are working with them. However, if by doing so this puts the child at further risk, relevant best interests' decisions should be made, in consultation with UAE inter-agencies.

STAFF TRAINING

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

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

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

All staff, including the head teacher (unless the head teacher is the DSL), volunteers and will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with UAE guidance.

That training will include up to date information about inter-agency procedures. In addition, the DSL will update their knowledge and skills at least annually to keep up with

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any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, young carers and risks associated with specific safeguarding issues.

GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

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

- ✓ Treating all students with respect.
- ✓ Setting a good example by conducting ourselves appropriately.
- ✓ Involving students in decisions that affect them.
- ✓ Encouraging positive, respectful and safe behavior among students.
- ✓ Being a good listener.
- ✓ Being alert to changes in students' behavior and to signs of abuse and neglect and exploitation.
- ✓ Recognizing that challenging behavior may be an indicator of abuse.
- ✓ Reading and understanding the school's child protection policy, Staff Behavior Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behavior, physical contact, sexual exploitation, extremism, e-safety and information-sharing.
- ✓ Asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- ✓ Maintaining appropriate standards of conversation and interaction with and between students.
- ✓ Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- ✓ Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and GEMS guidance.

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- ✓ Following the school's rules with regard to communication and relationships with students, including via social media.

CHILD PROTECTION IN SCHOOLS AND EDUCATION

Children spend a significant amount of their time in school. While the vast majority of this time provides for a happy educational environment, but still there are some risks around. Many societies have, in recent years, been devastated by horrific crime being perpetrated in school environments. These have ranged from violent incidents involving firearms to the sexual and physical abuse of even very young children. The Ministry of Interior Child Protection Centre will work with education authorities to ensure that children are protected while at school and on their way to and from school.

CHILD PROTECTION AGAINST BULLYING AND PEER ABUSE

Bullying is defined as “the use of force or coercion to abuse or intimidate others. The behavior can be habitual and detrimental to the health and wellbeing of students and can include verbal harassment or threat, physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, age or ability.” Sadly, the phenomenon of bullying has spread and is now a significant threat to the health and safety of many children. While a significant amount of the problem manifests in schools it is also very prevalent in other places including neighborhoods and social environments.

The Ministry of Interior Child Protection Centre will work, in collaboration with other entities and agencies, to address the issue of bullying among children in order to ensure that children do not suffer the harm that is often associated with this activity.

STANDARDS FOR EFFECTIVE CHILD PROTECTION PRACTICE IN SCHOOLS

TAPS child protection and safeguarding responsibilities are inspected under the ‘Quality of Leadership and Management’ and ‘The protection, care, guidance and support of students’ judgments in school inspections. The following standards may assist schools in evaluating their practice. They should be used jointly by the Designated Safeguarding Lead to ensure the school is effective in safeguarding and child protection matters.

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In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that students have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Ensure all staff are able to identify children who may benefit from early help; provide coordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating;
5. Are vigilant in cases of suspected child abuse, recognizing the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead.
6. Monitor children who have been identified as in need of early help or at risk; maintain clear records of students' progress and welfare in a secure place; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
7. Provide and support regular child protection training and updates for all school staff and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;
8. Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
9. Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;

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10. Provide clear policy statements for parents, staff and children and young people on this and on both positive behavior policies and the school's approach to bullying;
11. Have a clear understanding of the various types of bullying – face to face, online, physical, verbal and indirect – and act promptly and firmly to combat it, making sure that students are aware of the school's position on this issue and who they can contact for support;
12. Take particular care that students with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
13. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times.
14. Have a written whole school policy, which is produced, owned and regularly reviewed by all school staff, taking into account the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

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