



# Child Protection Policy

## American School of Creative Science

### Academic Session 2021-2022

Document No: Beam

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+971 6 505 5000 | [info@ascs.sch.ae](mailto:info@ascs.sch.ae) | [www.ascs.sch.ae/maliha](http://www.ascs.sch.ae/maliha)

## REVISION CONTROL

This document is issued under the authority of the company and applies when carrying out the activities described. Revisions may be issued, when necessary, under the authority of Beam. Revision history and details are required to be recorded below with every revised policy.

## REVISION HISTORY AND APPROVAL

Ver. No.	Effective Date	Description	Approval	Signature
1	July 31, 2017	Previous Child Protection Policy Revised by Dr. Theresa Chalghoumi	Majd Hussain, Principal	
2	July 31, 2018	Annual Review to ensure effective implementation and training of staff	Majd Hussain, Principal	
3	November 2 <sup>nd</sup> , 2018	Reviewed by Inclusion Champion for modification to ensure the effectiveness of the policy	Majd Hussain, Principal	
4	October 8 <sup>th</sup> , 2019	Reviewed by Inclusion Champion for modification to ensure the effectiveness of the policy	Majd Hussain, Principal	
5	March 15 <sup>th</sup> , 2020	Review and update to the school's e-safety provision during distance learning by SENCO and Vice Principal	Majd Hussain, Principal	
6	March 21 <sup>st</sup> , 2022	Reviewed and updated according to e-safety provision by Head of Inclusion and Assistant Principal	Majd Hussain, Principal	

## CONTENTS

1.	Values Statement	Pg- 5
2.	Responsible Parties	Pg-5
3.	Mandated Reporters	Pg-5
4.	Aims	Pg-6
5.	Rationale	Pg-6
6.	Partnership	Pg-6
7.	Implementation ,Monitoring and review of the safeguarding policy	Pg-6
8.	Child Protection Personnels at ASCS	Pg-7
	Designated Safeguarding Lead -DSL	Pg-7
	Deputy Designated Safeguarding Leads -DDSL	Pg-8
	Child Protection Officer -CSO	Pg-9
	Safeguarding Governor BEAM	Pg-10
9.	Staff Safeguarding Protocols and Training	Pg-10
	Staff Behavior Policy (for safer working practice)	
	Training (Appendix - Staff Training Modules)	
	Safer Recruitment	
10.	Student Awareness Program	Pg-13
	Awareness and Wellbeing Programs	
11.	Dealing with Safeguarding Incidents and Cases	Pg-14
	Vulnerable Children	
	Early Help	
	Children Missing from Education	
12.	Students Attendance	Pg-15
	Student Early Leave Process	
	Visitors' Safety Procedures	
13.	Mental Health Awareness	Pg-16

14. Media & Using Devices Protocols	Pg-17
<b>Photos and Social Media</b>	
Mobile phones, cameras, and SMART devices	
15. E-Safety	Pg-17
Online Safety	
Distance Learning/Live streaming	
16. Procedures & Allegations Management	Pg-19
17. Identifying the Signs of Abuse	Pg-20
18. <b>Children with Special Education Needs and Disabilities (SEND)</b>	<b>Pg-21</b>
19. Staff Concerned about a Student's Welfare	Pg-21
20. Students reporting a concern to a staff member	Pg-22
21. Reporting	Pg-23
22. Peer Abuse	Pg-24
23. Confidentiality	Pg-27
24. Notifying Parents	Pg-27
25. Making a Referral to Children's Social Care	Pg-28
26. Audit	Pg-28
27. Review and Revision	Pg-28
28. Appendix	Pg-28
29. Child Protection Policy Procedures -Organization Chart	Pg-44
30. Initial Mandatory Report Form	Pg-46
31. Staff Declaration Form	Pg-50

## **Child Protection Policy**

The ASCS Administration, governing body, and all other stakeholders are committed to safeguarding all children against abuse and harm as described in this policy. All terms and conditions related to such safeguards and the urgency of reporting suspected instances are provided within. This policy is subject to change, as ASCS deems necessary in order to provide the highest quality services to our children while ensuring their protection and safety. The goal of this policy is to promote and support the safety and well-being of all children enrolled in ASCS. This policy ensures a unified and consistent approach to protect children while it outlines the respective roles and responsibilities of ASCS staff.

### **Values Statement**

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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. Every child has the right to be protected and free from abuse and harm, whatever their ethnicity, gender, religion, language, abilities or any other status. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. Aligned with ASCS's vision and the responsibilities set forth by the United Nations Convention of the Child, this policy ensures all reasonable measures are taken to minimize the risk to all children's welfare. All ASCS staff are responsible for the care, safety, and protection of children. This responsibility extends to the identification and timely response to concerns regarding the possible sexual, physical, emotional abuse or neglect of a child.

### **Responsible Parties**

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ASCS Administration and all those employed by ASCS are entrusted with the protection and well-being of all children and have the responsibility to prevent, protect, and report any suspected instances of abuse or harm. Specific duties performed by trained staff regarding ASCS' Child Protection Policy, procedures, and practices have been designed to ensure the safety and welfare of all children at ASCS. The school's Designated Safeguarding Lead (DSL) also known as the School Principal will assume responsibility in the decision-making process.

### **Mandated Reporters**

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UAE Law-No. 3 of 2016 on Child Rights (Wadeema's Law) addresses this by mandating everyone connected to the child, be it a teacher, doctor, or family friend, to report to authorities should they spot signs of child abuse or neglect. All ASCS staff working directly with ASCS students are considered mandated reporters.

## Aims

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ASCS aims to create a safe and healthy environment for all children with whom it works and is committed to preventing and responding appropriately if children are abused or harmed, or if allegations of abuse or harm to children are made.

## Rationale

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All schools have a responsibility to provide care to children enrolled in the school and those who are affected by the operations of the school. ASCS has a clearly defined Child Protection Policy ensuring a unified and consistent approach to protect all children against abuse and harm while providing necessary training to all stakeholders regarding their roles and responsibilities to support the protection of children. The ASCS Child Protection Policy is a living document implemented to decrease the possibility and likelihood of issues regarding child abuse or harm.

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## Partnerships

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ASCS has built partnerships with external agencies to enhance child protection practices. Such partnerships include local law enforcement, child protective services, and the Ministry of Interior.

### **Implementation, Monitoring and Review of the Safeguarding policy:**

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The governing body will review the policy annually. It will be implemented through the school's induction and training program, and as part of day-to-day practice. Compliance with the policy will be monitored by the Designated Staff Leaders and through staff performance measures.

### **The Designated Safeguarding Lead–Refer to this role as Designated Safeguarding Lead**

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The school will have an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. During term time the Designated Safeguarding Lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be: (individual school needs to outline these below):

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## **Child Protection Personnel at ASCS**

### **Designated Safeguarding Leads (DSL)**

Majd C Hussain –School Principal

Phone :0509789178

Email: [principal@ascs.sch.ae](mailto:principal@ascs.sch.ae)

Shaimaa Mukhtar –Assistant Principal

Phone :0502248333

Email: [Shaimaaz@ascs.sch.ae](mailto:Shaimaaz@ascs.sch.ae)

Raheema Imtiaz –Head of Counselling and SEN

Phone :0563997712

Email: [Raheemal@ascs.sch.ae](mailto:Raheemal@ascs.sch.ae)

### **Deputy Designated Safeguarding Lead (D/DSL)**

Yasmine Nasr El Din –Head of Foundation

Phone:0509816771

Email : [YasminN@ascs.sch.ae](mailto:YasminN@ascs.sch.ae)

Nabila Mohammad Salim –Head of Elementary

Phone: 0503806350

Email: [NabilaM@ascs.sch.ae](mailto:NabilaM@ascs.sch.ae)

Samer Ahmed Jamal –Head of Middle High School

Phone :0557644600

Email: [Samerj@ascs.sch.ae](mailto:Samerj@ascs.sch.ae)

### **Child Safeguarding Officer –CSO**

Social workers & Supervisor -each phase

Email : [Inclusionteamascs@ascs.sch.ae](mailto:Inclusionteamascs@ascs.sch.ae)

### **Safeguarding Governor at Corporate Office (BEAM)**

Mr. Hesham Abdeen

E-Mail: [heshams@beam.co.ae](mailto:heshams@beam.co.ae)

Office: +971-6-505-5186 Ext 2012

Mobile No: +971 56 6122142

### **Child Protection Hotline (Confidentiality & Advice)**

Contact Number: 800-700

### **Designated Safeguarding Leads DSL**

The school will have an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The Designated Safeguarding Lead (DSL):

- Is a senior member of staff from the school's leadership team and as such 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. Their role and responsibilities will not be delegated; however, the activities of the DSL may be delegated to appropriately trained deputies.

- Receives refresher training every two years and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.
- Acts as a source of support and expertise to the school community.
- Encourages a culture of listening to children and taking account of their wishes and feelings.
- Is alert to the specific needs of children in need, including those with special educational needs.
- Has working knowledge of relevant UAE law, education inspection process, and inter- agency support.
- Keeps and maintains detailed written records of all concerns.
- Ensures records of all concerns are stored securely and kept separate from the student's general file.
- Refers cases of suspected abuse to relevant external agencies and police as necessary.
- Attends and/or contributes to child protection conferences and/or strategy meetings.
- Develops effective links with relevant statutory and voluntary agencies.
- Ensures that all staff have read and understood the child protection and safeguarding policy and Staff Code of Conduct and that all staff have signed that they have received copies of these and have read them.
- Keeps a record of staff attendance at child protection training.
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually
- Ensures the child protection and safeguarding policy are published on the school's website.
- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- Will keep the Governing Body Safeguarding Lead informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

During term time the child safeguarding officer and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be:

**The Designated Safeguarding Lead (DSL)** in this school are:

**Majd C Hussain** –School Principal

**Shaimaa Mokhtar** –Assistant principal

**Raheema Imtiaz** – Head of Counselling and SEN

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. In case of absence, the Deputy Safeguarding Lead must be contacted.

### Deputy Designated Safeguarding Leads DDSL

The Deputy Designated Safeguarding Leads are appropriately trained to the same level as the DSL, and in the absence of the DSL, carry out those functions necessary to ensure the ongoing

safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the Designated Safeguarding Leads responsibilities.

### **The Deputy Designated Safeguarding Leads in School:**

**Yasmine Nasr El Din**-Head of Foundation

**Nabila Mohammad Salim** –Head of Elementary

**Samer Ahmed Jamal** –Head of Middle High School

When the DSL is absent, the corresponding Deputy DSL, will act as cover.

### **Child Protection Officer (Social workers/Supervisors)**

Broad Areas of Responsibility for the Child Protection Officer:

- To ensure all staff are familiar with school guidelines for identifying and reporting abuse, including allegations of abuse against staff.
- To ensure that all staff receive foundation training in child protection.
- To be responsible for coordinating action and liaising with other agencies and support services over child protection concerns.
- In consultation with the Principal to assist in enquiring into allegations of child abuse.
- To follow, as appropriate, recommendations made by the Principal.
- To be aware of any relevant documents.
- To support and advise staff on Child Protection issues generally.
- To monitor the attendance and development of children who have given cause for concern.
- To disseminate relevant information to the appropriate staff e.g. to class teachers or Teaching Assistants (TA).
- To complete appropriate records and send on to new schools (where relevant).
- To participate in Safeguarding Reviews.
- Liaise with the Principal(DSL/DDSL) to inform her of issues within the school community.
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral.
- Support staff that make referrals.
- In consultation with the Principal to assist in enquiring into allegations of child abuse.
- To follow, as appropriate, recommendations made by the Principal.
- To be aware of any relevant documents.
- To support and advise staff on Child Protection issues generally.
- To monitor the attendance and development of children who have given cause for concern.
- To disseminate relevant information to the appropriate staff e.g. to class teachers or Teaching Assistants (TA).

- To complete appropriate records and send on to new schools (where relevant).
- To participate in Safeguarding Reviews.
- Liaise with the Principal(DSL/DDSL) to inform her of issues within the school community.
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral.
- Support staff that make referrals.

## Safeguarding Governor BEAM

- Ensures that the DSL role is explicit in the role holder’s job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff.
- Ensures the child protection policy and procedures, including a staff code of conduct, that are consistent with BEAM, and statutory, requirements, and is reviewed annually and made available publicly on the school’s website or by other means.
- Has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Principal and allegations against other children.
- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations.
- Develops an induction strategy that ensures all staff, including the Principal, and volunteers receive information about the school’s safeguarding arrangements, Staff Code of Conduct and the role of the DSL on induction.
- Develops a training strategy that ensures all staff, including the Principal, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of BEAM. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL’s duties above.
- Ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school’s child protection and safeguarding policy and Staff Code of Conduct before they start work at the school.
- Contributes to inter-agency working and plans.

It is the responsibility of the governing body to ensure that the school’s safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, BEAM and national guidance.

## Staff Safeguarding Protocols and Training

### Staff Behavior Policy (for safer working practice)

American School of Creative Science is committed to positive academic, social, and emotional

outcomes for our learners underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behavior.

The Staff Behavior Policy sets out staff behavior that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

In order to fulfill our obligations towards the welfare of our students, we have outlined good practices which set our code of conduct of our staff:

- All students will be treated with respect.
- All staff will act as role models ensuring to set a good example by conducting themselves in an appropriate manner at all times.
- All staff will work to involve students in decisions that affect them.
- All staff will create a safe environment where they encourage positive, respectful and safe behavior among students.
- All staff will be good listeners.
- All staff will remain vigilant and will be alert to changes in students' behavior and to signs of abuse and neglect and exploitation.
- All staff will recognize that challenging behavior could be an indicator of abuse.
- All staff will read and understand the school's child protection and safeguarding policy.
- All staff will read and understand all other policies that make up our safeguarding portfolio including our Anti-Bullying, Behavior, E-Safety, Staff Code of Conduct etc
- All staff will ensure appropriate standards of conversation and interaction with and between students and will avoid the use of sexualized or derogatory language.
- All staff will be aware of students' personal and family circumstances that may lead to an increased risk of abuse.
- All staff will report concerns about students' safety and welfare to the DSL.
- All staff will abide by the school's rules in regard to communication and relationships with students.
- All staff will abide by the school's social media policy.

## **Training (Appendix - Staff Training Modules)**

ASCS Administration recognizes the importance of stakeholder transparency and takes on the role of providing all necessary training for the effective implementation of this policy. Training modules included in the appendices section of this policy ensure all staff involved are provided clear guidance as to their roles to ensure good practice throughout the school. Additionally, ASCS executes rigorous recruitment procedures ensuring all employees and volunteers have police clearance and are of sound moral character suitable to work with children.

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake safeguarding awareness training. In addition, to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
2. Have a working knowledge of how local authorities in Dubai conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff.
4. Be alert to the specific needs of children in need, those with special educational needs and young carers.
5. Be able to keep detailed, accurate, secure written records of concerns and referrals.
6. Obtain access to resources and attend any relevant or refresher training courses.
7. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures, the school or college may put in place to protect them.

## **Safer Recruitment**

All staff are subject to safer recruitment processes and checks and we follow the local authority and BEAM recruitment and hiring procedures.

At American School of Creative Science, we scrutinize all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Pre-screening Form.

### **Safer recruitment means that all applicants will:**

- Complete an application form which includes their employment history and explains any gaps in that history.
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children.
- Provide evidence of identity and qualifications.

- If offered employment, provide evidence of their right to work in the UAE.

### **The School will:**

- Ensure that every job description includes a description of the role holder's responsibility for safeguarding.
- Ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children.
- Verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.
- Obtain references for all shortlisted candidates, including internal candidates.

All new staff will undergo an induction that will include familiarization to the school's Child Protection and Safeguarding Policy and will sign to confirm they have received a copy of the school's Child Protection and Safeguarding Policy.

## **Student Awareness Program**

### **Awareness and Wellbeing Programs**

The UAE School Inspection Framework stipulates that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.' Our students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

Our approach is designed to help children to think about risks they may encounter and, with the support of staff, work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behavior rather than fear or anxiety. Digital safety is integrated into our morning wellbeing program as well as guidance on personal, social, emotional development. Students are also taught to understand and manage risk through our Moral Education lessons, and through all aspects of school life. In both our wellbeing program, and Moral Education classes, children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures.

### **Ethos Reinforcement**

The school continually promotes an ethos of respect for children and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

## Moral Education Program

The Moral Education and Wellbeing program specifically include the following objectives:

- Developing student self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behavior in adults and within peer relationships (positive relationships and consent)

## Dealing with Safeguarding Incidents and Cases

### Vulnerable Children

It is the case that some children are more vulnerable to abuse and neglect than others. Various factors may act to contribute to the child's increased vulnerability. These include prejudice, discrimination, isolation, social exclusion, communication difficulties, a child's personality, a child's behavior, a child's disability, a child's mental or physical health needs, or a child's family circumstance. To ensure that all of our students receive equal protection, we will give special consideration to children who are (This list is not exhaustive):

- Disabled or have special educational needs.
- Affected by parental substance misuse, domestic abuse and violence or parental mental health needs.
- Vulnerable to being bullied, or engaging in bullying behaviors.
- Living in temporary accommodation.
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, or disability.
- At risk of being drawn into extremism

### Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. At ASCS, we continually monitor the welfare of all of our students, and our staff remain vigilant and identify children who may benefit from early help as a problem emerges. These concerns are discussed with the DSL as we recognize that working to provide early help for these students will be more effective to proactively promoting their welfare than reacting later.

The early help 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 interest decisions should be made, in consultation with UAE inter-agencies.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not

consent to early help being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to an external agency may be necessary.

### Children Missing from Education

All children have the right to full time education. Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalization.

Effective information sharing between parents, schools and authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Therefore, attendance, absence, and exclusions are closely monitored.

The DSL will monitor unauthorized absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Where a student has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to relevant BEAM Safeguarding Governor and relevant UAE authorities.

The school will take reasonable steps to establish the whereabouts of the child which include:

- Phone calls to all known contacts including the emergency contact on file
- Emails to parents
- Messages via SMS
- Possibly a home visit if it is safe to do so
- Enquiries through other services the family is known to be using

All contacts and outcomes will be documented.

### Student Attendance

Students must attend school regularly to benefit from activities and discussions. Regular attendance enables our students to build upon the learning of the previous day and to grow as an individual. When a student is absent from class, a serious disruption of a student's learning and skills may result. If a student is continually absent this can have detrimental to their education. Therefore, attendance is monitored closely. Please refer to the *Attendance Section in MOE Behavior Policy*.

### Student Early Leave Process

Parents will contact the respective Assistant Supervisor for permission to take their children earlier than the school dismissal time. The parent has to give a valid reason for the early leave. The supervisor provides the approval and accordingly student get an early leave slip that they show the reception/ security as they exit the school with their parents/ guardians. KG and Elementary students are picked up by their parents/ guardians from the reception area for early leave.

## Visitors' Safety Procedures

All visitors complete a signing in form upon their entrance at the school gates. Visitors scan a QR code that takes them to a survey to enter their personal and contact information. Visitors keep a red lanyard and are instructed to keep it visible during their stay on the school campus. Visitors return the lanyard to the security guard at the gates when they are leaving school.

During their stay on the school campus, all visitors receive a card with basic information about evacuation and safeguarding. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe.

Scheduled visitors in a professional role (e.g. fire officers, SPEA inspectors, BEAM officials, etc.) are asked to provide evidence of their role and employment details (usually an identity badge upon arrival at school).

If the visit is unscheduled and the visitor is unknown to the school, the receptionist contacts the relevant organization or the requested school staff to verify the individual's identity and reason of visit, if necessary.

## Mental Health Awareness

There is still a huge stigma around mental health which can prevent students from getting the support they require. Mental health problems can lead to young people being disruptive, difficult, withdrawn and disturbed, and it's vital that the indicators are recognized so that these children are identified and supported.

We recognize that mental health issues can present a significant safeguarding concern especially if left untreated. At ASCS we aim to pick up signs of mental health issues in any of our students as soon as possible. Our Social Workers are also our Wellbeing Champion. Our social workers receive regular training on mental health including areas on depression and anxiety, self-harm, and eating disorders.

### **Our aim at ASCS is to:**

- Spot the early signs of a mental health issue in young people so that early help procedures can be applied
- Feel confident helping a young person experiencing mental ill health
- Help protect a young person who might be at risk of harm
- Help prevent a mental health issue from getting worse
- Help a young person recover faster
- Guide a young person towards the right support
- Reduce the stigma of mental health issues

## Media & Using Devices Protocols

### **Photos and Social Media**

In order to document events in school and to document a child's learning journey, photographs are taken within the school. However, to protect our students, the school will:

- Seek parental consent (parents sign a social media consent form) to publish
- Seek the student's consent for photographs to be taken or published
- Ensure the students are appropriately dressed
- Encourage students to express if they are concerned about any photographs taken of them.
- Ensure photographs are not taken on personal devices but rather a school registered device.

### Mobile Phones, cameras, and SMART devices

Staff are allowed to bring their personal phones or SMART devices e.g. SMART Watches to school for their own use but will limit such use to non-contact time (outside classroom in staffroom) when students are not present. Staff members' personal phones or SMART devices will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of students on their personal phones, cameras, or SMART devices.

### E-Safety

#### Online Safety

The school's **E-Safety Policy** explains how we strive to keep students safe in school and work to protect and educate our students in the safe use of technology. Any form of cyberbullying will be taken seriously and will be managed through our anti-bullying procedures. Any serious incidents may be dealt with in line with our child protection policy.

### Distance Learning/ Livestreaming

Building positive relationships with students is important to staff at ASCS. These guidelines aim to support staff maintain those positive relationships in a safe way whilst we conduct online learning.

Video conferences whilst different in nature should be kept as near to normal as possible between the student(s) and staff. Whilst this may feel different for parents, caregivers and students, the school aims to create an environment that mirrors usual practice as much as possible. To ensure high quality teaching, learning and pastoral care, this may involve times when staff speak with one student at a time.

To safeguard staff and students please follow these guidelines.

#### **Academic Staff should:**

- Keep doors open, and if possible, have another teacher/adult in the same room or in line of audio or visual sight when speaking with an individual student via video conference.

- Ensure all face-to-face conversations use the official school software/ platforms
- If one-to-one, record the conference
- Store recorded conferences on school drive/server not personal drive or server

#### **The Guidance Counsellor should:**

- Only use the official school online learning platform to video conference or call.
- Seek permission from the parent to carry out 1:1 session with students
- Ensure any 1:1 session with students are recorded
- Store recorded conferences and case logs on school drive/serve, not personal drive or server

#### **Teachers Do:**

- Do feel free to contact students. This is important to them and makes them feel connected to the school community. They will appreciate you reaching out to offer support.
- Use the school's official e-learning platform
- Use only your school e-mail when communicating with students or parents
- Share lesson resources via the school's OneDrive and using the class Microsoft Team account owned by the school
- Organize support lessons as needed after seeking approval from your Head of Section and notify parents and seek their permission for their children to attend these sessions.

#### **Teachers Don't:**

- Give your personal number out.
- Make contact through social media.
- Meet students outside of school to re-teach content, chat or support.
- Become too familiar with the students. Remember you are staff and they are children which means boundaries exist and should not be crossed.

Child Protection concerns may arise. If children disclose a concern, please follow the Child Protection protocol by:

- Validating the student's feelings, reassure them and thank them for trusting you with this information.
- Reassuring the student that the concern will be handled with care and this includes letting someone else know.
- contact the school's Designated Safeguarding Lead or Deputy Safeguarding Lead
- Report via our online safeguarding platform.

## Procedures & Allegations Management

Our school Principal is responsible for liaising with BEAM Governors who may contact the local authority Designated Officer for Allegations and other partner agencies in the event of an allegation of abuse being made against any member of the school community.

Defined procedures related to the prevention, protection, and urgency of response and reporting of allegations of abuse or harm are followed by all staff and outlined below.

### **I. Prevention-reasonable measures are in place to minimize risk of abuse or harm.**

- Appointing a designated authority, Designated Safeguarding Lead (DSL) to oversee all aspects related to the Child Protection Policy.
- Ensuring thorough recruitment practices.
- Training all ASCS staff with regard to this policy and its procedures.
- Adopting a supportive, open, and accepting attitude toward children so that they feel valued, listened to, and respected.
- Establishing a positive and secure environment in which children can learn and develop.
- Providing guidance to students related to safety.
- Providing support to all children including accessibility to confidentially discuss concerns related to any incidents of harm.

### **II. Protection-all appropriate actions are taken to address concerns regarding children's safety and well-being.**

- Empowering children by providing guidance and information to understand acceptable treatment while diminishing possible incidents of abuse or harm.
- Providing a nurturing and safe environment free from harm and abuse.
- Ensuring confidentiality.
- Training stakeholders.
- Working with external partners when necessary including the local police department
- Monitoring suspected cases of abuse or harm.
- Providing counselling through ASCS's Guidance Counsellor or outside agencies when necessary.
- Reporting all incidents of suspected abuse or harm immediately according to ASCS procedure.
- Follow-up on all cases.

### **III. Urgency of Response and Reporting-all allegations or complaints that raise Child Protection issues shall be documented, reported, and raised to the appropriate authorities for further investigation.**

- All ASCS are mandated reporters under UAE Law.

- All suspected cases of abuse or harm shall be immediately reported as specified by ASCS procedures.
- All suspected cases will be investigated by designated staff.
- All suspected cases shall be documented.
- Some suspected cases may require external investigation.
- National laws in the U.A.E. govern any legal action taken in cases of child abuse.

## Identifying the Signs of Abuse

To ensure that our students are protected from harm, we need to understand what types of behavior constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse may be committed by adult men or women and by other children and young people.

There are **four** categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

### Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

### Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and

touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse can be perpetuated by both males and females.

### **Neglect**

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. Neglect may involve a parent or caregiver failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision
- ensure access to appropriate medical care or treatment.

All staff know how to recognize and are alert to the signs of neglect and abuse.

### **Children with Special Education Needs and Disabilities (SEND)**

Students with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behavior, mood, or injury relates to the student's additional needs without further exploration. Staff understand that additional challenges can exist when recognizing abuse and neglect in learners with SEND, including communication barriers. Staff recognize that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Coordinator (SENCO) /Head of Inclusion to identify learners with additional communication needs and whenever possible, these learners are given the chance to express themselves to a member of staff with appropriate communication skills.

### **Staff Concerned about a Student's Welfare**

At ASCS we maintained the attitude of "It could happen here" recognizing that any student could become a victim of abuse.

A staff member may have noted what seems to be real and credible evidence that a student is being abused. However, there will be instances where a staff member may suspect that a student

is at risk but not have 'real' evidence. There may be subtler signs such as change in behavior, artwork, theme or ideas expressed in their writing that indicate the child might be in distress. In cases such as these, staff will try to give the student the opportunity to talk. The signs noted could be the result of a variety of factors such as a parent moving out, death in the family, etc. It is okay for the staff member to ask the student if he/she is okay or if he/she needs any support. With such concerns, the staff member must report to the DSL as per any other concern about a child's welfare. Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

### Students reporting a concern to a staff member

To admit to being abused takes a tremendous amount of courage. The child may feel ashamed; the child might even feel it is their fault. The child may also be afraid particularly if their abuser has threatened what will happen to them if they tell anyone. In some cases, the child may not even be aware that what is happening to them is abuse.

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on. Staff are not allowed to promise that they will keep it a secret. Staff will need to use professional judgement as to when to work this into the conversation as if they do so too early the student may shut down or think the staff member is dismissing what it is that they have to say. However, if left too late, the student may feel misled into confiding too much information.

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

#### **Do's:**

- create a safe environment by offering the child a private and safe place if possible so that the student can speak freely
- stay calm and reassure the child and stress that he/she is not to blame.
- tell the child that you know how difficult it must have been to confide in you.
- listen carefully and tell the child what you are going to do next.
- use the 'tell me', 'explain', 'describe' and/or mirroring strategy.
- tell only the Designated or Deputy Safeguarding Lead verbally and complete the online report
- record in detail using the relevant forms without delay, using the child's own words where possible (not whilst the student is speaking but immediately after the conversation)

#### **Don'ts:**

- take photographs of any injuries.

- postpone or delay the opportunity for the learner to talk.
- take notes while the learner is speaking or ask the learner to write an account.
- try to investigate the allegation yourself.
- promise confidentiality e.g. say you will keep ‘the secret’.
- approach or inform the alleged abuser.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused. It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need ‘absolute proof’ that the child is at risk. It is always safer to report.

All staff record any concern about or disclosure by a student of abuse or neglect and report this to the DSL using the online reporting link via Safeguard My School. Once reported electronically, the system will notify the Designated Safeguarding Leads. It is the responsibility of each adult in school to ensure that the DSL receives the record of concern without delay. In the absence of the DSL, staff members know to speak to the D/DSL.

During term time, the DSL or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and learners are encouraged to express and have their views given due weight in all matters affecting them, knowing they will be listened to in a safe environment.

## Reporting

As of 2020-2021 academic year, there is a new online system for reporting safeguarding concerns. All staff are able to log their concerns via provision Map software

**Link to report:** <https://edukeyapp.com/safeguard/ascs-maliha>

**Password: KEOGAX**

Once a concern is reported the designated safeguarding leads are notified electronically prompting them to review the concern. Once reviewed, the staff member will receive a confirmation email that the safeguarding concern has been seen by the designated safeguarding lead.

Only the designated safeguarding leads will be able to review the report and will be able to update the status of each case logged at each stage of the investigation in provision Map software.

## Peer Abuse

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously.

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures as above where necessary. However, there will be occasions when a student's behavior warrants a response under child protection rather than anti-bullying procedures.

When dealing with abuse of students by other students, staff will be mindful of the potential for prejudice-based bullying; racist, disability abuse; gender-based violence and teenage relationship abuse. While mindful of the vulnerability of girls to violence, it is also recognized that boys too can be abused by both members of the same gender or opposite gender.

Members of staff who become concerned about a student's sexualized behavior, including any known online sexualized behavior, should record their concerns and report them to the DSL as soon as possible, as with any other safeguarding concern. The management of children and young people with sexually harmful behavior is complex as the school recognizes that youth who display sexualized behavior may have been victims of abuse themselves and the school would, therefore, need to apply child protection procedures for both the victim and the perpetrator.

Any instances of sexual harm caused by one student to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with UAE agencies.

The school is committed to participating in plans both to provide students who are at risk from other children and those students who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

We minimize the risk of peer on peer abuse by providing:

- awareness through wellbeing sessions, that helps children to develop their understanding of acceptable behavior, healthy relationships and keeping themselves safe.
- established/publicized systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- The DSL liaises with other professionals to develop robust risk assessments and

appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

- Challenging any form of derogatory or sexualized language or behavior.
- Being vigilant to issues that particularly affect different genders – for example, sexualized or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behavior and consent
- Ensuring students know they can talk to staff confidentially by speaking to the school Guidance Counsellor.
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

### **If a student makes an allegation of abuse against another student:**

The staff member must inform the DSL verbally and record the allegation online via our online reporting platform. Report but do not investigate. The DSL will:

- Ensure full investigation into the matter
- If warranted, contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- Put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed

### **Youth Produced Sexual Imagery (Sexting)**

All incidents of sexual imagery produced by youth will be treated as a safeguarding concern. Youth Produced Sexual Imagery (YPSI) is a relatively newer term which means:

- Youth produced’ includes young people sharing images that they, or another young person, have created of themselves
- Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context
- Imagery’ covers both still photos and moving videos

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends, and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp, or Facebook Messenger.

Although the production of such imagery will likely take place outside of school, these issues often manifest in schools. We aim to respond swiftly and confidently to ensure that children are safeguarded, supported, and educated.

All incidents of sexual imagery produced by youth must be reported to the DSL as with all other safeguarding concerns. If staff become concerned about sexual imagery in relation to a device belonging to the student, the member of staff will ensure to secure the device. It should be confiscated. However, staff will not look at or print any of the images. The confiscated device will be turned in to the DSL, who will speak with appropriate staff and to the students involved.

Parents/caregivers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made UAE Agencies and police. The police will always be informed when there is reason to believe that indecent images involve sexual acts.

The DSL will make a judgement about whether the incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behavior by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

When reviewing what response is necessary, the investigation will consider

- If there are any offences that warrant police investigation
- If child protection procedures need to be invoked
- If the parents/caregivers require support in order to safeguard their child
- If any perpetrators and/or victims need additional support

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident, or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will usually consult with the police to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

If it is necessary to view the imagery, then the DSL will:

- Never copy, print or share the imagery as it is illegal to reproduce such imagery
- Discuss the decision to view with Designated Safeguarding Governor in order to obtain approval
- Ensure viewing is undertaken by the DSL
- Ensure viewing takes place with the Designated Safeguarding Governor in the room. The Safeguarding Governor does not need to view the images but is present in the room when they are being viewed by the DSL. The viewing will take place in the DSL's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the details of the viewing of the imagery in the student's safeguarding record. The DSL must note who was present, the date of viewing, why the image was viewed, and any subsequent actions.

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

### Confidentiality

It is expected that staff will naturally engage in day-to-day conversations about commonplace concerns about students in the interest to work together to ensure the student's needs are being met and to devise needed action plans or individual learning plans that when followed through collaboratively will work to ensure positive outcomes for the student. However, safeguarding concerns are not to be discussed amongst staff. Any safeguarding concern will be reported by the staff member with the concern directly to the DSL. The DSL receiving the concern will then decide who else needs to receive the information and the DSL will disseminate the information on a need-to-know basis.

All staff are aware that they cannot promise a child confidentiality and that they must when reporting to the DSL provide accurate, factual information.

The school makes every effort to store the information reported in a secured platform recognizing the sensitivity of this information.

### Notifying Parents

Where appropriate, we will discuss any concerns about a child with the child's parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with BEAM Safeguarding Governor and relevant UAE agencies.

In the case of allegations of abuse made against other children, we will normally notify the parents

of all the children involved.

### Making a Referral to Children's Social Care

The DSL will make a referral to UAE agencies, and the police, if it is believed that a student is suffering or is at risk of suffering harm.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

### Audit

The nominated D/DSL for safeguarding liaises with the principal and other health and safety members to complete an annual safeguarding audit return to the Governing Body BEAM.

### Review and Revision

The ASCS Child Protection and Safeguarding Policy and all specified procedures are subject to annual scheduled review and revision to ensure newly employed staff are sufficiently trained, policy procedures are transparent among all stakeholders, and implementation is carried out readily.

## SAFEGUARDING AND CHILD PROTECTION POLICY

### Appendix A: Child Protection Policy Procedures

Procedure protocol is a basis for eliminating further instances of abuse or harm. All allegations should be handled on a case by case basis. Respecting the rights of the parties involved and ensuring confidentiality must be considered at all time. The immediate response, urgency of the matter, and the investigation shall dictate the process.

All allegations of abuse or harm will be taken seriously by all ASCS Staff who will follow the procedures as specified below. This document should be used as a guideline as each case will require individualized attention.

All allegations will be addressed with urgency and will be reported to the appropriate staff immediately. Any staff noticing signs of abuse or harm or any staff to whom allegations of abuse or harm were reported will inform the School's Designated Safeguarding Lead (DSL) who is the School's Principal who will instruct/advise staff of the next steps in the process of reporting and documentation of any alleged instances of abuse or harm.

All information will be kept confidential and stored in a locked file. A preliminary investigation will be conducted to observe the child and collect pertinent information. The DSL will inform the Phase Social Worker, CPO, who will also gather necessary information. The ASCS Administration will be notified accordingly depending on the nature of the allegation.

Observation and investigation will be carried out regardless of the magnitude of the allegations. All documentation will be kept confidential as deemed necessary.

Outside agencies may be contacted to assist in the process of investigation and with any legal ramifications.

Subject to the outcome, counselling and intervention sessions along with behavioral plans may be implemented.

## Appendix B: Child Protection Policy – Confidentiality

**Confidentiality is the protection of personal, private, and sensitive information. ASCS recognizes and reinforces the importance of protecting an individual's privacy.**

In order to establish a form of trust among children, it is important to ensure a child understands their personal information will be treated respectfully and confidentially. ASCS staff support a safe and nurturing environment of effective care and realize the student/staff relationship is essential to creating such an environment.

- ASCS is committed to developing creative and positive ways for the child's voice to be heard while recognizing the responsibility to use, hold, and safeguard information received.
- ASCS is mindful that it is placed in a position of trust by all involved and there is a general expectation that a professional approach will be used in all matters of confidentiality.
- All information about individual children is private and should only be shared with those staff on a need to know basis. This includes contact information, telephone numbers, and emails.
- All reports and documentation shall be maintained on our secured online reporting platform.
- A consent form will be signed by any pertinent members for a release of information to any investigating agency such as a medical doctor or law enforcement agent.

### **Exceptions: Limited Confidentiality Circumstances**

The key to safeguarding and promoting children's welfare often hinges on the timely sharing of information as it enables intervention to take place immediately.

If a child is at risk of being abused or harmed, confidentiality can be breached in order to provide

the necessary response. The release of information without consent is supported by ASCS in order to provide the highest care to all children suspected of being abused or harmed.

ASCS staff must use their professional judgments based on individual case facts whether information should be shared. The key consideration in making these judgments is the safety and welfare of the child. There should be a clear and legitimate purpose for sharing information without consent.

### [Appendix C: Allegations of Abuse Against Staff](#)

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### **Suspension**

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for

example to an alternative school.

#### Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

#### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Principal (or chair of governors where the Principal is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate.
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate.

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the authority where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

We will inform the local authorities (child protection services) of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

#### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

#### **Specific actions**

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the relevant authority for consideration of whether inclusion on the barred lists is

required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the KHDA to consider prohibiting the individual from teaching (as appropriate).

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-Keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as

stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

Issues arising from the decision to suspend the member of staff

- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

### [Appendix D: ASCS Staff Training Modules](#)

#### Training Packet

Practical learning tools, resources, and exercises

Designated Safeguarding Lead (DSL) - School Principal-Vice Principal(s), Heads of Phases, School Guidance

Counsellor, Social workers and SENDCO.

#### Objectives:

To introduce all ASCS staff to the Child Protection Policy and to equip them to develop, implement, monitor, and evaluate their knowledge in safeguarding the well-being of children.

#### Child Protection:

Safeguarding Children – the action we take to promote the welfare of children and protect them from harm – is everyone's responsibility. Everyone who comes into contact with children has a

role to play in identifying concerns, sharing information, and taking appropriate action.

All ASCS staff are mandatory reporters. A mandated reporter shall report concerns and allegations of abuse or harm to the Designated Safeguarding Lead (DSL). If any ASCS staff is informed of a concern related to the protection of children, the staff member is obligated to report information to the DSL. The DSL/DDSL will begin investigative procedures.

### **Online Training Modules**

The following online training modules were developed by the California Department of Social Services.

#### **Purpose:**

To address the specific issues and concerns of School Personnel with regard to mandated reporting requirements.

#### **Desired Outcomes:**

This program is self-paced and will provide an overview of the significant definitions, requirements and protections of the California Child Abuse & Neglect Reporting Act (CANRA). You will learn:

- What the law requires of you as a mandated reporter
- How to spot indicators of possible child abuse or neglect
- How to talk to children about suspected abuse
- How to make a report
- What happens after a report is filed
- Special issues related to child abuse reporting in the school environment

The School Personnel module includes vignettes and is self-paced. At the conclusion of the training, you will take a final test that requires an 80% or higher score to pass. Upon passing the test, you will be able to print verification of your completion of the training.

<http://mandatedreporterca.com/training/educators.htm>

### **Mandated Report Training and Exam**

The following online training modules were developed by the California Department of Social Services.

This program is self-paced and will provide an overview of the significant definitions, requirements and protections of the California Child Abuse & Neglect Reporting Act (CANRA). You will learn:

- What the law requires of you as a mandated reporter

- How to spot indicators of possible child abuse or neglect
- How to talk to children about suspected abuse
- How to make a report
- What happens after a report is filed
- Special issues related to child abuse reporting in the school environment

At the conclusion of the training, you will take a final exam, which will test the information that you have learned during the training. Upon scoring an 80% or higher you will be able to print your certificate and will be emailed a proof of your completion of this training. This standalone training does not require the General Training to be taken first.

**Training Instructions** - There are many interactive pieces to this website, anytime you see an item **Underlined** and hyperlinked you can hover over it or click on it to interact with it. Make sure your Pop-up blocker is disabled as well for the training website.

<http://educators.mandatedreporterca.com/default.htm>

### ASCS Training:

#### The importance of the R's: Recognizing, Responding, Recording, and Reporting

##### 1. Recognize

Child abuse occurs when a child has been subjected to physical, sexual, or emotional abuse and/or neglect which has resulted in, or is likely to result in, harm to the child's wellbeing. Child abuse may involve ongoing, repeated or persistent abuse, or arise from a single incident.

##### 2. Respond

How should I respond if a child discloses information regarding abuse or harm? All staff must be aware of the immediate needs of children making disclosures and respond accordingly.

If a child discloses information to you:

- Use protective interrupting (see next page) if their disclosure is in a public situation (for example, during a lesson).
- Find a quiet place to talk.
- Reassure the child that telling was the right thing to do.
- Allow the child to tell the story in their own words.
- Let the child know what might happen next.
- Show support by using active listening.
- Assess the child's immediate safety.
- Document and report the allegations to the DSL as soon as possible.

\*\*\*You are advised to avoid the following behavior:

- Dismissing or ignoring the disclosure.

- Putting words in the child's mouth, pushing for details.
- Making the child repeat the disclosure to a third party.
- Stopping the child from talking once there are reasonable grounds for forming a belief that abuse occurred.
- Promising not to tell when there are clear limits on confidentiality.
- Confronting the person believed to be the abuser.
- Engaging in general staffroom discussion about the child's disclosure.

**NOTE: Staff should be aware that a disclosure can arouse personal feelings of shock, anger and helplessness. It is important to conceal these feelings at the time of a disclosure.**

### 3. Record

Documentation of allegations of abuse or harm must be detailed, descriptive, and factual. The Initial Mandatory Report Form is available from the DSL and should be filled out immediately after concerns are made.

### 4. Report

Reporting involves providing information to the DSL in regard to any concerns or allegations made. The DSL and social worker will decide if outside agencies must be contacted for further investigation.

### [Appendix E: Protective Interrupting](#)

What is protective interrupting?

**Protective interrupting is a strategy to prevent a child disclosing in front of other students and providing them with the opportunity to disclose in a safe and confidential manner.**

**Protective interrupting involves the following steps:**

- Interrupt the child by acknowledging them and preventing further disclosure e.g. "Thank you, it sounds as though you have something important to talk about, why don't we have a chat at recess?"
- Be supportive and gently indicate that the child can talk in a more private situation.
- Quietly arrange to see the child as soon as possible.
- Listen attentively in a private location within the school and reassure the child that telling was the right thing to do.
- If abuse is disclosed, explain to the child that because they are being harmed you need to make sure they are safe and gain some help for them. **Do not promise the child you will keep it secret.**
- Reassure the child that the abuse was not their fault.

- Explain what is likely to happen next.
- Report the abuse as soon as possible. Follow procedures within this policy.

## Appendix F: Types of Abuse

Abuse occurs in different settings and in different ways. It is important to recognize there is no specific set of circumstances eluding to child abuse or harm. Each case is different and should be evaluated according to the individual. Typically, harm can come from one self, peers, adults, or society. These are described as:

**Self-harm:** deliberately cutting or harming oneself; suicidal thoughts; attempted and actual suicide.

**Peer Abuse:** bullying (physical and/or psychological); physical and sexual abuse; gang violence.

**Abuse by Adults:** domestic violence (physical, psychological, sexual); corporal punishment in schools and organizations; sexual abuse and exploitation.

**Societal Abuse:** a social, political, economic and cultural environment, which actively encourages or condones violence against children, e.g. political campaigns that encourage 'clearances' of street children.

Religions and cultures, which encourage physical and humiliating punishment of children as acceptable childrearing practices; harmful traditional practices.; high prevalence of violence in the media; cultural attitudes which condone violence against women in the home / which promote ideas of women and children as being the 'property' of men / parents rather than as human beings deserving of equal rights Abuse, including neglect, and safeguarding issues are rarely standalone vents that can be covered by one definition or label. In most cases, multiple issues will overlap.

### **Definitions of Child Abuse**

Child abuse can be categorized into four different types:

#### **1. Neglect**

Neglect can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care. Neglect generally becomes apparent in different ways over a period of time rather than at one specific point. It 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. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 2. Emotional abuse:

Emotional abuse is normally to be found in the relationship between a care-giver and a child rather than in a specific event or pattern of events. It occurs when a child's need for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms. It is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

## 3. Physical abuse:

Physical abuse is any form of non-accidental injury or injury which results from willful or neglectful failure to protect a child. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## 4. Sexual abuse:

Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal or for that of others. It involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate

ways, or grooming a child in preparation for abuse (including via the internet)

- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## [Appendix G: Resources & Exercises](#)

### Articles:

#### Why and How to Talk to Children-Listening as a Way of Life

This article discusses the importance and benefits of listening, being able understand how children feel, and how listening is a foundation for honesty, collaboration, and responding to challenges. Included are case studies to help promote effective listening skills.

<http://lx.iriss.org.uk/sites/default/files/resources/Why%20and%20how%20we%20listen%20to%20youn%20g%20children.pdf>

### **Bullying- What children are telling us about bullying**

This article talks about types of bullying and key issues surrounding

bullying. <http://lx.iriss.org.uk/content/what-children-are-telling-us-about-bullying>

### **Child neglect: Experiences from the Frontline**

The damaging effects of neglect are discussed.

<http://lx.iriss.org.uk/content/child-neglectexperiences-frontline>

### **It's everyone's job to make sure I'm alright: Report of the Child Protection Audit and Review**

A report focusing on the reduction of child abuse and neglect.

<http://lx.iriss.org.uk/content/its-everyones-job-make-sure-im-alright-report-child-protection-audit-and-review>

### **PRACTICAL EXERCISE 1:**

#### **What are we protecting children from?**

To exchange ideas on what 'child protection' means to different people and to come to an agreed definition.

Brainstorm ideas: participants contribute ideas on - 'What are we protecting children from?'

**Possible answers: abuse, neglect, violence, adults, bad people, strangers, war, drugs, unwanted diseases, discrimination, bullying, and/or pain.**

#### **Child protection**

A broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both *intentional* and *unintentional* harm. In the current context, it applies particularly to the duty of organizations -and individuals associated with those organizations -

towards children in their care.

A **Child Protection Policy** provides a framework of principles, standards and guidelines on which to base individual and organizational practice in relation to areas, such as:

- Creating a 'child safe' and 'child friendly' organization (in relation to environmental safety as well as protection against physical, psychological and sexual abuse)
- Prevention of abuse
- Personnel recruitment and training
- Robust management systems
- Guidelines for appropriate and inappropriate behavior / attitude
- Guidelines for communications regarding children
- Recognizing, reporting and reacting to allegations of abuse
- Ramifications of misconduct for those failing to follow the policy

### **PRACTICAL EXERCISE 2: 'Abuse or not abuse?'**

To clarify how you decide what makes one thing abuse and another thing not abuse.

Divide into pairs or small groups, discuss the following statements and decide whether they refer to cases of abuse or not. Keep the following questions in mind:

How did you decide?

What makes one thing abuse and another thing not abuse?

#### **Is it abuse when.....**

- A 12-year-old is slapped hard with a hand?
- A baby is shaken by its mother?
- A father sleeps in the same bed as his 12-year-old daughter?
- A mother sleeps in the same bed as a 14-year-old son with a disability?
- Parents walk around the house naked in front of the children?
- A mother tells her young son that she wishes he had never been born?
- A man persuades a 10-year-old into sexual acts by offering affection and money?
- A 13-year-old boy is beaten with a belt for telling lies?
- A 6-year-old girl is left on her own at home, for several hours every night, while her mother goes out to work?
- A 7-year-old boy is sent out to sell sweets on the streets for 10 hours a day?
  
- A 10-year-old girl is told to go out and not return home until she has enough money to buy food for supper?
- A 2-year-old is tied to a post while her mother is making bricks by hand?

### Keep in Mind-Perceptions

What is the context of the behavior? Is the behavior ageappropriate?

Are there cultural, gender, or religious factors to consider?

Is the activity of a sexual nature?

Are the forms of discipline proportionate to the behavior?

Is the behavior repeated?

### Appendix H: Indicators of Neglect & Abuse

**Common Indicators and Signs of Abuse and/or Neglect:**

**Possible Signs of Abuse**

<p><b><u>Physical Abuse</u></b></p>	<ul style="list-style-type: none"> <li>• Bruises, burns, sprains, dislocations, bites, cuts</li> <li>• Improbable excuses given to explain injuries</li> <li>• Injuries which have not received medical attention</li> <li>• Injuries, which occur to the body in places, which are not normally exposed to falls, rough games, etc.</li> <li>• Repeated urinary infections or unexplained tummy pains</li> <li>• Refusal to discuss injuries</li> <li>• Withdrawal from physical contact</li> <li>• Arms and legs kept covered in hot weather</li> <li>• Fear of returning home or of parents being contacted</li> <li>• Showing wariness or distrust of adults</li> <li>• Self-destructive tendencies</li> <li>• Being aggressive towards others</li> <li>• Being very passive and compliant</li> <li>• Chronic running away</li> </ul>
<p><b><u>Neglect</u></b></p>	<ul style="list-style-type: none"> <li>• Frequent hunger</li> <li>• Failure to grow</li> <li>• Stealing or gorging food</li> <li>• Poor personal hygiene</li> <li>• Constant tiredness</li> <li>• Inappropriate clothing, e.g. summer clothes in winter</li> <li>• Frequent lateness or non-attendance at school</li> <li>• Untreated medical problems</li> <li>• Low self-esteem</li> <li>• Poor social relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• Compulsive stealing</li> <li>• Drug or alcohol abuse</li> </ul>
<b><u>Emotional Abuse</u></b>	<ul style="list-style-type: none"> <li>• Physical, mental and emotional development is delayed</li> <li>• Highly anxious</li> <li>• Showing delayed speech or sudden speech disorder</li> <li>• Fear of new situations</li> <li>• Low self-esteem</li> <li>• Inappropriate emotional responses to painful situations</li> <li>• Extremes of passivity or aggression</li> <li>• Drug or alcohol abuse</li> <li>• Chronic running away</li> <li>• Compulsive stealing</li> <li>• Obsessions or phobias</li> <li>• Sudden under-achievement or lack of concentration</li> <li>• Attention seeking behaviour</li> <li>• Persistent tiredness</li> <li>• Lying</li> </ul>
<b><u>Sexual Abuse:</u></b>	<ul style="list-style-type: none"> <li>• Age inappropriate sexualised behaviour</li> <li>• Physical indicators</li> <li>• Behavioural indicators (general and sexual) which must be interpreted with regard to the individual child's level of functioning and development stage</li> </ul>

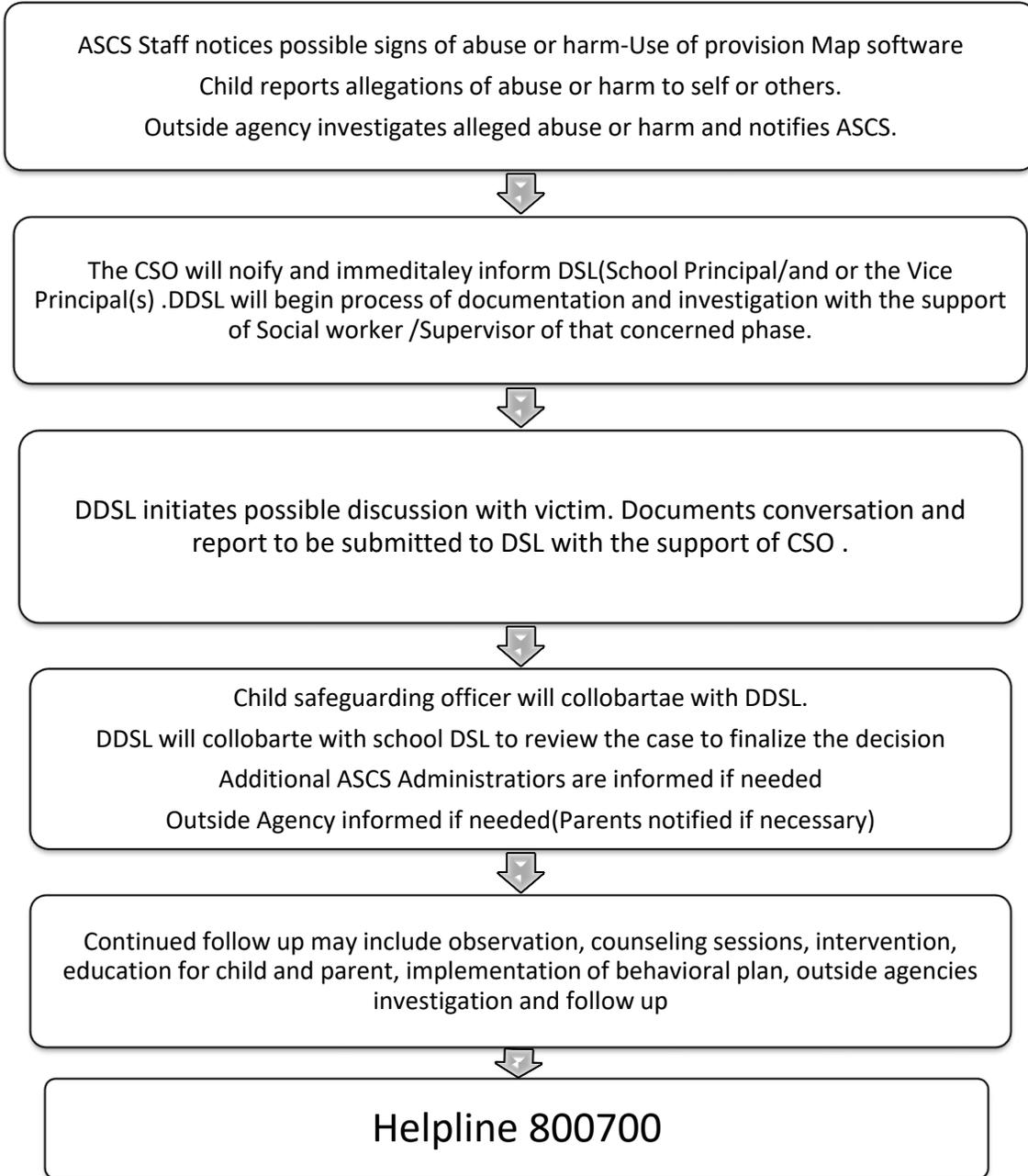
### [Appendix I: Guidance on how to respond to a student wanting to disclose](#)

GENERAL POINTS	DON'T SAY
Show acceptance of what the child says (however unlikely the story may sound).	Why didn't you tell anyone before?
Keep calm.	I can't believe it!
Look at the student directly.	Are you sure this is true?
Be honest.	Why? How? When? Who? Where?

<p>Tell the child you will need to let someone else know – <b>don't promise confidentiality.</b></p> <p>A useful distinction to make when explaining the difference between <b>privacy</b> and <b>confidentiality</b> to a students is: you <i>cannot promise</i> to keep a conversation private but you <i>can keep it confidential</i> by only informing the people who need to know in order to help the student.</p>	<p>Never make false promises.</p>
<p>Even when a student has broken a rule, they are not to blame for the abuse.</p>	<p>Never make statements such as 'I am shocked, don't tell anyone else.</p>
<p>Never push for information. If the student decides not to tell you after all, then accept that and let them know that you are always ready to listen.</p>	
<p>Never ask leading questions and try to record what the child says verbatim</p>	
<p>Be aware that the student may have been threatened or bribed not to tell.</p>	
<p><b>Helpful things you may say or show</b></p>	<p><b>Concluding</b></p>
<p>I understand what you are saying.</p>	<p>Again reassure the child that they were right to tell you and show acceptance.</p>
<p>Thank you for telling me.</p>	<p>Let the child know what you are going to do next and that you will let them know what happens.</p>
<p>It's not your fault.</p>	<p>Contact the appropriate senior member of staff or agency.</p>
<p>I will help you.</p>	<p>Consider your own feelings and seek pastoral support if needed.</p>

### Child Protection Policy Procedures -Organization Chart

**NOTE:** Procedures are subject to change dependent on the severity and urgency of the alleged abuse or harm. The goal is to eliminate further instances of abuse or harm that would otherwise place the child in jeopardy. DSL-Designated Safeguarding Lead



## Initial Mandatory Report Form

### REPORTING ALLEGATIONS/CONCERNS OF ABUSE OR HARM OF CHILDREN

Is the child in immediate harm? Yes/No

If yes, have outside agencies been contacts? Yes/No

What was the outcome of notifying the outside agency?

Explain below.

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The DSL has been informed of allegations. Yes/No

#### Mandatory Reporter Details:

Person's Name:	
Profession:	
Organization Name:	
Contact Number:	
Email address:	
Date of Report:	
Date of Alleged Incident:	

#### Child's Details:

Name:	Family Number:		
Gender:			
Date of Birth:		Age:	Grade:
Address:			
Telephone Number:			

<b>Other Contact Number:</b>	
<b>Disability: Yes/No</b>	<b>Type:</b>
<b>Child aware of Report: Yes/No</b>	
<b>Interpreter Required: Yes/No</b>	<b>Interpreter's Name:</b>

**PERSON BELIEVED RESPONSIBLE FOR ALLEGED ABUSE OR HARM (if known)**

<b>First Name</b>	<b>Last Name</b>
<b>Address</b>	<b>Country of Origin:</b>
<b>Phone</b>	<b>Mobile</b>
<b>Relationship to child/young person (if known)</b>	
<b>Do you know if this person is known to Police?</b>	
<input type="checkbox"/> No <input type="checkbox"/> Yes	

**Child's Parent or Legal Guardian Information:**

<b>Person's Name:</b>			
<b>Gender: M/F</b>			
<b>Date of Birth:</b>		<b>Age:</b>	
<b>Address:</b>			
<b>Telephone Number:</b>			
<b>Other Contact Number:</b>			
<b>Additional Information</b>			
<b>Person aware of Report: Yes/No</b>			
<b>Relationship to Child</b>			





**If a child has been physically abused with evidence of marks, please use the drawing below to indicate specific location, size, and color of any bruising.**

Signature of Person Completing Report: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Person Receiving Report/DSL: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of DSL \_\_\_\_\_

Date: \_\_\_\_\_

## STAFF DECLARATION FORM



### Child Protection Policy and Keeping Children Safe in Education (DfE 2016)

School Name : .....

Academic Year :2021-2022

Please sign and return to .....

(DSL) by .....<insert date>.....

I, \_\_\_\_\_ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School's Child Safeguarding Policy
- (2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance, 2016
- (3) Behavior Policy
- (4) Health and Safety Policy

I am fully aware that the DSL and DDSL of School are:

.....

I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the Principal/Vice Principal/Assistant Principal's Office.

Signed \_\_\_\_\_ Date \_\_\_\_\_