



**GEMS United Indian School, Abu Dhabi**

## **GUIS Child Protection Policy**

### **Rationale:**

All staff at **GEMS United Indian School, Abu Dhabi**, are responsible for ensuring that 'Every Child Matters' in the GUIS community so that our pupils:

- ✧ Are healthy;
- ✧ Stay safe;
- ✧ Enjoy and achieve;
- ✧ Achieve economic well-being;
- ✧ Make a positive contribution.

All aspects of children's safety are considered at GUIS, including:

- ✧ Safety from society , the neighbourhood and community- 'toxic
- ✧ Safety from injury and accident; self-harming;
- ✧ Childhood' - depression;
- ✧ Safety at home - abuse and neglect;
- ✧ Safety at school - from staff and pupils; bullying including cyberbullying;

### **Aims**

The aims of the policy are to:

- ✧ To provide clear directions to staff and others about expected codes of behaviour in dealing with Child Protection issues
- ✧ To integrate Child Protection issues into the curriculum.
- ✧ To take account of policies in related areas such as behaviour and anti - bullying.
- ✧ Raise awareness of child protection issues and equip students with the skills needed to keep them safe paying particular attention to those who are most disadvantaged.
- ✧ Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- ✧ Support students who have been abused or neglected in accordance with their agreed child protection plan.
- ✧ This policy applies to all adults working at the school; including staff and stakeholders.

## **Roles and Responsibilities:**

### **The Designated Person: Child Protection Officer (CPO)**

The Designated **Child Protection Officers (CPO)** for GEMS United Indian School is **Mr. Shaikh Murad Sarfraz, Vice-Principal.**

The main responsibilities of the Designated Persons are:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of Child Protection Policy procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- Liaises with the Senior Leadership Team and class teacher as appropriate
- keeps a record of staff attendance at child protection training
- Makes this policy available to parents.

### **Class Teachers:**

Class teachers will in most cases, be the first person that a concern is raised by. They will collate detailed/ accurate/ secure written records of concerns and liaise with the designated CPO.

### **The School Nurse:**

Their role is to ensure that relevant information obtained in the course of their duties is communicated to the CPO. Types of injuries, attendance and frequency are recorded.

### **The Responsibilities of the Whole School Staff:**

- All school staff have a responsibility to identify and report suspected abuse
- To ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the Principal or the CPO.
- Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions.
- Children should be treated with respect within a framework of agreed and understood behaviour.
- All school staff are expected to :
  - Be aware of signs and symptoms of abuse
  - Report concerns to the CPO as appropriate
  - Keep clear, dated, factual and confidential records of child protection concerns.

### **Definition:**

#### **Types of Child Abuse**

##### **Physical Abuse:**

Physical abuse means the non-accidental infliction of physical injury on or physical mistreatment of a child. Physical abuse includes, but is not limited to, such actions as:

1. Throwing, kicking, burning, or cutting a child;
2. Striking a child with a closed/open fist;
3. Shaking a child under age three;
4. Interfering with a child's breathing;
5. Threatening a child with a deadly weapon;
6. Doing any other act that is likely to cause and which does cause bodily harm greater than transient pain or minor temporary marks or which is injurious to the child's health, welfare, and safety.

**Sexual Abuse:**

**Sexual abuse** means committing or allowing to be committed any sexual offense against a child as defined in the criminal code.

**THE CHILD:**

- Has difficulty walking or sitting.
- Suddenly refuses to change for gym or to participate in physical activities.
- Reports nightmares or bedwetting.
- Experiences a sudden change in appetite.
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.
- Becomes pregnant or contracts a venereal disease, particularly if under age 14.
- Runs away.
- Reports sexual abuse by a parent or another adult caregiver.

**Negligent Treatment or Maltreatment:**

Negligent treatment or maltreatment includes, but is not limited, to:

- Failure to provide adequate food, shelter, clothing, supervision, or health care necessary for a child's health, welfare, or safety.
- Is frequently absent from school.
- Beggars or steals food or money.
- Lacks needed medical or dental care, immunizations, or glasses.
- Is consistently dirty and has severe body odor.
- Lacks sufficient clothing for the weather.
- States that there is no one at home to provide care.

**Emotional Abuse:**

Persistent emotional ill-treatment e.g. conveying to the child that they are worthless, unloved, inadequate, imposing age or developmentally inappropriate expectations, causing feelings of fright or danger

- Rejecting
- Isolating
- Exploiting

- Verbally assaulting
- Terrorizing
- Neglecting the child
- Ignoring

**WARNING: Visible Signs That a Child is being abused and/or Neglected:**

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

**How to Handle Child Abuse Disclosures  
During the Disclosure**

1. Avoid denial. A common reaction to a child's disclosure is denial. Respect your child by listening to what he/she has to say and taking what your child says seriously. Believe what your child is telling you.
2. Provide a safe environment. Make sure the setting is confidential and comfortable. Avoid communicating with shock, horror, or fear about

anything said, even though what you are hearing is likely shocking and horrifying.

3. Reassure your child. Reassure your child that he/she did nothing wrong and that you believe him/her.
4. Listen and don't make assumptions. Listen more than you talk, and avoid advice giving or problem solving.
5. Do not interrogate.
  - a. Don't ask the child a lot of questions, especially leading questions,
  - b. Don't ask your child for details. This can make it harder for your child to tell you about the abuse.
  - c. Listen to the child, letting them explain what happened in his or her own words.
  - d. Limit questioning to only the following four questions if the child has not already provided you with the information:
    - What happened?
    - When did it happen?
    - Where did it happen?
    - Who did it?
    - How do you know them? (If the relationship of the abuser is unclear)
6. Make no promises.
7. Document exact quotes
8. Be supportive, not judgmental.
9. Have an understanding about abuse and neglect. Know the four kinds of child abuse: physical, emotional, sexual, and neglect.

### **Recording Disclosures:**

When a pupil has made a disclosure the member of the staff should:

- make some brief notes as soon as possible after the conversation
- not destroy the original notes in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- draw a diagram to indicate the position of any bruising or other injury
- record statements and observations, rather than interpretations and assumptions

### **Staff who are the subject of an allegation**

Allegations against staff should be reported to the Head Teacher. Allegations against the head teacher should be reported to the chair of governors.

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence **Records and Monitoring:**

**Record of concern forms and other written information** will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

### **Ongoing support**

Following a disclosure by a child, it is important that the staff member continues in a supportive relationship with the child.

### **SCHOOL WELFARE CONCERN FORM**

Use this form to record any concern about a child's welfare and give it to the designated senior person for child protection:

Child's Full Name	
Date Of This Record	
Why Are You Concerned About This Child?	1. 2. 3. 4.
What Have You Observed And When?	1. 2. 3. 4.





**Form 2:  
CONSULTATION FORM:**

Date:	
Name of Pupil:	
Class:	
Present at Meeting:	
Reason for Meeting:	1. 2. 3. 4.
Action	1. 2. 3. 4.
Date of Next Meeting if Required	
Signature of Parent	
Signature of School	