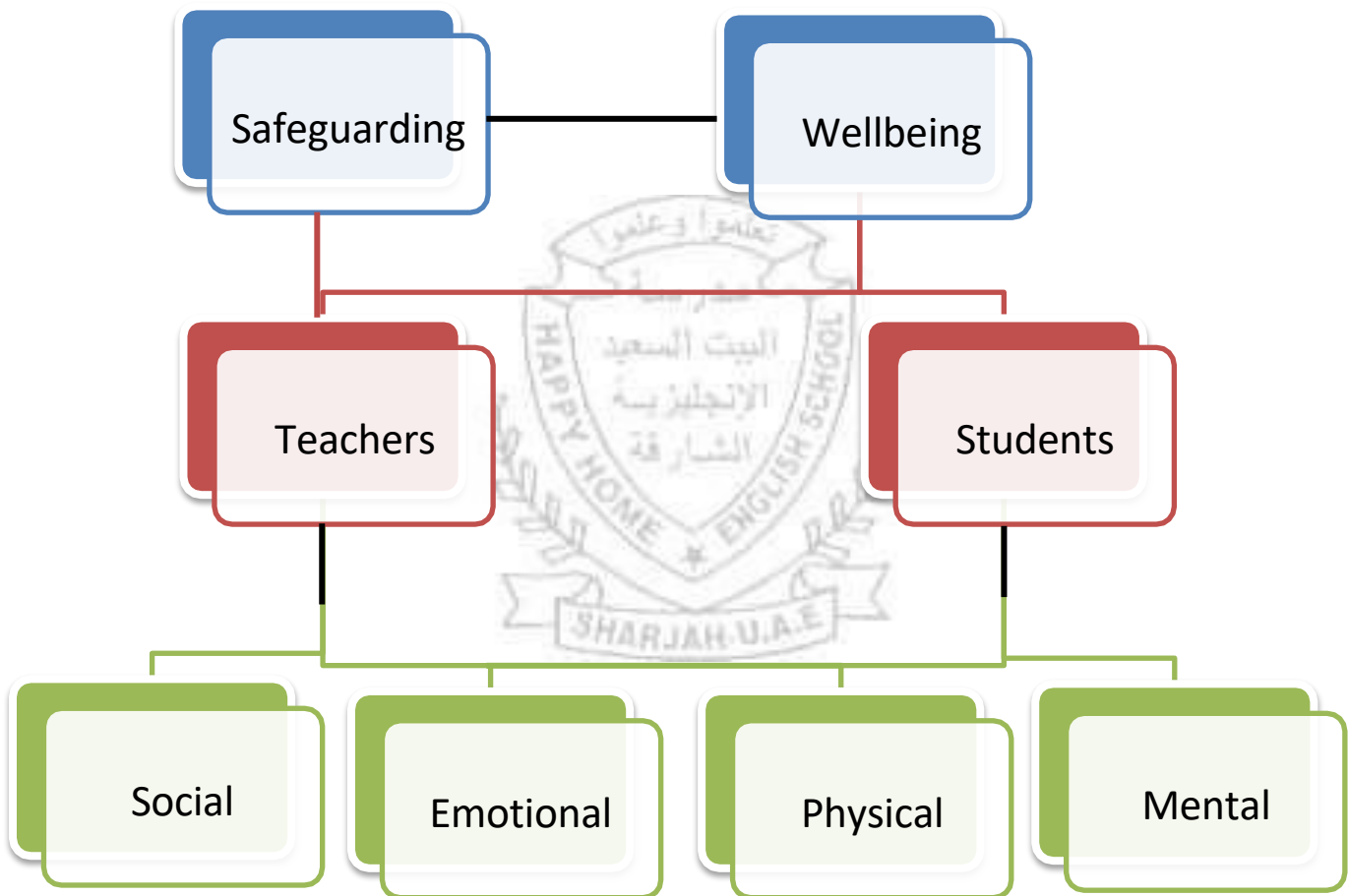




Happy Home English School, Sharjah

(2024-2025)

Safeguarding Chart



Safeguarding Policy

Happy Home English School is concerned about the welfare and safety of all its pupils and works to create an ethos in which pupils feel secure and listened to. If our Child Protection Policy is successful, Child Protection concerns that arise will be dealt with as sensitively and effectively as possible. Records will be accurate and securely stored and passage of information will always occur when it is in the best interest of the child for this to take place.

Aims

- To provide clear direction to staff and others about expected codes of behavior in dealing with Child Protection issues.
- To make explicit the school's commitment to the development of good practice and sound procedures so that child protection concerns and referrals are handled sensitively, professionally, and in ways that support the needs of the child.
- To integrate Child Protection issues into the curriculum.
- To take account of policies in related areas such as behavior anti-bullying

Definitions: -

- a) **Neglect** - The persistent or severe neglect of a child which results in impairment of health or development
- b) **Physical Abuse** - Actual or likely physical injury to a child, or failure to prevent physical injury or suffering.
- c) **Emotional** - actual or likely severe adverse effects on the emotional and behavioral development of a child by persistent or severe emotional ill-treatment or rejection
- d) **Potential abuse** - situations where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.
- e) **Bullying** - any persistent and uninvited behavior that insults, hurts, or intimidates someone (includes cyberbullying). Signs of possible abuse include:

(These are not exhaustive or necessarily indicative of abuse).

- a) **Neglect** - constant hunger or tiredness; frequent lateness or absence, poor personal hygiene, untreated medical problems; running away, stealing, low self-esteem
- b) **Physical** - unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help, fear of physical contact, fear of going home, over aggressive or defensive tendencies, fear of removing clothes, bites, lashes, facial injuries.
- c) **Emotional** - Physical, emotional, developmental delay; over-reaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Munchausen Syndrome by proxy (If a parent of a child deliberately fabricates or
- d) **Potential Abuse:** induces illness in that child). Signs may include; perceived illness, doctor shopping, enforced illness, fabricated illness, poisoning
e.g. with salt, induced seizures, suffocation, bleeding, rashes, tampering with vomit/urine.

The child may exhibit unusual or unnaturally prolonged illness; symptoms/signs have a temporal association with the mother's presence,

Framework

'Working Together Under the Children Act, 1989' requires all UK schools to follow procedures for protecting children from abuse. UAE schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse.

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Designated Teachers should have responsibility for coordinating action within the school.
- All staff should receive Child protection training appropriate to their role.
- Schools should have procedures, of which all staff is aware, for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse.

Roles and responsibilities:

The Designated Teacher **(Mrs. Sara Wafa)**

The Designated Teachers for Child Protection are the Principal/Vice Principal /Supervisors and the Inclusion Coordinator.

Their role is:

- To ensure all staff are familiar with school guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure that the school operates an effective child protection policy;
- To ensure that all staff receive foundation training in child protection;
- To be responsible for co-coordinating action and liaising with other agencies and support services over child protection issues;

In consultation with the Child Protection Officer to assist in enquiring into allegations of child abuse; **(Mr. Mahir Hawari)**

- To follow, as appropriate, recommendations made by the Child Protection Officer at HAPPY HOME ENGLISH SCHOOL
- To be aware of the 'Every child matters document' and the 'What to do if you're worried a child is being abused' documents (See further reading at end of the policy);
- To support and advise staff on child protection issues generally;
- To ensure they have had up to date training;
- 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 CP records and send them to the school Principal.
- To maintain accurate and secure child protection records in chronological order.

Class Teachers:

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

The School Nurse:

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

The Responsibilities of the whole School Staff:

- a) All school staff has a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the pupils in their school. In doing so they should seek advice and support as necessary from the Principal/Designated Teacher.
- b) 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 behavior.
- c) All school staff are expected to:
 - Be aware of signs and symptoms of abuse
 - Report concerns to the Designated Teachers as appropriate
 - Keep clear, dated, fact, al and confidential records of child protection concerns.

Staff Contact with Pupils:

To minimize the risk of accusations being made against staff as a result of their daily contact with pupils, staff should ensure that they consider the following points of guidance (taken from Principles for Safe Working Practice for the Protection of Children and Staff in Education Settings).

- Staffs are responsible for their actions and behavior and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work openly and transparently (especially when working with individual pupils). Staff should not allow pupils to visit their place of residence.
- Staff should discuss and/or take advice promptly from their Section- In-charge or another (SLT) of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and decisions made or further actions agreed and the Principal should be informed.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

School Procedures:

- Any member of staff concerned about a child must inform a Designated Teacher immediately.
- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

the Designated Teacher(Mr./Mrs.)

will ensure that a written report of the concerns is sent to them within 48 hours.

• If a pupil who has been identified as at-risk changes school, the Principal will inform the Child Protection Officer at (HAPPY HOME ENGLISH SCHOOL, SHARJAH) Staff should be concerned if a pupil:

• has any injury which is not typical of the bumps and scrapes normally associated with children's

- activities;
- regularly has unexplained injuries;
- frequently has injuries, even when reasonable explanations are given;
- offers confused or conflicting explanations about how injuries were sustained;
- exhibits significant changes in behavior, performance, or attitude;
- indulges in sexual behavior which is unusually explicit and/or inappropriate for his or her age;
- discloses an experience in which he or she may have been significantly harmed. Dealing with a disclosure **HAPPY HOME ENGLISH School PO Box,46877 Sharjah, United Arab Emirates @ T+971 (0)6 5661903| F +971 (0)6 5660807**

School website: happyhomeenglishsch.com

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

- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to talk freely;
- reassure the child, but do not make promises that it might not be possible to keep;
- Not promise confidentially, as it might be necessary to refer the case to the Child Protection Officer at (HHES)
- reassure the pupil that what has happened is not their fault;
- stress that it was the right thing to tell;
- listen, rather than ask direct questions;
- ask open questions rather than leading questions;
- Not criticize the perpetrator;
- explain what has to be done next and who has to be told.

Recording disclosure:

When a pupil has made a disclosure, the member of 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 if any;
- record the date, time, place, and any noticeable non-verbal behavior and the words used by the child;
- (Nurse will draw a diagram to indicate the position of any bruising or another injury);
- Record statements and observations, rather than interpretations or assumptions.

Support for pupils and staff:

The Principal will make all reasonable attempts to protect and otherwise support pupils who have disclosed information about possible child abuse incidents.

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for him/herself and discuss this with the Principal.

Confidentiality:

Members of staff have access to confidential information about pupils to undertake their everyday responsibilities. Staff is expected to:

- Treat information they receive about pupils discreetly and confidentially.
- Seek advice from the Principal, if they are in any doubt about sharing information they hold or which has been requested of them.
- Be cautious when passing information to others about a pupil.

RECORDS and MONITORING:

Well-kept records are essential to good Child Protection practice. Concerns and disclosures should be recorded in writing by the member of staff who receives them and passed to the Designated Teacher (Mr./Mrs. _____) without delay.

The Designated Teacher in consultation with the Principal will then decide on further action and any appropriate monitoring program for the pupil.

Records are stored in a dedicated filing system maintained by the Principal.

Staff Training:

All staff should receive Child Protection training as part of the CPD program. Staff is informed of any changes subsequently made to this.

Child Protection and The Curriculum:

The school curriculum is important for the protection of children. We aim to ensure that curriculum development meets the following objectives (these are often met through the personal social and health education and citizenship curriculum)

- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behavior in adults;
- Developing non-abusive behavior between pupils.

SYNOPSIS:

What to do if you are told of abuse:

- Stop and listen.
- Take notes and keep (verbatim)
- Do not interrupt
- Do not be judgmental

- Do not promise confidentiality - staff must not work in isolation, but offer discretion.
- Avoid leading questions/coaxing or pressurizing
- Note concerns about going home, now he/she has spoken up
- Inform the designated person promptly who will ask for a verbatim written record with the time and persons present
- Discretion should be maintained in the staff room.

