

Aspen Heights British School

Safeguarding Policy

Academic Year: 2025–2026

Reviewed: August 2025

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Safeguarding Policy

Purpose and Scope

Aspen Heights British School (AHBS) is committed to ensuring the safety, wellbeing and protection of every student. This policy outlines the principles, responsibilities, and procedures for maintaining a secure, caring learning environment and is fully aligned with the Abu Dhabi Department of Education and Knowledge (ADEK) **School Safeguarding Policy v1.2 (January 2025)**. It applies to all AHBS staff, students, volunteers, contractors, visitors, and external providers who interact with students on or off school premises.

This policy upholds the standards of the following UAE Federal Laws and guidelines (summarised):

- Federal Law No. (3) of 2016 – *Child Rights (Wadeema)*
- Federal Decree Law No. (31) of 2021 – *Crimes and Penalties*
- Federal Decree Law No. (18) of 2020 – *Private Education and its Amendments*
- Federal Law No. (39) of 2022 – *Compulsory Education*
- ADEK School Safeguarding Policy v1.2 (2025)

AHBS recognises its responsibility to:

- Prevent risk of harm and maltreatment to any student under its care;
- Respond promptly and appropriately to all safeguarding concerns;
- Foster an environment that promotes respect, inclusion, and trust;
- Ensure staff understand and fulfil their duty to protect children in line with UAE law and ADEK policy.

Aims

These procedures apply to all staff and employees working within Aspen Heights British School. The aim of our procedures is to prevent children from being abused, and to safeguard and promote the welfare of pupils at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff and volunteers
- Develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse or neglect
- Support pupils who have been abused in accordance with an agreed child protection plan
- Support children with additional needs
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children
- Establish a safe environment in which children can learn and develop. This includes effective supervision of students 45 minutes before the start of the school day and up to 90 minutes after the end of the school day.
- Ensure that allegations or concerns against staff are dealt with in accordance with ministry of education policies and procedures in collaboration with the police.

Definitions

The following definitions are adopted by Aspen Heights British School (AHBS) to ensure consistency with the terminology used by the **Abu Dhabi Department of Education and Knowledge (ADEK)**. These terms underpin all safeguarding and student protection practices within the school.

Safeguarding	All measures taken to protect students from all forms of harm, maltreatment, neglect, and exploitation, and to ensure their health, wellbeing, and development while they are under the care and supervision of the school.
Student Protection	All actions and systems in place to prevent, identify, and respond to any maltreatment concerns relating to students, including physical, emotional, or sexual abuse, neglect, bullying, and exploitation.
Child	Any person below the age of 18 who is a resident of the UAE, regardless of nationality.
Mandated Reporter	A person legally required under Federal Law No. (3) of 2016 to report any suspicion or evidence of student maltreatment to the relevant authorities. At AHBS, all staff, volunteers, contractors, and external providers are considered mandated reporters.

	<p><i>Mandated reporters cannot be penalised for reporting genuine safeguarding concerns in good faith. All AHBS employees must report any suspected or disclosed harm within 24 hours using the official Safety Concern Portal.</i></p>
<p>Child Protection Co-Ordinator (Known As Designated Safeguarding Lead)</p>	<p>An appointed, professionally trained member of staff responsible for managing all safeguarding and student protection matters within the school. The CPC coordinates the Child Protection Team (CPT), acts as the primary contact for ADEK’s Child Protection Unit (CPU), and ensures appropriate reporting and record-keeping.</p> <p><i>At AHBS, this role is fulfilled by the Child Protection Lead Officer (CPLO) which is known as the DSL.</i></p>
<p>Child Protection Team (Known As Safeguarding Team)</p>	<p>A designated group of trained staff, typically including the counsellor, social worker, and senior leaders, who support the CPC in case management and policy implementation.</p>
<p>Maltreatment</p>	<p>Any act or omission that results in actual or potential harm to a child’s health, development, or dignity. Maltreatment includes physical abuse, emotional abuse, sexual abuse, neglect, and exploitation.</p>
<p>Physical Abuse</p>	<p>Any intentional act that results in physical harm or the potential for physical harm, such as hitting, shaking, or otherwise physically assaulting a student.</p>
<p>Emotional Abuse</p>	<p>Behaviour that harms a child’s emotional wellbeing, including persistent criticism, rejection, humiliation, or exposure to distressing experiences.</p>
<p>Sexual Abuse</p>	<p>Any sexual activity involving a student that they do not fully comprehend or to which they cannot legally consent. This includes acts committed by adults or peers where there is an imbalance of power or coercion.</p>

Neglect	Failure to meet a child’s basic physical and emotional needs, including food, shelter, safety, supervision, education, or medical care.
Exploitation	Use of a child for the benefit of others, including child labour, prostitution, forced criminal activity, or online sexual exploitation. Includes both sexual exploitation and economic exploitation , as defined by ADEK Policy (v1.1, 2024).
Supervision	The duty of care undertaken by all AHBS staff to ensure students’ safety and wellbeing while under school supervision, including during lessons, transportation, trips, and extracurricular activities.
Whistleblowing	The act of reporting concerns about unsafe or unethical behaviour, misconduct, or malpractice by staff or volunteers that may pose a risk to students.
Volunteer	An individual engaged on a non-remunerated basis who interacts with students under the direction of the school, such as parent chaperones or guest speakers.
Visitor	Any non-staff individual temporarily present on school premises, including service providers, contractors, and speakers.

Roles and Responsibilities

AHBS recognises that safeguarding and child protection are collective responsibilities. Every adult working in or visiting the school plays an essential role in keeping students safe.

1.3.1 The Principal

The Principal has overall responsibility for ensuring that the school meets ADEK safeguarding and student-protection requirements.

Key duties include:

- Acting *in loco parentis* for all enrolled students while they are under school supervision.
- Establishing and maintaining a culture of vigilance and transparency.
- Appointing a trained **Child Protection Coordinator (CPC) / Child Protection Lead Officer (CPLO)** and **Deputy CPC**.
- Ensuring the Safeguarding Committee meets termly and submits annual compliance documentation to ADEK.
- Allocating sufficient resources for staff training, awareness campaigns, and safe recruitment.
- Overseeing investigations into allegations against staff, ensuring impartiality and confidentiality.

1.3.2 The Child Protection Coordinator/ Designated Safeguarding Lead (CPC / CPLO)

The CPC / CPLO is the designated member of staff responsible for implementing and monitoring the school's safeguarding systems.

Responsibilities:

- Leading the **Child Protection Team/ Safeguarding Team (CPT)** and managing all reported concerns.
- Serving as the point of contact with ADEK's **Child Protection Unit (CPU)**, **Family Care Authority (FCA)**, and **Ministry of Interior Child Protection Centre (Moi-CPC)**.
- Maintaining detailed, confidential case records separate from academic files.
- Ensuring concerns are reported within 24 hours through the Safety Concern Portal or via ADEK communications.
- Coordinating support for affected students and families.
- Delivering annual safeguarding refresher training to all staff and volunteers.
- Reviewing safeguarding practice and recommending improvements to the Principal and Governing Board.

1.3.3 Deputy CPC / Deputy CPLO/ Deputy DSL

Acts on behalf of the CPC during absences and supports case management, staff training, and audits. Both the CPC and Deputy must complete ADEK-mandated CPC training and certification every three years.

1.3.4 Safeguarding Committee

Composed of:

- Principal
- CPC / CPLO (Chair)
- Deputy CPC
- School Counsellor / Social Worker
- Representatives from EYFS, Primary and Secondary Phases
- Site Manager and School Nurse (as required)

Functions:

- Monitor safeguarding data and trends.
- Review and update the policy annually.
- Verify staff training completion.
- Liaise with ADEK during inspections or audits.
- Follow up on concerns as allocated.
- Meet weekly to review and discuss actions taken.
- Oversee and manage 'MyConcern' and 'Smoothwall'
- Prepare staff training on Safeguarding

1.3.5 School Staff and Volunteers

Every member of staff, regardless of position, must:

- Understand and apply the AHBS Safeguarding and Student Protection Policy.
- Be alert to signs of maltreatment, neglect, or radicalisation.
- Record and report concerns immediately via the internal processes.

- Maintain confidentiality and respect for all parties.
- Model positive behaviour and professional boundaries.
- Complete annual safeguarding and child-protection training.
- Cooperate with ADEK or law-enforcement investigations when required.

1.3.6 Counsellor and School Nurse

Provide emotional and health-related support for students, contribute to assessments of risk, and liaise with external specialists as authorised by the CPC.

1.3.7 Parents and Guardians

Parents share responsibility for promoting student safety. They are expected to:

- Support the school's safeguarding aims from the website and the newsletter articles that are shared bi-weekly.
- Inform the school of any welfare or custody concerns.
- Report directly to ADEK / FCA / Police if they believe a child is at immediate risk.

1.3.8 Students

Students will:

- Be encouraged to speak openly to trusted adults when feeling unsafe or worried.
- Participate in age-appropriate safeguarding education programmes.
- Respect peers' rights to safety and dignity.

The school promotes student voice through the Student Council, safeguarding surveys, and class discussions on wellbeing.

1.3.9 Visitors and Contractors

All visitors and contractors must follow AHBS safeguarding protocols:

- Present valid ID and sign the visitor register.
- Display a visitor badge at all times.
- Remain under staff supervision unless authorised otherwise.
- Report any concern to the nearest staff member or the CPC.
Non-compliance may result in removal from site.

1.3.10 Abu Dhabi Department of Education and Knowledge (ADEK)

ADEK oversees compliance with federal and emirate-level safeguarding legislation. Its **Child Protection Unit (CPU)** coordinates with schools, the **Family Care Authority**, and law enforcement to assess and manage student-protection concerns.

Training and Awareness

1.4.1 Induction Training

All new staff, volunteers, contractors, and long-term visitors must complete safeguarding and child-protection induction before they begin working with students.

This induction will include:

- Review of the *AHBS Safeguarding and Student Protection Policy* and Code of Conduct.
- Understanding the role of the **Child Protection Coordinator/ Designated Safeguarding Lead (CPC/CPLO)** and reporting expectations.
- Recognising indicators of maltreatment, neglect, exploitation, or bullying.
- Procedures for using the internal reporting processes.
- Guidance on maintaining professional boundaries and appropriate behaviour with students.

The induction programme aligns with the **ADEK School Safeguarding Policy v1.2** and must be completed within **the first 10 working days** of employment or engagement.

1.4.2 Annual Training

All staff and volunteers participate in **annual refresher training** on safeguarding and student protection. Training content includes:

- Recognising current forms of abuse and neglect;
- Reporting and escalation procedures within 24 hours;
- Online safety and digital-citizenship expectations;
- Gender and cultural sensitivity in student interactions;
- Safe supervision during transport, trips, and extracurricular activities.

Attendance is compulsory, and records are maintained by the CPC. Failure to complete training may result in disciplinary action. Training records are auditable during ADEK inspections and must demonstrate 100 percent staff compliance each academic year.

1.4.3 Specialist Training

Certain roles require additional certified training:

Role	Specialist Training Required	Renewal Cycle
Child Protection Coordinator (CPC/CPLO)	ADEK CPC Certification Course	Every 3 years
Deputy CPC	ADEK CPC Certification Course	Every 3 years
Security Guards	MCC Security and Safeguarding Licence	Annual
School Nurse / Counsellor	Child Mental Health & Wellbeing Training	Every 2 years
Bus Drivers / Attendants	ADEK Transport Safety and Supervision Workshop	Annual

1.4.4 Parent and Community Awareness

Parents are partners in safeguarding. AHBS will:

- Provide annual parent information sessions on student protection and online safety.
- Circulate digital-safety tips and safeguarding updates through newsletters and social media.
- Invite parent volunteers to safeguarding workshops.

Community awareness campaigns must be documented and reviewed annually as part of the Safeguarding Committee's report to ADEK.

1.4.5 Awareness for Students

Students will learn about safeguarding through the curriculum, assemblies, and wellbeing programmes. Topics include: self-esteem, respect, consent, online safety, bullying prevention, and help-seeking. Safeguarding themes are embedded within the Moral Education and Social Studies curricula, ensuring that students understand their rights under Wadeema's Law and ADEK guidelines.

1.4.6 Record Keeping

The CPC maintains a secure log of all training activities, including dates, attendees, topics, and trainer credentials. These records are retained for a minimum of five years and are reviewed annually by the Safeguarding Committee and during ADEK inspections.

Security, Supervision and CCTV Compliance

1.5.1 General Principles

AHBS maintains a secure environment that protects every student during the entire school day, including arrival, lessons, extracurricular activities, and transport. Supervision is proactive and risk-based. All staff share responsibility for ensuring that students are never left unsupervised in any area of the campus or on school buses.

These procedures fulfil the minimum standards outlined in the **ADEK School Safeguarding Policy v1.2 (2025)** and the **Manual of School Operations (MCC standards)**.

1.5.2 Supervision Standards

Area / Activity	Minimum Supervision Ratio	Responsible Staff	Key Expectations
Classrooms	KG: (1:12.5) Cycle 1: 1:30	Class Teacher / TA	Teacher remains present until all students are collected.
Playgrounds & Sports Fields	1:40 (Primary) / 1:30 (EYFS)	Duty Staff & PE Team	Designated zones monitored; radios carried.
Corridors / Toilets	Visual checks every 15 minutes	Duty Staff	Staff never enter toilets when students present (except emergencies).
Cafeteria / Canteen	1:40	Supervisors & Admin Staff	Seating areas monitored; no unsupervised movement.
Arrival / Dismissal	1 staff per entrance	SLT + Guards	Gates secured after last bus departs.
School Trips	New Ratio Policy <i>See Trips & Visits For This</i>	Trip Leader + Approved Adults	Written risk assessment required.
Transportation	1 Driver + 1 Bus Attendant per bus	Transport Contractor / Bus Team	Rostered checks; seat belts mandatory.

Supervision extends **45 minutes before** and **90 minutes after** the scheduled school day. Students remaining beyond this window must be signed into the *Late Supervision Register*.

1.5.3 Access Control and Visitor Management

- All gates remain locked except at designated entry/exit times.
- Visitors present official ID, sign in, receive a numbered visitor badge, and must be escorted.
- Deliveries are screened at security and logged electronically.
- Unaccompanied visitors are not permitted in student areas.
- Security guards maintain a 24-hour presence on site and report directly to the Facilities Manager.

Security personnel must hold a valid **MCC licence** and complete ADEK-approved *Safeguarding Induction for Guards* annually.

1.5.4 CCTV Standards and Compliance Table

All CCTV systems at AHBS are operated in line with ADEK and MCC technical standards to promote safety, privacy, and lawful evidence collection.

Category	ADEK Minimum Standard	AHBS Practice
Coverage	All entrances/exits, corridors, stairways, playgrounds, bus bays, parking lots, and perimeters must be covered.	Full coverage installed with dual recording servers.
Blind Spots	No blind spots in student movement areas.	Reviewed termly with Facilities Manager.
Camera Type	Minimum 1080p resolution with infrared for low light.	IP cameras (1080p) installed in 2024.

Storage Duration	Recordings retained ≥ 90 days.	120-day rolling storage via encrypted server.
Access Control	Restricted to Principal, CPC and Facilities Manager only.	Keycard-protected server room access.
Vendor Licensing	Vendor must be MCC-licensed and approved by ADEK.	Contracted vendor: [Name available on file].
Maintenance	Quarterly inspection and annual MCC audit.	Preventive maintenance schedule logged on SharePoint.
Privacy and Data Use	Recording used solely for safety and incident investigation. Staff and parents notified via policy.	Signage displayed at all entrances and corridors.

Schools must submit a **CCTV Compliance Certificate** to ADEK annually as part of the Safeguarding Self-Evaluation Form.

1.5.5 Emergency and Evacuation Security

- Evacuation maps and assembly points displayed in every room.
- Security guards and floor wardens trained in fire and lockdown procedures.
- CCTV feeds monitored live during emergencies to locate students.
- Visitors and contractors included in roll calls.

1.5.6 Off-Campus Safety

All educational trips and external activities require a risk assessment approved by the Principal and logged in the ADEK Trip Approval System.

Supervising staff carry a First Aid kit, student list, and emergency contacts. For overnight trips, the ratio must not exceed 1 adult to 10 students.

1.5.7 Transport Safety

- Only ADEK-approved contractors are used for student transport.
- Bus drivers and attendants complete annual safety training.
- Bus routes are tracked digitally and attendance is recorded on departure and arrival.
- All buses equipped with CCTV and GPS as per ADEK standard. [ADEK ADDITION]
- Children must be met by an authorised adult at drop-off points.

1.5.8 Monitoring and Auditing

The Facilities Manager and CPC conduct termly audits of security and CCTV compliance. Findings are presented to the Safeguarding Committee and summarised in the annual report to ADEK. Any CCTV malfunction exceeding 24 hours must be reported to ADEK with evidence of corrective action.

1.6 Whistleblowing and Professional Conduct

1.6.1 Statement of Principle

Aspen Heights British School (AHBS) is committed to maintaining a culture of transparency, openness, and accountability. Every member of staff has both a right and a duty to raise concerns about malpractice, unethical behaviour, or safeguarding failures without fear of victimisation or reprisal.

Whistleblowing is not disloyalty — it is a professional responsibility to protect students and uphold integrity. ADEK requires all schools to maintain a **whistleblowing procedure** that protects reporters and ensures impartial investigation of safeguarding-related concerns.

1.6.2 Purpose of the Whistleblowing Procedure

The whistleblowing procedure aims to:

- Encourage staff to voice concerns early and responsibly;
- Provide clear channels for confidential reporting;

- Ensure that concerns are investigated thoroughly and fairly;
- Protect individuals who raise genuine concerns from retaliation.

1.6.3 Scope

Whistleblowing covers, but is not limited to:

- Child protection or safeguarding failures;
- Fraud, corruption, or misuse of funds;
- Breaches of health and safety;
- Bullying or harassment of staff or students;
- Discrimination, victimisation, or unethical behaviour by any member of the school community.

This includes **failure to report suspected abuse** as required under Federal Law No. (3) of 2016 and ADEK Policy v1.1 (2024).

1.6.4 Reporting Procedure

1. Initial Concern

- Staff are encouraged to speak directly with their line manager, CPC, or Principal if they feel comfortable doing so.
- Concerns may be raised verbally or in writing.

2. Escalation

- If the concern involves the CPC or Principal, the staff member should report to the **Director of Education (ISP)** or directly to **ADEK's Compliance & Safeguarding Team** via official email or phone line.
- In cases involving suspected abuse, the reporter must **also file a Safety Concern Form** through the **ADEK digital portal within 24 hours**.

3. Confidentiality

- Every effort will be made to protect the whistleblower's identity. Anonymous disclosures will be accepted, though they may limit investigation depth.

4. Investigation and Outcome

- Investigations are led by the Principal or a delegated senior leader, unless the allegation involves them.
- Outcomes are recorded and shared with the Safeguarding Committee and ADEK where required.

1.6.5 Protection of Whistleblowers

No employee or volunteer will suffer harassment, dismissal, or disadvantage as a result of raising a safeguarding or ethical concern in good faith. Any retaliation will be treated as a disciplinary offence.

This aligns with ADEK Policy Section 2.4.1, ensuring all mandated reporters are legally protected when reporting maltreatment or safeguarding concerns.

1.6.6 Professional Conduct

All AHBS employees are expected to:

- Maintain appropriate professional boundaries with students;
- Avoid situations that could be misinterpreted;
- Refrain from using personal communication channels with students;
- Treat all students with respect, fairness, and dignity;
- Comply with the **Code of Conduct for Safe Working Practices** (summarised in Appendix A3).

Breaches of professional conduct are investigated under the school's disciplinary procedures and may lead to referral to ADEK or law enforcement. All employees must sign the *Safe Working Agreement* annually, acknowledging understanding of safeguarding expectations.

1.6.7 Anonymous or External Reporting

If a staff member does not feel comfortable raising an issue internally, they may report directly to:

- ADEK Child Protection Unit (CPU): **800 555**
- Family Care Authority (FCA): **800 911**
- Ministry of Interior Child Protection Centre: www.moi-cpc.gov.ae

1.7 Review and Monitoring

1.7.1 Purpose

To ensure that safeguarding systems at Aspen Heights British School (AHBS) remain effective, compliant, and responsive to the evolving needs of the community, this policy and all related procedures are subject to regular monitoring and review.

1.7.2 Annual Review

- The Safeguarding Committee reviews this policy annually, or sooner if new legislation or ADEK directives are issued.
- Updates are approved by the Principal and Governing Board.
- The review cycle is recorded on the cover page and reflected in the *School Development Plan (SDP)*.

Schools must demonstrate evidence of this annual review process during ADEK inspections and maintain signed minutes of review meetings.

1.7.3 Internal Audits

- The CPC conducts termly safeguarding audits, reviewing training records, case files, CCTV compliance, and visitor management systems.
- Audit findings are documented and submitted to the Principal for review and action.
- Any non-compliance issues are addressed immediately through corrective measures.

Audit records must be made available to ADEK's School Operations and Compliance teams upon request.

1.7.4 Data Collection and Reporting

- The CPC maintains a secure digital safeguarding log, tracking number and nature of concerns raised, response times, and outcomes.
- Statistical data (with no personal identifiers) are reported to the Safeguarding Committee and used to inform staff training priorities.

Schools must submit an Annual Safeguarding Compliance Report to ADEK summarising training completion rates, incident trends, and policy updates.

1.7.5 Student and Parent Feedback

AHBS values the voices of its community.

- Student councils and wellbeing surveys collect feedback about safety and relationships.
 - Parent forums provide an avenue for concerns or recommendations.
 - Feedback is reviewed during termly Safeguarding Committee meetings and informs policy improvements.
-

1.7.6 Policy Distribution

- The full policy is uploaded to the school website and shared with all staff via internal platforms (Teams/SharePoint).
- A student-friendly version of the Safeguarding Policy is displayed in classrooms and shared digitally with parents.
- New staff acknowledge receipt and understanding of this policy through a signed induction checklist.

Schools must ensure that translated or simplified versions of key safeguarding information are accessible to families whose first language is not English.

1.7.7 External Review

Every three years, the Safeguarding Committee commissions an independent external review to assess compliance with ADEK requirements and international best practice. This independent review is a key component of ADEK's Safeguarding Quality Assurance Framework (SQAF).

1.7.8 Continuous Improvement

AHBS fosters a culture of continuous learning. Recommendations from internal and external reviews are integrated into training, recruitment, and student wellbeing initiatives.

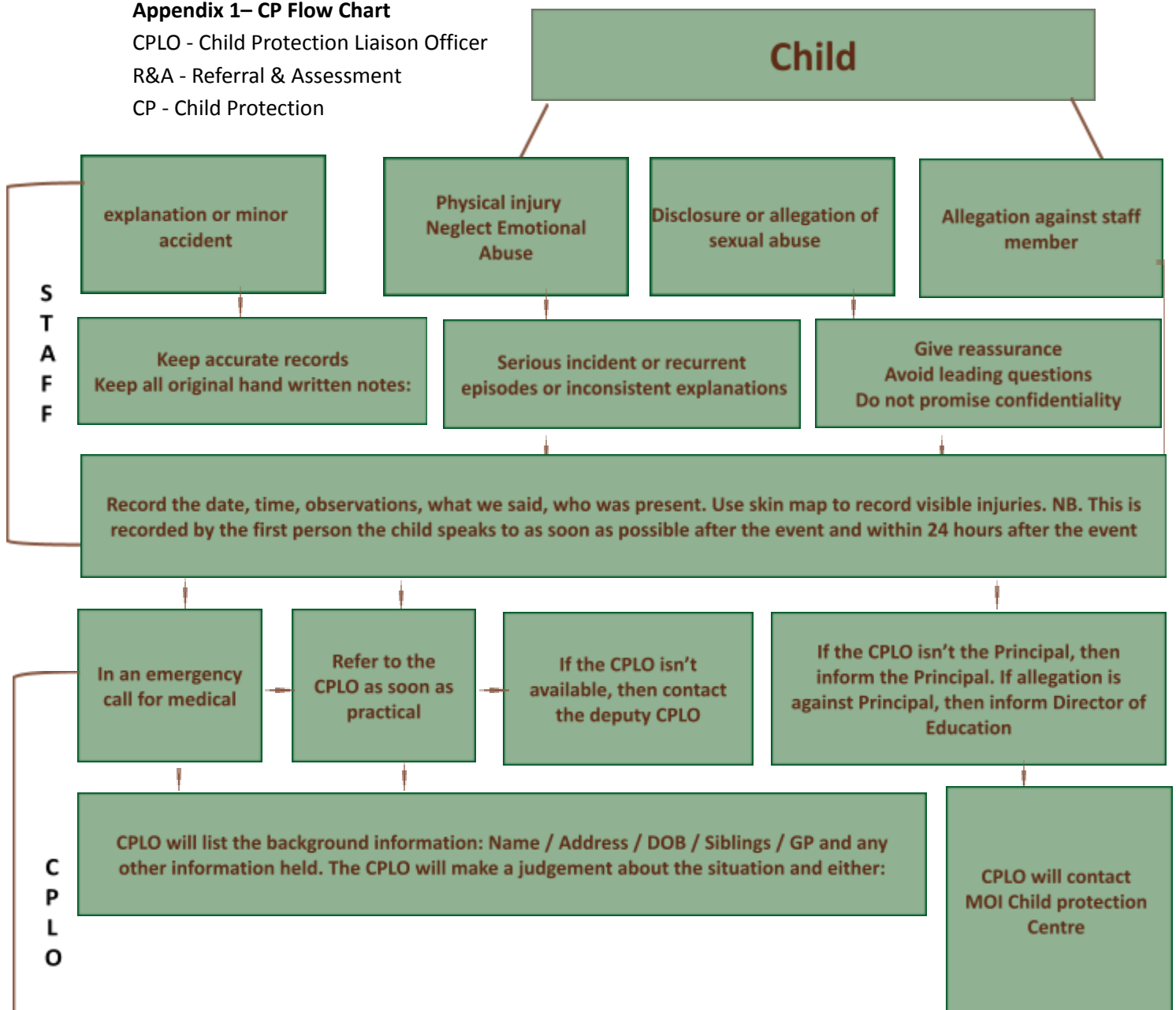
APPENDICES

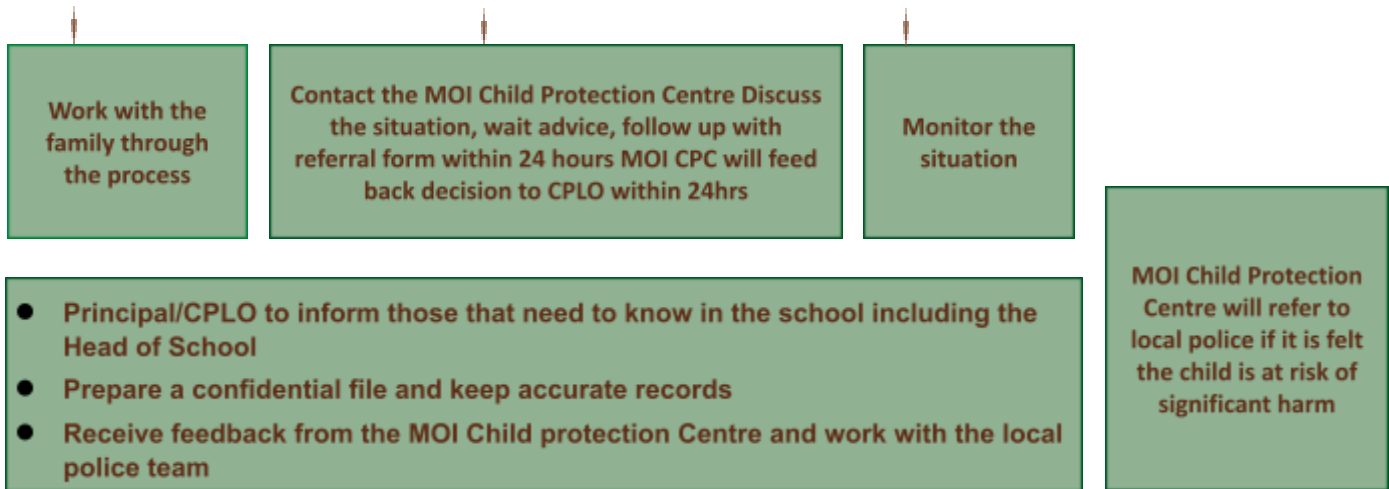
Appendix 1– CP Flow Chart

CPLO - Child Protection Liaison Officer

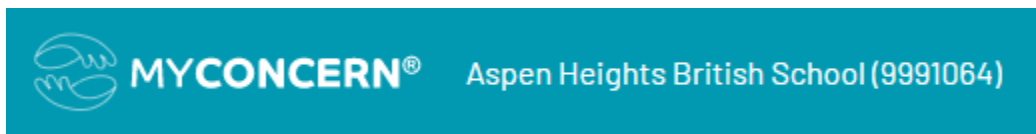
R&A - Referral & Assessment

CP - Child Protection





Appendix 2: My concern process



AHBS Guide- Using 'My Concern'

1. Create a password and activate your account:

From: <notifications@oneteamlogic.co.uk>
 Date: Thu, Oct 6, 2022 at 8:53 AM
 Subject: New Account Created - Aspen Heights British School
 To: <rkhan@ahbs.ae>



Welcome to MyConcern !

Activate your account

Please click here to create a password and activate your account

<https://myconcern.the safeguarding company.com/Account/ResetPassword?token=CV5nhkQSy1fkK0zG2VPKzzMYM0s911>

2. Log in- this will be your dashboard and you will see our DSLs

tes MyConcern - Safeguarding Concerns Aspen Heights British School (9991064)

My Concerns Dashboards Profiles Audit Trail Resources Tes Training Search Profiles Report a Concern

Welcome

Your last login was on 24 November 2025 at 15:35

Concern Reminders

Dear DSLs - Please remember to allocate a level of concern to all your concerns.

L = Low The student is at a low risk of harm; the DSL may check whether there have been previous concerns of a similar nature and there may be some follow up to confirm details or gathering of some further information before the concern is filed. A simple plan of action may be necessary depending on behaviour or type of incident.

M = Medium There is a moderate risk of harm to the student may have experienced some harm (for example, bullying or parental discipline) and this situation requires further investigation and/or action by the DSL or other staff to prevent further harm or escalation. It is likely a plan of support and/or monitoring may be put in place, and this could involve an external agency such as a councillor, psychologist, Doctor etc

H = High The student is either suffering significant harm or there is a high risk of potential harm. This could be a case of abuse by an adult or child and include suicide ideation and weapons on campus. This case may need referral to the police, social services or specialist unit to prevent further harm. All high-risk concerns should be notified to the ISP Safeguarding manager immediately/as soon as possible.

Please remember to allocate a concern category to all your concerns.

Concerns involving staff or volunteers - For any concern involving a staff member or volunteer, please notify the school Principal who should inform the RMD of the concern.

High Risk cases - Please notify your Principal and the ISP Safeguarding Manager of all CP / High Risk cases.

Aspen Heights Safeguarding Team

DSL
Charlotte Clark

DDSLs:
Jack Henderson
Tilly Cobley
Asha Ibrahim
Saaniya Kazi
Maitha Al Kindi
Shaheen Ahmed
Ouassila Knani

Principal:
Gillian Hammond
Principal should be notified of all CP concerns and any concern involving adults

ISP Safeguarding Manager
David Jameson (djameson@ispschools.com)

3. If you want to report a concern, click on the red 'Report a concern' button:

Report a Concern

4. Follow the steps- the child's name will come up automatically as it is linked with iSAMs.

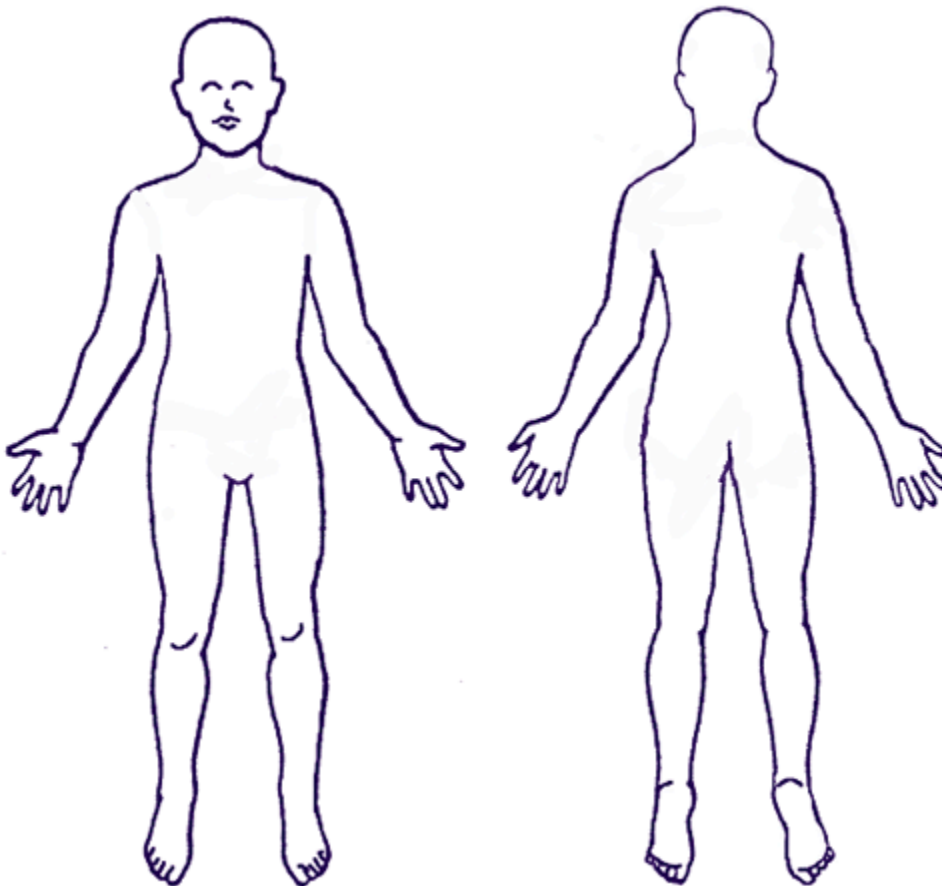
There is a video here to show you.

Any questions, please ask CC, JH, OK, TC, SR, MA, AI

Admin Processes:

- HR to email DSL with names of new joiners and for DSL to share required Safeguarding Essentials Learning Hub Training
- DSL will activate their my concern accounts and monitor that they have activated their accounts and are confident with use.
- HR to email DSL with leavers- DSL will deactivate the account.

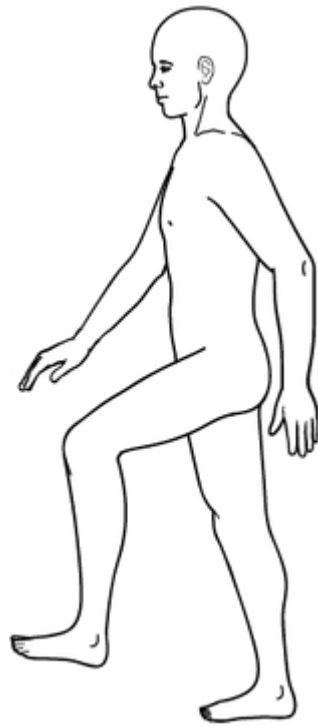
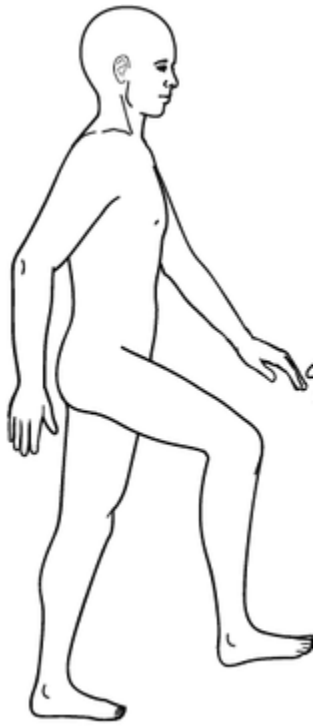
Appendix 3 – Skin Maps



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



Appendix 4- Child Volunteering Information

If a child volunteer's information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawing etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

When a child confides in you:

Things you should do:

- Give the child undivided attention
- Show concern, support and warmth but don't show emotions, distress or negative reaction. Be reassuring (you can say 'that must have been sad/hard for you', 'it's right to tell someone because you need help'). Ask if the child has told his/her parents if the alleged abuse is outside the home, or the other parent if one parent is implicated
- Rather than directly questioning the child, just listen and be supportive
- It may be appropriate to check that the child is indicating abuse or neglect
- Check if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; it is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using child's own language and colloquialisms. Then sign it, and hand your record to the CPLO straight away
- Keep a copy of your notes and keep possession of any writing or drawing the child has made as this may be important evidence at a later time
- Look after yourself by seeking support.

Things you should not do:

- You must not promise a child complete confidentiality- you should explain that you may need to pass information to other professionals to help keep them or other children safe
- Malign the character of the alleged perpetrator

- Jump to conclusions
- Ask leading questions
- Ask for lots of details about the alleged event(s)
- Speculate or accuse anybody yourself
- Make promises you can't keep
- Pre-empt or prejudice an investigation by leading the child with closed questions.

Questioning Skills

To avoid leading questions when clarifying what a child has said, you should use open questions with a child rather than closed questions.

The following gives some examples of both.

<u>Closed Questions</u>	<u>Open Questions</u>
Do	Tell me
Did	Explain to me
Can	Describe to me
Would	Who
Could	What
Are etc.	When
	Where
	How

Avoid using 'Why'? This can confuse a child and lead to feelings of guilt.

Initial Responses to child

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

Do say:

- 'Thank you for telling me'
- 'I am sorry it has happened to you'
- 'I am going to help you, and will tell you what I am going to do'
- 'It should not have happened'
- 'You are not to blame'

Do not say:

- 'It will be all right soon'
- Anything which you will not be able to fulfil

It is anybody's fault

Appendix 5 -Safe Working Practice

It is essential that all staff and volunteers working in schools are aware of how to pass on any concerns about other members of staff or volunteers and be conscious of how they should conduct themselves to minimise the risk of finding themselves as the subject of any child protection processes.

In dealing with allegations or concerns against an adult in the school, all staff, governors and volunteers should:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal as soon as possible and within 24 hours
- If any allegation is made against the Principal the concerns need to be raised with the Aspen Heights Director of Education (DoE) who refers to the local Education Authority (ADEK) as soon as possible and within 24 hours
- In either event, the Principal/DoE should complete a referral on the Safety Concern Portal <https://daasafetyconcern.abudhabi/>

Safe Professional Culture

All staff and volunteers should;

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions
- Dress appropriately for your role
- Avoid unnecessary physical contact with children. If physical contact is made:
 - Ensure you are aware of and understand the rules concerning physical restraint
 - Where it is essential for educational or safety reasons, gain pupil's permission for the contact wherever possible
 - To remove a pupil from a dangerous situation or an object from a pupil to prevent either harm to themselves or others, then this should be recorded on the correct form and reported to the Principal
 - It should not be secretive, even if accidental contact was made, it should be reported
- Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to;
 - Accepting regular gifts from children
 - Giving personal gifts to children
- Recognise their influence and not engage in activities out of school that might compromise their position within school
- Not establish or seek to establish social contact with pupils or parents outside of school. This includes;

- o Communication with pupils in inappropriate ways, including personal e-mails and mobile telephones
- o Passing your home address, phone number, e-mail address or other personal details to pupils/children
- o The transportation of pupils in your own vehicle without prior management approval
- o Contact through social networking sites
- Avoid volunteering to house children overnight.

All staff and volunteers should:

- Only use e-mail contact with pupils via the school's system
- Be careful about recording images of children and do this only when it is an approved educational activity. This can be done when parents have given their express permission
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school policies
- Allow children to change clothes with level of respect and privacy appropriate to their age, gender, culture and circumstances
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy
- Only arrange to meet with pupils in closed rooms when senior staff have been made aware of this in advanced and given their approval
- Not access inappropriate material via the internet
- Not allow boundaries to become blurred and unsafe in more informal setting such as trips out, out of school activities etc.
- Never use physical punishment of any kind
- Not attribute touch to their teaching style.

Informing the Principal

All staff and volunteers should inform the Principal if:

- There are any incident or issues that might lead to concerns being raised about your conduct toward a child
- There is any suggestion a pupil may be infatuated with you or taking an above normal interest in you.

If a member of staff is the subject of concerns or allegations of a child protection nature they may wish to seek legal advice.

Appendix 6- Intimate Care

Guidance on Toileting Needs in Schools and Early Years Settings

Introduction

The vast majority of children are appropriately toilet trained and able to manage their own needs competently before they start school. This policy will apply to pupils who, for whatever reason, require toilet training or special arrangement with toileting in FS or other education settings.

This guidance:

- Identifies the importance of working in partnership with parents/carers
- Sets out the principles of good practice
- Provide practical guidance for pre-schools and schools
- Clarifies the implications of the UAE Special Educational Needs and Disability Discrimination laws
- Sets guidance for all children including those with special educational needs and disabilities
- Emphasises the employer's duty to safe-guard the health and safety of pupils and staff
- Provides Child Protection advice
- Raises awareness of the need to protect the dignity of the child.

Where the document refers to child/children, this includes children and young people of pre-school and school age.

Partnership with Parents/Carers

Open and supportive communication with parents (including carers) is fundamental to planning for and meeting the child's toileting needs effectively and sensitively. Many parents may feel anxious that their child is not able to use the toilet independently and may have already experienced some difficulties with toilet training and/or experienced negative attitudes from others towards the issue. For some children, their toileting needs may be relatively short term and related to initial toilet training, whereas others may require a long-term toileting programme. Parents will need to feel confident that the setting is able to support their child's toileting needs and is positive about doing so, and should be encouraged to be open about and able to discuss any concerns in this area.

Partnership with Children and Young People

The active involvement of the child in their toileting programme is vital to make sure they have ownership and understanding of their needs.

Principles of Good Practice

All children have an educational entitlement irrespective of their difficulties with toileting.

- Children are young people who need assistance with toilet training or special toileting arrangements must be treated with respect, dignity and sensitivity
- Some children who cannot achieve continence and independent toileting will require high levels of assistance
- Educational establishments should ensure that they work in partnership with parents and carers in planning for toileting needs and effective toilet training, acknowledging that continence and independent toileting may not be achieved by some children
- It is important to adopt consistent approaches at home and at school

- The setting, in partnership with parents/carers, child and any other professionals involved, should make and review care plans, working towards achieving maximum independence of the child with toileting
- The setting, supported by Principals and senior leaders should positively address issues raised by toileting needs in a constructive and problem solving way
- Staff should be provided with access to appropriate resources and facilities and be supported by clear plans, policy guidelines and training. All staff supporting pupils with toileting difficulties must receive appropriate information and specific training as required
- Principals and senior leaders should be aware of, and ensure implementation of, appropriate health and safety procedures and risk assessments
- It is important to alert the Head of Inclusion, school nurse and/or counsellor if any school attendance difficulties develop as a consequence of toileting concerns.

Definition of Disability

Special protection should be provided for children who have a physical, sensory or mental impairment or medical condition that has an adverse effect on his/her ability to carry out normal day-to-day activities. Anyone with a named condition that affects aspects of personal development must not be discriminated against. It is also unacceptable to refuse admission to other children who are delayed in achieving continence. Delayed continence is not necessarily linked with learning difficulties. However, children and young people with global development delay, which may not have been identified by the time they enter nursery or school, are likely to be late achieving independence with toileting; some may never achieve independence with toileting.

Attending pre-school settings and starting school

Children with toileting difficulties should be admitted into pre-school and into nursery and FS classes with their friends in the same way as any other child. At this stage, it is not possible to assume that failure to achieve independence with toileting is in itself an indication of special educational needs. However, there are some children who enter FS with special educational needs and/or medical conditions which indicate the need for special toileting arrangements or toileting training.

Education providers have an obligation to meet the needs of children and young people with delayed personal development in the same way as they would meet the individual needs of children with delayed language, or any other kind of delayed development. Children should not be excluded from normal pre-school or school activities solely because of incontinence.

All issues of continence and toileting needs should be dealt with on an individual basis, and settings are expected to make reasonable adjustments to meet the needs of each child.

Before the child begins attendance, it is important to:

- Gather information from parents, child and any professionals involved
- Establish effective partnership with parents/carers, child and any professionals involved
- Focus on health and safety implications and determine whether a risk assessment is required

- Decide, in consultation with parents/carers, whether you need further advice from health services
- Arrange for any specialist advice, training, resources to be in place before the child begins attendance
- Agree a plan with parents/carers and child and make a written note of your agreement
- Make sure that all staff are informed and clear about their responsibilities.

It is important for all parties to monitor and review the plan regularly to ensure it is still appropriate and meeting the changing needs of the child.

It is reasonable to discuss the level of independence with toileting before a child starts school. Should a child not be continent before starting school, it is important to agree a plan which will work towards maximum independence and support the child's attendance in the educational setting.

Good Practice Guidance

Each child and situation is of course unique. However, teachers may find the following guidance helpful in deciding what 'reasonable steps' should be taken to support pupils who require toilet training.

It is anticipated that existing staff will volunteer to support pupils with toilet training or special toileting arrangements in school and pre-school. Where incontinence is caused by an underlying impairment, it is a necessary reasonable adjustment for staff to carry out personal care. When recruiting new staff, it is important that duties relating to personal care are specified in the contract of employment (see link to Role Profile below). Managers should ensure that staff carrying out such procedures feel confident and supported by relevant training and protocols to ensure the dignity of the pupil and protection of the staff.

If the child or young person is not able to use the toilet independently on entry, schools have found a variation on the following procedures usually addresses the difficulty:

- Gather as much information as possible from the parents/carers and child. How have they tried to introduce toilet training at home? What happens at home? Has the child any regular routines or daily patterns which could inform the routine set up by the school? Have the parents/carers noticed any particular difficulties or phobias which the school should be aware of? Can the parents/carers suggest a strategy or procedure for dealing with the problem?
- An appropriate toileting programme will need to be discussed and agreed so that the child, parents/carers and staff are aware of their roles and responsibilities. The plan must have regular monitoring and review arrangements. The plan should give careful consideration to choosing which adults should be involved in toileting care. Schools and pre-school settings should give a written copy of the programme to the parents/carers.

- Clothes should be easy for the child to pull up and down. Wherever possible it is better to train the child with appropriate clothing rather than continuing to rely on the nappy/pad or training pants
- No child should be left wet or dirty for a parent/carer to change later
- It is not reasonable to expect parents or carers to be on emergency stand-by to change children during the school day
- Staff should ask parents/carers to provide the school with a couple of appropriate changes of pants/trousers etc. in case of accidents
- It is the responsibility of parents/carers to deal with wet/soiled clothing. Staff should liaise accordingly and make the necessary arrangements
- Organise for a member of staff familiar with the child to be given the responsibility of taking the child to the toilet at fixed, appropriate intervals throughout the morning/day. Careful observations and discussions with the child may identify when the child 'needs to go'
- Ensure that the routine established in school is strictly maintained from the start and try hard to avoid accidents. If necessary, shorten the time between visits to the toilet so that the child gets into the habit of being dry
- Children may be anxious and pre-occupied by toilet difficulties but usually respond to praise, encouragement and confidence building. It is important to promote self-esteem in other areas.
- Drinking water easily accessible for all children and encourage them to have 'little and often' rather than in huge amounts at a time
- Reminders to use the toilet should be discreet and staff may consider the use of signs, pictures or code words
- Make little fuss over accidents that do occur and ensure they are dealt with swiftly, appropriately, sympathetically and in a calm, low-key way. Give extra attention when they have made the effort to go to the toilet independently
- After a period of training it may be sufficient to remind the child to go to the toilet on their own. Be positive and patient and praise the child for effort
- It is important to anticipate toileting needs for these pupils before planning off site activities. Children should not be excluded from off-site activities because of their toileting needs

Where difficulties persist, there may be more complex issues to consider and further guidance and support may be needed from other professionals. It is important to discuss your continuing concern with parents/carers and seek their agreement before involving further professional guidance and support.

Children with special education needs and disabilities

In addition to the good practice guidance described above the following considerations may apply:

- In consultation with parents, health service staff will provide any relevant medical information, training and advice
- It may be appropriate to consult a specialist adviser for children with physical disabilities who can provide guidance and assistance with risk assessments
- Specialist equipment may be accessible through a specialist advisor

Health and safety considerations

Principals have a duty to safeguard the health and safety of pupils and staff. Schools and other settings registered to provide education will already have hygiene or infection control policies as part of their health and safety policy and will follow these when managing a child with toileting needs. Ensure all known allergies are considered when planning and carrying out each child's toileting programme.

Child Protection concerns

The normal process of changing underwear, nappy/pad should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not take place. However, as is always recommended, it would be advisable to have another staff member present should the child be in a secondary setting or have special education needs. The school nurse may be an appropriate support staff member in such cases.

Staff- technology:

Staff should not use telephones or cameras on their phones during the school day.

Due to staff device allocation, if staff do not have a portable school device, they can use their personal device for photographs. These photos should be uploaded to the drive or relevant applications and removed from the device before leaving the school premises.

Appendix 7 – Grooming

Guidance on addressing issues of grooming

Introduction

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know- for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

In the school context, children may be groomed by older students in the school, by adults within the school, or by online contacts.

How does grooming happen?

Groomers will hide their true intentions and may spend a long time gaining a child or young person's trust. They may also try to gain the trust of the whole family so they can be alone with the child.

Groomers do this by:

- Pretending to be someone they are not, for example saying they are the same age on-line.
- Offering advice or understanding
- Buying gifts, either real or virtual
- Giving the child attention
- Using their professional position or reputation
- Taking them on trips, outings or holidays.

Using secrets and intimidation to control children

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want.

Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse.

Online Grooming

Groomers can use social media sites, instant messaging apps including teen dating apps, or on-line gaming platforms to connect with a young person or child.

They can spend time learning about a young person's interests from their on-line profiles and then use this knowledge to help them build up a relationship.

It's easy for groomers to hide their identity on-line- they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

- User names or comments that are flirtatious or have a sexual meaning
- Public comments that suggest a child has low self-esteem or is vulnerable.

Groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds.

Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in on-line sexual activity.

Grooming signs, symptoms and effects

Children may:

- Be very secretive, including about what they are doing on-line
- Have older boyfriends or girlfriends
- Go to unusual places to meet friends
- Have new things such as clothes or mobile phones that they can't or won't explain
- Have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

Things you may notice

If you're worried that a child is being abused, watch out for any unusual behaviour.

- Withdrawn
- Suddenly behaves differently
- Anxious
- Clingy
- Depressed
- Aggressive
- Problems sleeping
- Eating disorders
- Wets the bed
- Soils clothes
- Take risks
- Misses school
- Changes in eating habits
- Obsessive behaviour
- Nightmares
- Drugs
- Alcohol
- Self-harm
- Thoughts about suicide

Good Practice Guidance

In the school setting it is important that all staff be watchful for patterns of behaviour, relationships or interactions which may potentially be acts of grooming.

Young adults may not speak out because they are:

- Ashamed
- Feeling guilty
- Unaware that they're being abused
- Believe they are in a relationship with a 'boyfriend' or 'girlfriend'

Grooming, by its nature, is a precursor to child abuse. As such it is reportable if a child or young adult is at risk of harm or abuse.

Active Strategies for safeguarding our students

Parents:

- Advice to parents to help support their children by helping them choose an age appropriate, non-gender specific nickname to use on-line.

Support of students:

Age appropriate e-safety advice for pupils to help them understand that not everyone is who they say they are on-line and that personal details are precious and should not be shared.

Appendix 8- Social Media

Guidance on abusive behaviour using social media

Introduction

Social media and networking websites allow users to connect and communicate with others. People use social media and networking to keep in touch with friends, family, colleagues and to meet new people they haven't met in the real world.

Social media is also a means by which child abusers make contact with young people on-line or young people themselves using the sites to groom, bully and target others.

It is important that schools teach young people how to protect themselves and behave responsibly when using social networking sites. Adult members of the school community need to be watchful for any behaviour or interactions which suggest a child protection risk and reports to Child Protection Liaison Officer accordingly.

Creating a personal profile

Personal profile pages enable people of all ages to create a webpage about themselves- and they are popular with young people and adults alike. The page can include information such as name, contact details, address and location, birthday, photo, likes and interests and also allows users to 'post' or upload comments about themselves onto the page.

Educate students to recognise that:

- They must not post personal details such as home address, email address, mobile number, school name etc. and that this information is private to them and not for sharing
- What gets put on the internet can live forever (Even if you later remove a picture it may have been copied by someone else and posted elsewhere)
- Their password should not be easily guessed and not to be shared – even with their friends.

Setting Privacy Settings

Privacy settings allow people to adjust who has access to what information. Be aware that privacy settings can change frequently. As new applications are added to social networking sites, so are new privacy settings.

Educate students to recognise that:

- They should set the 'protection' levels to their highest, allowing only friends to see their profile and information
- Personal information is private and should be restricted to people they know and trust
- Privacy settings can change so you should check them regularly.

Making 'Friends'

Once a profile page has been created, the user can connect to people they know who also have a profile on the website. This 'connection' will mean that they can now see each other's personal information, photos and send each other messages.

Educate students to recognise that:

- Friends should be people that they know
- They should never meet a person they do not know but have met on-line

Sending messages

Social networking sites allow users to talk to each other using an internal email or messages system. This means that they can communicate privately rather than on the main profile pages. Some social networking sites also allow you to chat instantly or in real time with someone else.

Educate students to recognise that:

- Receiving messages from people they do not know, or messages that make them feel uncomfortable or distressed, should be reported to a parent or teacher
- On-line messaging is just like writing a letter to someone and that once it is sent, you cannot take it back.

Posting pictures

Profile pages allow the user to add a main picture of themselves and on most sites, you can create albums and add hundreds of pictures. Sometimes, in the privacy settings you can control who can see your pictures- everyone, friends of friends or just friends.

Educate students to recognise that:

- Once something is posted onto the Internet, it could be there forever.
- Privacy settings should be set so that they are set to the highest level; for pictures.
- Pictures of a compromising nature should never be posted or shared.

Good Practice Guidance

Child Protection, in terms of social media and cyber-bullying, requires schools and parents to work as partners and act swiftly to address any reported or suspected acts.

School can:

- Change the culture around incident reporting so that both youth and their parents feel comfortable engaging school personnel
- Take special efforts to address the disproportionate level of cyber-bullying that occurs among girls and youth with disabilities
- Teach youth about appropriate on-line behaviours and encouraging digital citizenship.

Active strategies for safeguarding our students:

Parents:

- Advice to parents to help support their children
- Share further sources of information and support via presentations and school websites.

Support for students:

Age appropriate e-safety advice for pupils to help them understand key messages:

- Not everyone is who they say they are online
- Personal details are precious and should not be shared
- Once you post, you can't take it back
- THINK before you post
- Where to get help
- AUP outlining expectations for use of online connectivity in school.

Support for staff:

- E-safety updates for new staff
- E-safety areas online with links to key websites and CPD materials.

Appendix 9- ADEK Flow Chart for Safety Concern Referrals in Abu Dhabi Educational Institutions



1. After submitting the [Safety Concern Form](#) on the digital safety concern portal, a copy of the report is automatically shared with FCA, ADEK CPU, and MoE CPC.
2. For cases occurring within educational institutions' supervision, the ADEK CPU will review the information first before referring to the FCA for case management. Note: The ADEK CPU will take the necessary procedures to follow-up on the cases after receiving the report.

Relevant contact details are as follows:

- Abu Dhabi Police: 999
- Family Care Authority (FCA): 800444 icm@adfca.gov.ae
- MoE Child Protection Unit (CPU)*: 80085 cpu@moe.gov.ae
- Safety Concern Portal: <https://daasafetyconcern.abudhabi/>

*Educational institutions should contact the MoE CPU, which is the hotline for all reporting from where the request will be redirected to the ADEK CPU.

Appendix 10- Briefing Sheet for Temporary Staff

For staff on short contract in Aspen Heights British School

While working in Aspen Heights British School, you have a duty of care towards the children/students here. This means that at all times you should act in a way that is consistent with their safety and welfare. In addition, if at any time you have a concern about a child or young person, particularly if you suspect or think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school child protection liaison officer (CPLO), who is Charlotte Clark and can be found in the Admin block.

This is not an exhaustive list but you may have become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental
- Observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- Observing behaviour that leads you to be concerned about a child or young person
- A child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the CPLO. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timing on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate.

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in the policies section of the drive, or on noticeboards throughout the school.

Remember, if you have a concern, discuss it with the CPLO.

Appendix 11 – Transporting Children

Persons Involved in Transporting Children for School Activities

The issue of transporting children has become a sensitive issue for some schools. Many schools argue that school transport should be outside their responsibility. Others include the issue of transport in the school child protection policy. Whichever is chosen it is important to ensure children are transported safely without risk of harm or abuse.

All drivers must:

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everyone in the vehicle.

Safety:

- Be familiar with, and drive in accordance with the road regulations at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on doors where necessary

Appendix 12 – Child Protection Vetting

Across Aspen Heights British School, we strongly recognise the need for vigilant awareness of child protection issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils and parents should feel secure that they can raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by having clear child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning. Vetting applicants and prospective volunteers working with children to ensure they are not unsuitable is a very important aspect of child protection.

In keeping with the above safeguarding statement, Aspen Heights British School requires that all persons having regular or unsupervised access to children will be required to produce proof of their having no history of committing any offence that would suggest they present a risk to children. The proof of such should be provided by recognised law enforcement agency with contact details being provided for verification purposes.

All teaching staff or staff who come into contact with students require ADEK approval prior to deployment.

Aspen Heights British School ensures a member of every interview panel has received training in safe recruitment. All staff involved in the recruitment and interviewing process are aware of strategies to identify those who pose a risk and write advertisements, contact referees and interview accordingly.

Appendix 13 – Legislative Framework

This is a brief overview of the legislation and guidance that staff refer to if they want more information.

United Nations Convention on the Rights of the Child (1989)

This is an international agreement which sets out the minimum standards for protecting children's rights. It was incorporated into the law in the Children Act 1989. The convention refers to all children up to the age of 18 years. In relation to safeguarding children, it states that:

- The best interests of the child should be a primary consideration when action is taken concerning them
- Children are to be protected from all forms of discrimination
- Every child has the inherent right to life, survival and development
- Children should not be punished cruelly or in a way that belittles them
- Children have the right to be protected from all forms of abuse and neglect and be given proper care by those looking after them
- Children who are victims of abuse are entitled to the care and treatment needed to recover from the effects of their mistreatment.

Federal Penal Code (3) of 1987, which in relation to child abuse and neglect states, " a person who fails to report a criminal offense is liable to prosecution".

The following articles from Panel Code (3) of 1987 provide further guidance.

Physical Abuse: 336, 337, 338, 339, 340, 341, 342 & 343

Sexual Abuse: 354, 356, 358, 363, 364 & 362

Emotional Abuse: 351, 352, 372, 373 & 374

Neglect: 348, 349 & 250.

Appendix 14 – What is Child Abuse and Neglect

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, be those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical Abuse

Physical abuse 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.

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 children 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 expectation being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts. They may include non-physical activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 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.

Indicators of Abuse

NEGLECT

The nature of neglect

Neglect is lack of parental care, but poverty and lack of information or adequate services can be contributory factors.

Neglect can include parents or carers failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision or stimulation
- Ensure access to appropriate medical care or treatment.

Research has highlighted the following examples of the neglect of children under 12:

- Frequently going hungry
- Frequently having to go to school in dirty clothes
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- Being abandoned or deserted
- Living at home in dangerous physical conditions
- Not being taken to the doctor when ill
- Not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. Research would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated CPLO.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect:

- Constant hunger and stealing food
- Poor personal hygiene, unkempt, dirty or smelly.
- Underweight
- Dressed unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

Behavioural indicators of neglect:

- Attention seeking and inconsistent behavioural patterns
- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional Abuse

The nature of emotional abuse

- Most harm is produced in low warmth, high criticism homes, not from single incidents
- Emotional abuse is difficult to define, identify/recognise and/or prove
- Emotional abuse is chronic and cumulative and has a long-term impact
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself
- Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving toward children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse

Development issues:

- Delay in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour -e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late
- Sexualised behaviour that is not age appropriate.

Social issues:

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships.

Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression.

Physical Abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries, but accidental injuries normally occur on the bony prominences- e.g., shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3), can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / Factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises -e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside thighs
- Marks indicating injury by an instrument- e.g., linear bruising (sticks), parallel bruising (belt), marks of buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object e.g., electric fire, cooker, cigarette.
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- No explanation is forthcoming
- The child (or the parent/carer) is secretive or evasive
- The injury is accomplished by allegations of abuse or assault.

You should be concerned if the child or young person:

- Is reluctant to have parent/carers contacted
- Runs away or shows fear of going home
- Is aggressive towards themselves or others

- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves during hot weather
- Is unnaturally compliant in the presence of parents/carers
- Has a fear of medical help or attention?
- Admits to a punishment that appears excessive.

Sexual Abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities.

Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child- people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations:

- Damage to genitalia, anus or mouth
- Sexual transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness

- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism

APPENDIX 15 : Process to report a suspected case of abuse and/or neglect in Abu Dhabi schools:


. Recognize the signs of child abuse and/ or neglect
. Refer to possible signs of child abuse in Appendices 14 of the Child protection policy

. Report case to the ministry of interior - child Protection Center using the telephone hotline (116111) and the electronic reporting link available on the ADEK website
. Record the Case reference number and the date of reporting

Inform the Principal when suspect a case of student abuse and/or neglect

. Ensure confidentiality and Privacy of Reported cases
. Cooperate with the Ministry of interior - Child Protection Center by implementing the required measures

Appendix 16 : ISP Group Safeguarding

 **ISP Group Child Protection and Safeguarding Policy - Feb 2025.pdf**

Appendix 17 : Protocol for Responding to Suicidal Ideation

In the event that a child or young person verbalises suicidal thoughts or ideation at school, the following protocol must be adhered to in order to ensure the safety and well-being of the student:

1. Assess the Risk

Every expression of suicidal ideation must be taken seriously. Staff members are required to immediately contact the safeguarding team. A designated safeguarding team member will engage the student in a conversation to evaluate the seriousness of the ideation, intent, and access to means using a specialised [risk assessment form](#).

2. Immediate Action for High-Risk Situations

If the risk is assessed as medium/high (e.g., if the student has a specific plan or intent):

- Contact the Student's Parents: Notify the parents without delay.
- Emergency Services: Contact emergency services or external mental health professionals if necessary.
- Supervision: The student must be supervised at all times until parents arrive.

If the risk is assessed as low:

- Notify the Parents: Inform the parents about the situation.
- Support for Parents: Encourage parents to have a positive conversation with their child, emphasising the importance of expressing frustration in a healthier way.

3. Confidentiality and Communication

While confidentiality is important, in cases of suicidal ideation, relevant staff and parents must be informed. Effective communication between the school, parents, and external professionals is crucial to ensure the student's safety.

4. Support and Monitoring

Once immediate safety is secured, the school counsellor and safeguarding team will provide ongoing support to the student and their family. Regular check-ins will be conducted, and a support plan will be developed, which may include external therapy or psychological services.

5. Documentation

All cases involving suicidal ideation must be thoroughly documented, including the assessment of risk, actions taken, and follow-up plans.

[Risk Form](#)