



Al Resalah international school of science

online

safeguarding policy

including child protection

Version May 2020



Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

If case of any Safeguarding concerns
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Safeguarding and Child Protection Policy

Vision:

Quality learning for all students in a sustainable, healthy, and safe education environment

Mission:

To develop broad-minded and responsible learners who strive to enhance their academic potential through commitment to lifelong learning and to develop the skills to positively impact Emirati and global communities



Introduction

The health, safety, and well-being of all our students is of great importance to all the members of staff who work in Al Resalah International School of Science. Our students have the right to protection, regardless of age, gender, race, culture, or disability. We recognize our responsibility to safeguard and promote the welfare of the children and young people in our care. They have a right to be safe in our school.

Safeguarding is more than just reporting child protection or welfare concerns; it is also asking them to fully meet their future potential. Seeking positive outcomes for children and young people is also about staying involved, remaining interested and actively participating with others

Protecting students is everyone's responsibility at our school and this includes reporting any act committed by a staff member, parent, guardian or any other person, to a child enrolled in the school which results in neglect, physical or emotional injury or sexual harm.

All staff have a duty and will report any suspected or disclosed issues of child protection to the

Designated Safeguarding Lead (DSL). Will report the child abuse case to the appropriate local safeguarding authorities as set in place by the UAE.



Purpose

This policy is a crucial part of promoting the welfare of our students; it is designed to inform our staff regarding the signs of child abuse and to equip them with the knowledge on what to do in the event of suspected abuse. This policy defines abuse, outlines signs of abuse and explains the procedures for investigating and reporting suspected cases. This policy should be read in conjunction with the Behavior and Anti-Bullying policies.



Definition of Child Abuse

Child abuse refers to any act committed by a parent, member of family guardian, workers, peers, or any other person to a child under the age of 18, which results in injury to the child.

These acts include situations where there is neglect, emotional, physical, or sexual harm.

Ground for concerns may be found in Appendix B.



Objective:

This policy ensures that all staff in our school can follow the necessary procedures regarding a child protection issue.

To raise awareness and identify responsibility in reporting possible cases of abuse.

To ensure effective communication between all staff when dealing with child protection issues;

To inform all parties of the correct procedures to use in the case of a child protection issue.

All staff (paid/unpaid) working at RISS are following EduCare safeguarding training and monthly

CPD sessions to educate our staff regarding the signs of child abuse and to equip them with the

knowledge on what to do in the event of suspected abuse. With this knowledge, our staff can

define abuse, knows signs of abuse and know the procedures for investigating and reporting

suspected cases.

According to Article (42) from Federal Law No. (3) of 2016 concerning Child Rights Law Wadeema's Law - Every person shall report to the child protection specialist or child protection in case of threat to the child's safety or his physical, psychological, moral or mental status.

Reporting shall be obligatory by teachers, physicians, specialists, and social workers or whoever

assigned for child protection, care, or education.



Responsibilities of the whole school staff

Concerns about a child (including abuse by a pupil or group of pupils in person or online)

1. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
2. Ensure children know that there are adults in the school who they can approach if they are worried about any problems.
3. Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.
4. Follow the procedures set out by the Ministry of Education and take account of guidance issued by the Ministry of Interior.
5. Staff who notice injuries that appear to be non-accidental, a significant change in a pupil's behavior, or who are told anything significant related to child protection by another pupil, must report their concerns immediately to the relevant DSL. A factual written record will be made and passed to the DSL if deemed appropriate and kept in a secure manner in accordance with guidelines from the GDPR.
6. If a member of staff has concerns about any pupil which may indicate physical, emotional or sexual abuse or neglect, they must discuss them with the relevant Designated Safeguarding Lead.
7. It is important to recognize that safeguarding and child protection can relate to abuse of one pupil by another. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, by one or more pupils, the member of staff must make a written record of their concern and ensure this is shared with the relevant DSL immediately.



8. In the case of abuse by a pupil, or group of pupils, the key indicators that may identify abuse (as opposed to bullying or adolescent misbehavior, to be handled within the school's normal discipline framework) are:
 - a) the frequency, nature, and severity of the incident(s); whether the victim was coerced by physical force, fear, or by a pupil or group of pupils significantly older than them or having power or authority over them.
 - b) whether or not the incident involved a potentially criminal act.
 - c) whether or not the same incident (or injury) would have been regarded as assault or otherwise actionable had it occurred to a member of staff or another adult.
9. The DSL will liaise members of the Safeguarding Governor.
10. Members of the Safeguarding Board may decide to liaise with local and specialist agencies as appropriate and ensure that accurate records relating to child protection are kept secure.
11. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to external agencies immediately.



When to be concerned:

Staff should be concerned if a student:

- Exhibits significant changes in behavior, performance, or attitude
- Has any injury which is not typical of the bumps and scrapes normally associated with the students' activities
- Regularly has unexplained injuries
- Frequently has injuries even when apparently reasonable explanations are given
- Offers confused or conflicting explanations about how injuries were sustained
- Has sexual behavior which is unusually explicit and/or inappropriate to his or her age
- Discloses an experience in which he or she may have been harmed.



Dealing with disclosure

A child or young person may disclose that they have been or are being harmed or abused. Children/young people will often have different ways of communicating that they are being abused. If a child or young person hints at or tells you that he or she is being harmed by someone, be it a parent/caregiver, another adult or by another child (peer abuse), it should be treated in a sensitive way.

a child/young person may disclose abuse to you as a trusted adult at any time during your work with them.

It is important that you are aware and prepared for this.

- Be as calm and natural as possible.
- Remember that you have been approached because you are trusted and possibly liked.
- Do not panic.
- Be aware that disclosures can be exceedingly difficult for the child/young person.
- Remember, the child or young person may initially be testing your reactions and may only fully open-up over time.
- Listen to what the child/young person has to say. Give them the time and opportunity to tell as much as they are able and wish to.
- Do not pressurize the child/young person. Allow him or her to disclose at their own pace and in their own dialectal.
- Conceal any signs of disgust, anger, or disbelief.
- Accept what the child or young person has to say – false disclosures are rare.



- It is important to differentiate between the person who carried out the abuse and the act of abuse itself. The child/young person quite possibly may love or strongly like the alleged abuser while also disliking what was done to them. It is important therefore to avoid expressing any judgement on, or anger towards the alleged perpetrator while talking with the child/young person
- It may be necessary to reassure the child/young person that your feelings towards him or her have not been affected in a negative way because of what they have disclosed.
- Reassure the child/young person that they have taken the right action in talking to you.
- Listen to what is being said without displaying shock or disbelief
- Reassure the student but not make promises that it might not be possible to keep
- Not promise confidentiality, as it might be necessary to refer the case to the appropriate authority
- Reassure the student that what has happened is not their fault



SEND and Children with Additional Vulnerabilities

People of Determination and children with SEND needs can be more vulnerable to exploitation and abuse and should have enhanced access to support systems.

They may be more isolated from their peers and may find it difficult to express concern.

No concern should be overlooked or passed off as a symptom of SEN or disability, including (not an exhaustive list)

- Communication
- Toileting
- Understanding right and wrong
- Physical Build
- Unusual or over-physical attachments to staff members or peers
- Additional barriers can exist in identifying neglect and harm for some groups of students

Staff must be vigilant to the needs and concerns of these children who are among the most vulnerable



Procedures

When a student reports abuse, the teacher will inform the Designated Safeguarding Lead (DSL) immediately. The teacher should also inform the DSL as soon as possible if there is reasonable cause to believe that abuse is occurring. The DSL will take initial steps to gather information regarding the reported incident.

- DSL will investigate and write a report
- DSL will meet school-based safeguarding team to address the report. The safeguarding team may include the Principal, Vice Principal, school doctor, nurse, social worker, teacher, and other individuals.

In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually, and that strict confidentiality is maintained.



Based on acquired information, a plan of action will be developed to assist the student and family. Actions that may take place are:

- Talks between the student and the DSL in order to gain more information.
- Class observations of the child by the teacher, counsellor, or administrator.
- Meetings with the guardian to present the school's concerns.
- Referral of the student and family to external professional counselling.
- Consultation with local authorities.

After a substantiated case of child abuse or neglect, the following actions may take place:

- The DSL will maintain contact with the student and family to provide support and guidance as fitting.
- The DSL will provide the child's teachers with ongoing support and provide strategies for the teacher to use.
- The School Principal refers the case to local authorities for further action.



Specific responsibilities of the School Doctor/Nurse and Counsellor:

- The school Doctor/Nurse or Counsellor may be requested to provide physical treatment and emotional support after a child has been abused
- The Doctor or Nurse may be required to conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition
- The Doctor/ Nurse and/ or Counsellor can provide positive encouragement to the student, liaise with family members determine how best to promote the child's safety both at school and at home.
- Child abuse can leave deep emotional scars and the School Doctor or Nurse should recognize these and help develop a recovery plan in liaison with the DSL and other appropriate staff in the Safeguarding team.
- In some cases, the child may have to take medication as a result of the abuse. The School Doctor or Nurse should ensure that all standards and procedures for administering medications in the school setting are met.



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Specific responsibilities of the HR department and Security

When recruiting any member of the teaching staff or support staff with access to students, all reasonable steps should be taken to ensure compliance as far as possible with the following:

- Provision of an up-to-date police 'good conduct' letter and/or criminal records check
- That references are taken up from previous employers with follow-up questions about the applicant's compliance with any Child Protection procedures
- A declaration signed by the prospective employee on any application form and/or contract that s/he has not been convicted or undergoing court or disciplinary proceedings for any offence involving child abuse and/or breach in exercising a duty of care for children
- The Security staff undertake to be vigilant and adhere to the procedures governing the access, detailed record-keeping, provision of a Visitor's Pass to be worn for ease of identification and monitoring of visitors to the school.



Safeguarding team

The following persons are DSOs for all child protection affairs at RISS:

- Principal: Mr. Abdelkarim Amdouni
- Vice Principal: Miss. Sarah Shahin
- Head of KG: Miss. Heba Abdelazeez
- Social Worker GS: Miss Aliaa Al Bardisy/BS
- School Doctor: Miss. Mariam Safi Eljil
- Designated Safeguarding Lead: Mr. Ahmed Zingstra

The DSL will:

Follow the agreed procedures (refer to Appendix B What to do on Disclosure)

- Know how to identify the signs and symptoms of abuse (refer to Appendix A)
- Provide advice and support to staff
- Maintain relevant records of incident reports (refer Appendix C)
- Keep all information confidentially and safe
- Know when and how to submit a referral to outside agencies (refer Appendix D)



Safeguarding pupils and teachers online

Most students are being educated at home during the coronavirus (COVID-19) outbreak. While this is happening, it is important that all staff continues to follow safeguarding procedures as directed in this policy.

Our normal school rules of behavior will apply during online learning. Bullying, posting comments/images, or doing anything that makes others feel bad/unwelcome/embarrassed will be dealt with as usual.

Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.

Staff might need to contact children individually, for example to give feedback on homework.

Staff should only contact children during normal school hours, or at times agreed by the school leadership team

Staff should not communicate with parents or pupils outside school channels e.g., they should not talk to parents using their personal accounts, or contact pupils using their personal email addresses or phone numbers.



Live Webcams in teaching and learning

Sit against a neutral background

Avoid recording in their bedroom if they can (if that is not possible, use a neutral background)

Dress like you would for school

Double check that no other tabs are open in the browser that would be inappropriate for a child to see

Live classes should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.

Data Controllers need to reassure themselves that any teaching/learning software and/or

platforms are suitable and raise no privacy issues; or use cases against the providers terms and

conditions (for example, no business use of consumer products)



Relevant legislation or authorities

This Policy is underpinned by the fundamental principle of the United Nations Convention of the Rights of the Child (UNCRC) 1989 of which the United Arab Emirates (UAE) ratified on the 3rd January, 1997 along with the UAE local laws (the Emirates Human Rights Association have launched the Federal Law No. 3 of 2016, on Child Rights (WADEEMA's LAW).

Allegations against staff or the Principal

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Principal. If the Principal is absent, the allegation should be passed to the Vice Principal. If the allegation is against the Principal, the person receiving the allegation should immediately inform the DSL without notifying the Principal first.



APPENDIX A

LEGISLATION

1. This policy aims to ensure that The School is compliant with the terms of current UAE legislation.
 - a) Federal Law no.3 of 2016 on Child's rights (Wadeema's Law)
 - b) UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs.
 - c) UAE Federal Law 2 (2015) against Discrimination and Hatred.
2. The School's admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination.
3. The School's admissions policy adheres to the stipulations of the UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)

Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

Article 23 Clause 1: Article 23 Clause 4: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class.

4. Sharjah Educational Zone requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children



APPENDIX B

IDENTIFYING REASONABLE GROUNDS FOR CONCERN

Children/young people are sometimes abused by members of their own family, by peers or by others outside the family environment such as strangers, workers, or trusted adults.

The following are reasonable grounds for concern:

- Evidence, for example an injury or behavior, that is consistent with abuse and is unlikely to have been caused in any other way
- Any concern about possible sexual abuse.
- Consistent signs that a child is suffering from emotional or physical neglect
- A child saying or indicating by other means that he or she has been abused
- Admission or indication by an adult or a child of an alleged abuse they committed
- An account from a person who saw a child being abused



SIGNS OF ABUSE AND NEGLECT

Abuse and neglect are forms of maltreatment of a child. Someone 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 an institutional or community setting; by those known to them, or more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

1. Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.
2. Emotional abuse is the persistent emotional ill treatment 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, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.
3. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether the child is aware of what is happening or not. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material or encouraging children to behave in sexually inappropriate ways.



4. 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, such as failing to provide adequate food, shelter and clothing, or neglect of, or being unresponsive to, a child's basic emotional needs.

A child/young person will sometimes confide in a worker or volunteer that they have been abused or someone may witness incidents which suggest that a child or young person is being harmed. Often it is a case of a worker/volunteer feeling worried and concerned about certain signs they are picking up on, such as poor hygiene; a child/young person always appearing hungry, listless and tired; a lack of suitable clothing; or unexplained physical injuries. Other indicators may be related to the child/young person's behavior such as being aggressive, impulsive, or withdrawn. A cluster or pattern of signs is more likely to be indicative of neglect or abuse.

Wherever appropriate, any issues should be checked with the parents/guardians when considering whether a concern exists, unless doing so may further endanger the child or the person considering making the report.

Abuse is not always committed through personal contact with a child or young person, sometimes it is perpetrated through social media or the use of information and communication technology.

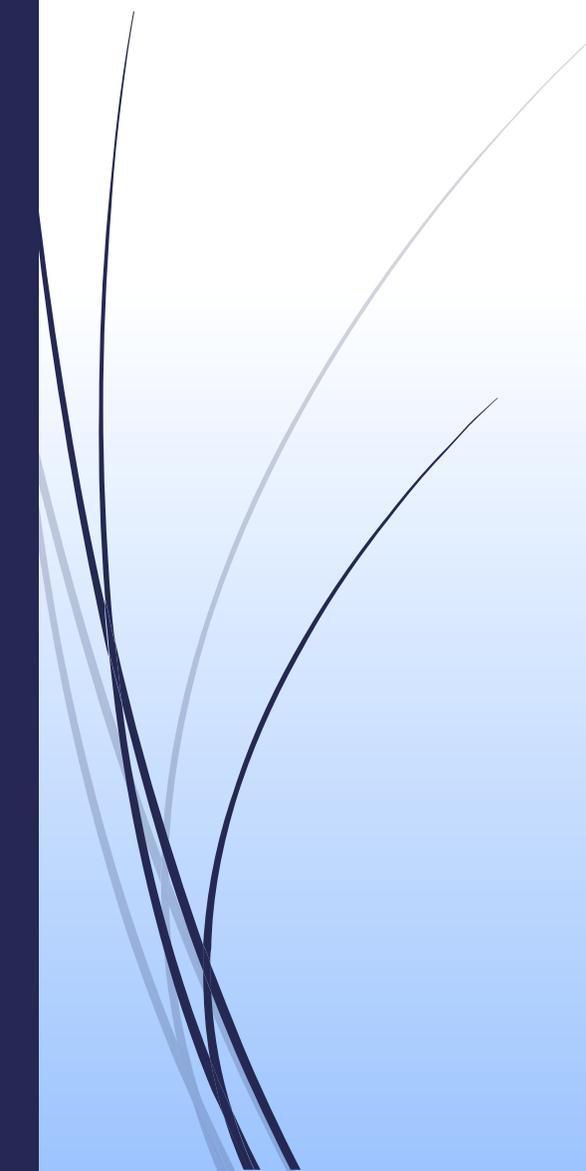


APPENDIX C

RECORD KEEPING

Points to consider regarding record-keeping

- Records are factual and include details of contacts, consultations, and any actions taken.
- Records on child protection concerns, allegations and disclosures are kept securely and safely within the organization.
- Records are only be used for the purpose for which they are intended.
- Records are shared on a need to know basis in the best interests of the child/young person.
- The safeguarding records are stored by the DSL hard copy/soft copy
- Records of child protection are stored separately to a service user's 'master' file, the 'master' file must indicate that another file exists and where it can be accessed.
- Child protection records are updated as required and reviewed regularly by the DSL.



APPENDIX D

TALKING TO PARENTS/GUARDIANS ABOUT CHILD PROTECTION OR WELFARE CONCERNS

Teachers/staff may feel uncomfortable approaching a parent about a concern. You may have to discuss a concern about the welfare or protection of a child/young person or an issue which relates to the child/young person's developmental needs. **A parent should not be approached regarding a safeguarding concern under any circumstances without consultation with the DSL and the Principal.**

The following best practice tips may be useful:

- Make sure parents/guardians have prior awareness of your guiding principles, procedures and duties to safeguard children.
- Be straightforward and clearly explain the nature of the concern or issue, e.g. by using facts and records of observations made.
- Think about the time and place to have the conversation. Find a time when parents/guardians are not in a hurry.
- Find a place that is quiet and allows privacy.
- Consider arranging to meet parents/guardians.



- Consider who is the best person/who are the best people to have the conversation with the parents/guardians.
- Use a calm and gentle tone, consider the language used.
- Start with positive comments and observations about the child/young person.
- Ensure that the parents/guardians know that you care about the welfare of their child and recognize their strengths.
- Refer to how the situation may be affecting the child/young person.
- Start with positive comments and observations about the parents/guardians. Most parents/guardians are trying to do their best for their children and will appreciate your acknowledgement of how challenging parenting can be at times.
- Give the parents/guardians an opportunity to talk; ask them for an explanation and acknowledge their feelings.
- Take the approach that you are working together to address any issues in the best interests of the child/young person.
- Do not blame, do not get defensive and don't take things personally.
- Ensure that you are supportive but also address the issue.
- Refer to your guiding principles and child safeguarding procedures for support.
- Offer possible solutions, where appropriate.
- Advise parents/guardian, discuss your plan to follow up and keep them informed and involved, where appropriate.
- Where it is not possible to contact the parents/guardians to discuss a concern you may need to discuss the concern with the DSL or Principal.



APPENDIX E

Procedure following an allegation against a member of staff

1. Initial investigation
 - a) The DSL will discuss the allegation with the Principal and immediately.
 - b) The purpose of this initial discussion is for the DSL to consider the nature, content and context of the allegation and agree a course of action. The DSL may need to provide or obtain additional information which may be relevant, such as previous history, whether the child or their family have made similar allegations and the individual's current contact with children.
 - c) If the allegation is against The Principal, the Vice Principal (or designated nominee in his/her absence), would take on the Principals role in this procedure.



2. Further Investigation

- a) The initial cause for concern and sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern. In such a scenario, this decision and a justification for it should be recorded (by both the Designated Safeguarding Lead and the Safeguarding Governor, and agreement reached as to what information should be put in writing to the member of staff concerned (and by whom). The members of the Safeguarding Governor should then consider what action should follow in respect of the member of staff and those who made the initial allegation.
- b) Where further investigation is deemed necessary, the Principal should inform the member of staff about the cause for investigation as soon as possible after consulting the Safeguarding Governor, providing as much information as permissible. If a strategy discussion is needed however, or external agencies need to be involved, this will not happen until those agencies have agreed what information can be disclosed to the person.
- c) In some cases, further enquiries will be needed to inform the decision about how to proceed. If so, the Principal will discuss with the DSL, how and by whom the investigation will be undertaken. In straightforward cases the investigation should normally be undertaken by a senior member of the school. However, the nature or complexity of the allegation may require an independent investigator.



Communications with parents

- a) Parents or caregivers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or external agencies need to be involved, the Principal will not do so until those agencies have agreed what information can be disclosed to the parents. They will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

Suspension

- a) The Principal will consider carefully whether the circumstances of a case warrant the member of staff being suspended from contact with children at the school until the allegation or concern is resolved. Suspension is not the default position – an individual will only be suspended if there is no reasonable alternative, such as moving to another area of the School or removing them from specific types of duties which have contact with children.
- b) Where it has been deemed appropriate to suspend the person, written confirmation will be sent within one working day, giving the reasons for the suspension. The person will be informed at that point who their named contact is within the School organization and provided with their contact details.
- c) If the allegation is not demonstrably false or unfounded, and there is reason to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the procedures of local external agencies.



- d) If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behavior.
- e) Where it becomes clear that an investigation by the police or other external agencies is unnecessary, or the strategy discussion or initial evaluation decides that is the case, Principal will discuss the next steps with the Designated Safeguarding Lead. The Chair of the Board of Governors will be kept informed. In these circumstances the options depend on the nature and circumstances of the allegation and the evidence and information available, and could range from taking no further action to summary dismissal and a decision not to use the person's

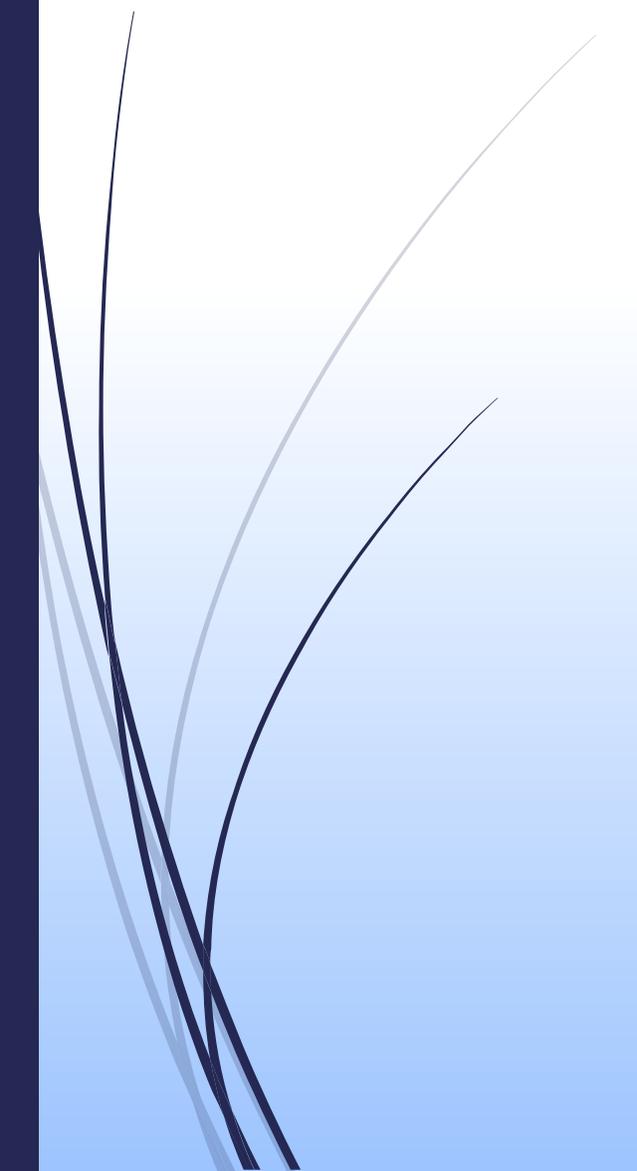
Timescales

- a) The School recognizes that it is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay. The time taken to investigate and resolve individual cases will depend on a variety of factors including the nature, seriousness, and complexity of the allegation, but it is expected that the case should be resolved in one to three months. In truly exceptional cases this may take up to twelve months.
- b) For those cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that they should be resolved within one week.
- c) Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the School as the employer to deal with, although if there are concerns about child protection, the DSL should discuss action with the members of the Safeguarding Team.
- d) In such cases, if the nature of the allegation does not require formal disciplinary action, the Director will initiate appropriate action within 3 working days.
- e) If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 5 working days. This may be extended according to circumstance and should be communicated to



Supporting Staff

- a) The School will act to manage and minimize the stress inherent in the allegations and disciplinary process.
- b) The member of staff will be informed of concerns or allegations as soon as possible and be taken through the possible courses of action, unless there is an objection by the any external authorities or the police.
- c) The member of staff will be advised to contact their trade union representative, if they have one, and/or a colleague for support. He/she will also be given access to a senior member of staff as a named contact to provide information regarding the progress of the case and any current work-related issues.
- d) Social contact with colleagues and friends will not be prevented unless there is an indication that that such contact is likely to be prejudicial to the gathering and presentation of evidence.



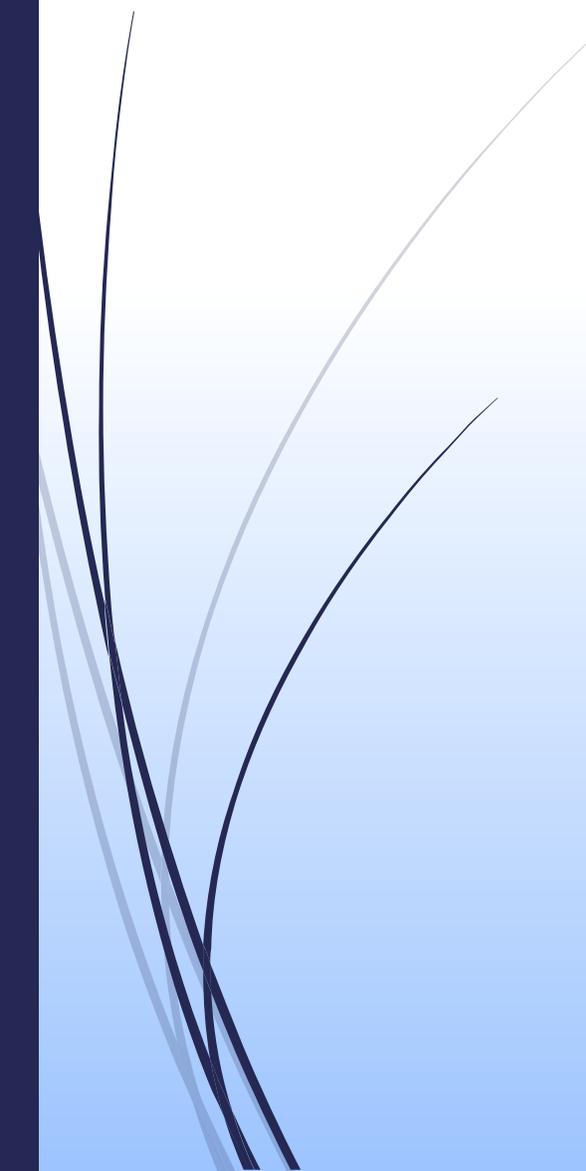
Confidentiality

- a) When an allegation is made the School will make every effort to maintain confidentiality and guard against unwanted publicity while investigations are carried out (in accordance with the School's Data Protection Policy).
- b) The School will take advice from external agencies to agree the following:
 - i. Who needs to know and, importantly, exactly what information can be shared.
 - ii. How to manage speculation, leaks and gossip.
 - iii. What if any information can be reasonably given to the wider community to reduce speculation; and
 - iv. How to manage press interest if and when it should arise.



Resignations, Dismissal, ceasing to provide services, 'Settlement Agreements' and References

- a) If a member of staff tenders his/her resignation, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with these procedures.
- b) Ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; not continuing with the employment of a probationer, no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial training, or volunteering.
- c) Every effort will be made to reach a conclusion in all cases where allegations relating to the safety or welfare of children are concerned.
- d) Wherever possible the member of staff will be given the opportunity to answer and make representations with regard to the allegation. However, the investigative processes outlined above will continue in cases where this does not happen for whatever reason.
- e) A 'compromise agreement', by which a person agrees to resign if the School agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, generally should not be used in these cases. No such agreement will prevent a thorough police investigation or override the statutory duty to make a referral to the Disclosure and Barring Service (DBS), where appropriate.
- f) Cases in which an allegation was proven to be unsubstantiated, unfounded, or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in any reference.



Action on conclusion of a case

- a) When any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In these circumstances the Safeguarding Governor will discuss with Chair of the Board of Governors whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or the local authority can inform that decision. The options will depend on the circumstances of the case and the consideration will need to take account of the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.
- b) If the allegation is substantiated and the person is dismissed or the School ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the members of the Safeguarding Governor should make a referral to the MOHRE, KHDA or SPEA for consideration of inclusion on the barred lists is required.

Action in respect of unfounded or malicious allegations

If an allegation is shown to have been deliberately invented or malicious, the Director will consider whether any disciplinary action is appropriate against the pupil who made it.



WEBSITES

Child Protection UAE:

<https://www.moe.gov.ae/en/mediacenter/news/pages/childprotectionunit1.aspx>

<http://www.moi-cpc.ae/en/CHILD.PROTECTION.DIMENSION.aspx>

https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf

<https://u.ae/en/information-and-services/social-affairs/children>

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<https://u.ae/information-and-services/justice-safety-and-the-law/children-safety/childrenssafety>

Child Protection Ireland:

<https://www.tusla.ie/children-first/organisations/what-is-a-child-safeguarding-statement/>

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<http://www.moi-cpc.ae/en/we.protect.aspx>

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<https://www.d2l.org/safe-digital-learning-plans/>

<https://www.ibo.org/globalassets/news-assets/coronavirus/online-learning-continuity-planning-en.pdf>

