



CHILD PROTECTION POLICY

*Dasman Bilingual School adheres to the following articles as stipulated by **The Public Administration for Private Education***

Article 1:

The child is each (male /female) who is under 18 years of age.

Article 2:

Abuse against the child or bad treatment includes all forms of physical or emotional abuse or both, the sexual abuse, neglect, or commercial abuse which leads to actual or potential harm to the child's health, his growth and dignity.

Article 3:

In each Health area, and according to a decision by the under Secretary of Health, a Team for Child's protection shall be formed (SCAN Team).

The team of Child's protection consists of:

1. Pediatric Specialist Doctor (2)
2. Internal Medicine Doctor (2)
3. Nurse in the Pediatric section (2)
4. Social Specialist (2)
5. Psychiatric therapist (2)
6. Representative from the Juveniles Protection department – MOI.
7. If necessary, a specialized Doctor (Obstetrics, Psychic Doctor, Orthopedics Doctor).

Article 4:

All doctors in hospitals, Medical Care Centers, in case they suspect of a child abuse case (Bodily or psychological) should report the case using the reporting Form (enclosed) or call the Child's Protection Team (SCAN Team).

Article 5:

When a child's abuse case is detected, the Team shall report it to the Juveniles Protection Dept- Ministry of Interior to take the necessary action (Hot line 25632140).

Article 6:

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The SCAN team has the following duties:

- 1. Follow up the cases of assaults or abuse against the child and take the necessary actions, in a strict confidential manner.*
- 2. Examine the reported cases.*
- 3. Record the Child's details as provided in the enclosed Form.*
- 4. Inform the Child's family, or those who take care of him, of the Doctor's remarks and of the procedures taken in this regard.*
- 5. Issue a medical, psychological, and social report for the case, and get them approved by the Section Head and the Hospital Administration.*
- 6. The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior shall be informed to take the necessary actions (medical Report, the recommendations and Report Form enclosed).*
- 7. The Child and his family shall be referred to the social development office for psychic and social treatment and follow up.*
- 8. Receiving the reported cases of bad treatment or abuse referred by the Health Care Centers, casualties, or other sources (schools, police stations and Private Medical Centers).*

Article 7:

In each hospital a special office for the SCAN team shall be established, through which it will practice its duties, and the tasks entrusted to them.

Article 8:

The main office of Child's protection shall be based in the Ministry and to be subordinate to the legal Department of MOH.

Office Duties

- Receive the notifications on each case of assault against the child through the Hot Line (151).*
- Send the reports to the SCAN Team according to the respective Health area.*
- Send the reports referred from the SCAN Team to The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior for follow up.*
- The office shall document the reported cases and keep in file the letters exchanged between the main office and other offices.*

Article 9:

The Health Licenses Department shall send a Circular to the Doctors and officers of the Private Medical Sector to detect and follow up the suspected case of Child abuse and inform the Child's protection Teams according to the Civil ID of the Child.

Article 10:

The above Resolution shall be informed to the concerned parties for implementing and shall be effective as from above date.

Purpose:

Dasman Bilingual School fully recognizes its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide all with the guidance they need to keep children safe and secure in our school, to inform parents and guardians how we will safeguard their children whilst they are in our care, and ensure that DBS has student protection measures in place to:

- *Protect students while in the school's care from all acts and omissions constituting*
- *physical abuse, emotional abuse, sexual abuse and exploitation, neglect, and bullying.*
- *Identify and support those students who may have suffered such abuse or neglect, as*
- *strongly enforced by **The Public Administration for Private Education***
- *Emphasize that all DBS staff are mandated reporters of cases of abuse and/or suspected*
- *abuse inside and outside the school.*
- *Define duties and responsibilities of School Principals and school staff for responding to*
- *suspected cases of child abuse and/or neglect.*

Context:

- *Children have the right to feel secure, as learning is hindered without a sense of safety.*
- *Harm to children may occur through neglect, emotional, physical, or sexual abuse, corporal punishment, bullying, or a combination of these.*
- *All children have the right to be protected from abuse, and the school may contact authorities without notifying parents if it is in the child's best interest.*
- *DBS emphasizes vigilant awareness of child protection issues and ensures staff receive appropriate training and induction to understand their responsibilities.*
- *The school fosters an environment where staff, students, and parents feel safe to raise concerns about child safety and welfare.*
- *Safeguarding is supported through clear child protection policies, regular training, discussions, and maintaining a culture of welfare and safety for children and staff.*
- *Individuals with regular or unsupervised access to children must provide proof, verified by law enforcement, of no history of offenses that pose a risk to children.*

Aims:

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

- *Raise awareness of child protection and safeguarding roles and responsibilities with staff.*
- *Develop, implement and review procedures in our school that enable all staff to identify and report cases, or suspected cases of abuse.*
- *Support students who have been abused in accordance with an agreed child protection plan.*
- *Support children with additional needs.*
- *Ensure the practice of safe recruitment by checking and recording the suitability of staff and volunteers to work with children.*
- *Establish a safe environment in which children can learn and develop.*
- *Ensure that allegations or concerns against staff are dealt with in accordance with the Ministry of Education and school policies and procedures in collaboration with the authorities.*

Whole Staff Responsibilities:

This school recognizes that because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- *Establish and maintain an environment where children feel secure, are encouraged to talk and are heard.*
- *Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.*
- *This includes opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.*
- *Treat all disclosures with the strictest confidence.*
- *Ensure that parents understand the responsibility placed on the school and its staff for child protection by providing a copy of this policy on request and posting a copy on the school website.*
- *Notify the relevant authorities of any cases of alleged or suspected child abuse.*
- *Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.*
- *Notify the school counselor if there is an unexplained absence of several days.*
- *Maintain confidentiality throughout reporting procedures, data collection, and information storage.*
- *Train all school leaders and identified staff in Child Protection policies and procedures.*
- *Develop effective links with relevant authorities and the Child Protection Centre.*
- *Liaise with other agencies that support students.*
- *Ensure that there is a senior designated person/Child Protection Liaison Officer (CPLO/DSL) appointed, and this individual is trained appropriately.*

Child Protection Liaison Officer (CPLO/DSL) responsibilities

In DBS, the CPLO/DSL are the School Counselors. He or she will:

- *Ensure that the school management and staff are fully aware of and understand their responsibilities and obligations under this policy.*
- *Ensure they have received appropriate training.*
- *Ensure every member of staff knows the name of the designated CPLO/DSL, their role and their contact details.*
- *Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person CPLO/DSL.*
- *Ensure that whole school training occurs every three years so that every member of staff can fulfil their child protection responsibilities effectively and to comply with the requirements of the Ministry of Education.*
- *Keep written records of child protection concerns that are kept securely and separately from the main student file and use these records to assess the likelihood of risk.*
- *Ensure that copies of child protection records and/or records of concern are transferred as appropriate (separate from student files) when a child leaves the school.*
- *Ensure that when a student leaves the school, necessary information is transferred to the new school in a timely manner.*

Responsibilities of adults within the school community:

- *All adults are required to be aware of and alert to the signs of abuse.*
- *If an adult identifies that a child may be in an abusive situation, they should record their concerns and report them to the CPLO/DSL as soon as possible.*
- *If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy.*
- *If the disclosure is an allegation against a member of staff, they will follow the allegations procedures attached to this policy.*

As a school we will educate and encourage students to keep safe through:

- *The content of the curriculum.*
- *A school ethos which promotes a positive, supportive, and secure environment and gives students a sense of being valued.*
- *The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.*

Definitions and Indicators of Abuse and Negligence

What is abuse and negligence?

Abuse and negligence 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 by those known to them or more rarely by a stranger. They may be abused by an adult, 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 caregiver fabricates the symptoms of, or deliberately induces, illness in a child.*

Corporal Punishment:

- *Corporal punishment is a physical punishment inflicted on a child by a teacher or any adult in any authority, such as the guardian, as a form of discipline, and is considered as physical abuse.*

Emotional Abuse:

- *Emotional abuse involves persistent maltreatment that severely affects a child's emotional development.*
- *It may include making children feel worthless, unloved, or valued only for fulfilling others' needs.*
- *Imposing age-inappropriate or developmentally unsuitable expectations is a form of emotional abuse.*
- *Overprotection, limiting exploration and learning, or restricting normal social interactions are examples of emotional abuse.*
- *Witnessing or hearing the ill-treatment of others can contribute to emotional abuse.*
- *Serious bullying, causing fear or a sense of danger, also constitutes emotional abuse.*
- *Exploitation or corruption of children is another aspect of emotional abuse.*
- *Emotional abuse is present in all types of child maltreatment but can also occur independently.*

Peer on Peer Abuse:

- *Peer abuse is behavior by an individual or group, intending to physically, sexually, or emotionally hurt others.*
- *Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer-on-peer abuse is under the age of 18.*

- *All staff should recognize that children can abuse their peers.*

Negligence:

Negligence 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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver 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 caregivers).*
- *Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.*

The nature of negligence:

Negligence is a lack of parental care. Poverty, lack of information or lack of adequate services can be contributory factors.

- *Negligence is a challenging form of abuse to recognize and is often underestimated in seriousness.*
- *It can cause significant harm, as neglected children often develop more slowly and struggle with social integration.*
- *Negligence is frequently noticed before it poses an immediate risk to the child.*
- *Early intervention or conversations can help address negligence and prevent further harm.*
- *Negligence is often associated with other forms of abuse.*
- *Any concerns about negligence should be discussed with the designated Child Protection Liaison Officer (CPLO/DSL) or DSLs.*

Negligence can include parents or caregivers failing to:

- *Provide adequate food, clothing, and shelter.*
- *Protecting 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 negligence of children under 12:

- *Frequently going to school 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.*

Indicators of negligence:

- *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 recognize 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 people.*
- *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 negligence:

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

Behavioral indicators of negligence:

- *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 occurs in low-warmth, high-criticism environments rather than from single incidents.*
- *Emotional abuse is challenging to define, identify, recognize, or prove.*
- *It is chronic, cumulative, and has long-term impacts.*

- *All forms of abuse and neglect have emotional effects, though emotional abuse can occur independently.*
- *Witnessing harm to another person, such as in domestic violence, can emotionally harm children.*
- *Emotionally abusive behavior from parents or caregivers can sometimes be identified through their speech or actions toward children.*
- *Early challenges or interventions can create positive change and prevent the need for more intensive measures later.*

Indicators of Emotional Abuse:

Developmental issues:

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

Behavior:

- *Acceptance of punishment which appears excessive*
- *Over-reaction to mistakes*
- *Continual self-deprecation (I'm stupid, ugly, worthless etc.)*
- *Neurotic behavior (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 behavior – e.g., wetting*
- *Eating disorders*
- *Destructive tendencies*
- *Arriving early at school, leaving late social issues*
- *Withdrawal from physical contact*
- *Withdrawal from social interaction*
- *Over-compliant behavior*
- *Insecure, clinging behavior*
- *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 sustain minor injuries like cuts and bruises through normal daily activities.*
- *Accidental injuries typically occur in bony areas, such as shins.*
- *Injuries on soft areas of the body may indicate intentional harm and should raise concern.*
- *A body map can aid in documenting and reporting physical abuse effectively.*
- *The body map should only record visible injuries; staff must not ask children to remove clothing for examination. - Most children sustain minor injuries like cuts and bruises through normal daily activities.*
- *Accidental injuries typically occur in bony areas, such as shins.*
- *Injuries on soft areas of the body may indicate intentional harm and should raise concern.*
- *A body map can aid in documenting and reporting physical abuse effectively.*
- *The body map should only record visible injuries; staff must not ask children to remove clothing for examination.*

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 of the thighs.*
- *Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a 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 (rings on the child's arms, legs, or body, indicating that a portion of the child's body has been immersed in hot water)*
- *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 (adults' words)*
- *No explanation is forthcoming*
- *The child (or the parent/caregiver) is secretive or evasive*
- *The injury is accompanied by allegations of abuse or assault.*

You should be concerned if the child or young person:

- *Is reluctant to have parents/caregivers 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/caregivers.*
- *Has a fear of medical help or attention*
- *Reports 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, neighbors, 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 caregivers especially) are not suspicious of their motives.*

Peer on Peer Abuse:

Nature of Peer-on-Peer Abuse

All staff should be aware of safeguarding issues from peer abuse including:

- *bullying (including cyberbullying)*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm*
- *sexual violence and sexual harassment*
- *sexting (also known as youth produced sexual imagery); and*
- *initiation/hazing type violence and rituals.*

Types of abuse: Peer on Peer

There are many forms of abuse that may occur between peers. Each form of abuse or prejudiced behavior is described in detail followed by advice and support on actions to be taken.

1. Physical abuse

- *Physical harm includes actions such as hitting, kicking, pinching, shaking, biting, or hair pulling.*
- *It is essential to determine the underlying reasons for a child's harmful behavior, whether intentional or accidental.*
- *Understanding the cause of the behavior is crucial before deciding on any actions or consequences.*

2. Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behavior may include

- *inappropriate sexual language*
- *inappropriate role play*
- *sexual touching*
- *sexual assault/abuse.*

3. Bullying

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally or for a particular reason e.g. size, hair color, gender, sexual orientation, and excluding someone from a group on purpose.

To be considered bullying, the behavior must be aggressive and include:

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- *An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.*
- *Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.*

Online Bullying / Cyber bullying

Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms

- *Abusive or threatening texts, emails, or messages*
- *Posting abusive comments on social media sites*
- *Sharing humiliating videos or photos of someone else*
- *Stealing someone's online identity*
- *Spreading rumors online*
- *Trolling – sending someone menacing or upsetting messages through social networks, chatrooms, or games*
- *Developing hate sites about another person*
- *Prank calls or messages*
- *Group bullying or exclusion online*
- *Anonymous messaging*
- *Encouraging a young person to self-harm*
- *Pressuring children to send sexual messages/pictures or engaging in sexual conversations*

4. Sexting

- *Sexting involves sending indecent images, videos, or sexually explicit messages electronically, often shared via social media or instant messaging.*
- *Examples include sending "nude pics," "rude pics," or "nude selfies."*
- *Possessing or distributing indecent images of someone under 18 can constitute a criminal offense, even if young people are unaware of the legal implications.*
- *Child Sexual Exploitation (CSE) includes:
Associations with older boyfriends/girlfriends or risky adults.
Entering or leaving vehicles driven by unknown adults.*

5. Initiation/Hazing

- *Hazing is a form of initiation ceremony which is used to induct newcomers into an organization such as a private school, sports team etc.*

- *There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies.*
- *The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them.*
- *Many rituals involve humiliation, embarrassment, abuse, and harassment.*

6. Prejudiced Behavior

- *Prejudice-related bullying involves harmful physical or emotional behavior causing feelings of powerlessness, worthlessness, exclusion, or marginalization.*
- *It is connected to prejudices around belonging, identity, and equality in society.*
- *Examples of targeted aspects include:*
 - *Disabilities or special educational needs.*
 - *Ethnic, cultural, or religious backgrounds.*
 - *Gender.*
 - *Home life (e.g., issues of care, parental occupation, poverty, or social class).*
 - *Sexual identity.*

7. Teenage relationship abuse

- *Teenage relationship abuse involves a pattern of physical, sexual, and/or emotional abuse by adolescents (ages 13-18) toward a current or former partner.*
- *Forms of abuse may include:*
 - *Insults and coercion.*
 - *Social sabotage and sexual harassment.*
 - *Threats and/or acts of physical or sexual violence.*
 - *Abusive behavior aims to gain power and maintain control over the partner.*
 - *Abuse can occur in both heterosexual and same-gender relationships.*
 - *Such abuse may also constitute child sexual exploitation.*

Child Protection Procedures:

The prime concern at all stages must be the interests and safety of the child. Where there is conflict of interests between the child and parent, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Appendix A).

If a member of staff suspects abuse (e.g. through physical injury) they must:

- 1. Record their concerns.*
- 2. Report it to the CPLO/DSL / Principal immediately*
- 3. Consider whether there is a requirement for immediate medical intervention and if so, assistance must be called for*

4. *Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:*
- *Dates and times of their observations,*
 - *Dates and times of any discussions they were involved in,*
 - *Any injuries,*
 - *Explanations given by the child / adult, and*
 - *What action was taken*

The records must be signed and dated by the author.

Following a report of concerns from a member of staff, the CPLO/DSL must:

Decide if a referral is necessary:

- *If there are sufficient grounds for suspecting abuse, refer to the MOI Child Protection Centre Hotline (147 or 25632140).*
- *Include known facts, suspicions, allegations, and any contact with the child's family.*
- *If unsure, CPLO/DSL can discuss concerns with MOI Child Protection Centre for advice.*

No clear risk of harm:

- *CPLO/DSL will monitor the situation or seek advice from MOI Child Protection Centre.*

Confirmation of referral:

- *CPLO/DSL must confirm the referral in writing within 24 hours, including actions taken, using the referral form.*

Immediate danger:

- *If a child is in immediate danger, call the police (147).*
- *Notify the MOI Child Protection Centre and seek advice about informing the parents.*

Discuss with family (when safe):

- *Normally, try to discuss concerns with the family and seek their agreement before referral.*
- *Only do so if it will not increase risk to the child.*
- *The child's views should also be considered.*

Doubts about involving family:

- *Clarify with MOI Child Protection Centre or police whether parents should be informed and when.*
- *Help parents understand that a referral is in the child's best interest and the school's involvement in any investigation.*

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Urgent medical attention:

- *If a child needs urgent medical attention and abuse is suspected, take them to the nearest hospital after notifying MOI Child Protection Centre.*
- *Seeking advice from MOI Child Protection Centre about informing the parents.*
- *For suspected sexual abuse, delay medical examination until authorities can liaise with the hospital, unless the child's needs demand immediate attention.*
- *A responsible adult must be with the child if parents are not informed.*

When dealing with allegations against staff, governors and volunteers:

- *Report any concerns about the conduct of any member of staff or volunteer to the Principal within 24 hours of complaint.*
- *If an allegation is made against the principal, the concerns need to be raised with the School Board and Ministry of Private Education as soon as possible and within 24 hours.*
- *In either event the principal should contact the MOI Child Protection Centre Hotline: 147*

Child Volunteering Information:

- *Children may share information about abuse indirectly, such as through play, drawings, or other forms of expression.*
- *Children are more likely to talk about concerns with someone they trust, which may not necessarily be a senior staff member.*
- *The role of the staff member or volunteer is to listen and provide support, but not to investigate the potential abuse.*
- *Investigating abuse is the responsibility of child protection agencies.*
- *Any suggestion that a child's words have been influenced can damage legal action against the perpetrator.*

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 reactions. Be reassuring. – You can say "That must have been sad/hard for you," or "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.*
- *Avoid directly questioning the child as much as possible, 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 need 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/DSL immediately.
- Keep a copy of your notes
- Look after yourself by seeking some 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 table gives some examples of both

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

Avoid using “Why” as 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. “

...Or any statements or promises that you will not be able to fulfill.

Safe Working Practice:

It is essential that all staff working in DBS are aware of how to pass on any concerns about other members of staff and be conscious of how they should conduct themselves to minimize 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 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 an allegation is made against the principal, the concerns need to be raised with the Superintendent as soon as possible and within 24 hours.*
- *In either event the principal should contact the MOI Child Protection Centre on Telephone: 147 or 25632140*

Safe Professional Culture:

All staff 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 their role*
- *Avoid unnecessary physical contact with children. If physical contact is made:*
- *Ensure they are aware of and understand the rules concerning physical restraint*
- *Where it is essential for educational or safety reasons, to gain student’s permission for that contact wherever possible*
- *Remove a student from a dangerous situation or an object from a student to prevent either harm to themselves or others, then this should be recorded in 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*
- *Recognize 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 students outside of school. This includes:*
- *Communication with students in inappropriate ways, including personal e-mails and mobile telephones*
- *Passing your home address, phone number, email address or other personal details to students/children*
- *The transportation of students in your own vehicle without prior management approval*
- *Contact through social networking sites.*
- *Absolutely NOT house children overnight.*

All staff should:

- *Only use the school system to exchange e-mail with students. Do not use your personal email account(s)!*
- *Be careful about recording images of children and do this only when it is an approved educational activity. This is not allowed for children whose parents/guardians have submitted a "Media Non-Permission Form".*
- *Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school and/or ADEC policies.*
- *Allow children to change clothes with levels 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 students in closed rooms when senior staff have been made aware of this in advance and given their approval.*
- *Not accessing inappropriate material via the internet.*
- *Not allow boundaries to become blurred and unsafe in more informal settings such as out of school activities.*
- *Never use a physical punishment of any kind.*
- *Not attribute touch to their teaching style.*

All staff should inform the principal immediately if:

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

School Transportation

It is important to ensure children are transported safely without risk of harm or abuse.

All drivers must:

- *Hold a valid driving license for the type of vehicle being driven*
- *Have no medical condition which affects their ability to drive*
- *Ensure that any vehicle is roadworthy, including brakes, lights, tires, bodywork, wipers, mirrors etc.*
- *Adhere to the appropriate speed limit*
- *Ensure that all seat belts are working and worn by everybody in the vehicle*
- *Be familiar with, and drive in accordance with, the road regulations always*

DOCUMENT CONTROL

COMPLIANCE	
<i>Compliant with</i>	<i>Local legislation & Cognita ME, CIS and NEASC</i>

AUDIENCE	
<i>Internal</i>	<i>All staff in Dasman Bilingual School</i>

VERSION CONTROL	
<i>Author</i>	<i>Samar Dizmen & Fay Khan</i>
<i>Implementation</i>	<i>Annually-August to June</i>
<i>Review date</i>	<i>1st June Annually</i>