



School of Knowledge
St. Mary's Group of Schools
Tel. No. 06-5249797
website - www.soksharjah.com

CHILD PROTECTION AND SAFEGUARDING POLICY



REVIEWED BY	PRINCIPAL & SLT
REVIEWED ON	JUNE 2025
NEXT REVISION DATE	JUNE 2026

APPROVED BY: Principal and SLT

VISION OF THE SCHOOL

Striving for excellence, striding towards success and seeking new horizons for personal growth and worth.

MISSION STATEMENT

Each toddler walking through the gates of School of Knowledge is viewed as a talent reserve and the school works relentlessly towards empowering each and every child.

CORE VALUES

We believe:

- ✓ In fostering honesty, charity, justice and service to others.
- ✓ In empowering critical and creative thinking.
- ✓ In a collaborative learning environment that involves cooperation among students, teachers, school leaders, staff and parents.
- ✓ In enabling students to become global citizens to face the challenges of the 21st century.

POLICY STATEMENT

1. INTRODUCTION

The Governors and staff of School of Knowledge fully recognize the contribution towards the health and safeguarding of students. All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, and moral development of the individual student.

Our school fully recognizes the contribution it can make to protect students and support them in school. The policy applies to all staff, governors and volunteers as all adults who come into contact with students in their work have a duty to care, safeguard and promote their welfare.

2. AIMS OF THE POLICY

To ensure that the welfare and safety of students are paramount and there is a climate of trust, where disclosures are taken seriously and acted upon quickly.

To support the child's development in a way that will foster security, confidence, and independence.

To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

To ensure that there are clear procedures for reporting Child Protection concerns, which are known to everyone in the school.

To provide a systematic means of monitoring children known or thought to be at risk of harm.

To emphasize the need for good levels of communication between all members of staff.

To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.

To develop and promote effective working relationships with other agencies.

To ensure that all adults within our school who have access to children have been checked as to their suitability.

To provide effective training and support for whole staff members.

3. ELEMENTS IN THE CHILD PROTECTION POLICY:

3.1. PREVENTION: Positive school atmosphere, teaching, and pastoral support to students equipping them with the skills needed to keep them safe. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with students

3.2. PROTECTION: By developing and following agreed procedures for identifying and reporting identified cases or suspected cases of abuse. Ensuring staff is trained and supported to respond appropriately and sensitively to safeguarding concerns.

3.3. SUPPORT: To pupils and school staff and to students who have been victims of abuse.

3.1 PREVENTION: OUR SCHOOL COMMITMENT

We recognize that the school plays a significant part in the prevention of harm to the students by providing them with good lines of communication with trusted adults, supportive friends, and ethos of protection. The school community will therefore commit to:

Establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to. For example, through their relationship with their Class Teacher; Small Group work, Class Time lessons, Activity Lessons.

Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.

Included in the curriculum, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help.

Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Ensure that all staff and governors have access to regular training opportunities.

3.2 PROTECTION

All adults working with children have a responsibility to protect the students however some adults have specific responsibilities. These members of staff must receive additional appropriate training and support for their role.

All members of staff, or temporary staff, volunteers, and governors should know who the Designated Person for Child Protection within the school. They should also know and understand their responsibilities in being alert to the signs of abuse. Any member of staff with an issue or concern relating to Child Protection should raise these immediately with the Designated Person. The Designated Person will liaise with the appropriate statutory authority, parents and other relevant agencies as appropriate. Helpline number for Children-Social Service Department of Sharjah-800700/116111

3.2.1 THE ROLE OF THE DESIGNATED PERSON

The Designated Person has a specific responsibility to:

Ensure all staff members and students know who is responsible for Child Protection issues.

Ensure all staff members have read the Child Protection Policy and procedures are being followed appropriately.

Ensure parents understand the responsibility put on school staff members about Safeguarding.

Develop and review the whole-school policy for Child Protection. Organize regular Child Protection training for staff members and governors. Co-ordinate action where child abuse is suspected.

Liaise and discuss issues with parents.

Attend all meetings as required.

Keep Child Protection information and students records in a secure confidential file and share information on a “need to know basis”.

3.2.2 DEALING WITH A DISCLOSURE

There are many things staff should do to support a child who chooses to make a disclosure:

- Stay calm
- Listen carefully to what the child is saying noting the main points
- Talk normally without applying any pressure on the child and do not put words into the child's mouth.
- Reassure the child that what has happened is not their fault and that they have done the right thing by telling you.
- Tell the child whom you have to tell and explain why (Designated Person).
- Keep a full record (date, time, what the child said/did) in the designated filing cabinet. (Locked in the principal's office)
- Allegations of child abuse should be given the highest priority and referred immediately to the Designated Person.

3.2.3 RECORDS AND MONITORING

It is crucial to keep accurate records where there are concerns about the welfare of a child. These records are confidential and are therefore to be kept separately from the child's educational records. All staff are made aware of the need to record and report concerns about a student or students within the school. The Designated

The Child Protection Officer is responsible for such records and at what time they should be released. Confidentiality is essential and all Child Protection files are kept in a secure location.

3.2.4 CATEGORIES OF POSSIBLE ABUSE

There are four main categories of potential abuse of which all members of staff should be aware. These are:

Physical abuse

Sexual abuse

Neglect

Bullying

Internet

Abuse of Trust

Abuse of trust occurs when a caregiver exploits a position of trust or authority for personal gain

. Emotional abuse

Signs of physical abuse are the actual or likely physical injury to a child or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation. Signs of physical abuse may include:

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses are given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries
- Admission of punishment which appears excessive.
- Bald patches
- Withdrawal from physical contact
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away.

Sexual abuse is the actual or likely sexual exploitation of a child or adolescent. Possible signs of Sexual abuse may include:

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to the age
- Tendency to cling or need constant reassurance.
- Tendency to cry easily.
- Regression to younger behaviour, such as thumb-sucking, playing with discarded toys or acting like a baby.
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- unexplained gifts or money
- Depression and withdrawal.

Neglect is the failure to protect a child from exposure to any kind of danger – resulting in significant impairment of the child's health or development including non-organic failure to thrive. Signs of neglect may include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- The poor state of clothing
- Emaciation
- Frequent lateness or non-attendance
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging.

Emotional abuse can be thought of as the actual or likely severe adverse effect on the emotional and behavioural development of a child by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse. Signs of emotional abuse will include:

Physical, mental, and emotional development lags

Admission of punishment which appears excessive

Over-reaction to mistakes

Continual self-depreciation

Sudden speech disorders

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (for example, rocking, hair-twisting, thumb-sucking)

Self-mutilation

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Running away

Compulsive stealing or scavenging.

It is important to note that these signs are not proof but can give rise to suspicion and these suspicions must be reported and logged.

3.3 SUPPORTING THE CHILD

At School of knowledge, we understand and recognize that a child student who is abused or has been witness to abuse may find it difficult to develop a sense of self-worth and may not positively view the world. School may be the students' only secure and stable environment. This may result in them communicating their feelings through challenging or defiant behaviour or they may become withdrawn from situations. They may feel worthless, humiliated, or helpless and have a sense of blame. It is also recognized that some students who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach so that the student receives the support and appropriate help they require.

Professional Confidentiality

Confidentiality is basically to fully understand and introspect the problem in the best interest of the child. This is to respect and gain the confidence of the child. It also helps them to be more approachable. School staff can support all children through:

Curriculum content

The school ethos promotes a positive, supportive and secure environment which gives all pupils a sense of being valued and respected

The school behaviour policy which ensures the pupil to know their behaviour is

unacceptable, but they are valued and not blamed for any abuse which has occurred

A consistent approach from all staff

Liaison with outside agencies to support the pupil and their families

A commitment to developing productive and supportive relationships with parents to get the best outcomes for the student

Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying

Liaising and working together with all other support services and those agencies involved in the safeguarding of children

SUPPORTING SCHOOL STAFF

School staff must protect themselves, especially when meeting on a one-to-one basis with students. Staff should bear in mind that even innocent actions can be misconstrued. It is advised that any discussions with a child take place in a room with a window or the door should be left open. Physical contact with pupils should be appropriate. There are occasions where a child may need to be touched e.g., following an accident, needing to be changed, etc. Wherever possible this should be with two adults present.

CONCERNS AGAINST MEMBERS OF STAFF

If a colleague's activities are causing concern, staff should discuss them confidentially with the principal who will discuss this with the designated person for Child Protection.

All staff will be subject to a rigorous recruitment and selection procedure designed to recruit the best people for the job and deter unsuitable applicants.

All members of staff are subject to police criminal background checks before employment.

Should a student accuse a member of staff of physically or sexually abusing them, the matter should be referred immediately to the designated Child Protection Officer who will immediately seek advice from the principal.

Should the allegation be made against the principal, the designated person for Child Protection, the Chair of Governors and the Managing Director of the Vicariate schools should be immediately informed.

The principal should consider whether there is sufficient substance in the allegation to

warrant an investigation. In any case, the Principal should seek advice from the Chair of Governors and the Managing Director.

The Managing Director will advise the Principal of the procedure to follow depending on the allegation or incident. The member of staff should be kept informed of the procedure. The member of staff should be told not to discuss the allegation or incident with any other member of staff or students.

The Principal will follow the Managing Director's advice and keep detailed notes of discussions with relevant staff.

4. VISITORS TO THE SCHOOL

All visitors must make themselves known to the Main School Office. They should be asked to sign in and out and reach the person for Child Protection Documentation by the Reception Area.

All members of staff are responsible for asking visitors why they are on-site and ensuring they are not left alone with students.

Care must be taken that visitors are not left unsupervised when students and young people are present. This includes visitors to the school, parents, contractors, etc.

All parents/careers who volunteer in school should have attended an induction session.

Visitors, who have no legitimate reason to be on site when students are present, must be asked to leave.

A person should not be visiting regularly when students are present (other than to drop off or collect) as this could give them access to other students.

STAFF TRAINING

Training will take place every year as part of the program at the start of the academic year. It will be facilitated by the Designated Child Protection Officer. The purpose behind staff training is to ensure that everyone in the school is aware of procedures to be followed and the signs of possible child abuse. All members of staff will develop their understanding of the signs and indicators of abuse. All members of staff will know how to respond to a pupil who discloses abuse. All new members of staff will be given a copy of the Child Protection procedures as part of their induction into the school and be briefed by the Child Protection Officer.

MONITORING, EVALUATION, AND REVIEW

The Principal together with the members of the committee will monitor and evaluate this policy by:

Reviewing practice against the procedures outlined

Reviewing this policy in line with current guidance and research.

Listening to children, staff, and families and considering their views and comments.

Students, who repeatedly and wilfully misbehave, do not follow instructions, hinder the lesson, display disrespectful or inappropriate behaviour will be removed from the session. Parents will be sent an email detailing the incident.

In the United Arab Emirates, child protection laws are taken seriously, these laws encompass various aspects, including safeguarding against abuse, providing a safe learning environment, and promoting the overall well-being of children.

At the School of Knowledge, we respect and adhere to these regulations to ensure the safety and welfare of our students.

Circular No. 1 of 2023 Regarding Promoting a Safe School Environment

In accordance with the Code of Conduct for Education Professionals in General Education and the Federal Decree Law No. 18 of 2020 on Private Education, we would like to emphasize the need for all schools to adhere to the following principles:

1. Fostering national identity and instilling positive moral values among students.
2. Raising awareness of the UAE's achievements in humanitarian and relief work, while highlighting the honourable image of the country and its commitment to giving and extending a helping hand to other countries, cultures, ethnicities, and communities worldwide.
3. Refraining from discussing political events with students and parents, while ensuring

classrooms remain free from any political discourse.

4. Avoiding displaying visual or written materials related to political events that may negatively impact students' emotions within the school environment.
5. Encouraging responsible and positive use of social media among students and urging parents to monitor their children's online interactions and inform the school of any concerning activities that need immediate intervention.
6. Promoting peaceful coexistence, tolerance, and mutual acceptance among the citizens and residents of the UAE while refraining from any discourses that may incite hatred, violence, or racial discrimination within the school community.
7. Avoiding any classroom or extracurricular activities that may provoke disputes among different segments of the school community.
8. Avoiding topics that promote immoral or extremist concepts and ideas contradicting the national identity of the UAE.
9. Encouraging parents to engage in open dialogue with their children to promote the concepts of tolerance, peaceful coexistence, and respect for all members of the UAE society, which is distinguished by cultural, religious, and ethnic diversity.
10. Ensuring safe spaces and open communication for students and the school community to address and monitor challenges, while involving educational bodies when needed.
11. Inviting parents to seek guidance from the school's counsellors to address any challenges related to current political events they may face with their children.
12. Obtaining the required approvals from the relevant authorities in planning any activities that involve collecting donations for any internal or external cause.
13. Complying with Circular No. 1 of 2022 regarding the commitment of private schools to national identity within the school environment.

14. Monitoring and addressing all forms of bullying, such as those based on religion, ethnic background, color, or nationality, and following established protocols for handling them.

15. Educating school staff about the importance of adhering to the Code of Conduct for Education Professionals and implementing the school's Code of Conduct when addressing any related violations.

16. In the event of non-compliance with this circular, legal measures will be taken in accordance with applicable legislation.

Addressing Bullying in Schools

Addressing Bullying in Schools:Training Manual'



National Child Protection Policy in Educational Institutions in United Arab Emirates

<https://www.moe.gov.ae/En/Legislation/Documents/National%20Child%20Protection%20%20Policy-EN.pdf>



Wadeema's Law **<https://u.ae/-/media/Information-and-services/Social-Affairs/En-Federal%20law32016childrenrightsEn-Wadeemas-law.pdf>**



Cabinet Regulations No (52) of 2018 On the Executive Regulations of the Federal Law No (3) of 2016 Concerning Child Rights Law "Wadeema"

https://drive.google.com/file/d/1g5xVC68qbub717dVJMuX0WADXsxTwR5W/view?usp=drive_link



Child Rights Guidelines

https://drive.google.com/file/d/1KyjqeCuH2SslbWlrvKkbP1qL1fiVgab/view?usp=drive_link



Child Digital Safety

<https://www.digitalwellbeing.ae/en/children>

