

Dubai National School - Al Barsha

DNS Child Protection and Safeguarding Policy



Policy Title:	Child Protection & Safeguarding Policy	Child Protection Officers:	Phase 1: Maha Khalaf Phases 2-4: Yasser Sweileh
Guidelines Adopted:	UAE Ministry of Education, KHDA, Dubai National School and International Organizations		

Mission

Dubai National School Al Barsha is a vibrant international community, deeply rooted in a culture of kindness that creates and empowers leaders and independent thinkers with integrity, character and drive.

Identity Statement

Dubai National School offers an enriched American curriculum to its students. Beyond its rigorous academic program, DNS prepares students to lead successful lives through the exceptional diversity of its community and the extra-curricular experiences that contribute to the development of the whole person. This policy is one of a series in the school's integrated safeguarding portfolio. The school's safeguarding arrangements are inspected by KHDA under the judgments for: The protection, care, guidance and support of students, and leadership and management. This policy is available on the school's ISS system and Google drive. All staff and volunteers are required to read it and confirm through e-mails, school WhatsApp groups, child protection registers and ISS staff accounts before starting new academic year.

Policy Statement

We recognize our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and SAC members and are consistent with the MOE and KHDA Child Protection & Safeguarding Guidelines.

Policy principles:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- All children, regardless of age, gender, ability, culture, race, language and religion have equal rights to protection
- Children who are safe and feel safe are better equipped to make academic improvement & behavior development.
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole school community of students, parents, staff, volunteers and SAC members will therefore be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child
- If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to relevant statutory body and govt. department. Child protection officer can make a referral to external agencies, but internal referral can be made by anyone in school community. If the child's situation does not appear to be improving, any staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some stage
- Students and staff involved in child protection issues will receive appropriate care and support
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review

Aims:

- To provide clear guidance and direction to staff and faculty about expected codes of behavior in dealing with child protection concerns in school
- To integrate safeguarding issues into the curriculum
- To make explicit the school's commitment to the continued development of good practice so that child protection concerns, and referrals are handled sensitively, professionally and in ways that support the needs of the child
- To take account of policies in related areas such as the behavior policy, health & safety, and Inclusion Policy.

Definitions

Child - For the purposes of this policy, a "child" is defined as anyone under the age of 18, in line with the UN Convention on the Rights of the Child

Abuse – According to the **World Health Organization**, "Child abuse" or "maltreatment" constitutes 'all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

Cruelty to children will be considered a "child abuse" as such behavior causes significant harm to a child. It also includes knowingly failing to prevent serious harm to a child. All forms of cruelty are damaging – it can be harder to recover from the emotional impact than from the physical effects.

Neglect - A form of maltreatment over a long period of time, including nutritional neglect, failure to provide medical care or protection from physical or social danger. This implies the failure of parents to act properly in safeguarding the health, safety and well-being of the child or young person. These may include: - constant hunger or tiredness; frequent lateness or absence, poor personal hygiene, untreated medical problems; running away, stealing, low self- esteem, and discrimination.

Physical Abuse - Actual or likely physical injury to a child. These may include: - unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help, fear of physical contact, fear of going home, over aggressive or defensive tendencies, fear of removing clothes, bites, lashes, facial injuries.

Sexual Abuse - Actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that violate social taboos or family roles. These may include tendency to cling, tendency to cry, genital itching, acting 'like a baby', distrust of familiar adults, and wetting and/or soiling, fear of undressing, throat infections, depression, and fearful/panic attacks.

Emotional Abuse - Actual or likely severe adverse effects on the emotional and behavioral development of a child by persistent or severe emotional ill-treatment, deal inappropriately, or rejection. These may include: - physical, emotional, developmental delay; over-reaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb- sucking, rocking, anxiety.

Potential Abuse - Situations where children may not have been abused but where social and medical assessments indicate a high degree of risk. This infers children might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.

Bullying - **Any** persistent and uninvited behavior which insults, hurts or intimidates someone.

Professional Development of Staff - Training and guidance will be provided to new/untrained staff members in the induction week of each new school year. All procedures found in the Child Protection Policy will be clearly communicated. Any changes and amendments subsequently made to this policy will be shared in a staff meeting.

ROLES AND RESPONSIBILITIES:

Class Teachers - As Class teachers you will, in most cases, be the first person to raise a concern. You are expected to collate detailed, accurate and secure written records of concerns and communicate with the designated Child Protection Officer.

School Doctor and Nurses - In your role as the School Doctor or Nurse you are to ensure that any relevant information obtained during your duty is communicated to the Child Protection Officer. These may include types of abuses, injuries, attendance and frequency to the clinic.

School Counselors - Confidentiality is a major feature in your role as school counselor. However, should the student share any information that is covered in our Child protection Policy you are required to immediately report this to the appropriate school authority or Child Protection Officer.

Child Protection & Safeguarding Officer – CPSO is a professional role which is more suitable to a Senior School Member, who is directly dealing with the abuses of children. CPSO therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff to make appropriate internal referrals and carry forward recommended interventions under the guidance of section Counselors. The role of the Child Protection & Safeguarding Officer is to take the appropriate interventions for the identified cases with support from other relevant professionals within school like Clinic Staff and Counselors to discuss the cases and keep updating information to Head of Inclusion/ Health & Safety Officer/School Principal /Director. The Child Protection & Safeguarding Officer maintains document evidence and records of interventions and work collaboratively with community organizations, and other agencies as they are set up in the UAE by government for the Justice, Care and Support system.

The following are the main duties of CPSO:

- Takes lead responsibility for safeguarding and child protection in the school, which will not be delegated to other staff
- Is appropriately trained, receives refresher training annually and regularly updates knowledge and skills to keep up with any developments relevant to the role
- Acts as a source of support and expertise to the school community
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Has a working knowledge of relevant UAE law, education inspection process, and inter- agency support
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the student's general file
- Refers cases of suspected abuse to Children's Social Care, or the Police as appropriate
- Attends and/or contributes to child protection conferences, strategy meetings
- Coordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy
- Has a working knowledge of relevant national safeguarding guidance
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of students, parents, staff, volunteers and SAC members
- Liaises with the nominated Academic Board Member and School Health & Safety Officer, and Supervisor wherever appropriate
- Keeps a record of staff attendance at child protection training
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means.
- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- Ensures that all SAC members and other administrative staff are aware of the responsibility under UAE Law.

CHILD PROTECTION AND THE CURRICULUM

The school curriculum is important in the protection of children. We aim to ensure that curriculum addresses the teaching of skills and understandings related to personal safety and protective behaviors, and social and emotional skills (e.g. listening, negotiation, responding with empathy,) in all subjects across all year levels.

Curricular Topics related to Child Protection & Safeguarding:

- To introspect and assess the positive character strengths
- Positive attitude and thinking
- Good interpersonal relationship development
- Evaluate others' behaviors and attitudes towards you in school
- Management of emotions and mood changes
- Risk factors related to different forms of abuses
- Develop good communication skills
- When, where, why and to whom you can consult in school, if you are facing abuse or any other problem in school
- Understand limits and follow self-strategies for your own protection and safeguarding
- Online safety

What does this policy mean to students?

Students will:

- Know better about themselves and identify weaknesses and strengths
- Develop good communication with positive interpersonal relationships
- Help them to understand risk factors and abusive behaviors from others
- Learn about the self-protection and safeguarding strategies
- Know about the importance of online safety
- Feel safe, secure and included in the school community
- Learn when, where, why and to whom to approach for help
- Increase the knowledge about child protection and safeguarding procedures and protocols
- Help themselves to promote positive attitude and thinking

HOW MIGHT WE RECOGNIZE STUDENTS WHO REQUIRE OUR PROTECTION?

By observing, viewing online information (screen shots of social media sites) or listening to a student who may:

- Exhibit significant changes in behavior, performance or attitude
- Change their manner or engagement, their friendship groups or display significant emotional changes
- Have an injury which is not typical of the bumps and scrapes normally associated with children's activities
- Regularly have unexplained injuries
- Have frequent injuries, even when apparent, reasonable explanations are given
- Offer confused or conflicting explanations about how injuries were sustained
- Disclose an experience in which he/she may have been significantly traumatized
- Children who are dirty, smelly, poorly clothed or who appear neglected
- Children who are facing any form of abuse like physical, emotional, sexual abuse etc

Elements of A Child Protection Policy With Procedure:

1. Personnel Recruitment

ELEMENTS	PURPOSE
Police check for information of previous convictions or investigations relating to child protection	To ensure that you are not employing a convicted child abuser to work with vulnerable children and to deter convicted child abusers from applying
Minimum of 2 references (not family, more than 2 years relationship with candidate): check that the two referees are genuine as well as asking them to provide a reference	To ensure that staff are suitable for the specific position they are applying for in terms of character and skills. This is especially important in situations when police checks are not available
Commitment to child protection policy must be a condition of employment	To signal the importance of child protection within the organization and to hold personnel accountable to upholding standards
Candidate specification included with job description	To ensure that you recruit the best person for the job (above and beyond child protection issues) by assessing applicants according to pre-determined specific essential and desirable skills
Successful candidate must sign personal declaration of criminal convictions	To ensure that you are not employing a convicted child abuser to work with vulnerable children and to deter convicted child abusers from applying. This is especially important in situations when police clearance (PCC) is not available
Standardized interview process	To ensure that you recruit the best person for the job (above and beyond child protection issues) by assessing applicants according to pre-determined specific essential and desirable skills. To ensure that every recruitment opportunity is used to explore candidates' suitability for a post in relation to child protection issues. To ensure that all candidates are judged based on equal opportunity
Attentiveness to suspicious gaps in employment history and use of references to clarify concern	To find out whether there have been previous child protection concerns relating to when the candidate was working for other organizations and whether this might have led to dismissal or frequent changes in jobs; to explore whether periods of absence from employment may be due to e.g. time in custody, and suspicious activity
One member of the recruitment panel has undergone training / is familiar with issues of child protection and safeguarding	At least one person should have specialist knowledge of child protection and safeguarding related interview questions & identify warning signs before finalizing any staff recruitments. This will help us to implement policy effectively in school.
Advertisements for job vacancies refer to the child protection policy and screening	To deter child abusers from applying and to communicate your organization's seriousness & transparency about child protection issues
Candidates who wish to become volunteers of the organization are equally bound to sign a statement of commitment to the organization's child protection policy and undergo training on child protection	To ensure comprehensive protection for children from all personnel who have direct or indirect contact with children through the organization (not just paid employees)

2. Education And Training

ELEMENTS	PURPOSE
Induction process for all representatives, including child protection policy principles and procedures, learning about, recognizing and responding to child abuse	Having a 'child-safe' organization depends on all personnel associated with the organization fully understanding the child protection policy and procedures, knowing exactly what to do as part of their ongoing work and also in case of an incident, knowing where to get further advice and support. Personnel must feel confident and comfortable in discussing child protection issues
Organizational atmosphere encourages opportunities to question and learn about child protection issues	To overcome taboos related to discussing child abuse in order to create an open and aware culture where secrecy is not allowed to prevail, and learning is maximized
Training on behavior and discipline guidelines with school's code of conduct is available for those with direct contact with children	To make sure that guidelines are understood and implemented in practice, giving personnel the opportunity to discuss and work through challenges and to have clear guidance where circumstances may be less clear-cut
Orientation given to children themselves on all relevant aspects of the organization's child protection policy and procedures	To ensure that children know how to protect themselves, what behavior to expect from personnel and from each other, to know the difference between 'good touch' and 'bad touch' and when and how to speak out if they feel uncomfortable. To open opportunities for children to input into ongoing implementation and review of child protection policy and procedures
New representatives to receive child protection training as soon as possible (within 3 months at latest)	Training schedules for personnel/timelines and deadlines are important so that child protection remains a priority and does not become side lined by other issues
Existing representatives to receive child protection training within designated period of the child protection policy coming into force (3 months)	
Training should be flexible and accessible for part-timers and volunteers	To respond to the different needs of different personnel
Training available on acceptable & unacceptable sharing of information on children	To respect children's right to privacy and confidentiality, and to protect children from those who may use information about them to cause them harm
Emotional / counselling support available for individuals (including children) participating in training / orientation in the case of an emotional reaction to the topics	To support personnel and children to cope with possible emotional effects of discussing issues around child protection, and that there is someone they can speak to if such discussions raise painful issues in relation to their own past
Constant re-evaluation and updating of training and education	To ensure that information being given is as up- to-date as possible and that personnel find it relevant to their work, that every opportunity is taken to maximize the quality, effectiveness and impact of training and education

3. Management Structure

ELEMENTS	PURPOSE
Open lines of communication, atmosphere of support and encouragement for reporting, positive environment for giving and receiving feedback	Creating a 'child-safe' organization depends on having clear structures and an open and aware culture in place to ensure that all personnel and children feel confident and comfortable speaking out and implementing child protection safeguards
Designated person to implement the child protection policy	Officially assigning responsibility for child protection issues to one person as part of their job description ensures that child protection is prioritized within the organization and that it doesn't fall through the gaps
Role of designated child protection officer is clearly defined	To ensure that everyone in the organization is clear about the extent of the roles and responsibilities of the designated person, so that expectations on all sides are clear and that deliverables are monitored
Ongoing supervision, monitoring and support for all personnel	To ensure that child protection policy and procedures are understood and being implemented and that any problems or queries are dealt with as soon as they arise
Child protection issues are included in regular, formal staff evaluations / appraisals	To provide a two-way forum for discussing areas of concern regarding the individual's part in implementing the organization's child protection policy and procedures. To assess existing knowledge and to identify further training needs on an individual basis. To provide an opportunity for personnel to input into suggestions for improvement and to feed into overall organizational monitoring of the child protection policy
Management should reflect core principles and values, uphold professional approach and demonstrate awareness of abuse	Having a 'child-safe' organization depends on strong and proactive support for child protection issues from management at all levels. Management should demonstrate leadership in this area and act as role models
Disclosure of personal information on children limited to those who need to know	To ensure that there is a system in place for information storage and sharing (both hard copy and electronic) - that does not solely rely on individual practice - that ensures respect for children's right to privacy and confidentiality, and that protects children from those who may use information about them to cause them harm
Child Protection Officer and Academic Board overall responsibility/oversight to ensure implementation	To ensure that CPO and Academic Board takes the issue of child protection seriously and that there is a collective body "SAC" with which to share responsibility for child protection implementation.
Incorporate child protection into regular internal & external programs and organizational evaluations / assessments	Internal assessment monitors the progress of child protection policy implementation against targets agreed. External assessment promotes and ensures objectivity and transparency (which encourages an open and aware culture to prevent abuse) and provides a different/fresh perspective/recommendation for improvement on child protection policies and procedures in school

4. Behavior Protocols

ELEMENTS	PURPOSE
Code of Conduct developed as appropriate to the organization that includes guidelines on appropriate behavior of personnel towards children. The Code of Conduct should include a statement which encourages personnel to interpret the Code in a spirit of transparency and common sense, with the best interests of the child as the primary consideration	To clarify what constitutes appropriate and inappropriate behavior towards children. To ensure that all personnel understand and abide by behavior which create a 'child safe environment' that respects children's physical and mental integrity/space/privacy. Behavior guidelines also allow children to know what behavior to expect from personnel and from each other, to know the difference between 'good touch' and 'bad touch' and when to speak out if they feel uncomfortable. To avoid potential misunderstandings which may lead to false allegations of child abuse
Code of Conduct developed in collaboration with children that includes guidelines on appropriate behavior of children towards other children	To ensure that children know what behavior to expect from each other, to know the difference between 'good touch' and 'bad touch' and when to speak out if they feel uncomfortable.
Display the Codes prominently/make them easily accessible for all organization representatives and children	To act as a constant reminder and to be a point of easy reference in times of doubt and emergency
Representatives to promote copies of the Code in all situations where the organization is responsible for bringing children into contact with adults	To ensure that children's best interests remain safeguarded even beyond the scope of the immediate project environment: e.g. when children participate in workshops and conferences with adults present, when they travel to events and when they receive visitors from donor organizations and NGOs etc.

5. Communications About Children

ELEMENTS	PURPOSE
<p>Communication Guidelines developed including the essentials and as many desirables as possible:</p> <ul style="list-style-type: none"> - Acquire permission of child/guardian/ responsible NGO to use images for publicity/ fundraising/ awareness (informed consent) as much as possible - Let people give their own accounts as much as possible rather than others speaking on their behalf; highlight ability of people to take responsibility and action for themselves - Accurate and balanced portrayal of children, with emphasis on dignity and as much reference as possible to their social, cultural and economic environment - Balanced portrayal even in cases of 'victimhood' (recommended use of 'before' and 'after' images/stories) - Accurate representation of children: avoid manipulation or sensationalizing text and images, emphasis on dignity - Establish system of signed consent for use of organization's visual materials by outside individuals/organizations with ramifications for misconduct - Avoid degrading, victimizing or shaming language and images, making inaccurate generalizations, discrimination of any kind, taking pictures out of context (try to provide informative caption) 	<p>To clarify what constitutes appropriate and inappropriate use of communications (images, stories, case studies, personal information) in relation to children</p> <p>To ensure that all personnel understand and abide by guidelines which create a 'child safe environment' that respects children's physical and mental integrity, privacy and dignity and that protects children from those who may use information about them to cause them harm</p> <p>To promote a culture that portrays children accurately, emphasizing their role as actors in their own development and that of their peers and communities whilst also acknowledging their vulnerability</p>
<ul style="list-style-type: none"> ❖ Children must be appropriately clothed in images and not in sexually provocative poses ❖ No personal and physical information to identify location of a child that could put them at risk, to be put on website or in communications ❖ Always ask permission before taking photos of children except in exceptional circumstances 	

6. Reporting And Reaction Protocol

ELEMENTS	PURPOSE
Guiding principle of the best interests of the child	To act as a constant reminder in situations where difficult decisions need to be made, especially in countries where there are limited infrastructures in place that the reporting and reaction protocols remain child-focused and child-centered at all times, above and beyond the demands of local government. e.g. 1). If a child reports an incident of abuse by a staff member, is it in the best interests of the child to report the matter immediately, even if the designated child protection contact is not available, or to wait until that person returns 2). If a child reports abuse by a visitor to the project, is it in the best interests of the child to report the incident to the police / authorities
<ul style="list-style-type: none"> - Standardized process clearly outlined and made available to all representatives and children to include reporting and storing information - Develop and make available a standardized reporting form - Relevant contact details for child protection services, social services department - CDA, police, emergency medical help and helplines readily available and easily accessible to representatives 	<ul style="list-style-type: none"> - To ensure that everyone in the organization is working to the same standards - To ensure that sensitive information that emerges through the reporting and reaction process is kept confidential and shared only on a need-to-know basis
<ul style="list-style-type: none"> - Guidance to all representatives on confidentiality and information sharing 	<ul style="list-style-type: none"> - To ensure that everyone, including children, is confident and comfortable with procedures - To ensure that procedures are easily available in times of emergency when clear guidance can help to avoid panic - To ensure that all personnel have guidance on when the principle of confidentiality comes second to the need to share certain information in the best interests of the child
<ul style="list-style-type: none"> - Obligation on all representatives to report all concerns immediately to designated person (s) who in turn may seek guidance in the local context or from local social services/police 	<ul style="list-style-type: none"> - To ensure that all personnel take responsibility for reporting rather than if someone else will take things forward and that concerns are raised with the person best qualified within the organization to respond
<ul style="list-style-type: none"> - Obligation to take appropriate steps within the organization's power to protect the child from further harm 	<ul style="list-style-type: none"> - To ensure that the response is guided by concern for the welfare of the child above all else, with decisions made in the best interests of the child
<ul style="list-style-type: none"> - Develop and make available a standardized management flowchart for reporting suspected abuse 	<ul style="list-style-type: none"> - To clarify lines of reporting and responsibility in an easy-to-use/ understand format
<ul style="list-style-type: none"> - Further guidelines are made available on dealing with allegations from a child e.g. to reassure; listen carefully and calmly, try not to repeat questions, do not promise secrecy, take steps to ensure their safety, distinguish between what the child actually said and your interpretation; do not permit personal doubt to prevent you from reporting 	<ul style="list-style-type: none"> - To ensure that personnel are clear about the approach to take when a child makes an allegation that: a relationship of trust is established, that trauma experienced by the child is minimized in the telling of the abuse; and that the incident is reported with the greatest possible factual accuracy. To ensure that the child understands that the issue may need to be taken further
<ul style="list-style-type: none"> - Guidance on dealing with allegations from a child that ensure that the child is treated with respect 	<ul style="list-style-type: none"> - To ensure that the child is taken seriously and treated in the way you yourself would wish to be treated in a similar situation

7. Ramifications of Misconduct

ELEMENTS	PURPOSE
In the case of an allegation by a named individual from a verifiable source, the accused individual to be suspended (on full pay if relevant) pending outcome of an independent investigation	To ensure that the child in question/children in the project in general are protected from further harm
Outline disciplinary and other steps which may include reporting to the police	To ensure that child protection is taken seriously, and ramifications are standardized as part of institutional practice and made clear as part of terms and conditions of employment/association with the organization
Adverse determination from an investigation should be open to challenge through an appeals process	To ensure that justice is fully adhered to

The law and guidance set within the UAE is as follows:

- UAE Federal Law No. 3 of 2016 on children’s rights (Wadeema’s Law)
- UAE Department for Health, School Health Guidelines for Private Schools 2011
- UAE School Inspection Framework 2016, Section 5 The protection, care, guidance and support of students

Notifying Parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the CPSO will contact the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from relevant UAE agencies.

**APPENDIX -A
CATEGORIES OF
ABUSE**

PHYSICAL ABUSE

- *Is actual or attempted physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented*
- *Unexplained injuries or burns (particularly if they are recurrent)*
- *Improbable excuses given to explain injuries*
- *Refusal to discuss injuries*
- *Fear of parents being contacted*
- *Withdrawal from physical contact*
- *Fear of returning home*
- *Fear of medical help*
- *Aggression towards others*
- *Self-destructive tendencies*

EMOTIONAL ABUSE

- *Failure to provide for the child's basic emotional needs such as to have a severe effect on the behavior and development of the child. This includes conveying to children the feeling that they are worthless or unloved.*
- *Physical/mental/emotional developmental lags*
- *Admission of punishment which seems excessive*
- *Over reaction to mistakes*
- *Fear of new situations*
- *Inappropriate emotional response to painful situations*
- *Neurotic behavior (e.g., rocking, thumb sucking etc.)*
- *Fear of parents being contacted*
- *Self-mutilation*
- *Extremes of passivity or aggression*

SEXUAL ABUSE

Where a child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) – including organized networks. This definition holds whether there has been genital contact or not, the child is said to have initiated the behavior.

Signs and Symptoms

- *Age-inappropriate sexual knowledge, language, behaviors*
- *Loss of appetite or compulsive eating*
- *Regressive behaviors such as thumb sucking, needing previously discarded cuddly toys*
- *Becoming withdrawn, isolated*
- *Inability to focus*
- *Reluctance to go home*
- *Bed-wetting*
- *Drawing sexually explicit pictures*
- *Trying to be 'extra good'*
- *Over-reacting to criticism*
- *Have outbursts of anger/irritability*

NEGLECT

Refers to persistent or deliberate failure to meet a child's physical or psychological needs e.g. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give adequate response to a child's emotional needs:

- *Constant hunger*
- *Poor personal hygiene*
- *Constant tiredness*
- *Poor state of clothing*
- *Frequent lateness and/or unexplained non-attendance*
- *Untreated medical problems*
- *Low self-esteem*
- *Poor peer relationships*
- *Stealing*

Child Protection and Safeguarding Core Committee

#	Name of Professional	Designation	Phone No.
1.	Suad Abu Harb	School Principal	+971-50-5901607
2.	Yasser Sweileh	Health, Safety & Security Officer Child Protection & Safeguarding Officer (Phases 2-4) Supervisor of Grade 7 (Boys)	+971-50-5901607
3.	Maha Khalaf	Child Protection & Safeguarding Officer (Phase 1) Counselor of Grades KG- 1	+971-55-3297181
4.	Shaaban Hussein	Head of PE Department	+971-50--5243190
5.	Dr. Moshera Zakey	School Clinic Doctor	+971-55-2442906
6.	Ghada Al Jayyusi	Supervisor of Grade 3	+971-509506675

APPENDIX -B WHAT TO DO ON DISCLOSURE

Stay calm (Don't over-react, however shocked you may be)



Listen, hear and believe (Listen carefully, take it seriously)



Give time for the person to say what they want (Don't make assumptions and don't offer alternative explanations, ask questions beginning with Tell me about...Explain...Describe... Avoid 'who, what, when, where' questions)



Reassure and explain that they have done the right thing in telling. (Do not promise confidentiality; explain that only those professionals who need to know will be informed)



Record in writing as near verbatim as possible and as soon as possible on a Disclosure Form (Use the child's own words, make your record as soon as possible after the event, so that you don't forget anything, and include information about what action was taken afterwards)



Report to the Child Protection & Safeguarding Officer

Involvement of Outside Agencies

Dubai Foundation for Women and Children (DFWAC)

This is the first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse and human trafficking. It was established in July 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services in accordance with international human rights obligations. The Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually and emotionally abused women and children, prevent ongoing abuse and the escalation of violence and promote social awareness through education and outreach.

DFWAC provides:

- A safe shelter
- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance
- Helpline 800 111 or email help@dfwac.ae
- Website – www.dfwac.ae

Dubai Police Human Rights Department 24/7 Duty Officer 056 6862121

Latifa Hospital Child Welfare Unit

Tel: 04 2193000

Fax: 04 3241717

PO Box 4115 Dubai, UAE

Community Development Authority and Al Ameen Center Dubai, UAE

Website - <https://www.cda.gov.ae> ; <https://www.alameen.ae>

Working Hours: 24 Hours



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