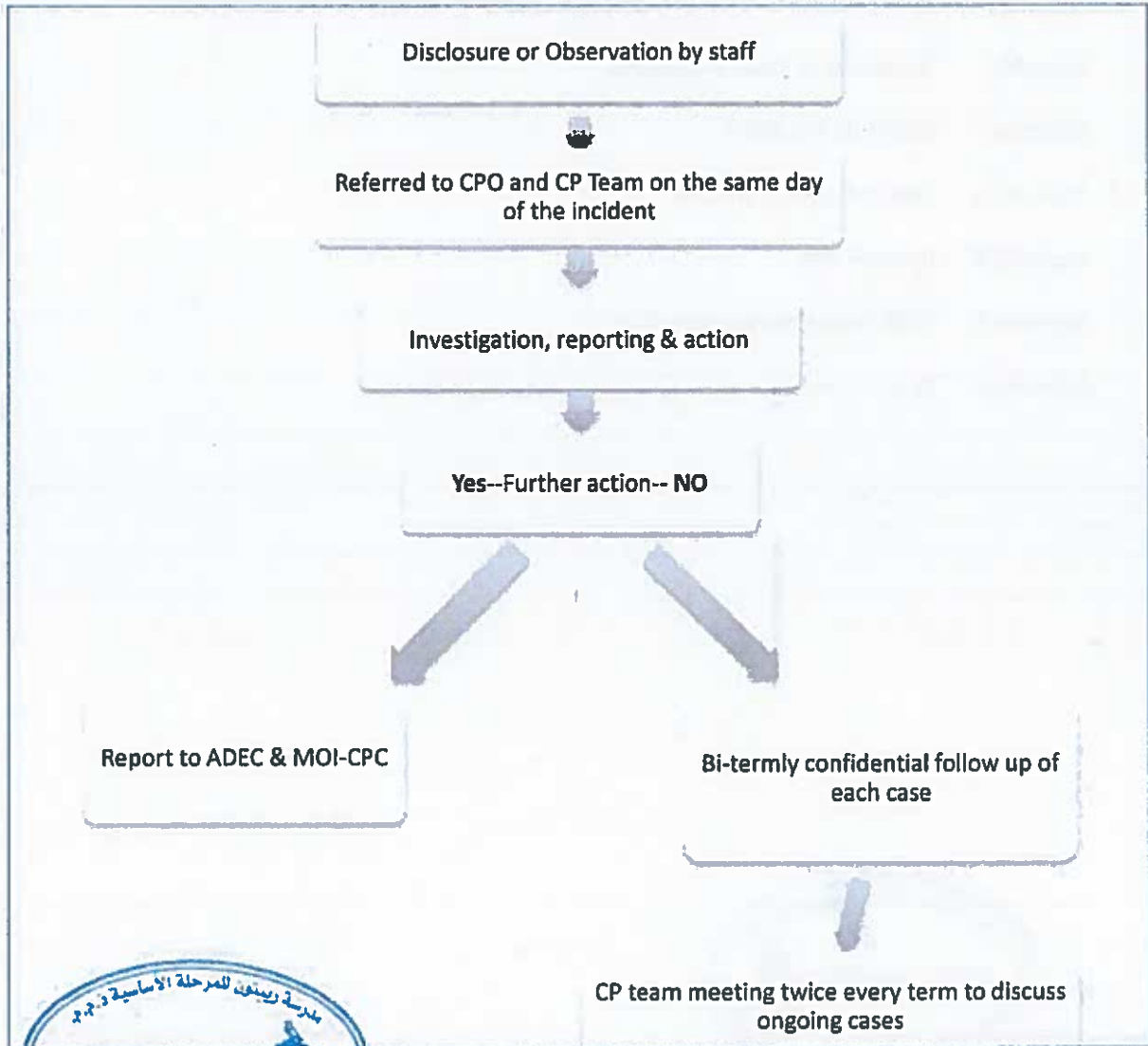




### CHILD PROTECTION POLICY



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- Contents:** Policy Aims, Child Protection Team, Guiding Principles, Procedure, etc.
- Appendix 1** Definitions of Abuse and Neglect
- Appendix 2** Lost Child Procedure
- Appendix 3** Late Collection Procedure
- Appendix 4** Intimate Care
- Appendix 5** Child Protection Reporting Form
- Appendix 6** Physical Contact



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### Policy Statement

Repton Abu Dhabi is concerned about the welfare and safety of all its pupils and aims to create an environment in which pupils feel secure, valued, listened to and taken seriously.

Our recruitment policy requires that..

*"All staff recruited to work at Repton School must provide evidence of a police check to ascertain their suitability to work with children.*

*This must be supported by the confidential references from previous employers which must specifically state that they have no reason to suspect any wrong doing or harbour any concerns regarding the candidate's suitability to work with children."*

### Aims

We aim to safeguard and promote the welfare of children at the school.

This is in compliance with :

- local requirements (ADEC, HAAD)
- UAE Federal Law NO. 3 of 2016 on Child Rights
- UAE Federal Law No. 3 of 1987 on Penal Code
- the DFES Guidance *Safeguarding Children and Safer Recruitment in Education* (UK)

As recommended, the policy recognises the need for a designated practitioner to take lead responsibility for safeguarding children and liaising with local statutory agencies as appropriate.

### Child Protection Team

#### Rose Campus

**Child Protection Officer:** Mrs. Chaishta George  
**Mrs. Chaishta George** (CPO and Counsellor) 02 5074807  
**Mr. Robert Relton** (Principal)  
**Ms. Angela Dodds** (Head Teacher- Junior School)  
**Mrs. Marie Al Nasrawi** (Deputy Head)  
**Mrs. Lizzie Hilliard** (Head of Early Years)  
**Mrs. Catherine Hall** (Head of Key Stage 1)  
**Mrs. Dely Benjamin** (School Nurse)



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**Fry Campus**

**Child Protection Officer: Ms. Kate Kalamidas**

<b>Ms. Kate Kalamidas</b>	<b>(CPO and Counsellor)</b>
<b>Mr. Robert Relton</b>	<b>(Principal)</b>
<b>Ms. Gillian Hammond</b>	<b>(Head of Senior School)</b>
<b>Ms. Jibi</b>	<b>(School Nurse)</b>
<b>Mr. Aran Smith</b>	<b>(Head of Key Stage 2)</b>
<b>Ms. Katie Ainsworth</b>	<b>(Year 3)</b>
<b>Ms. Tamsin Rampall</b>	<b>(Year 4)</b>
<b>Ms. Tanveer Gillani</b>	<b>(Year 5)</b>
<b>Mr. Yusuf Deveraux-Ward</b>	<b>(Year 6)</b>

**Designated Person – Child Protection Officer**

Main tasks are to ensure that

- Headmaster is kept fully informed of any concerns, and has all the information necessary in order to make decisions on further action
- staff are aware of these procedures.
- safeguarding procedures are followed in the school.
- appropriate training and support is provided to all staff.
- accurate records are maintained on individual cases
- records are kept in a secure place and marked "Strictly Confidential"
- parents and staff have guidance about obtaining support.



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### Guiding Principles

- All staff should be alert to the signs of abuse and neglect
- All staff should know that they should report concerns or suspicions to the Child Protection Officer and Child Protection Team immediately
- There is an effective whole school policy against bullying
- We operate safe recruitment procedures (including CRB checks and local security checks).
  - The school will ensure that any full, part-time, supply, peripatetic or volunteer staff is security checked prior to employment/engagement
  - This is a whole school requirement and should include all ancillary staff as well as academic teaching staff.
- Nurse does BMI screening on entry but cannot take photographs of face or genitals - body mapping can be done
- All staff and visitors wear lanyards when in school premises as follows:
  - Staff- Blue Lanyards
  - Parents- Red
  - Visitors- Green
  - Contractors- Yellow ( Shanawaz, Gulf Star, Mace Macro)
- Any deficiencies in Child Protection arrangements will be remedied without delay.

### Promotion of Child Protection

- Starting 2017, the school will run an annual CP orientation session for parents
- The school makes children aware of their rights and how to report something that makes them frightened, sore or unhappy
- The school runs an annual survey of parents and of pupils to gauge awareness of CP policy, and satisfaction with it

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### Recognising Child Abuse - When to be concerned

It is important that all members of staff including visiting staff both paid and unpaid should be aware and alert to possible outward signs of abuse or neglect

#### A comprehensive list is included in Appendix 1

These signs may include one or more of the following:

- An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with any explanation given
- Frequent injuries even when apparently reasonable explanations are given.
- Sudden changes in behaviour, performance or attitude.
- Anxiety or low self-esteem.
- Knowledge of sexual matters beyond what would normally be expected, or sexual behaviour that is unusually explicit or inappropriate to the child's age
- Disclosure of an experience in which the child may have been significantly harmed.



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### Procedure

#### Dealing with a disclosure from a child

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but do not make promises, which might be impossible to keep.
- Do not promise confidentiality - it may be necessary to refer the case to Social Police and ADEC
- Reassure the child that what has happened is not their fault and stress that it was right to talk.
- Listen rather than ask direct questions, asking minimal open rather than leading questions.
- Explain what has to be done next and who has to be told.

#### Assessment and Record Keeping

- Make notes as soon as possible after the conversation.
- Do not destroy the original notes in case a court needs them.
- Record the date, time, place, noticeable non-verbal behaviour and the words used by the child.
- Take a picture (if appropriate) or record on a body map the site of any injury. See Nurse if a 2<sup>nd</sup> adult should be present.
- If a child comes in with a scratch or a bruise, always send the child to the Nurse first thing in the morning so that it can be formally recorded by nurse before class begins.
- Record statements and observations, not interpretations or assumptions.
- Please use flow chart in Page 1
- Use the Child Protection Incident report document (Appendix 6)
- Notify the CPO with this form on the same day as the incident
- The report must include the following:
  - the date
  - factual description of the incident – clear, concise, evidence based
  - action taken
  - signature (electronic if necessary)
- Send the report to CPO, CP Team and Head of Year on the same day
- CPO meets the staff (and pupil if necessary) to address the concern and gather information
- The CPO, in consultation with the Headteacher, decides whether the concerns should be referred to MoI CPC hotline and online through ADEC website (Health & Wellness Division)
- Action taken by staff / CPO must be recorded in the CP document (Appendix 6).
- Any further action to be taken by the CPO and CP team.
- CPO follows up all cases referred twice every term.
- CP Team meets twice every term to discuss the cases referred.



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### UAE Regulations and Support

**In the event of an incident occurring, the school must report it directly to the Ministry of Interior (MoI) Child Protection Centre within 24 hours of suspicion . 2 routes are mandated:**

**Hotline: 116111 MOI- CPC Federal Toll free Hotline**

**24-hour hotline: 8002626 Social Support centre**

**Online: <https://www.adec.ac.ae/en/pages/childabuserreportingabu-dhabledusector.aspx>**

If the child is in immediate danger (risk of serious harm), the police should be called on 999, followed by reporting to the Ministry of Interior- Child Protection Center within one hour upon discovery.

- ADEC School Development Partner: 02 6150000/ 02 6150238 Ms Amal Al Ali  
[amal-a.alali@adec.ac.ae](mailto:amal-a.alali@adec.ac.ae)
- Abu Dhabi Community Police: 02 4490008
- Social Support Centre Department- 02 6573666



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### Allegations involving school staff

Allegations against staff, volunteers or the Designated Person should be reported to the Headmaster.

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Headmaster. A record of the concerns must be made, including a note of any witness to the incident or allegation.

In the event of an allegation against the Headmaster, this should be reported to the Bursar who will contact the appropriate school representative.

If the member of staff is deemed unsuitable after an internal investigation, then the school reports it to ADEC PSQA immediately and ADEC approval will be taken away and all necessary actions to end the staff member's ability to work in the UAE will be taken.

#### *Independent Safeguarding Authority (ISA) and relevant local authorities*

The school undertakes to report to the ISA and any relevant local authorities within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

#### *Guidelines for Staff*

This guidance is issued within this policy for the protection of both staff and pupils. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

- Do not let suspicion; disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for pupils to talk to you about any concerns they may have.
- Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room.
- Recognize that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse.
- On residential trips, pupils and staff must have separate sleeping accommodation.
- Avoid situations that compromise your relationship with pupils and are unacceptable within a relationship of trust.
- Take pictures of pupil from school camera/ipad for school purposes only. Do not take pictures of pupil from your personal phone and never post pictures online.

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- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff is advised to avoid transporting a single child in a vehicle except in case of an emergency.
- Remember that someone else may misinterpret your actions, no matter how well intentioned.
- Do not have inappropriate physical or verbal contact with pupils. Avoid suggestive remarks or gestures, even in fun.
- Do not jump to conclusions about others without checking the facts.
- Do not rely on your good name to protect you.
- Do not believe "it could never happen to me".

Reviewed Date: January 2018

Next Review Date: January 2019



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### Appendix 1 - Definitions of Abuse and Neglect (ADEC)

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carers feigns the symptoms of, or deliberately causes ill health to a child in their care.

Possible signs of physical abuse can include:

1. Unexplained bruises or injuries
2. Injuries, which have not received medical attention
3. Repeated abdominal pain
4. With drawl from physical contact
5. Arms and legs covered in scalds
6. Fear of returning home
7. Fear of contacting caregivers/parents
8. Self-destructive tendencies
9. Displaying aggression towards others
10. Unusual passive behaviour
11. Repeated running away from home
12. Cigarette burns
13. Human bite marks
14. Broken bones
15. Multiple burns with a clearly demarcated edge

**Emotional Abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to a child that they are unloved, worthless, inadequate, or valued only insofar as they meet the needs of another person. It may feature expectations, which are age or developmentally inappropriate, being imposed on a child. It may involve a child frequently feeling frightened or in danger, or the exploitation or corruption of a child or children.

Possible signs of emotional abuse can include:

1. Regular tiredness
2. Fear of a new situation
3. Low self esteem
4. High levels of anxiety



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5. Unusually passive or aggressive
6. Delayed speech
7. Inappropriate emotional responses to painful situations
8. Running away
9. Lying
10. Neurotic behaviour e.g. sulking, hair twisting, rocking
11. Fear of making mistakes
12. Self-harm
13. Developmental delay in terms of emotional progress

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

Possible signs of sexual abuse can include:

1. Unusual behaviour which could be general or sexual
2. Age inappropriate sexual behaviour
3. Sexually transmitted diseases
4. Physical indicators in the genital and anal areas
5. Pain or itching in the genital area
6. Bruising or bleeding near genital area
7. Vaginal discharge or infection
8. Discomfort when walking or sitting down
9. Pregnancy

**Neglect** is the persistent failure to meet a child's basic physical and/or physiological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

Possible signs of neglect can include:

1. Stealing
2. Poor Social Relationships

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3. Failure to thrive
4. Poor personal hygiene
5. Frequent hunger
6. Untreated medical complaints.
7. Frequent lateness or absence from school.
8. Inappropriate clothing
9. Substance or Alcohol misuse.

The NSPCC (UK) lists some of the signs and behaviours, which may indicate that a child is being abused:

- Repeated minor injuries
- Children who are dirty, smelly, poorly clothed or who appear underfed
- Children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- An air of 'detachment' or 'don't care' attitude
- Overly compliant behaviour
- A 'watchful attitude'
- Sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- A child who is reluctant to go home, or is kept away from school for no apparent reason
- Does not trust adults, particularly those who are close
- 'Tummy pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, bed wetting
- Running away from home, suicide attempts
- Self inflicted wounds
- Reverting to younger behaviour
- Depression, withdrawal
- Relationships between child and adults which are secretive and exclude others
- Reluctance to change for P.E.



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## Appendix 2 - Lost Child Procedure

In order to minimise the possibility of a child getting lost, all staff need to be vigilant in maintaining a check on the number of children in their care.

This means that in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place.

The practice will ensure that if a child should go missing, the loss is quickly discovered.

In the event of a missing child, the **Reception/Teacher should report the loss immediately to the SLT, Head of Year and Facilities Management.**

This will include any or all of the following;

1. Alert other members of staff and deploy appropriately whilst maintaining adequate supervision of the remaining children.
2. Question children.
3. **Locate the child's photo on Shared Drive and Conduct thorough search of the buildings and outdoor area.**
4. If the child has not been found within **10 minutes**,
  - a. **HT to phone Parents**
  - b. **DHT to phone Police to notify and seek guidance**
  - c. **DHT to phone ADEC for guidance**
5. Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone.



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### Appendix 3 - Late Collection Procedure

If a child is not collected at the end of the school day, the child remains the responsibility of the Class Teacher or Assistant until alternative arrangements have been made.

Each instance is different and staff need to act on initiative but the following procedure is likely to be "best practice".

1. Allow a 10-minute lee way for normal delay or lateness.
2. After 10 minutes take child(ren) to the designated waiting area / Emergency Late Collection Room where there is a Staff member on duty.
3. After a further 10 minutes, Reception call Parents/Guardian
4. If a child still has not been collected and parents cannot be contacted after 30 minutes in the designated waiting area refer to emergency contacts. Class Teachers and Reception hold a list of authorised adults who can be contacted.
5. The child should never be left alone and should be reassured that the situation will be resolved.
6. Under no circumstances should a child be allowed to go with another adult without consent from the child's own parent or from the Headmaster.

#### Late Collection From ECAs / After School Activities

Those in charge of after school activities have a responsibility to ensure that the pupils in their care are safely collected at the end of the session.

In the event of a child not being collected, the "activity leader" will stay with the child for 15 minutes to allow for normal delay or lateness.

After this time, the activity leader will either take the child(ren) to the designated waiting area or if the activity is off-site the teacher in charge must remain with the child and follow the late collection procedure from point 4 above.



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#### Appendix 4 - Intimate Care for Children

Children do occasionally have accidents or injuries, which necessitate some intimate care.

It is important to give consideration to two factors when dealing with these situations.

- Respect the privacy of the child
- Be aware of the vulnerability of the member of staff assisting the child
- The following procedure is designed to create a 'best fit', which takes both factors into account.
- The practitioner dealing with the incident should inform one of the other adults
- Leave doors slightly ajar, but closed enough to give as much privacy as possible
- Try to arrange for other children to use an alternative cloakroom if possible
- Wear disposable latex gloves
- If the child is old enough, ask him/her to remove soiled garments
- Use sealed wipes, or a disposable flannel with antibacterial soap, to wash the child, avoiding any intimate contact
- Use a towel to dry the child, again avoiding any intimate contact; the towel will need to be laundered after use
- Rinse off the soiled clothes then place them in a plastic bag ready to give to parent or carers at pick-up time

If the situation happens frequently with a particular child, it would be appropriate to discuss toilet training techniques with the parents or carers so that routines are the same at school and at home.

It may be necessary to suggest that a child takes a few days out of school to re-establish regularity.

Starting January 2017, parents must state that their child is toilet trained on registering with Repton Abu Dhabi



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**Appendix 5- Child Protection Incident Report**

The staff present must fill out the incident report at the time of the incident or disclosure.  
The incident report must be forwarded to the CPO and the CP team on the day of the incident.

**Incident Report**  
**Child Protection**

**Name:**

**Class:**

**Date:**

**Incident:**

**Action:**



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**Type of Meeting:**

Teacher/Pupil  Phone Call  Parent Meeting  Other : .....

**Incident reported by:**

**Signature:**

**Date:**

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## Appendix 6 Physical Contact

### Appropriate touches include:

- Providing comfort for a distressed pupil
- When a pupil is being congratulated or praised (on shoulder)
- Demonstrating how to use a musical instrument/ hold a pencil correctly
- Demonstrating exercises or techniques during PE
- To give first aid
- Toilet accidents

### Important Reminders

- Never assume that a child will accept a touch as a friendly gesture
- Children come from different backgrounds and cultures with different sensitivities to touch and physical space
- Inappropriate physical contact is never permitted

### Foundation Stage Children

First School Experiences can be very upsetting for some children. Occasionally children may feel like they want to go home. They may try to leave the classroom. The main aim of the teachers is to

- protect the children from harm
- provide comfort (if the child is happy with this).



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