



# المدرسة الهندية النموذجية الجديدة

## NEW INDIAN MODEL SCHOOL

### *NIMS SAFEGUARDING POLICY*

New Indian Model School, Sharjah is committed to safeguarding and promoting the welfare of the children. The Safeguarding, Child Protection & Support Policy exists in the school to protect the students of all age levels in the distant learning platform. The main agenda of the policy is to educate the Students about the guidelines of online safety and cyber bullying, including whom to contact if they have concerns.

#### **NIMS Safeguarding Committee:**

Position	Boys' Section	Email ID	Contact
<b>Convener</b>	Intiyaz Abbas Saheb	intiyazabbas@nimsshj.com	0501945622
<b>Representatives</b>	Mrs. Iqbal	arabicsecretary@nimsshj.com	0503400174
	Mr.Ajith Kumar	ajithkumar@nimsshj.com	0507068668
	Mrs.Rija	rijachirayil@nimsshj.com	0505767265
	<b>Girls' Section</b>		
	Mrs. Nusrath	nusratsyed@nimsshj.com	0504783979
	Mrs.Rija	rijachirayil@nimsshj.com	0505767265
	Mrs. Juberiya Fatima	juberiyafatima@nimsshj.com	0564766365
<b>OSL</b>	Mrs. Nisha Shamir	nishashamir@nimsshj.com	0552255740
<b>Monitor</b>	Mr. Shahajan KM	principal@nimsshj.com	0503727338

#### **ROLES & RESPONSIBILITIES:**

NIMS safeguarding committee is responsible for ensuring the school's safeguarding policy, its update and implementation and record maintenance.

#### **Key Person to Contact:**

Section	Name	Contact Number	E mail ID
K.G	Mr.Shwetha Roshan	0554814690	shwetaroshan@nimsshj.com
Grade 1 & 2	Mrs. Shahana	0528664726	shahnafeesa@nimsshj.com
Grade 3-5(B.S)	Mrs. Jinnu	0553408097	jinujohn@nimsshj.com
Grade (3-5) (G.S)	Mrs. Ramya	0554731910	ramyashibu@nimsshj.com
Grade 6-12 (B.S)	Mrs. Princy Jabbar	0558108395	princyjabbar@nimsshj.com
Grade 6-12 (G.S)	Mrs. Preeja Arun	0509803005	preejaarun@nimsshj.com

Online Safety Team

Mr. Shajahan K Mohammed	-	Principal (SLT)
Mr. Ajith Kumar	-	HOS (SLT)
Ms. Juberiya Fatima	-	HOS (SLT)
Ms. Rija Gopinath	-	HOS (SLT)
Ms. Nusrat Syed	-	HOS (SLT)
Ms. Nisha Shamir	-	Online Safety Leader
Mr. Intiaz Abbas	-	Counsellor
Mr. Mohammed Iris	-	IT Head
Mr. Noufal N	-	IT Admin.
Mr.Ishaq Kavungal	-	E-learning Support Staff
Ms. Deepa Ramesh	-	E-learning Support Staff
Ms. Bathiriya Beevi	-	E-learning Support Staff

**KEY PERSONS' ROLES & RESPONSIBILITIES:**

As per NIMS Safeguarding policy each section has a safeguarding and wellbeing officer. If a student has any concern regarding safety and wellbeing he/she or parents can directly contact them. Their major role is to guide the students, parents and teachers about the Safeguarding Policy through online Orientation programs. In case of high concern they will recommend the case to Safeguarding Committee.

**NIMS Anti Cyber-Bullying Policy**

The school recognizes that technology plays an important and positive role in everyone's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

**The aims of this policy are to ensure that:**

- We safeguard the pupils in the real and virtual world
- Pupils, staff and parents are educated to understand what cyber-bullying is and what its consequences can be
- Knowledge, policies and procedures are in place to prevent incidents of cyber-bullying in school or within the school community
- We have effective measures to deal effectively with cases of cyber-bullying
- We monitor the effectiveness of prevention measures

**Definition: What is Cyber-bullying?**

Cyber bullying can be defined as exploiting the Internet to intentionally harm individuals or groups. It also involves continued harassment, abuse and ridicule by email or any other means of communication. Cybercrime also involves hacking and piracy, blackmailing and the traditional forms of online crimes.

Mr. Bill Belsey, defined this unpleasant and particularly intrusive phenomenon in the following terms:

"Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others".

Cyber-bullying can involve Social Networking Sites, emails and mobile phones used for SMS messages and as cameras. In addition;

- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying
- It can also go further in that it can invade home/personal space and can involve a greater number of people
- It can take place across age groups and school staff and other adults can be targeted
- It can draw bystanders into being accessories
- It includes: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion

or peer rejection;

- Impersonation; unauthorized publication of private information or images ('happy-slapping); and manipulation
- It can be an illegal act

**Preventing cyber-bullying Understanding and discussion:**

- Staff will receive training in identifying cyber-bullying and understanding their responsibilities in developing e-safety. The Manager of ICT may delegate this training to the Academic Coordinators, Head of the Departments, and Head of the Sections. In this training all staff will be helped to keep up to date with the technologies that children are using.
- The delivery of lessons is important part of preventative strategy and will discuss keeping personal information safe and appropriate use of the Internet.
- It is desirable that the pupils will be involved in a response to cyber-bullying. They will have a voice through the School Student Council and the Parental Council.
- Pupils will be educated about cyber-bullying through a variety of means: assemblies, conferences, Anti-bullying Week and projects etc.
- Pupils will sign a Safe and Acceptable Use Policy before they are allowed to use school computer equipment and the Internet in school and parents will be encouraged to discuss its contents with their children.
- Parents will be provided with information and advice on e-safety and cyber-bullying via literature, talks, etc.
- Pupils and staff will be involved in evaluating and improving policies and procedures through Student Council, Houseparent meetings, and Yearly meetings.

**Policies and procedures:**

- Ensure regular review and update of existing policies to include cyber-bullying where appropriate
- School will keep good records of all cyber-bullying incidents. Heads of Year to log all incidents with the

Coordinator and all staff to use the cyber-bullying recording cases

- Manager of ICT will do reviews as technologies develop
- Publicize rules and sanctions effectively
- The IT department will use filtering, firewall, anti-spyware software, anti-virus software and secure connections to safeguard the pupils. Though electronic controls alone can never be 100% effective, and pupils should adhere to the guidelines

### **Promoting the positive use of technology:**

#### **ICT Admin:**

- Make positive use of technology across the curriculum
- Use training opportunities to help staff develop their practice creatively and support pupils in safe and responsible use
- Ensure all staff and children understand the importance of password security and the need to log out of accounts Making reporting easier
- Ensure staff can recognize non-verbal signs and indications of cyber-bullying with regular safeguarding training.
- Publicize and promote the message that asking for help is the right thing to do and shows strength and good judgment
- Publicize to all members of the school community the ways in which cyber-bullying can be reported
- Provide information for all students including reassurances about 'whistleblowing' and the appropriate way of informing appropriate staff or parents about incidents they have witnessed
- Provide information on external reporting routes e.g. mobile phone Company, and Internet service provider.

### **Evaluating the effectiveness of prevention measures:**

- Identify areas for improvement and incorporate pupils, teachers, IT professionals and counselors ideas for anti-cyber bullying in school
- It is desirable to conduct an annual evaluation including a review of recorded cyber-bullying incidents.

### **Responding to cyber bullying:**

Most cases of cyber-bullying will be dealt with through the school's existing Anti-bullying Policy and this must remain the framework within incidents of bullying are investigated. However, some features of cyber-bullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- Impact: the scale and scope of cyber-bullying can be greater than other forms of bullying
- Targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
- Location: the 24/7 and anywhere nature of cyber-bullying
- Anonymity: the person being bullied will not always know who is bullying them
- Intent: some pupils may not be aware that what they are doing is bullying
- Evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence
- It is possible that a member of staff may be a victim and these responses apply to them too

#### **Support for the person being bullied:**

- Offer emotional support; reassure them that they have done the right thing in telling someone
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff (in the case of staff they should take it to their line manager)
- Advise the person to consider what information they have in the public domain
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.
- In some cases, the person being bullied may be able to block the person bullying from their sites and services. Appendix 1 contains information on what service providers can do and how to contact them

#### **Investigation:**

- The safeguarding of the child is paramount and staff should investigate in accordance with the Safeguarding and Child Protection Policy
- Members of staff should contact the HoS for the purposes of investigation
- All cases (with the exception of Child Protection issues) will be referred to the concerned HoS first.
- Interviews will be held in accordance with the Anti-Bullying Policy Guidelines
- Staff and pupils should be advised to preserve evidence and a record of abuse; save phone messages,

record or save-and-print instant messenger conversations, print or produce a screenshot of social network pages, print, save and forward to staff whole email messages

- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact the Child Protection Manager, who may involve the LADO (Local Authority Designated Officer), the local police in cases of actual/suspected illegal content.
- Identify the bully

### **The UAE Cyber Crime Law:**

The UAE Cybercrime Law Number five of UAE 2012 stipulates penalties like

- Jail terms that could go up to a life sentence
- Fine ranging between Dh50, 000 and Dh3 million depending on the severity and seriousness of the cybercrime
- Can even be ordered to leave the country if they insulted people or even their spouse on messaging platforms such as WhatsApp.

### **Social Media Dos and Don'ts under UAE Law:**

- Do not post other people's pictures or videos without consent: Don't post without asking, whether it's a friend or a photographer. It could be breach of privacy or copyright.
- Do not make threats: Posts or comments that are abusive or threatening to other people can land you in court.
- Do not post vulgar pictures or of alcohol: Non-Muslims can drink, but keep it under control if pictures are inappropriate. Drunken photos that offend Islamic values or morals of the UAE can lead to legal trouble.
- Do not post pornographic or material that contains nudity without permission can be a breach of defamation and privacy laws, both of which can carry hefty fines and even jail time.
- Do not insult Islam: warns against offending Islamic morals and values.
- Do not gossip: People could face fines of up to Dh1 million if they spread false information.
- Do not bully or harass: Users must not post content which includes hate speech, incites violence or which is threatening or contains graphic or gratuitous violence.

### **Six Steps to Deal with Cyber-Bullying:**

1. Block a suspected bully immediately
2. Leave the subject matter in dispute when chatting
3. Resisting the desire for revenge or retaliation
4. Submit the bullying report to the communications service provider
5. Using the Internet securely
6. Informing the competent authorities about a suspected bully.

**ANTI-BULLING POLICY**  
&  
**STUDENT BEHAVIOUR MANAGEMENT**  
Regarding E Learning 2020

**Introduction:**

The Ministry of Education has launched the Distance Learning Initiative to address changing and emerging conditions in order to fulfil the requirements of the Emirati School, as distance learning is a method of self-learning, that leads to strengthening the system of open and continuing education.

The reasons for implementing the distance education system are:

1. Enabling all students to learn
2. Overcoming the time barrier
3. Overcoming geographical impediments
4. Utilising qualified educational capacities
5. Employing modern technology in the educational process
6. Reducing student pressure on educational institutions in times of crisis, so as not to affect students' learning negatively.

In terms of this initiative being innovative and supportive of the United Arab Emirates' pioneering role in educational initiatives and to achieve commitment and disciplinary behaviour for students and for the stability of the programme, guidelines and instructions have been extracted and developed from the Student Behaviour Management Policy in line

with this initiative, which will help in its success and achieve continuity for the academic year and the educational process.

The behavioural offences are mentioned according to their degree, as mentioned in the Student Behaviour Management Policy of 2018, and are coupled with behavioural offences specific to distance learning, in order to achieve the ease and flexibility of access to the detailed procedures mentioned in the Student Behaviour Management Policy of 2018.

**Objectives:**

1. To promote positive behaviour and take self and public responsibility amongst students within the school community.
2. To create an appropriate educational environment for the success and enhancement of the Distance Learning Initiative based on the integration and continuity of education in facing crises and natural disasters.
3. To apply the principle and culture of reinforcement, encouragement and permanent care to the educational community to reduce behavioural offences outside the walls of the school (Distance Learning) with the best possible educational means.
4. To provide a controlled reference that defines the rules, standards, and procedures to be invoked to deal with students' behaviour in a way that ensures compliance with school values and systems through changing and emerging conditions.

**Scope of Application of Behaviour Management Guidelines:**

All the articles mentioned are applicable to all public education institutions (first and second cycles and secondary education) which are subject to the Distance Learning Initiative on the national level.

**Offences and Behaviours in the Virtual School (Distance Education):**

<b>1<sup>st</sup> Degree Offences (Simple)</b>	<b>Minor Behavioural Offences (Distance Learning)</b>
1.2   Repeated tardiness without an acceptable excuse.	• A delay of (10) minutes or more from the beginning of a distance learning class when broadcasting live without an acceptable

	excuse.
1.3   Non-compliance with the school uniform policy without an acceptable excuse.	<ul style="list-style-type: none"> <li>• Wearing clothes that violate public decency and morals while attending the period when broadcasting the distance learning period live.</li> </ul>
1.6   Failure to follow the rules of positive behaviour inside and outside the class, such as remaining calm and maintaining discipline during the period, and making inappropriate sounds inside and outside the class.	<ul style="list-style-type: none"> <li>• Private conversations or discourse that are not related to study and hinder the course of the lesson during the live broadcasting of the distance learning period.</li> <li>• Ridiculing the teacher or a colleague during the distance learning period.</li> </ul>
1.8   Eating during periods.	<ul style="list-style-type: none"> <li>• Eating while attending a distance learning period.</li> </ul>
1.10   Misuse of electronic devices such as a tablet and others during the period, including electronic games and headphones in class.	<ul style="list-style-type: none"> <li>• Adding any unauthorized program, including programs that are shared and free programs.</li> <li>• Using the microphone feature, camera or chat without prior permission from the teacher.</li> <li>• Playing games (except with the express permission of the teacher because it is an educational necessity linked to the lesson.)</li> <li>• Misusing rights and tools available through Microsoft Teams</li> </ul>
<b>2<sup>nd</sup> Degree Offences (Medium Severity)</b>	<b>Medium Severity Behavioural Offences (Distance Learning)</b>
2.1   Absence from school without an acceptable excuse at any time.	<ul style="list-style-type: none"> <li>• Absence from a single school day (via distance learning) without an acceptable excuse.</li> </ul>
2.4   Incitement to fight, threaten or intimidate classmates.	<ul style="list-style-type: none"> <li>• Inciting students not to attend periods, threatening or intimidating them, and not attending periods in distance learning platforms.</li> </ul>

	<ul style="list-style-type: none"> <li>• Creating quarrels between students, whether visual or written, by broadcasting via synchronous and asynchronous distance learning platforms.</li> <li>• Not responding to the rules governing the course of lessons.</li> </ul>
2.7   Misusing any means of communication.	<ul style="list-style-type: none"> <li>• Misusing ministerial computers during or after the completion of distance education periods.</li> <li>• Engaging in audio and video communication with the rest of the students for non-educational purposes after the end of the official period time, be it on or off school premises.</li> <li>• Using e-mail or social media to reveal information of a personal nature.</li> <li>• Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.</li> </ul>
2.8   Verbal abuse or insulting students, staff or school guests	<ul style="list-style-type: none"> <li>• Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user.</li> <li>• Abusing or insulting official visitors during periods during the live broadcast.</li> </ul>
2.9   Smoking on campus and/or possession of smoking paraphernalia.	<ul style="list-style-type: none"> <li>• Smoking while attending the distance learning period or possessing any smoking paraphernalia while attending the period.</li> </ul>
<b>3<sup>rd</sup> Degree Offences (Serious)</b>	<b>Serious Behavioural Offences (Distance Learning)</b>
3.1   Bullying of various kinds and forms.	<ul style="list-style-type: none"> <li>• Using the initiative's communication and information technology to insult, curse,</li> </ul>

	threaten with violence, slander, or blackmail in a deliberate and repeated manner via any digital platform.
3.4   Attempting to defame or abuse schoolmates and/or personnel on social media.	<ul style="list-style-type: none"> <li>• Participating in unofficial mailing lists and bulletins within the distance education initiative and posting information about teachers and students without permission.</li> <li>• Posting about the initiative through social media.</li> <li>• Divulging other students' personal information, including home addresses and phone numbers.</li> </ul>
3.5   Impersonating others in school transactions or forging school documents.	<ul style="list-style-type: none"> <li>• Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network.</li> <li>• Entering and using the account of another teacher or student with or without his/her knowledge and/or consent</li> </ul>
3.6   Destroying or damaging school furniture, tools and facilities.	<ul style="list-style-type: none"> <li>• Destroying, modifying, or misusing devices or software in any way.</li> <li>• Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software or hardware.</li> <li>• Installing or downloading software or products that might harm the device or the network.</li> </ul>
3.10   Photocopying, possessing, publishing and circulating images of school personnel and students without their permission.	<ul style="list-style-type: none"> <li>• Using any camera (available as part of or as an add-on to certain devices) for personal use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their</li> </ul>

	<p>explicit consent.</p> <ul style="list-style-type: none"> <li>• Using educational content to photograph and recording conversations between students, and posting them without prior permission.</li> </ul>
<b>4<sup>th</sup> Degree Offences (Very Serious)</b>	<b>Very Serious Behavioural Offences (Distance Learning)</b>
4.1   Using any means of communication or social media for illegal or immoral purposes, or to harm an educational institution, its employees, or others.	<ul style="list-style-type: none"> <li>• Creating or opening hyperlinks or any associated files unless they are sent from a trusted source.</li> <li>• Using montage software that can produce unreal and fake content and circulating it on social media.</li> <li>• Using the network to develop programs that harass users or to penetrate or destroy other people's accounts and devices. <ul style="list-style-type: none"> <li>• Establishing networks or network connections to make live communications including audio or video (relay chat) without prior formal permission.</li> </ul> </li> <li>• Publishing, creating, exchanging or promoting malicious or suspicious software. <ul style="list-style-type: none"> <li>• Inundating e-mail accounts or applications used for distance education with high electronic data flow, stopping it them working, disabling them or destroying their contents.</li> <li>• Intentionally capturing or intercepting any communication without authorisation through the information network used for distance education.</li> </ul> </li> </ul>

**Roles and responsibilities of stakeholders:**

## **Parents:**

♣ Full responsibility for the user agreement concerning the usage policy and rules in terms of:

- Possessing a computer
- Running officially accredited programs for distance learning
- Refraining from filming or disclosing the live broadcast
- Being present for guidance during the broadcasting period

♣ Secure environment readiness for students in their homes through the following:

- Providing an adequate place and providing the Internet
- Maintaining the student's overall good appearance during lessons

♣ Support and encourage students to practice distance education by ensuring that they attend and complete all educational activities.

♣ Commit to repair any damage or replace any equipment which has been lost or damaged beyond repair by their child. Value will be determined based on supporting evidence and documents, as well as the committee's decision.

♣ Comply with the school's decision regarding any offences committed by their child. In the event that the parent/guardian refuses to comply with the school's decisions or take responsibility for their child's offence, the matter will be submitted to the competent authorities through legal action.

♣ Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

## **Student:**

♣ Comply with official times and dates in accordance with the regulations and laws issued by the Distance Learning Initiative.

♣ Keep the device completely safe after receiving it. The device is considered the responsibility of the student, who shall bear its cost in full in case of loss, theft, damage or any other reason.

♣ Use the computer provided by the Ministry in formal activities and tutorials that are compatible with the Distance Learning Initiative's laws and regulations.

♣ Adhere to all rules. Any violations will result in procedures ranging from withdrawing the user's right to log-in or monitoring the use of the service, or terminating his/her use of the service, or both, with retroactive effect.

♣ Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Everything that is not mentioned in this policy applies to the provisions of the Student Behavior Management Policy 2018 in a manner that does not conflict with the provisions of the Student Behavior Management in Distance Learning.

## **CHILD PROTECTION POLICY**

### **INTRODUCTION:**

The UAE Government gives child related issues a priority out of its clear commitment to offering the optimal environment for the child growth and protection of its rights. The UAE became a signatory to the International Convention on Children's Rights in 1997. The UAE Government implemented the child abuse Federal law in the mid of the Year 2012.

The policy aims to protect all children from all forms of violence, negligence, abuse and exploitation and to provide them with assistance and care for those in need. The strategy targets under 18 year national and expatriate children who are living permanently or temporary in Sharjah through an integrated system that ensures delivery of best, services, criteria and mechanisms for protection and care of children.

### **MOTIVE :**

All aspects of children's safety are included in this policy:

- Safety from society, neighborhood, community, private fostering, and domestic abuse;
- Health, mental health, self-harming, drugs and substance misuse;
- Safety at home - abuse and neglect;
- Safety at E learning - from adults and pupils, bullying including cyber bullying, sexual abuse.

All staff is responsible for creating a safe environment:

- Safety from self-harming;
- Safety from society, the neighborhood and community– “toxic childhood” – depression;

Pupils are taught how to “stay safe” and what to do if they are worried or concerned through spiritual, moral,

personal, social and health education and the pastoral care system

### **THE COMMITTEE: (GOVERNING BODY)**

The Committee has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment, it is mandate for Supervisor from each section to take lead responsibility for children's protection.

In particular the Committee must ensure:

- Child protection policy and procedures.
- Relevant safeguard children training for school staff/volunteers are attended.
- Safe management of allegations.
- Deficiencies or weakness in safeguarding arrangements are remedied without delay.
- A member of Committee (usually Supervisor) is nominated to be responsible in the event of an allegation of abuse being against the Teacher.
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them how the above duties have been discharged.

### **Supporting the pupil at risk:**

The school recognize that the children who are abused or witness violence. They may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation, and some sense of self-blame.

### **DEALING WITH ALLEGATIONS AGAINST SCHOOL STAFF:**

There has been widespread concern that in some instances, there may be malicious accusations brought against employees by children and/or their parents.

The Committee must be informed of the allegation on the same day and is

responsible for conducting an investigation. The employee concerned may be suspended whilst an investigation is conducted, but this is not an automatic procedure. Circumstances in which suspension properly occurs include:

- ✓ Where a pupil(s) is at risk; the person has behaved in such a way that indicates that she/he is unsuitable to work with children.
- ✓ where the allegations are so serious that dismissal for gross misconduct is possible;
- ✓ Where a suspension is necessary to allow the conduct of the investigation to proceed unimpeded.

#### **I. Abuse by Student**

- a) Students report the case of abuse to the class teacher.
- b) Class teacher reports the case to the Counselor/Principal.
- c) Minor issues are settled by the Counselor speaking to the students involved in the case.
- d) In major issues, matter is taken up by the principal.
- e) Students are sent for counseling.
- f) Parent is informed by the concerned staff.
- g) The affected student is monitored by the Counselor/Class teacher for a period of time.
- h) The record is maintained for the same.

**The Student who has been the victim can refer the case directly or by the help of a student to the counselor.**

#### **I. Abuse by Parent**

- a) Student report to the Class Teacher/Counselor.
- b) The matter is brought to the notice of the Head of Section/Principal.
- c) The parent is called to the school and advised.
- d) The student is sent for Counseling to the school Counselor.

#### **II. Abuse by the Relative**

- a) Students report to the class Teacher/Counselor

- b) The matter is brought to the notice of the HoS /Principal
- c) The parent is called to the school and the matter is discussed for further actions
- d) The student is sent to the School Counselor.

### **III. Abuse by the teacher:**

- a) Student reports to the Parent/Counselor.
- b) Parent/Counselor informs the Principal.
- c) The teacher concerned is called by the Head of Section/Principal and enquires his/her views on the matter.
- d) A memo is issued to the concerned teacher by the Principal.
- e) Parents are informed by the Principal and assured that action will be taken on the teacher and no such incident will occur hence forth.
- f) In the case of the teacher resorting to abuse/harassment in spite of the repeated warnings, a strict action will be taken by the Principal
- g) The student is counseled by the counselor.

### **Policy Review:**

This policy will be reviewed in full by the Committee on an annual basis. Changes will be made accordingly after getting to know the shortcomings.

### **SCOPE OF THE CHILD PROTECTION & SUPPORT POLICY:**

The Child Protection & Support Policy exists in the school to protect the students, of all ages, at levels in the school, from all types of abuse. The policy is applied to all the staff and volunteers working in the school, visitors, visiting parents, and the school management and governors as well.

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimizing children's life chances.

This Child Protect & Support Policy forms part of a suite of document and policies which relate to the

safeguarding responsibilities of the school.

## **CONFIDENTIALITY:**

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality- instead they must explain that they may need to pass information to other professional contexts.

## **1. RECORD KEEPING**

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the record of concern sheet wherever possible.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behavior and the words used by the child.
- Record statements and observations rather than interpretations or assumptions.

All records need to be given the Counselor promptly. No copies should be retained by the member of staff

volunteer.

The Counselor will ensure that all safeguarding records are managed in accordance with the UAE Laws.

#### **FRAMEWORK AND CONTEXT:**

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Person for Child Protection and Safeguarding

In November 2012, the UAE Cabinet approved “Wadeema’s Law” to “protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality.”

#### **RECONGNIZING ABUSE:**

##### **Definitions of Abuse**

**Significant Harm** - The Children Act 1989 defines significant harm as: *“Ill treatment or the impairment of health or development.”* Development means physical, intellectual, emotional, social or behavioral. Health means physical or mental and ill treatment includes sexual abuse and forms of ill treatment that are not physical.

#### **1. 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 care giver fabricate the symptoms of, or deliberately includes, illness in a child.

#### **2. EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are

worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the explanation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of child, though it may occur alone.

#### **Indicators in the child**

- Developmental delay
- Abnormal attachment between a child and parent/care giver e.g. anxious, indiscriminate or no attachment
- Aggressive behavior towards other
- Child escape goaded within in the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behavior (e.g. rocking, hair twisting sucking)
- Self-ham
- Fear of parents being contacted
- Extremes of passive or aggression
- Drug/solvent abuse

- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment- 'don't care' attitude
- Social isolation- does not join in and has few friends
- Depression, withdrawal
- Behavioral problems e.g. aggression, attentions seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationship including withdrawal or isolated behavior.

#### **Indicators in the parent**

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

#### **Indicators in the family/environment**

- Lack of support from family or social network.
- Marginalized or isolated by the community.
- History of the mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatizing disorder or false allegations of physical or sexual assault or a culture of physical chastisement

**ACKNOWLEDGEMENT BY THE STUDENTS AND TEACHERS:** I hereby completely understand the above written school policies and shall swear to abide all the policy guidelines.

***UPDATED ON 03/02/2021***

Intiyaz Abbas Saheb

Mrs. Nisha Shamir

Mr. Shajahan KM

Convener

OSL

Principal