



مدرسة إيليت الانجليزية
The Elite English School

EES Safeguarding & Child Protection Policy

Review:

This policy was reviewed on 3rd April 2025. It will be reviewed and updated annually by the school management.



Safeguarding and Child Protection Policy

1. Safeguarding Policy

Policy Statement

The Elite English School encompasses a duty of care to safeguard all children from harm and abuse. All children have a right to protection; especially the needs of disabled children and others who may be particularly vulnerable must be taken under consideration. We will ensure the safety and protection of all children through adherence to the guidelines in this Policy. Our school recognizes that the wellbeing of the school's pupils is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children in its care.

Definition of Safeguarding and Child Protection

Safeguarding, and promoting the welfare of children, is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensures children grow up in safe circumstances.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

The purpose of this policy is to:

- Afford protection for our children
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture that makes the school a safe place to learn

Staff and volunteers understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

Promoting welfare involves:

- Protecting children from maltreatment, preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

We will endeavor to safeguard our children by:

- Valuing them, listening to and respecting them
- Involving them in decisions which affect them
- Making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures
- Recruiting staff and volunteers safely
- Adopting a code of conduct for all staff and volunteers
- Providing effective management through induction, support and training
- Ensuring staff and volunteers understand about 'whistleblowing'
- Dealing appropriately with allegations/concerns about staff or volunteers



2. Child Protection Policy

Policy Aims

The aim of the Child Protection Policy is to promote good practice by providing children and young people with appropriate safety and protection whilst in our care and to allow all staff to make informed and confident responses to specific child protection issues.

Objectives

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Enabling staff and volunteers to safeguard and promote the welfare of children.
- Establishing a safe environment in which children feel secure, learn, are encouraged to talk and are listened to.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child support plan.
- Contributing to the well-being of children by securing their protection from abuse, in partnership with parents, enabling them to maximize their parental responsibility.
- Promoting a culture that makes the school a safe place to learn.

What is Child Abuse?

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting; by those known to them, or more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

It is generally accepted that there are four main forms of abuse: **P.E.N.S**

1. **Physical abuse** – Acts that may result in the physical harm of a child or young person. It can be, but is not limited to: bruising, cutting, hitting, beating, biting, burning, causing abrasions, strangulation, suffocation, drowning, poisoning and fabricated or induced illness.
2. **Emotional abuse** – Act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development. This can include: Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorizing a child can also be emotional abuse
3. **Neglect** – The persistent failure to meet a child's basic physical or psychological needs, leading to adverse or impaired physical or emotional functioning or development. Neglect can be:
 - Physical (not providing the necessities of life, like adequate shelter food and clothing)
 - Emotional (not providing comfort, attention and love)
 - Neglectful supervision (leaving children without someone safe looking after them)
 - Medical neglect (not taking care of health needs)
 - Educational neglect (allowing truancy, failure to enroll in education or inattention to education needs).



Neglect is the most common form of abuse, and although the effects may not be as obvious as physical abuse, the impact on the child is often just as serious.

4. **Sexual abuse** – Sexual abuse can be any act that involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

SEND and Children with Additional Vulnerabilities

Student of Determination and children at risk can be more vulnerable to exploitation and abuse and should have enhanced access to support systems. They may be more isolated from their peers and may find it difficult to express concern.

Staff must be vigilant to the needs and concerns of these children who are among the most vulnerable.

Peer-on-peer Abuse

All staff at the Elite English School will be made aware that children can abuse other children (referred to as peer-on-peer). This is most likely to include, but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, biting, kicking, hair-pulling, or causing physical harm
- Emotional harassment like hurtful comments, making fun, excluding from the group, etc.

Online Safety

Children must be safeguarded from potentially harmful and inappropriate online material. As such, the school ensures appropriate filters and appropriate monitoring systems are in place.

Online safety is included in our curriculum provision and ensures children are taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through a variety of lessons and learning opportunities.

Although appropriate blocking is essential, it does not restrict our students learning or lead to unreasonable restrictions as to what our students can be taught with regards to online teaching and safeguarding. This policy sets out specific measures that ensure students in the school work safely, including protection from peer abuse, and bullying via online platforms.

The E-safety Policy and related policies must be read alongside this document.

Defamation on Social Media

The school recognizes the risks posed by harmful and defamatory communication on social media.

- Students and staff are expected to engage in respectful online communication at all times.
- Posting false, harmful, or derogatory information about peers, staff, or the school is strictly prohibited.
- All incidents of online defamation must be reported immediately and will be addressed through the school's disciplinary procedures.
- Education sessions will be provided to raise awareness of responsible digital citizenship.

As per UAE social media norms and regulations, strict action will be reported to the Telecommunications and Digital Government Regulatory Authority (TDRA) and, where applicable, informing law enforcement authorities.

Cybersecurity

The school is committed to maintaining a safe and secure digital environment.



- Firewalls, monitoring systems, and filtering software will be used to protect school networks.
- Staff and students must follow password safety guidelines and remain alert to phishing or other cyber threats.
- Sensitive data relating to students and staff must be handled in line with data protection standards and remain confidential.
- Any suspected breach of cybersecurity should be reported to the designated safeguarding lead (DSL) without delay.

Electronic Addiction (Screen and Internet Use)

The school promotes the healthy use of technology.

- Teachers will encourage balanced use of digital resources and foster engagement in offline activities.
- The school will monitor and respond to signs of electronic addiction, including excessive gaming or social media use.
- Students showing signs of harmful use will be referred for counseling or support.
- Parents will be engaged in promoting healthy digital habits at home.

Anti-Smoking Policy

To safeguard the health of students and staff, the school enforces a strict anti-smoking stance.

- Smoking, vaping, or use of any tobacco products is prohibited on school premises or during school-related activities.
- Educational programs will inform students about the health risks of tobacco use.
- Support and counseling will be offered to students attempting to quit.
- Breaches of this policy will result in disciplinary action as per the school's code of conduct.

Drug Policy

The school has zero tolerance for illegal drugs and controlled substances.

- Possession, use, or distribution of drugs on school grounds or during school activities is strictly forbidden.
- Awareness and prevention programs will be delivered to educate students about the dangers of drug use.
- A confidential reporting and referral system will be available for students at risk.
- Where necessary, the school will work in partnership with parents, healthcare professionals, and local authorities to safeguard the student's well-being.

Allegations against Members of the Staff

All allegations of abuse made against a member of staff (including teaching and non teaching, volunteers, etc) in relation to a student must be brought to the attention of the Counselor and Vice Principal immediately. The matter will also be reported to the Principal who will establish the nature, content and context of the allegation' and decide upon the appropriate course of action. In some cases, if the allegations are of a serious nature then they will require immediate intervention by the police and/or children's social care services.

Identifying and Reporting Child Abuse

Indicators are signs or symptoms that, when found either on their own or in various combinations, point to possible abuse, family violence or neglect.

Indicators do not necessarily prove or mean that a child has been harmed. They are clues that alert us that abuse may have occurred and that a child may require help or protection. Sometimes indicators can result from life events which do not involve abuse, e.g. accidental injury.



Each situation is different and all the available information about a child and their environment should be considered as part of deciding on the approach to take.

Indications that a child is being abused may include one or more of the following *Warning Signs*:

Physical Signs include:

- The child has repeated injuries/bruises that are not properly treated or adequately explained.
- Signs of self-harm
- The child loses his/her appetite, overeats, or reports being hungry.
- Poor personal hygiene

Behavioral signs include:

- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.) or lack of sleep which may also result in fatigue during the day at school.
- There is a sudden drop in school grades, incomplete homework assignments, or participation in activities.
- Poor social interaction
- Low self esteem
- The child may act in stylized ways, such as sexual behavior that is not normal for his/her age.
- Refusal to come to school and significant school absence
- Any deterioration in a child's general well-being

Dealing with Disclosure

Care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more traumas to the child and/or compromising an investigation during the disclosure phase.

Receive

Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down. Accept what is being said without judgment. Take it seriously.

Reassure

Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously. Listen quietly, carefully and patiently. Do not assume anything - don't speculate or jump to conclusions. Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose preferred language is not English.

React

React to what the child is saying only in so far as you need to know for further information. Do not investigate, interrogate or decide if the child is telling the truth. Let the child explain to you in his or her own words what happened, but don't ask leading questions. Keep questions open like..."is there anything else you need to tell me?" Try not to criticize the alleged perpetrator as this may be a family member or someone close, the child still has feelings for.



Record

Make some very brief notes at the time and write them up in detail as soon as possible. Record the date, time, place, words used by the child and how the child appeared to you - be specific. Record the actual words used. Record statements and observable things, not your interpretations or assumptions - keep it factual.

Report

Staff/teachers should report the incident to the concerned authority immediately i.e. the Supervisor and Counselor about the incident on Child abuse and submit the record. Appropriate measures will be taken and the Principal will also be notified.

What information should be recorded in the formal report?

To ensure that this information is as helpful as possible, a detailed record shall be made at the time of the disclosure/concern, which should include the following:

- The child's name, age, grade, home address and telephone number.
- Whether or not the person making the report is expressing their own concerns or those of someone else.
- The nature of the allegation. Will include dates, times, any special factors and other relevant information.
- A clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries. Also any indirect signs, such as behavioral changes.
- Details of witnesses to the incidents.
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- If the child was not the person who reported the incident, has the child been spoken to? If so what was said?
- Has anyone been alleged to be the abuser? Details shall be recorded.

Roles and Responsibilities

Staff in this school is well placed to observe possible signs of abuse in children. It is neither the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a child as a matter of priority to one of the Designated Members of Staff. The school has two Designated Safeguarding Leads, who are supported by the School Counselor in fulfilling these responsibilities.

The Safeguarding Lead(s):

- Ensure safeguarding policy is implemented and reviewed regularly.
- Receive, record, and act on concerns or disclosures.
- Refer cases to relevant authorities when required.
- Maintain secure safeguarding records.
- Provide staff training and updates.
- Act as liaison between school, parents, and external agencies.
- Monitor vulnerable students and oversee risk assessments.



The School Counselor:

- Provide emotional and psychological support to students.
- Identify early signs of distress or risk and escalate to the Safeguarding Lead.
- Offer counseling sessions and coping strategies to students.
- Collaborate with teachers and parents to support wellbeing.
- Conduct awareness sessions on mental health, bullying, and safe relationships.
- Maintain confidentiality, sharing information only when child safety is at risk.
- Be supportive to those members of staff to whom pupils have made disclosures.
- Make sure that all staff knows about the procedures relating to child protection.
- Be active in supporting the Child Protection Plan.

The Role of Staff

- Be aware of our child protection and safeguarding policy and procedures, including referrals to statutory agencies.
- Report all suspected case of abuse and/or neglect inside and outside the school upon immediate discovery.
- All staff will be alert to signs of abuse and will act upon any concerns or suspicions. Observations/comments should be recorded on the relevant form and passed on immediately to the Counselor and Vice Principal.
- Supervise students at all times while in school care.
- All staff, including the SMLT, will attend and participate in child protection training.
- All staff will respect confidentiality and share information on a need to know basis.
- All staff will understand this policy to address suspected or alleged student abuse or neglect cases.

Parents/Legal Guardians will:

- Cooperate with the school administration and staff, answer all queries related to the student's behavior, academic performance and respond to the school's feedback and guidance.
- Attend all scheduled meetings.
- Communicate any concern or observed changes in their child's behavior to the school authorities.

Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information will be handled and disseminated on a need to know basis by the concerned authority.

Data Confidentiality - Case reports and student data are strictly confidential. The identities of the student subject to alleged abuse or neglect, the alleged perpetrator and person reporting the case must be kept confidential and will only be shared to authorized individuals/authorities.

Training

All staff and volunteers new to the school will be given appropriate safeguarding training as part of their induction programme to the school. This is followed up by child protection training that equips individuals to recognize and respond appropriately to concerns about pupils. It also provides



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guidance for staff, to ensure that their behavior and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.

Updates will feature regularly in all staff and SMLT meetings, as appropriate.