



迪拜中国学校
CHINESE SCHOOL DUBAI

P.O.Box : 624355, Dubai, UAE Tel: 04-2202275
Address : 58C St. Mirdif, Dubai, United Arab Emirates

Safeguarding and child protection policy

Introduction

The safeguarding and welfare of students is of fundamental importance to our School. A concern may be expressed about anything that has the possibility of affecting a child's well-being, happiness or potential. It may relate to a single event or observation, a series of events, or can attribute of the child or someone associated with them. Safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this responsibility effectively all professionals should adopt a child-centered approach, and consider, always, what is in the best interests of the child.

All staff play an important role in safeguarding and promoting the welfare of children as staff can identify concerns at an early stage and provide early help i.e. provide support as soon as a problem emerges at any point in a child's life. This may be done for example, by liaising with the Designated Safeguarding Leads regarding any concerns or emerging issues, sharing information with other professionals to support early identification and assessment etc. Taking these steps may prevent concerns from escalating.

Aims and Objectives

- To have clear guidelines for members of staff, students and other members of the School community, for identifying and reporting cases, or suspected cases, of abuse including neglect, physical abuse, emotional abuse or sexual abuse,
- To provide a positive, supportive and secure environment where pupils know that there are adults in School whom they can approach if they need help,
- To support pupils who may have been abused by encouraging self-esteem through the School's PSHE and Pastoral Care programs and the UAE Moral Education Framework.
- To provide members of staff, students and other members of the School community with clear guidelines as to their role in the safeguarding and protection of students.
- To have the child at the Centre of our philosophy and encourage independence, self-confidence and assertiveness in the children
- To establish good links with parents and other professionals working with children in our school



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Child Protection Core Group

- The Designated Safeguarding Leads can be contacted during the School day and out of hours (during term time) via email.
- The Designated Safeguarding Leads' responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out safeguarding duties, encourage a culture of listening to pupils and to monitor the effectiveness of policies and procedures in practice.
- If members of staff, students in our school is the victim of abuse, whether physical, emotional, sexual or because of neglect, she/he must immediately inform one or both School's Designated Safeguarding Leads.
- The role of the safety manager
 - To make all staff aware of the school's policy
 - To ensure that there is a format for the recording of incidents, that procedures are followed and records maintained
 - To make referrals and monitor these referrals afterwards
 - To write reports and record information as necessary
 - To attend child protection conferences
 - To raise staff awareness on an annual basis
 - To review, revise and maintain the Child Protection Policy within the school

Safeguarding Role	Name	Position	Contact Details
Designated Safeguarding Lead	Xinyi Wang	Safety Manager	0585814920 info@csd.ae
Designated Safeguarding Lead	Yunqing Wang	Safety Manager	0565372372 wyq@csd.ae

- The Community Development Authority in Dubai (CDA) provides a variety of social services which includes a Child Protection Hotline and CDA Dubai App. The CDA provides support and immediate intervention in cases of serious of abuse.
- Ministry of the Interior - Toll Free CDA Hotline - 800 988

Scope and types

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition and, in most cases, multiple issues will overlap with one another; and secondly, harmful behaviors such as substance abuse, sexing and truanting can put child in danger.



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Abuse: is a form maltreatment of a child. Somebody 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 in an institutional or community setting by those who known to them or, more rarely, by an adult or another child or children. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse: A form of abuse which 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 carer fabricates the symptoms of, or deliberately induces, illness in a child. -Working together to Safeguard Child-guidance 2013.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects in a child's emotional development. It may involve conveying to a child 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 a 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, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. For example, 'persistent ridicule' 'rejection' 'humiliation' 'living in atmosphere of fear and intimidation' 'being allowed no contact with other children' 'inappropriate expectations being imposed' 'low warmth, high criticism' 'being bullied'.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, pornographic material encouraging children to behave in sexually inappropriate or immoral ways, or grooming a child in preparation for abuse.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.



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Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is a form of child sexual abuse: It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology. Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person's (male or female) moral integrity
- can still be abuse even if the sexual activity appears consensual;
- can include any sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);



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- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organized abuse; and
- is typified by some form of power imbalance in favor of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination, isolation, social exclusion, communication issues, a reluctance on the part of some adults to accept that abuse can occur, as well as an individual child's personality, behavior, disability, mental and physical health needs and family circumstances.

To ensure that all our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs.
- Affected by parental substance misuse, domestic abuse and violence or parental mental health needs.
- Asylum seekers.
- Vulnerable to being bullied, or engaging in bullying behaviors.
- Living in temporary accommodation.
- Living transient lifestyles.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.

Signs of Possible Abuse

Possible signs and behaviors which may indicate that a child is being abused include, but are not limited to:

- significant changes in children's behavior,
- deterioration in children's general well-being,
- unexplained bruising, marks or signs of possible abuse or neglect,
- children's comments which give cause for concern,
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behavior displayed by other members of staff for example excessive one to one attention beyond usual role or responsibilities,
- repeated minor injuries,



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- children who are dirty, smelly, poorly clothed or who appear underfed,
- children who have lingering illness which are not attended to, deterioration in school work, or significant changes in behavior, aggressive behavior, severe tantrums,
- an air of “detachment” or “don’t care” attitude,
- overly compliant behavior,
- a “watchful attitude”,
- sexually explicit behavior (e.g. playing games and showing awareness, which is inappropriate for the child’s age),
- a child who is reluctant to go home, or is kept away from the 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 behavior,
- depression, withdrawal,
- relationships between a child and adults which are secretive and exclude others.

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Early Help

The school recognizes that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child’s life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help. The school is committed to working in partnership with children, parents and other agencies to:

- Identify situations in which children and/or their families would benefit from early help.
- Undertake an assessment of the need for early help; and provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child’s outcomes. The school will be particularly alert to the potential need for early help for any child who:
- Is disabled and has specific additional needs;



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- Has special educational needs;
- Is showing signs of engaging in anti-social or criminal behavior;
- Is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse;
- Is showing early signs of abuse and/or neglect; and/or
- Is particularly vulnerable in any of the ways identified in paragraph 6 above.

Careful consideration should be taken regarding who to involve in the 'Early Help' process. The process should involve the child and family as well as all the professionals who are working with them. However, if by doing so this puts the child at further risk, relevant best interest's decisions should be made, in consultation with UAE inter-agencies.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

Designated Safeguard Leads

The Designated Safeguarding Leads are responsible for safeguarding and child protection in the School. The School will ensure that the Designated Safeguarding Leads are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Parents are welcome to approach the Designated Safeguarding Leads if they have any concerns about the welfare of any child in the School, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's Form Tutor or teacher, who will notify the relevant Designated Safeguarding Lead in accordance with these procedures.

1. Managing referrals

- To take lead responsibility for promptly referring all cases of suspected abuse of any student at the School to the relevant agencies.
- To support members of staff, students and any other members of the School community, who make direct referrals.
- To take lead responsibility for promptly referring to the relevant authorities all child protection concerns which involve a member of staff;



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- To take lead responsibility for promptly making referrals to the Disclosure and Barring Service (DBS) or the authorities in a member of staff's country of origin, where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.
- To take lead responsibility for promptly making referrals to the police where a crime may have been committed which involves a child.

2. Working with others

- To liaise with the Principal in respect of police investigations or investigations which involve the school;
- To liaise with the relevant authorities regarding all child protection concerns which involve members of staff, students and in some cases, other members of the School community and volunteers; and to act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

3. Raising awareness

- To ensure this Policy is known, understood and used appropriately.
- To ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
- To ensure this Policy is available publicly.
- To ensure that parents are aware that referrals about suspected abuse or neglect could be made.

4. Undertake training

The Designated Safeguarding Leads will attend child protection training courses. All staff, including temporary staff and other relevant members of the School community will be provided with induction training that includes:

- this policy, this will include, amongst other content, training to enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.
- the role, identity and contact details of the Designated Safeguarding Leads.
- At least every two years, the Designated Safeguarding Leads will ensure that the Principal, all staff members, undertakes child protection training appropriate to their roles which will be updated regularly in accordance with the School's and KHDA's requirements. The purpose of this training will be to ensure that the School's safeguarding policies are understood by all, and the Safeguarding and Child Protection Policy, and that staff have an up to date knowledge of safeguarding issues.
- To undergo training, at least every two years, to acquire the knowledge and skills required to carry out the role;



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- To ensure knowledge and skills are refreshed at regular intervals, as required, but at least annually to keep abreast of developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention;
- Have a working knowledge of how local authorities may conduct a child protection review conference and can attend and effectively contribute when required to do so;
- Ensure each member of staff and the School community, including Governors and volunteers, has access to and understands this Policy and child protection procedures, and new and part-time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- can keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the School with regards to the requirements of the Prevent duty;
- Obtain access to resources and attend relevant refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all members of staff, students and other members of the School community, including Governors and volunteers in any measure the School puts in place to protect them.

Procedures for All Staff Within School		
Concerns		Monitor
Suspicion/Allegation of Abuse Disclosure by young person Report by another person Anonymous communication Your observation/s	▶	Record
▼		
Consult		▼
School Coordinator	▶	Record
Action		▼
Report Concern To: School safety manager Do not investigate	▶	Record
▼		
Confirmation		▼
Any verbal referral must be followed by a completed form	▶	Record
▼		
Commitment		▼
You may be asked to attend the school's Child Protection Conference	▶	Record



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▼		
Review		▼
Provide additional information as appropriate	▶	Record
Report to External Agencies if required	▶	Record

Helping children to keep themselves safe

The UAE School Inspection Framework stipulates governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our advisory and Moral Education lessons, and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and, with the support of staff, work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behavior rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting'.

It is recognized that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalize young people in those circumstances, yet UAE law prohibits this.

However, there are clear risks associated with such behavior. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

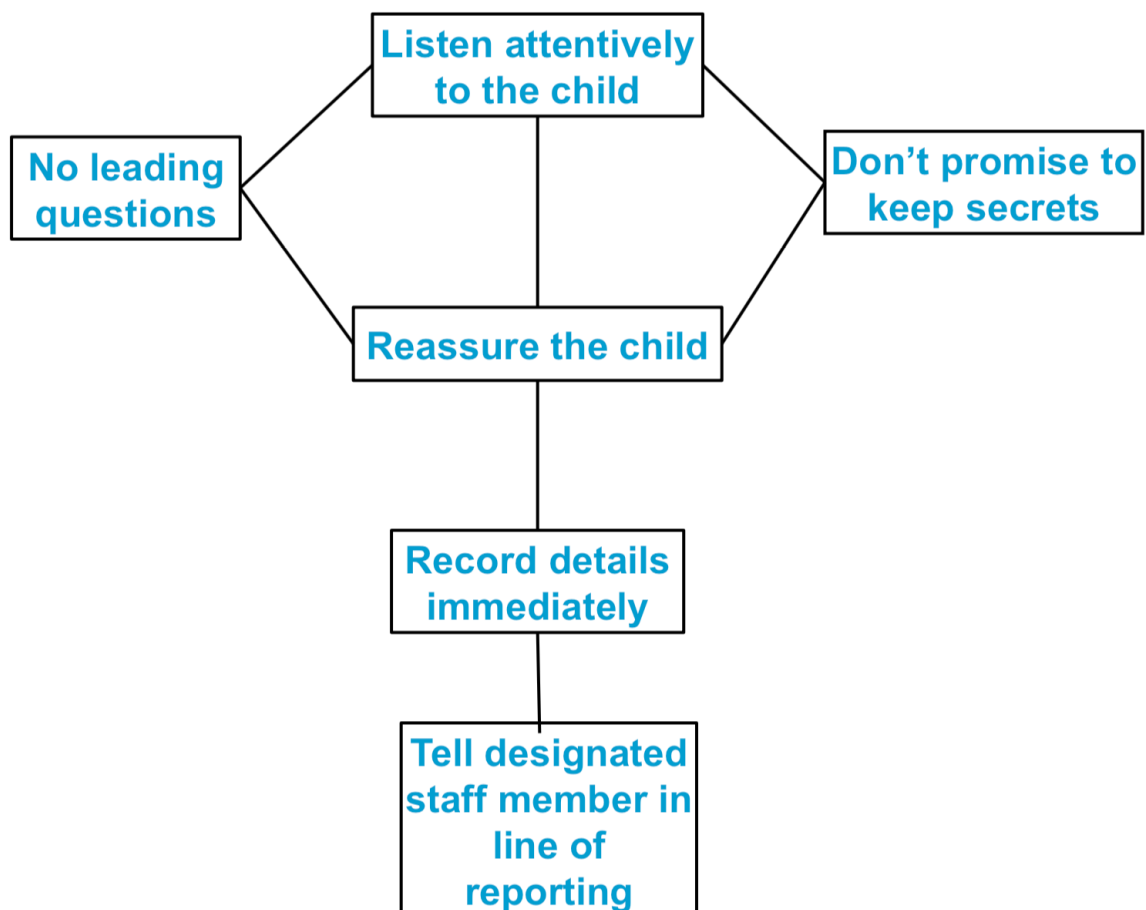
When concerns are identified, staff will always speak to children and will inform



parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm.

What to do if a student makes a disclosure:

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.



If a student discloses directly to a member of staff, he/she must:

- Listen carefully to what is said and keep an open mind. Be sensitive to preferred



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language of child;

- You should not take a decision as to whether the abuse has taken place, stay calm and be reassuring;
- Ask only open questions such as 'How did that happen'? Find a quiet place to talk-let the child decide where he/she wants to meet;
- What was happening at the time?
- Anything else you want to tell me? Believe in what you are being told, listen, but do not press for information;
- Not ask leading questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse, as this can later be interpreted as putting ideas into the child's mind;
- Depending on the situation, suggest it would be helpful to continue the discussion with the School nurse or counsellor present but do not force the child to repeat what he/she said in front of another person;
- Never give undertakings of absolute confidentiality to a student: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone who will ensure the correct action is taken;
- Make notes of the details of the disclosure using the child's words where possible. This note should be made as soon as possible by completing the Child Protection Reporting form;
- Reassure the child they have done the right thing and tell them they are not to blame, if it will help the child to cope, say that the abuser has a problem;
- Offer ongoing support.

The school will maintain safeguarding (including early help) and child protection records.

- Be handwritten
- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to relevant agencies immediately;
- Not make assumptions,
- Not include any opinions,
- Indicate sources of information,
- Be clear and concise,
- Be signed by the person making it and use names, not initials,
- Be kept securely and handed to the Designated Safeguarding Lead as soon as possible.
- All evidence, for example, scribbled notes, mobile phones containing text



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messages, clothing, computers, must be safeguarded and preserved and passed to the Designated Safeguarding Lead.

- Keep records in a folder in a meticulous chronological order;
- Ensure all records are kept secure and in locked locations;
- Ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a student moves.
- Safeguarding and child protection records will be maintained independently from the student's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.
- Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behavior, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/careers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/career will be recorded.
- Records will be signed, dated and timed by the member of staff making the record.
- Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that all staff use one consistent system for the recording of concerns and that all records are passed to the Designated Safeguarding Lead, who should complete the form to confirm what action has been taken.

Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL 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.

Making a referral to Children's Social Care

The DSL will make a referral to UAE agencies, and the police, if it is believed that a student is suffering or is at risk of suffering harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

Staff reporting directly to child protection agencies



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Staff should ordinarily follow the reporting procedures outlined in this policy. However, any staff member can refer their concerns directly to UAE agencies, or the police if:

- The situation is an emergency and the DSL, the deputy DSL, the head teacher and/or the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the student's safety, or
- For any other reason, they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject to censure or disciplinary action. However, staff should inform the DSL and/or head teacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

Investigation, Referral and Reporting

The Governing Body will ensure that members of staff, students and other members of the School community are aware that it is their responsibility to:

- protect children from abuse
- be aware of the School's child protection procedures in this policy
- know how to access and implement the procedures, independently if necessary
- keep a sufficient record of any significant complaint, conversation or event
- report any matters of concern to the Designated Safeguarding Lead
- undertake appropriate training, including refresher training which will be updated regularly in accordance with KHDA requirements.

It is not the responsibility of School staff to investigate suspected abuse. The School is not an investigation or intervention agency for child protection but it has an important role to play at the recognition and referral stages. On being notified of a complaint or suspicion of abuse, the Designated Safeguarding Lead will:

- operate safeguarding procedures in line with the local procedures.
- Consider the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the police.
- Consider the wishes or feelings of the student. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes.
- Consider duties of confidentiality, so far as applicable. If there is doubt over



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whether a referral should be made, the Designated Safeguarding Lead will consult with the relevant authorities on a no-name basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours). The Designated Safeguarding Lead, or the referrer, should follow up on the referral.

- The Designated Safeguarding Lead will keep the Principal informed of the case unless the complaint involves the Principal in which case the Chairman of Governors (or Vice Chairman in his absence) will be consulted.
- Staff must not investigate suspected abuse or any allegations against other staff, but should refer the matter to the Designated Safeguard Leads immediately.
- If the child's situation does not appear to be improving the Designated Safeguarding Lead or the staff member with concerns should press for re-consideration to ensure concerns have been addressed and that the child's situation improves.

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*



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Tel: 04 2193000

Fax: 04 3241717

PO Box 4115 Dubai, UAE

Working Hours: 24 Hours

Community Development Authority (Centre)

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The recently opened center under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.

Al Ameen Reporting (Dubai & Federal Police)

The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of developments in Dubai, and on issues that concern them. www.alameen.ae/en/





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APPENDIX 1:

CHILD PROTECTION RECORD – Report of a Concern

Once completed hand reporting form to a Designated Safeguarding Lead – Mrs. Emma Navin or Mrs. Lisa Lobo

Name of referrer:		Role of referrer:	
Student Name:		Date and time:	
Date of birth:		Grade / Class:	
Details of concern:	(Include details of what was said, by whom, where, when and details of the disclosure or concern. Use body map if appropriate on reverse of sheet)		
Reported to:		Role of person reported to:	
Signed:			
Date:			



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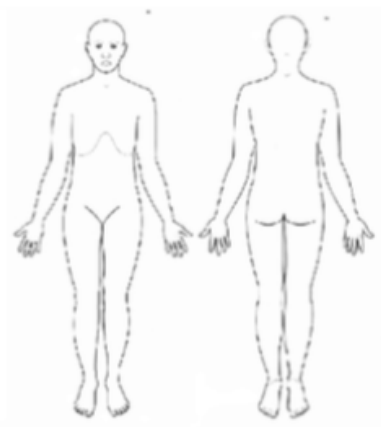
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To be completed by DSL

Action taken:		Advice sought: <i>(from whom and what was advice given)</i>	
Concern / referral discussed with parent/carer?		If not, state reasons why – if yes, note discussion with parent	
Feedback to referring member of staff:			By whom
Response to / action taken with student:			By whom



Mark with X
location(s) of
injury.

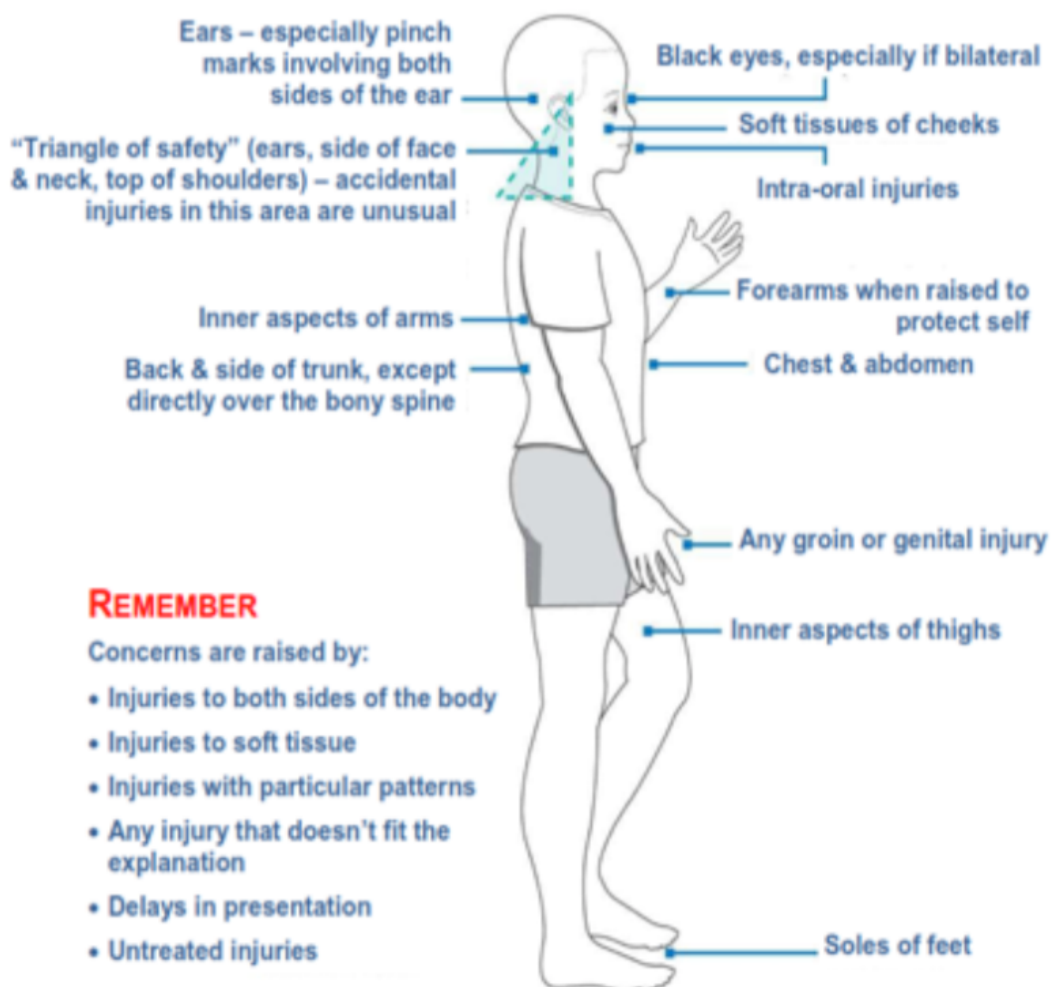


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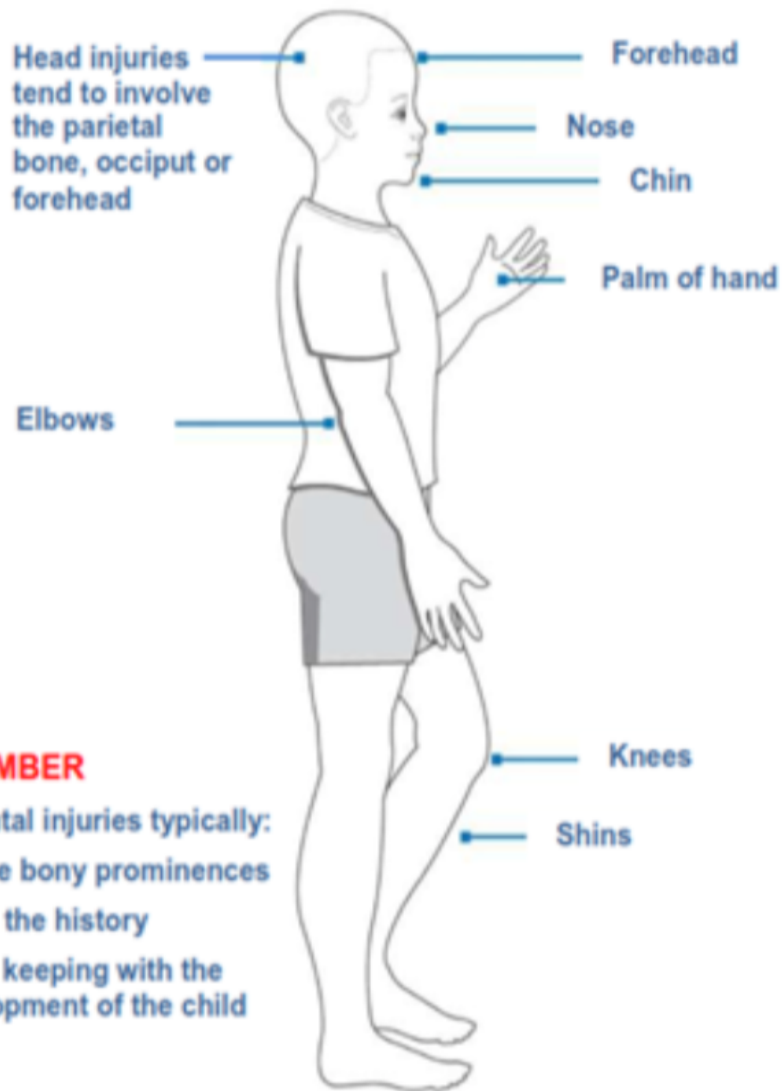


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REMEMBER

Accidental injuries typically:

- Involve bony prominences
- Match the history
- Are in keeping with the development of the child



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APPENDIX 2

Toilet Policy of Chinese School Dubai

Expectation

Chinese School Dubai supports the provision of open access to well-maintained, clean, private and safe toilet facilities throughout the school day. The school also recognizes that 'accidents', both urinary and faecal incontinence, as well as vomiting do occur at times and our aim is to minimize any embarrassment or trauma in any way to the child.

All children must be toilet trained before they commence at Chinese School Dubai, including telling an adult when they need to go, wiping themselves and dressing afterwards. If the class teacher is concerned with the frequency of accidents, then the child must stay at home until the parents are confident that they can return to school fully toilet trained.

Aims

To maximize access to children's toilet facilities during the day to promote the health and well-being learning opportunities of all.

To provide good quality toilet facilities.

To minimize the feelings of inadequacy due to incontinence.

Objectives

Responsibility of the school:

To ensure that this policy is both accepted and upheld by the whole school Community, Teaching staff, Administration staff, Students, Parents, Support staff, cleaning and Ancillary staff.

To keep all toilets open and available to children and staff throughout the school day. We allow children access to toilet facilities at all times with permission from an adult. We recognize that toilet needs are highly individual and do not conform to regimental timetables.

To ensure that the toilet and washroom facilities are suitable for the range of anticipated users, including children with disabilities and special needs.

To ensure the toilet and washroom facilities cater for the needs of all children from ethnic and religious communities, and ensure these needs are met in a sensitive, informed and appropriate manner.

To ensure that the toilet facilities provide visual privacy for users.



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To ensure that all toilet areas have properly maintained supplies, at all times, of water, soap, hand drying facilities and toilet tissue, provided at a convenient height.

To encourage children to respect the policy laid down. Leave toilets clean after use thus showing respect for others.

To implement and maintain annual reviews of the policy and monitor its effectiveness.

Responsibility of the students

Students must use the toilet facility only when genuinely needed and must not spend extra, unnecessary time in the washrooms.

Students are not permitted to use their devices in the washroom for any purpose calling, photography and videography.

Students must not vandalise the toilets by damaging facilities or writing graffiti anywhere in the toilet premises.

Students must respect the support staff and not speak rudely to them.

Students must respect other students using the toilets and not bully, intimidate or hurt anybody.

Accident Procedure

1. If a child has an accident which involves urine only while at school, a teaching assistant / teacher will direct and assist the child into a set of dry clothes.

2. If a child is soiled on the first occasion, they will be escorted to the toilet and assisted to change by a Teacher/Teaching Assistant. The teacher will inform the parent. Soiled clothes will be sealed into a bag, then taken home for washing. Parents will be asked to come in and change any children who soil on more than one occasion.

Confidentiality

Staff are aware that medical information about individual children is private.

Parents at the school are aware that there may be circumstances where their child's personal sensitive information will be shared between the school and health care professionals.