



WISE INDIAN ACADEMY

CBSE AFFILIATED SENIOR SECONDARY SCHOOL AFFILIATION NO: 6630101

Title	Child Protection Policy
File Name	WIA/ACD-CPP/015-7
Date of Issue	25th Sep 2018
Revision Date	20 August 2026
Next Anticipation Date	20 August 2027

Our school is committed to creating a safe and supportive environment for children. We also recognize that children have the right to live in healthy environment, without violence and without fear. For that reason, child safety is extremely important in classes. Because of their day to day contact with individual children during the classes, teachers and other staff are particularly well placed to observe the outward signs of abuse or changes in behavior in the children.

1. PURPOSE

1.1 An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. To create an environment in which pupils feel safe and secure and listened to and respected for their values and accept them as they are. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

2. INTRODUCTION

2.1 There are three main elements to our child protection policy;

- a) Prevention through the creation of a positive regular/online classroom atmosphere and the teaching, and pastoral support offered to pupils.
- b) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- c) Support to pupils who may have been abused.

2.2 This policy applies to all pupils, staff, volunteers and visitors to WISE.

3 SCHOOL POLICY

3.1 We recognize that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school will therefore:



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- a) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk and are listened to.
- b) Ensure that pupils know that there are adults who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly about childcare and parenting skills.
- d) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues.

4. FRAMEWORK

4.1 Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the coordinator.

5. ROLES AND RESPONSIBILITIES

5.1 Child Protection Team

Principal	Vice principal
Child Protection Leader	Online Safety Leader
KG Supervisor	Primary Supervisor
Middle Supervisor	Senior Supervisor
School Nurse	

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. All staff should be alert to the signs of abuse and neglect the pupil explicit or express and know whom to report about the concern. It is the role of the Designated Child Protection Leader to ensure that all the child protection procedures are followed within the school, and to make appropriate, timely referrals to the school management accordance with school procedures. If for any reason the Designated Child Protection Leader is unavailable, a Head Mistress has been identified who will act in the absence of the CPL. Additionally, it is the role of the Designated Child Protection Leader to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those in need.

Team Members Role:

- Monitoring classes whether Child Protection Policy is implemented.
- Make sure the students are aware of the Child Protection Policy
- Make sure the teaching and non-teaching staffs are aware of the Child Protection Policy and the procedures to be followed.



- Ensure that appropriate training and support is provided to all staff
- Ensure that the Principal is informed for any concerns
- Provide guidance and support to students, staff and parents to all children

5.2 The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes. Check for the past records of the newly recruited employees.

5.3 The role of the nominated officer for Child Protection is to ensure that the school has an effective policy, and to support the school in this aspect. Details relating to individual child protection cases or situations are to be maintained strictly confidentially.

6 PROCEDURES

6.1 Staffs are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However, the Principal will ensure they are aware of the school's policy and the identity of the Designated Child Protection Leader.

6.2 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Designated Child Protection Leader. In the absence of the CPL, a Deputy Child Protection member is designated to take over the matter. In the absence of either of the above, the matter should be brought to the attention of the most senior member of the staff.

6.3 It is important for the teaching and non-teaching staff to be alert to the possible signs of Abuse or Neglect (see Appendix – A). The cause of child abuse and neglect can have long standing consequences. The younger the children and the more vulnerable they are, the more serious the consequences are likely to be. With early identification and an appropriate response child can recover from episodes of abuse and neglect. These signs may include one or more of the following (see Appendix – B):

- low self-esteem and withdrawn behaviour
- depression and/or suicidal thoughts
- anxiety disorders
- attachment disorders
- learning disorders, including poor language and cognitive development
- aggressive behaviour and other behavioural problems
- developmental delay, eating disorders, physical ailments and
- delinquency and criminal behaviour including violent or aggressive behaviour

6.4 The Designated Child Protection Leader or their Section Head will immediately refer cases of suspected



abuse or allegations to the Principal.

6.5 Factual information should be recorded, and the essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given. This written confirmation must be signed and dated by the referrer (see Appendix – E). Parents will be informed for the concern (see Appendix -C).

6.6 A statement in the school brochure will inform parents and guardians about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy from the school website.

6.7 A child/Parent can directly contact the Child Protection Centre at 80085/116111 or email the report to CPU@moe.gov.ae with supporting documents if any.

7 TRAINING AND SUPPORT

7.1 The Principal and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. The school will ensure that the Designated Child Protection Co-Ordinator also undertakes training to keep knowledge and skills up to date.

7.2 Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities.

7.3 Support will be available for staff from the Principal in the first instance, and from members of the school's leadership team where there are concerns about queries about child protection.

7.4 All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook.

8 CONFIDENTIALITY

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the designated Child Protection Officer and may require further investigation by appropriate authorities

8.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9 RECORDS AND MONITORING



9.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

9.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.

9.3 These file notes are kept in a confidential file, which is separate to other files, and stored in the school confidential cupboard. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.

10. SUPPORTING PUPIL AT RISK

10.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

10.2 This school will endeavor to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
 - b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
 - c) The implementation of the school's behaviour management policies.
 - d) A consistent approach agreed by all staff which will endeavor to ensure the pupil knows that some behaviour is unacceptable, but s/he is valued.
 - e) Regular liaison with other professionals and agencies that support the pupils and their families.
 - f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
 - g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
 - h) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staffs who works in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need have support or protection

9.4 This policy should be considered alongside other related policies in school. These are the policy for the teaching of WISE.



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10 SAFE SCHOOL, SAFE STAFF

10.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

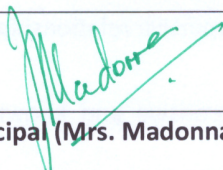
10.2 Only authorized agencies may investigate child abuse allegations, whilst it is permissible to ask the child (ren) simple, non-leading questions to ascertain the facts of the allegation and formal interviews and taking of statements.

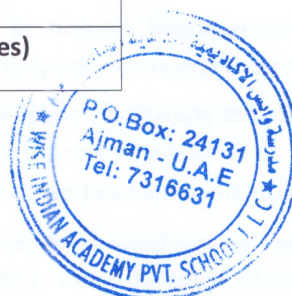
10.3 The procedure to be followed in the event of an allegation being made against a member of staff will be enquiry, report making, written confirmation and decision taken by the Management.

Revision

Revision Date	File Name	Revision
25 th Sep 2018	WIA/ACD-CPP/015	New policy
22 nd Nov 2020	WIA/ACD-CPP/015-1	Logo change & updated
10 th Oct 2021	WIA/ACD-CPP/015-2	Team members has changed
19 th April 2022	WIA/ACD-CPP/015-3	Team Members has changed
28 th Aug 2023	WIA/ACD-CPP/015-4	Reviewed & Logo change
28 th August 2024	WIA/ACD-CPP/015-5	Reviewed & updated team members.
20 August 2025	WIA/ACD-CPP/015-6	Reviewed and Approver's signature
20 August 2026	WIA/ACD-CPP/015-7	Reviewed and Approver's signature

Approved by


Principal (Mrs. Madonna James)





APPENDIX – A

Definitions of Child Abuse & Neglect (As given by MOI)

Child abuse and neglect is a complex social issue without simple explanation. Factors that can contribute to the likelihood of abuse and neglect occurring include the parent's personality and attributes, the characteristics of the child and situational stressors.

Sometimes, it occurs when parents lack parenting knowledge and skills and rely on inappropriate discipline to manage their children's behaviour. Sometimes children are harmed because parents and carers are isolated and challenged beyond their capacity to cope, especially during periods of crisis or in caring for a child with particular needs. Sometimes harm stems from the serious emotional and psychological problems of parents.

Physical Abuse

Physical abuse is the deliberate physical injury to a child, or the wilful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment 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 involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some levels of emotional abuse are involved in all types of ill treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose children to emotional abuse.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children looking at, or the production of pornographic material or watching sexual activities or encouraging children to behave in sexual inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's physical, emotional and /or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate



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medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive. The MOI-CPC aims to develop the best possible arrangements for the investigation of all forms of child abuse, ensuring that those who commit serious offences against children are brought to justice and to provide child victims with the best possible investigative and support services.

Online

Mobile phones, laptops, iPads, and other online type products are integrated into all our lives. However, there are those that seek to use these for their own or others gratification. The Online safety Policy and the Anti bullying Policy provides more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation.
- The impact of new technologies on sexual behaviour, for example sexting.

School will consider any improper use as a possible safeguarding concern, which should be considered as child protection issues and discussed with Child Protection officer/ Online Safety Leader or Senior Leadership Team as appropriate.

APPENDIX - B

The Ministry of Interior Child Protection Centre (MOI-CPC) lists some of the signs and behaviours and indicators that may suggest abuse of a child:

Possible indicators of Physical Abuse

- § broken bones or unexplained bruises burns or welts in various stages of healing
- § the child or young person is unable to explain an injury, or explanations given are inconsistent, vague or bizarre
- § direct admissions from the parents that they are concerned that they might harm their child
- § family history of violence
- § marked delay between injury and obtaining medical assistance
- § parents who shows little concern about the welfare of their child or the treatment and care of the injury
- § repeated presentations of the child to health services with injuries, ingestions or minor complaints (this could also be an indicator of Factitious Disorder by proxy, a rare expression of physical and emotional abuse)
- § the child or young person is unusually frightened of a parent or carer, or is afraid to go home
- § the child or young person reports intentional injury by their parent or caretaker
- arms and legs are kept covered by inappropriate clothing in warm conditions
- § ingestions of poisonous substances including alcohol or drugs; and
- § avoidance of physical contact by the child (particularly with a parent or carer)

Possible indicators of Emotional Abuse

- § the parent or caretaker constantly criticises, threatens, belittles, insults or rejects the child or young person with no evidence of love, support or guidance



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- § the child/young person exhibits extremes in behaviour from overly aggressive to overly passive
- § delayed physical, emotional or intellectual development
- § compulsive lying and stealing
- § high levels of anxiety
- § lack of trust in people
- § feelings of worthlessness about life and themselves
- § eating hungrily or hardly at all
- § uncharacteristic seeking of attention or affection
- § reluctance to go home
- § rocking, sucking thumbs or self-harming behaviour; and
- § fearfulness when approached by a person known to them

Possible indicators of Sexual Abuse

- § Sexualised behaviours inappropriate to their age (including sexually touching other children and themselves);
- § Disclosure of abuse either directly or indirectly through drawings, play or writing that describes abuse
- § Pain or bleeding in the anal or genital area with redness or swelling
- § Fear of being alone with a person
- § Avoidance of things related to sexuality
- § Child or young person implies that he/she is required to keep secrets
- § Presence of sexually transmitted disease
- § Sudden unexplained fears
- § Enuresis and/or encopresis (bed-wetting and bed soiling)
- § Run-aways; and
- § Suicidal Behaviour

Possible indicators of Neglect

- § Signs of malnutrition, begging, stealing or hoarding food
- § Poor hygiene: matted hair, dirty skin, or severe body odour
- § unattended physical or medical problems
- § the child or young person states that no one in home to provide care (inadequate supervision, failure to ensure safety)
- § child or young person appears constantly tired
- § frequent lateness to school or absence from school
- § inappropriate clothing, especially inadequate clothing in winter
- § alcohol and /or drug abuse present in the household

Possible indicators of Online

- He/she stops using the computer without explanation.
- He/she appears nervous or Jumpy when getting a message or email.
- He/she is uneasy about going out or going to school.
- He/she appears angry or depressed after using the computer.
- He/she is secretive about what he./she does on the computer.
- He/she is abnormally withdrawn from friends and family.



APPENDIX – C

Parental Involvement

- § Parents will be informed immediately the abuse is noticed or suspected as per the indicators.
- § Parents will be required to cooperate with the school concerned authorities.
- § The school reserves the right to seek professional advice and in certain cases before informing parents.

APPENDIX – D

Dealing with a Disclosure

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

Assessment and Record Keeping

- § Make notes as soon as possible after the conversation.
- § Do not destroy the original notes in case 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 as it is and how injury is seen.
- § Record statements and observations, not interpretations or assumptions

APPENDIX – E

Intimate Care for Children

Children do occasionally have accidents or injuries which necessitate some intimate care. It is important to consider two factors when dealing with these situations.

- Ø Respect the privacy of the child
- Ø Be aware of the vulnerability of the member of staff assisting the child

The following procedure is designed to create a 'best fit', which takes both factors into account.

- Ø The practitioner dealing with the incident should inform one of the other adults
- Ø Leave doors slightly ajar, but closed enough to give as much privacy as possible
- Ø Try to arrange for other children to use an alternative cloakroom if possible
- Ø Wear disposable latex gloves
- Ø If the child is old enough, ask him/her to remove soiled garments



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- Ø Use sealed wipes, or a disposable flannel with antibacterial soap, to wash the child, avoiding any intimate contact
- Ø Use a towel to dry the child, again avoiding any intimate contact; the towel will need to be laundered after use
- Ø Rinse off the soiled clothes then place them in a plastic bag ready to give to parent or cares at pick- up time

If the situation happens frequently with a child, it would be appropriate to discuss toilet training techniques with the parents or cares so that routines are the same at school and at home. It may be necessary to suggest that a child takes a few days out of school to re-establish regularity