



# مدرسة جيه إس إس العالمية

## JSS INTERNATIONAL SCHOOL

### CHILD PROTECTION POLICY

#### JSS School ensures that:

- the welfare of the child is paramount
- all children, whatever their age, culture, disability, gender, language, racial origin religious beliefs and/or sexual identity have the right to protection from abuse
- all suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately
- All staff (paid/unpaid) working in school have a responsibility to report concerns to the counsellor/Principal.

#### Policy statement

The school has a duty to safeguard all children from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable will be taken into account. The school will ensure the safety and protection of all children enrolled in the school through adherence to the Child Protection guidelines adopted by the school.

#### Policy aims

This Policy aims to:

- Create a safe, trusting, responsive and caring environment.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities which equip children with the skills they need to stay safe from abuse, which will help children develop realistic attitudes to adult life, particularly with regard to childcare and parenting skills;

- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with the children.

There are four main elements to our child protection policy;

- Prevention (e.g. Positive school atmosphere, teaching and pastoral support to pupils ;)
- Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns;
- Support (to pupils and schools staff and to children who may have been abused):
- Working with parents (to ensure appropriate communications and actions are undertaken).

### **Roles and Responsibilities:**

All adults working with or on behalf of the children have a responsibility to safeguard and promote the welfare of children. There are however, key people within the school and management who have specific responsibilities. Those carrying these responsibilities include the CEO, Principal, Supervisors, doctors, nurse and Counsellor and a designated senior teacher. The designated teacher is a senior member of the school management team.

The role of the counsellor / designated person for protection includes:

### **Referrals:**

- Refer cases of suspected abuse or allegations to the counsellor who in turn will refer to the relevant investigating agencies if necessary;(like civil service)
- Act as a source of support, advice and expertise within the educational establishment.
- Liaise with Principal to inform him of any issues and ongoing investigations and ensure there is always cover for this role.

## **Training:**

- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- Ensure each member of the staff has access to and understands the school's child protection policy especially new or part –time staff
- Be able to keep detailed; accurate and secure written records of referrals /concerns.

## **Awareness creation:**

- Ensure the establishment's child protection policy is updated and reviewed annually and work with the governing body regarding this
- Ensure parents see copies of the child protection policy which alerts them to the fact that the referrals may be made and the role of the establishment in this to avoid conflict later.

The following are some general rules that the school follows:

## **Physical contact**

Physical contact between school personnel and the child should always be in response to the needs of the child and not the needs of the adult.

While physical contact may be used to comfort, reassure or assist a child the following should be factors in determining its appropriateness.

- It is acceptable to the child.
- It is open and not secretive.
- To the age and developmental stage of the child.

School personnel should avoid doing anything of a personal nature for children that they can do for themselves.

## **Visitors/Guests**

Visitors/guest speakers should never be left alone with pupils. The school (principal/teachers) has a responsibility to check out the credentials of the visitors /guests and to ensure that their behavior with the children is appropriate.

## **Toileting accidents**

If a child has an 'accident' parents or contact people will be contacted immediately. If the child for whatever reason cannot clean or change themselves and the parents/guardians cannot be contacted the child will be assisted by members of staff familiar to the child. In all such situations two members of staff should be present. A record of all such incidents will be kept and principal and parents will be notified.

## **One-to-one teaching**

It is the policy in this school that one-to-one teaching is often in the best interest of the child. Every effort will be made to ensure that this teaching takes place in an open environment. Parents of children who are to be involved in one-to-one teaching will be informed and their agreement sought. Work being carried out by special needs assistants will be carried out under the direction of the class teacher in an open environment.

## **Changing for Games/PE/Swimming**

Pupils will be expected to dress and undress themselves for games/PE/swimming. Where assistance is needed this will be done in the communal areas and with the consent of parents. Under no circumstances will members of staff/volunteers be expected to or allowed to dress/undress a child in a cubicle/private area. In such situations where privacy is required the parent/guardian of the child will be asked to assist the child. At all times there must be adequate supervision of pupils. If groups have to be supervised in the changing rooms, teachers, coaches or staff will work in pairs.

## **Use of photographic/filming equipment at school events**

The school shall ensure that under no circumstances inappropriate photographs or film footage of children /students will be taken in vulnerable positions.

## **Teacher's behaviour towards children:**

- Teachers will always work in an open environment; they will encourage open communication with no secrets.
- The welfare of the student will be given priority, before winning or achieving goals.
- Staff shall maintain a safe and appropriate distance with students at all times.

- If students are taken out for camps, educational tours etc. they will always be accompanied by a male and female member of staff.
- Adults shall not enter children's rooms or invite children into their rooms when they are alone.
- Teachers shall give enthusiastic and constructive feedback rather than negative criticism.
- Teachers will recognise the capacity of students; have realistic expectations and avoid excessive training or competition.
- The school will secure parental consent if any disciplinary action or behaviour modification programme is involved.
- The school will keep a written record of any injury that occurs, along with the details of any treatment given.
- The school will request written parental consent if school officials are required to transport students in their car /personal vehicle.

### **Practices to be avoided**

The following should be **avoided** except in emergencies. If cases arise where these situations are unavoidable it should be with the full knowledge and consent of someone in charge in the school or the child's parents. For example, a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child at the end of a session:

- avoid spending time alone with children away from others.
- share a room with a child
- allow or engage in any form of inappropriate touching
- allow children to use inappropriate language unchallenged
- reduce a child to tears as a form of control
- fail to act upon and record any allegations made by a child
- do things of a personal nature for children or disabled adults, that they can do for themselves

Every attempt will be made to offer support for the child whilst at school and it is hoped that the school will provide an environment in which he/she can relax and spend the school day in complete confidence and safety.