



مدرسة نور الديار الخاصة  
**NOOR AL DIYAR**  
PRIVATE SCHOOL

# **SAFEGUARDING & CHILD PROTECTION POLICY**

## 1.0 POLICY PURPOSE

The purpose of this policy is to ensure that all the children at Noor Al Diyar Private School are safe, protected from abuse and able to reach their full potentials. We at NAD school believe that our key role is to maintain children's safety and wellbeing.

## 2.0 GENERAL STATEMENT OF THE POLICY

At Noor Al Diyar Private School, we are committed to recognise, promote and protect the rights of all children. We also believe that the welfare of children is the highest priority and is the responsibility of everyone at NAD School. It is our obligation to put in place reasonable measures to ensure, as far as possible, the safety and wellbeing of the children.

Therefore, this policy goals are as follows:

- Provide all staff with the required information and training to enable them to accomplish their responsibilities in safeguarding & protecting our children.
- Ensure the appropriate action is taken where it is alleged that a child is suspected of being abused, or is actually abused.
- Reflect the school's obligations with regard to safeguarding and child protection on students, parents and other related partners.

## 3.0 POLICY PROCEDURES

### 3.1 Roles and Responsibilities for the implementation of the child safeguarding policy:

#### 3.1.1 School role & responsibilities:

The school has a responsibility to child protection through:

- Establish a safe environment and safeguarding ethos across the school;
- Provide safeguarding & child protection training opportunity for all staff;
- Use of curriculum to understand what is and is not accepted behaviour, how to speak up regarding their concerns;
- Appointment of a designated member of staff with responsibility for child protection.

The school appointed the social counsellor as the Designated Child Protection (DCP) person.

#### 3.1.2 Leadership roles & responsibilities:

- All staff members are an integral part of the children safeguarding programme. They should be trained to support programs implementation in order to ensure that our school is safe for children.
- Staff selected for leadership and supervisory position as a Designated Child Protection person (DCP)-social counsellor- is responsible for identifying preventative measures to mitigate risks that occur within our operations and programs and must report any concerns that arise to the principal.
- The principal is committed to taking all appropriate corrective actions (disciplinary, legal or other applicable actions in response to any violation of this policy) against any individual who has committed a child safeguarding violation and/or knew of such a violation and failed to report.

### 3.1.3 Role of teachers and support staff:

Class teachers or support members of staff may be the first to pick up early warning sign that a child is being exposed to abuse of any kind. Abused children may turn to teachers or support staff to discuss their worries and request help. An important aspect of the teacher's or support staff's role is to know how to respond.

If a student reveals that he/she has been abused in some way, the staff member should:

- Listen carefully and accept what is being said, only ask questions when necessary to clarify.
- Allow the student to talk without disruption.
- Never promise a student confidentiality - as this may not be in the best interests of the student.
- Reassure him/her that what has happened is not his/her fault.
- Make sure that it was the right thing to tell.
- Not criticise the suspected perpetrator.
- Explain to the student what will be done as a next step.
- Make a written record.
- Pass the information to the Principal and the Designated Child Protection person (DCP) at school without delay.

Staff must not:

- Doubt any information given by the child.

- Suggest alternatives to what a child has said.
- Get the child to write about, or describe their experience in some other way.
- Investigate further or question potential witnesses.
- Conduct medical check-up test.
- Delay referral to DCP person.

#### 3.1.4 The Designated Child Protection person (DCP) roles & responsibilities:

- The provision of advice and support to staff (provide training whenever required).
- Keeping accurate critical incidents records.
- Monitoring attendance and development of children who are at risk.
- Ensuring that all relevant information about a child is discussed with the principal.
- Ensuring detail accurate records are sent to Ministry of Education.
- In consultation with the principal, referring alleged cases of child abuse to Child Protection Centre as per article number 47 of the child protection law number 37 for the year of 2012 whenever required.

### 3.2 Child protection procedures

#### 3.2.1 Recognising abuse

To ensure that our students are protected at school, we need to understand what types of behaviour classifies as abuse and neglect. Abuse and neglect are types of maltreatment. Somebody may abuse or neglect a child by imposing harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home without adult supervision.

Abuse may be committed by any adult and/or by other children. There are four types of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

#### 3.2.2 Impact of abuse

The impact of child abuse should not be neglected. Many children recovered and continue their lives normally, although, full recovery is beyond the reach of others. Many victims spend their adulthood by depression, self-harm, eating disorders, and long-term medical difficulties. Therefore, staff members play an important role in early detection of abuse cases and shrinking of its impacts on children lives.

### 3.2.3 Taking Action

Staff should respond to a suspicious concern by following the below procedures:

- Be alert:
  - Be aware of the signs and indicators of different abuse and neglect.
  - Identify concerns early to prevent severe consequences.
  - Be aware of school's systems in maintaining children safeguarding, e.g. training, staff behaviour policy and the role of the designated staff member.
- Question behaviours:
  - Talk to the children and try to understand his/her view.
  - Detect any change in students' behaviours and question any unexplained marks/wounds.
  - Raise concerns about poor or unsafe practice, refer to the DCP or principal.
  - Record and make notes as soon as possible using the words that the child has used.
- Ask for help:
  - Immediately inform the designated person for child protection (DCP) or in their absence the Principal, who will be responsible for following the procedures.
- Refer:
  - The designated person for child protection (DCP) can then investigate the case and communicate with the Principal as appropriate;
  - The Principal will make referrals to Ministry of Education whenever it is necessary.

### 3.2.4 Procedures for recording child abuse cases:

Staff should record all concerns, discussions and decisions made in writing. If there is any doubt about recording procedures, staff should discuss with the Designated Child Protection person.

When a student has made a disclosure (abuse reveal), the member of staff should:

- Record as soon as possible after the conversation. Use the Critical Incident Report template.
- Do not destroy the original notes.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the student.

- Draw the injury in a sample report to indicate the position of any injuries.
- Record statements and observations rather than expectations.
- All records need to be given to the DCP promptly. No copies should be kept by the staff member.
- The DCP will ensure that all safeguarding records are managed in accordance with the ministerial guidelines.

### 3.2.5 Communication with parents:

Parents should be informed prior to referral of the case to MOE, unless it is considered to do so might place the student at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, forced to remain quiet if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

Make sure to acquire parents understanding regarding school's responsibilities for safeguarding children.

### 3.2.6 Allegation against staff:

- An allegation is any information which indicates that a member of staff may have:
  - Behaved in a way that has, or may have harmed a child;
  - Behaved in a way which indicates s/he would pose a risk of harm if they work closely with children;
- This applies to any child the member of staff has contact within their personal, professional or social life.
- If staff members have concerns about another staff member then this should be referred to the Principal. In the case of serious allegations, it is likely to be necessary to suspend the member of staff immediately until the investigation is concluded. In other cases, it may be appropriate to modify the individuals' duties to ensure they are not left unsupervised to care for children.

### 3.2.7 Whistleblowing – Letting people know:

- All staff and children should feel capable to raise their concerns about any possibility of a vulnerable practices.
- It is important that an atmosphere is created in school where it is acceptable to raise concerns. This should be implemented on both staff and children.
- Concerned that are raised should be taken seriously and acted upon immediately.

### **3.3 Safeguarding legislation and guidance**

- This policy is derived from the United Nations Convention on the Rights of the Child.
- It is also allied with Bahrain's Child protection law number 37, for the year 2012.