



# مدارس الحمراء المتميزة عالمياً

## Alhamraa International School

Guideline's Title عنوان الدليل	Child Protection Policy سياسة حماية الطفل
Purpose الهدف من الدليل	Ensures that all staff members, teachers, students and parents understand the issues of child abuse; know how to recognize its signs and symptoms; and know the responsibilities of reporting incidents
Scope مجالات التطبيق	Al Hamraa School from Kindergarten to High-School مدارس الحمراء بكل اقسامها من الروضة الى الثانوية
Approved on تاريخ الاعتماد	November 20, 2019 نوفمبر 2020
Approved by جهة الاعتماد	School Director – Mrs. Elham Wasfi Ezzi المشرفة العامة للمدرسة – أ. الهام وصفي عزي
Review Date تاريخ المراجعة	September 2, 2023 سبتمبر 2023
Feedback المرئيات	Send feedback or inquiries to <a href="mailto:elham_ezzi@alhamraaschool.edu.sa">elham_ezzi@alhamraaschool.edu.sa</a> للاقتراحات والاستفسارات التواصل عبر البريد الالكتروني

This manual is designed to be in harmony with Al Hamraa Girls' School policies and regulations. The manual's content was designed by the school's administration through research and best practices, locally and internationally. Please be aware that the manual is updated annually, while the content's revision may occur throughout the year. Any changes in the content will be made available to staff, students and parents through emails, newsletters, website, and other communication tools. Any questions regarding the contents of this manual should be directed to the school's administration.

ينسجم هذا الدليل مع سياسات ولوائح مدارس الحمراء للبنات. وقد صمّمته إدارة المدرسة من خلال البحوث وأفضل الممارسات محلياً وعالمياً. يرجى أخذ العلم بأن الدليل يتم تحديثه سنوياً، في حين أن تعديل المحتوى قد يحدث على مدار السنة. ستبلغ الموظفات، المعلمات، الطالبات وأولياء الأمور في حال تم تغيير المحتوى من خلال رسائل البريد الإلكتروني، الصحيفة المدرسية، الموقع الإلكتروني وأي أدوات تواصل أخرى. يرجى توجيه أي أسئلة تتعلق بمضمون هذا الدليل إلى إدارة المدرسة.

## School's Vision and Mission

### School's Vision

We perceive Al Hamraa School as a pioneer in the pursuit of intellectual and cognitive development, aiming to raise a creative, and unique generation, influential in its community and in the world.

نرى مدارس الحمراء رائدة في صناعة الفكر والتقدم المعرفي،  
في مجتمعه والعالم. تسعى لتربية جيل فريد مبدع، مؤثر.

### School's Mission

We strive to develop an intellectual, inquirer and reflective generation, ready to shape their future using principles and accumulation of knowledge in a coherent way, empowered by hardworking facilitators who operate within an administration that seeks continuous development.

المساهمة في إعداد جيل مفكر، باحث، متأمل. يصنع مستقبله وفق إطار قيمي، بأدوات معرفية علمية متطورة  
بمساعدة كوادر تعليمية تقوم بالمشورة وتعمل جاهدة ضمن ادارة تسعى للتطور المستمر.

## **I. Introduction**

Al Hamraa School has a moral as well as legal duty to safeguard the welfare of its students. Our goal is to build and maintain a proactive environment that protects children by either preventing child abuse before it occurs or by ensuring its earliest possible detection, intervention and reporting.

Our strategy is to ensure that all staff members, teachers, students and parents understand the issues of child abuse; know how to recognize its signs and symptoms; and know the responsibilities of reporting incidents, including how, when, and to whom to make a report.

Ultimately, Al Hamraa school strives to have policies, procedures, and training in place so that if child abuse is suspected, observed, or disclosed to any member of the school's community, that person will have the knowledge, information, and resources necessary to ensure that the child is safe, that the situation is communicated promptly and effectively, and that the suspicion or incident is reported to the appropriate authorities.

### **Child Protection Team**

Child Protection Officer

School Director: Mrs. Elham Wasfi Ezzi

### **Counsellors**

KG Counselor

Elementary Counselor

Middle and High School Counselor

### **Head of Departments**

Head of KG and Elementary Department:

Head of Middle and High School Department:

## **II. Purpose of a child protection policy**

An effective child protection policy is one which provides clear direction to staff and others about expected codes of behavior in dealing with child protection issues. 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 and referrals may be handled sensitively, professionally and in ways which prioritize the needs of the child.

There are three main elements to our Child Protection Policy in Al Hamraa School.

**Prevention:** Creating a positive school environment, where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.

**Protection:** By following agreed procedures, ensuring staff are trained to recognize possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.

**Support:** To students and school staff who may have been abused.

## **Section A. Signs and Responsibilities**

### **I. Definitions:**

**1. Child Abuse** Child abuse refers to any act committed by a parent, guardian or any other person to a child under the age of 18, which results in injury to the child. These acts include situations where there is neglect, emotional, physical or sexual harm.

**2. Abuse** refers to physical abuse, corporal punishment, emotional abuse, sexual abuse and also includes bullying, exploitation, and neglect.

### **3. The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A **body map** can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

#### **3.1 Indicators of physical abuse / Factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped).
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs.
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks (rings on the child's arms, legs, or body, indicating that a portion of the child's body has been immersed in hot water)

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words) no explanation is forthcoming
- the child (or the parent/caregiver) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

#### **3.2 You should be concerned if the child or young person:**

- is reluctant to have parents/caregivers contacted;

- runs away or shows fear of going home;
- is aggressive towards themselves or others;
- flinches when approached or touched;
- is reluctant to undress to change clothing for sport;
- wears long sleeves during hot weather;
- is unnaturally compliant in the presence of parents/caregivers;
- has a fear of medical help or attention;
- reports a punishment that appears excessive.

**4. Corporal punishment**, a physical punishment inflicted on a child by a teacher or any adult in authority, such as the guardian, as a form of discipline, and is considered as **Physical abuse**.

**5. The nature of Emotional Abuse** Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify, recognize, and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person, as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and caregivers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

### **5.1 Indicators of Emotional Abuse: Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

### **5.2 Behavior**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behavior (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behavior – e.g., wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late

### 5.3 Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behavior
- Insecure, clinging behavior
- Poor social relationships

### 5. 4 Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration; restlessness, aimlessness
- Extremes of passivity or aggression

**6. Sexual Abuse and Exploitation** involves but not limited to forcing or enticing a student to take part in sexual activities.

#### **6. 1 Characteristics of child sexual abuse:**

It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic.

Grooming the child to keep them silent – people who abuse children take care to choose a vulnerable child and often spend time making them dependent. Grooming the child’s environment, to keep suspicions far from them– abusers try to ensure that potential adult protectors (parents and other caregivers especially) are not suspicious of their motives.

**7. Bullying** is unwanted aggressive behavior(s) from a student or more to another student and involves an observed or perceived power imbalance and is repeated (or is highly likely to be) multiple times. Bullying, as a form of violence, includes physical (hitting, tripping), verbal (name calling, teasing), relational/social (spreading rumors, leaving out of group), and cyber-bullying aggression (occurs through e-mail, a chat room, instant messaging, a website, text messaging, or pictures or videos sent through cell phones or posted on websites). A student can be a perpetrator, a victim, or both.

**8. Neglect** is the persistent failure to meet a student’s basic physical, emotional and/or psychological needs, likely to result in serious impairment of the child’s health or development. It involves failing of a parent or a guardian to take actions that are considered necessary to care for children including, but not limited to:

- provide adequate food, clothing and shelter
- protect the child from physical harm or danger;

- provide adequate care (including the use of adequate caregivers)
- provide healthcare and appropriate medical treatment
- provide education and regular school attendance
- maintain personal hygiene
- ensure adequate stimulation.

Neglect is a difficult form of abuse to recognize and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. Research would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated CPO.

### **8.1 Indicators of neglect**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognize that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons.

### **8.2 Physical indicators of neglect**

Constant hunger and stealing food  
Poor personal hygiene - unkempt, dirty or smelly clothes  
Dress unsuitable for weather  
Poor state of clothing  
Illness or injury untreated  
Looking sad, false smiles

### **8.3 Behavioral indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

## **II. Dealing with disclosure**



If a student discloses that he or she has been harmed in some way, the member of staff should:

- 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 not make promises that it might not be possible to keep
- Do not promise confidentiality, as it might be necessary to refer the case to the appropriate authority
- Reassure the pupil that what has happened is not their fault
- To raise awareness and identify responsibility in reporting possible cases of abuse;
- To ensure effective communication between all staff when dealing with child protection issues;
- To inform all parties of the correct procedures to use in the case of a child protection
- Stress that it was the right thing to tell
- Listen rather than ask direct questions
- Ask open questions rather than leading questions
- Do not criticize the offender
- Explain what has to be done next and who has to be told.

### **III. School commitment**

**Al Hamraa** School recognizes that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of, or suffering abuse.

#### **The school will therefore:**

- Establish and maintain a code where children feel secure and are encouraged to talk, and are listened to. Students have opportunities to talk and their wishes and feeling are sort, listened to and taken into account.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. To enable them to develop to their full potential and enter adulthood successfully.
- Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### **IV. Responsibilities of the whole school staff**

All members of the school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the students in the school. In doing so, they should seek advice and support as necessary from the CPO.

All staff are expected to attend regular and relevant professional development sessions, be aware of symptoms of abuse and report concerns to CPO as appropriate, keep clear, dated, factual and confidential records of child protection concerns.

All staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behavior.

#### **V. Responsibilities of the Head of Department**

- Comply with the provisions of this policy.
- Ensure that procedures to prevent situations that could lead to the abuse or neglect of students are in place and understood by all school staff and leaders
- Ensure the supervision of students at all times while in school's care.
- Ensure that there is priority emphasis within the school on the protection of the students and for taking immediate actions when there is suspicion of cases of student abuse or neglect.
- Ensure that students can safely report their concerns about abuse and/or neglect without fear of retribution or punishment.
- Ensure that staff and others can safely report their concerns about the potential exposure of any student to abuse and/or neglect without fear of retribution or punishment.
- Gain views from students and parents regarding security and protection within the school.
- Immediately report any case of potential abuse and/or neglect of students as stated by this policy.
- Ensure that all staff and administrators targeted for student protection training are fully attend and participate in all training sessions.
- Conduct orientation sessions for parents/guardians upon student registration or enrollment and at the start of every school year to promote this policy and to inform them of their roles and responsibilities, and their rights and duties.
- Immediately suspend any staff member who is suspected of an offence involving student abuse and/or neglect on a temporary basis until the suspicion is adjudicated

#### **VI. Responsibilities of the School Nurse and Counsellor:**

- The School Nurse or Counsellor may be requested to provide physical treatment and emotional support after a child has been abused
- The Nurse may be required to conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition
- The Nurse and/ or Counsellor can provide positive encouragement to the child, liaise with family members determine how best to promote the child's safety both at school and at home.
- Child abuse can leave deep emotional scars; the School Doctor or Nurse should recognize these and help develop a rehabilitation plan in liaison with the CPO and other appropriate staff in the case team.
- In some cases, the child may have to take medication as a result of the abuse. The School Doctor or Nurse should ensure that all standards and procedures for administering medications in the school setting are met.

## **VII. The Designated Person - Child Protection Officer**

Al Hamraa School has appointed the school director of as the responsible person for matters relating to child protection and welfare.

### **1. The main responsibilities of the Designated Persons are:**

- To be the first point of contact for parents, pupils, teaching and non- teaching staff and external agencies in all matters of child protection.
- To co-ordinate the child protection procedures in the School to maintain an on-going training program for all School employees. All new members of staff are given training upon induction and short Child Policy updates are given to teaching staff at the start of every term.
- To monitor the keeping, confidentiality and storage of records in relation to child protection to liaise with the local authorities if required.

### **2. The Child Protection Team will:**

- Advise and act upon all suspicion, belief and evidence of abuse reported to them.
- Liaise with other professionals to ensure that children who are subject to child protection plans are monitored where appropriate.
- To take part in child protection conferences or reviews inform social services in writing when a child who is subject to a child protection plan moves to another school and to inform the new school of the child protection plan as advised by social services.

## **Section B. Child Protection Procedures**

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

### **1. If a member of staff suspects abuse (e.g. through physical injury) they must:**

- Record their concerns
- Report it to the CPO of Child Protection Team immediately
- Consider if there is a requirement for immediate medical intervention and if so assistance must be called for
- Make an accurate record as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations,
  - Dates and times of any discussions they were involved in,
  - Any injuries,
  - Explanations given by the child / adult, and
  - What action was taken

The records must be signed and dated by the author.

### **2. Following a report of concerns from a member of staff, the CPO must:**

Decide whether or not there are sufficient grounds for suspecting child abuse in which case a referral must be made to the Child Protection Centre Hotline: 116111 and make a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family

If the CPO feels unsure about whether a referral is necessary they can phone Child Protection Centre to discuss concerns and obtain advice. To do so will not constitute a child abuse referral and may well help to clarify a situation.

If there is no clear risk of harm the CPO will either actively monitor the situation or seek advice from the Child Protection Centre.

The CPO must confirm any referrals in writing to Child Protection Centre, within 24 hours, including the actions that have been taken. The written referral should be made using the referral form attached to this document.

Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Child Protection Centre. However, in accordance this should only be done when it will not place the child at increased risk. The child's views should also be taken into account.

Where there are doubts or reservations about involving the child's family, the CPO should clarify with Child Protection Centre or the local police whether the parents should be told about the referral and, if so, when and by whom

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the CPO or Head of Department should take the child to the nearest hospital, having first notified Child Protection Centre. The CPO should seek advice about what action the Child Protection Centre will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until Child Protection Centre and/or the police can liaise with the hospital, unless the needs of the childcare such that medical attention is the priority. If a decision is made not to inform the parents there must be a responsible adult with the child at all times, whether from the school, Child Protection Centre or the police.

### **3. When dealing with allegations against staff, governors and volunteers:**

Report any concerns about the conduct of any member of staff or volunteer to the Head of Department within 24 hours of complaint.

## **Section C. Reporting and Documentation**

**I. Preserving Evidence:** All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved

**II. Reporting:** All suspicions or complaints of abuse must be reported to the Designated Person.

### III. Confidentiality and information sharing

1. The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with the local authorities to ensure that all relevant information is shared for the purposes of child protection investigations

2. Where allegations have been made against staff, the School will consult with the local authorities and, where appropriate, the police and social services to agree the information that should be disclosed and to whom.

Contact numbers

The telephone number of the local authorities listed above is as follows: 116111

For more information and reading material check the link below

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>