



EDUCATION

School Name: INSERT

**Basic Awareness Level 1:
Safeguarding & Child Protection
in Education**

Session Agreement

During the training it is expected our agreement with each other will be to:

- Respect each other and our individual experiences
- Keep any personal matter shared today private unless by doing so will be detrimental to a child
- Be sensitive talking about our professional experiences as the subject often raises personal as well as professional issues for ourselves and each other
- If you feel you need support, please reach out to school staff or the GEMS Care 2 Share helpline.

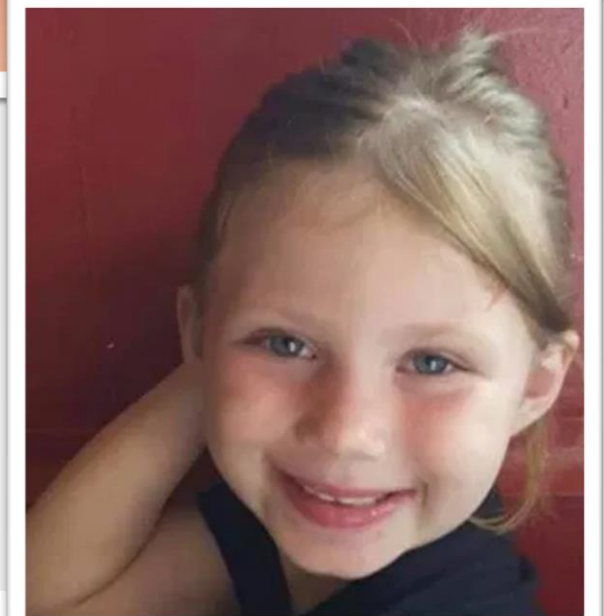
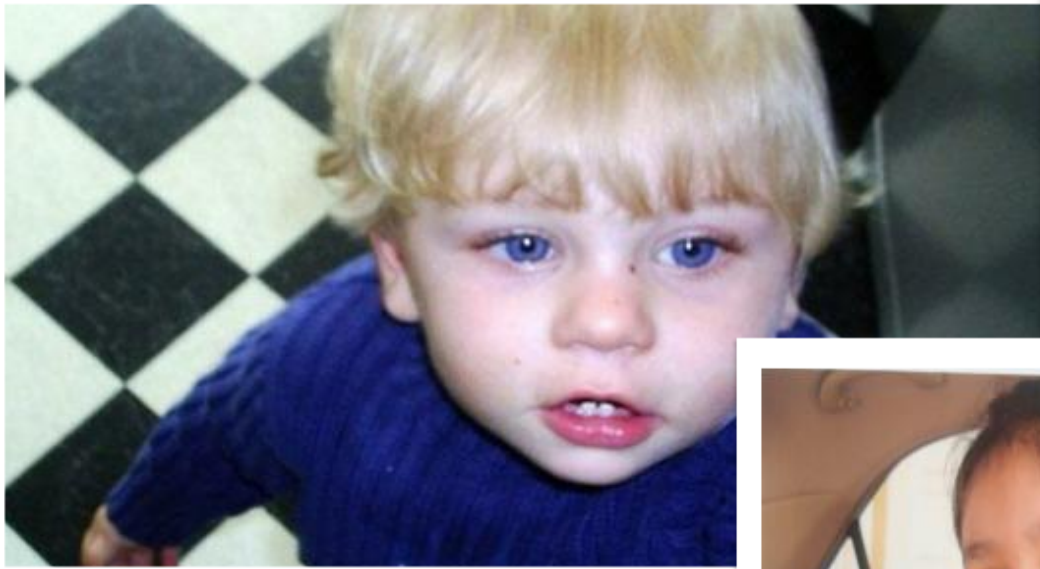
Objectives

- Understand how GEMS schools keep children safe and your expectations in regard to this
- Develop an understanding of safeguarding terminology and why this is important
- Understand the key roles and responsibilities
- Recognise potential signs and symptoms of child abuse
- Understand the action to take if you are worried about a child
- Develop awareness of additional risks related to the COVID-19 pandemic and ongoing restrictions.
- Remind you of your responsibilities when working alongside children / young people and how to work safely.

WHY IS OUR WORK IMPORTANT?

The Global Picture, World Health Organisation statistics, 2020

- Globally, it is estimated that up to **1 billion children** aged 2–17 years, have experienced physical, sexual, or emotional violence or neglect **in the past year**
- Nearly 3 in 4 children - or 300 million children - aged 2–4 years regularly suffer physical punishment and/or psychological violence at the hands of parents and caregivers
- One in 5 women and 1 in 13 men report having been sexually abused as a child aged 0-17 years.
- 120 million girls and young women under 20 years of age have suffered some form of forced sexual contact.
- In the United States, more than 4 children die from child abuse and neglect every day.



WHY IS OUR WORK IMPORTANT?

The GEMS Picture

According to Phoenix Safeguarding data:

- Since its introduction in Sept 2019, there have been 828 reported safeguarding concerns.
- 42% of concerns take place at home.
- Physical abuse and neglect are the most frequently reported abuse category across all schools, followed by allegations against adults.
- Self-harm, mental health and emotional abuse are the next most commonly reported.
- **What does your school context look like?**

Online Abuse – a 21st Century epidemic?

- In 2019, the Internet Watch Foundation assessed a webpage every two minutes. Every four minutes, that webpage showed a child being sexually abused.
- They found that almost a third of all webpages actioned by their analysts (nearly 40,000 pages) contained self-generated imagery. In some cases, children are groomed, deceived, or extorted into producing and sharing a sexual image or video of themselves.
- Of these webpages, 76% showed a girl aged 11 to 13 years old.
- On average, analysts identified imagery of these girls 118 times every day. 13% (5,026) showed a girl aged 7 to 10.
- Social distancing measures are creating a 'perfect storm' as both children and offenders spend more time online



TRUE OR FALSE?

Can you
explain your
answer?

1. Safeguarding is the same as child protection
2. The age of consent in the UAE is 18
3. The UAE does not have child protection legislation
4. It's fine for you to call students from your mobile phone
5. Staff can't be alone with one child
6. All schools have a Single Central Record to verify that staff have all relevant background checks to work with children
7. Corporal punishment is illegal in the UAE for educators
8. It is useful to discuss any concerns you have with other colleagues
9. It is everyone's responsibility to make sure children are safe in the school

Context

Children spend half their waking hours in school and for some it is the only safe place in their daily lives

By choosing GEMS, you choose an education provider that takes safeguarding seriously and takes action to protect children and safeguard their wellbeing

School staff are in a position to identify concerns early and provide help to children to prevent things escalating

School staff need to work with colleagues in school and in other agencies to promote the welfare of children and protect them from harm

You may be the first people that children tell about their experiences of abuse



Child Protection

Attendance, exclusions & children missing education
Transition arrangements including reintegration post COVID lockdown

Inclusion – Students of Determination

Curriculum inc. Online Safety for Students, Parents, Staff

E-safety – filters, controls, safe searching etc.

The school environment
Buildings and security

Staff code of conduct & safer working practice

Safer recruitment & selection

Health and Safety Clinic/Medical care

Whistle-blowing/management of allegations

Governance

A 'listening' school

Anti-bullying Policy
Behaviour management



Federal Law No. 3 (2016) – Wadeema's Law

- The law in the UAE that seeks to protect children from abuse and neglect, and support their right to safety, health care and education.
- Sets out the penalties if these rights are contravened.
- Anyone in contact with a child – can be held accountable for causing harm, and is legally obliged to report cases of suspected abuse. **This is legally mandated for educators.**
- Anyone who breaks the law faces a fine of up to Dh50,000, and up to 10 years in prison for physical/sexual abuse or criminal negligence of children.



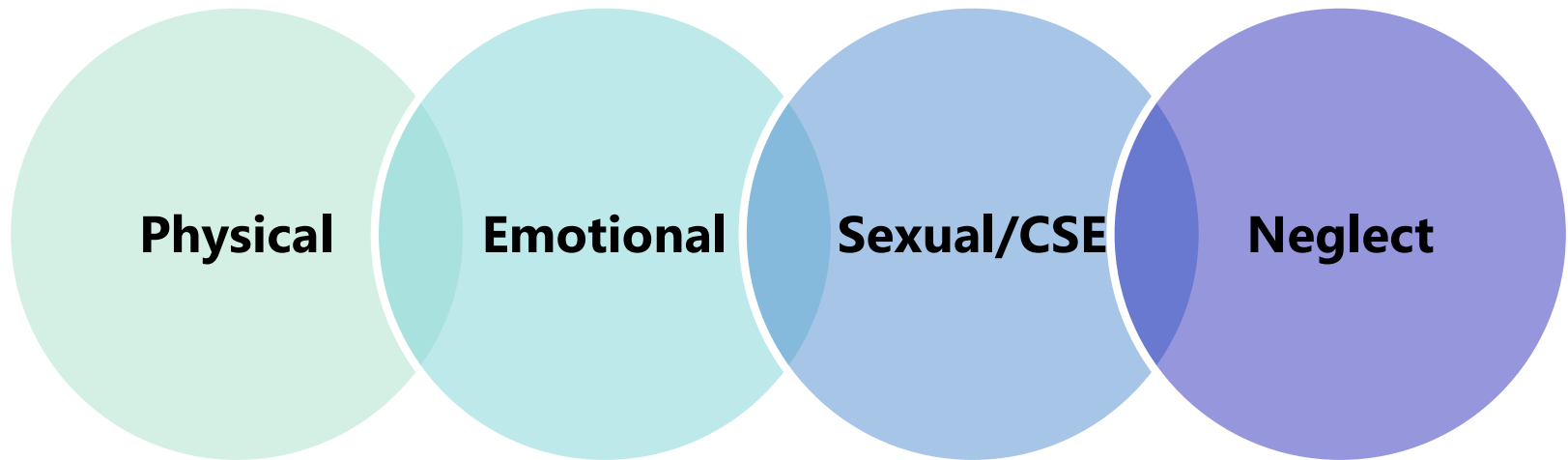
Duty to Refer

In addition to the moral duty/GEMS expectation to protect children

- All professionals have a legal duty in the UAE to refer cases where abuse is known to have occurred or is suspected.
- No professional has the right or responsibility to withhold information or to respect a child's/young person's wish for confidentiality.
- GEMS has a dedicated Head of Safeguarding and Child Protection and a Safeguarding in Services Manager to provide advice and guidance to front line staff on safeguarding and child protection.
- Before a referral to an external agency, DSLs/Principals will always seek advice and guidance.

Definitions and possible signs of abuse

Categories of abuse



Recognising concerns

- Children are unique and varied individuals
- Their response to trauma will be as individual as they are
- Child abuse can happen to any child in any family in any organisation or setting
- Children are more likely to be abused by people they know
- Indicators of abuse are physical, emotional, behavioural and social

Emotional Abuse



- The **persistent** emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

Emotional Abuse cont.

- **It may involve seeing or hearing the ill-treatment of another**
- It may involve serious bullying (including cyber-bullying), causing children to frequently 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, though it may occur alone**



EDUCATION

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. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- failing to protect a child from physical and emotional harm or danger;
- failure to ensure adequate supervision (including the use of inadequate care-givers); or
- failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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 fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse/CSE



- Involves forcing or enticing a child or young person to take part in sexual activities.
- The activities may involve **physical contact**, including penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may include **non-contact activities**, such as involving children in looking at or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Child Sexual Exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. Can take place through use of technology.
- Sexual abuse is not solely perpetrated by adult males. **Women can also commit acts of sexual abuse, as can other children.**

Peer on Peer Abuse

Can take various forms:

- **Bullying (including cyber bullying)**
- **Gender based violence**
- **Teenage relationship abuse**
- **Harmful sexual behaviour**
- **Sexting**



Peer on Peer Abuse

Occurs when a young person is exploited, bullied and/or harmed by their peers.

DISCUSS HOW YOUR SCHOOL TACKLES THESE ISSUES THROUGH KEY POLICIES e.g.:

Introduce:

- Anti-bullying policy
- Online safety policy including cyber bullying
- Behaviour policy
- Moral Education



Seeing Beyond a Behaviour

'A factor contributing to the lack of application of safeguarding procedures and practice was...

the inability to identify the young person as a vulnerable child in need, rather than a challenging and hard to engage adolescent.'

Serious Case Review

Managing concerns and dealing with disclosures



Confidentiality vs information sharing

- The majority of cases we will deal with arise from our knowledge of the children and our observations
- This enables us to build a picture over time that might constitute a child protection concern –
Safeguarding Jigsaw
- Another aspect of our work is dealing with disclosures when children tell us about something
- What does confidentiality mean to you as an individual and what does it mean in your role in school?

Key Themes where poor practice was an element in the serious harm or death of a child

Poor practice includes (this is not an exhaustive list):

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child and concentrating on the needs of the parents
- failing to re-assess concerns when situations do not improve
- sharing information too slowly
- a lack of challenge to those who appear not to be taking action

How have GEMS addressed some of these key themes to improve our practice?

One way is the creation of the bespoke PHOENIX HSE Safeguarding Reporting module:



Any staff member can report directly

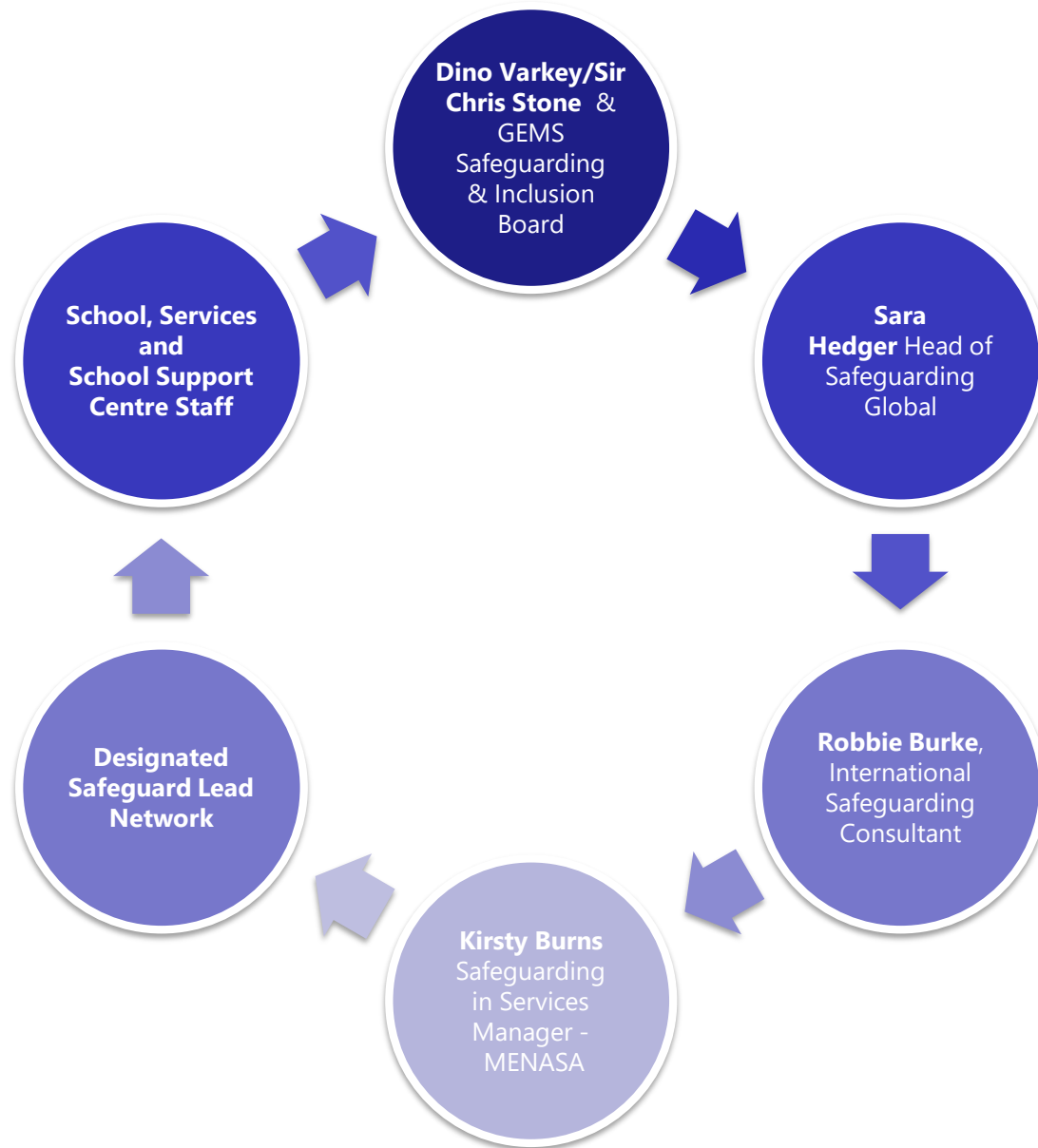


DSL/Principal triages, actions and ensures follow up on the concern



School Safeguarding dashboard provides overview of all cases

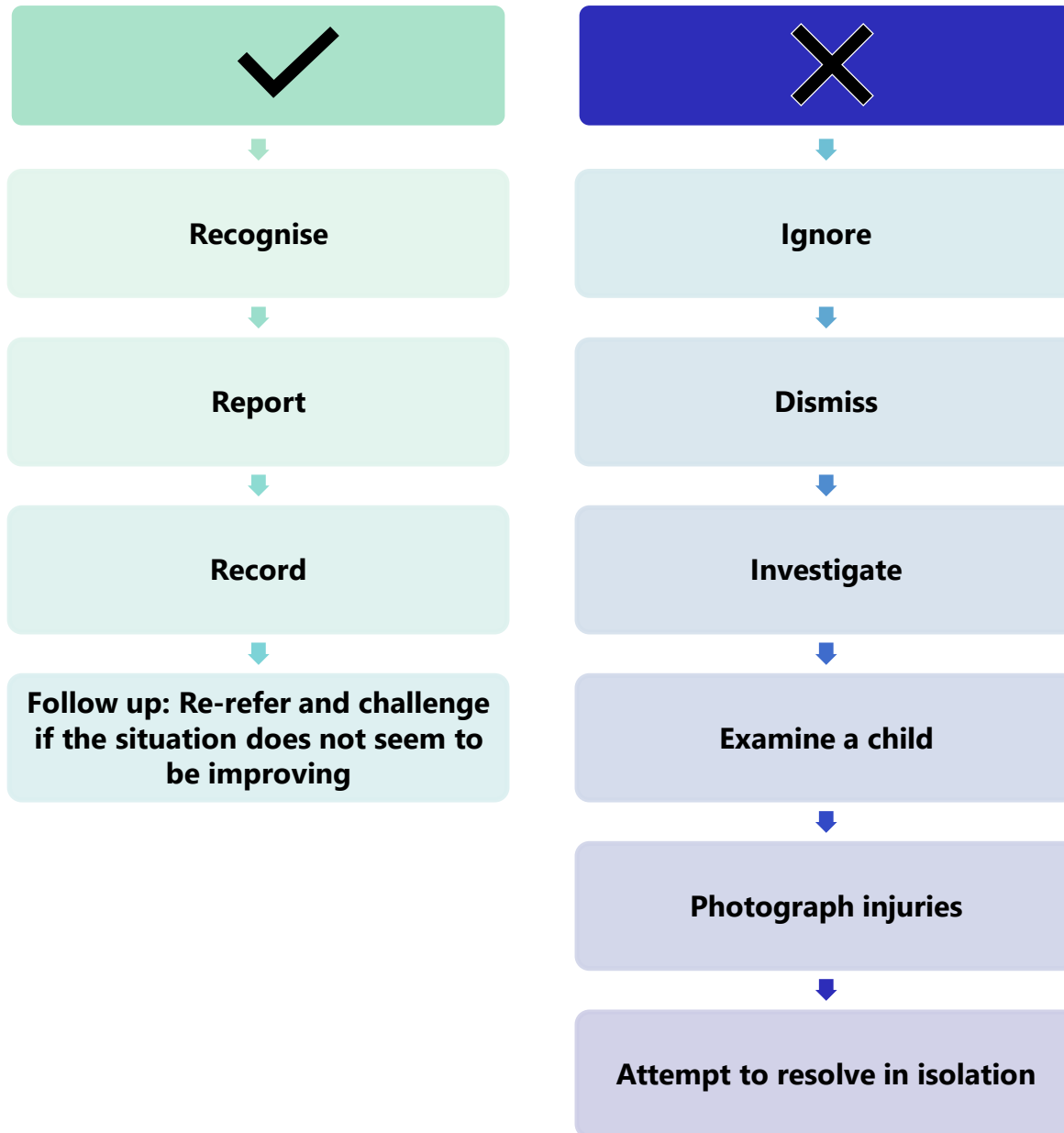
Another way is through training and building a safeguarding culture throughout the company



Children talk about their concerns when...

- School feels a safe place to be
- Children's views and contributions are respected
- Adults and children are respectful of each other
- There is a culture of openness, honesty and trust
- Staff allow children to be heard
- There is space for privacy
- Self-esteem is high

The Role of Staff in Safeguarding Children



If you have a concern...

Tell someone

- Log your concern on Phoenix HSE Safeguarding.
- Report it to your Designated Safeguarding Lead within the school.
- Designated Safeguarding Lead – **GEORGE JAMES**
- Deputy Designated Safeguarding Lead – **VENICIA CARDOZA**

Allowing Children to Talk & Dealing with Disclosures

Helpful ideas

- Take what you are being told seriously
- Listen carefully – do not interrupt
- Acknowledge what you have been told
- Remain calm
- Reassure – tell them they have done the right thing
- Tell them you will have to pass the information on and who you will be telling and why
- Pass to your DSL without delay

What to avoid

- Do not investigate
- Do not look shocked or distasteful
- Do not probe
- Do not speculate
- Do not pass an opinion about the alleged perpetrator
- Do not make negative comments
- Do not promise to keep a secret
- Do not display disbelief
- Never delay getting help

I Think I Should Act Now

What might stop me?

- What if I'm wrong?
- I'm not very confident
- I don't know the child very well
- I've reported before and had a bad experience
- I don't know who to talk to
- It's not my job
- Someone else will pass it on
- I will do it tomorrow
- I have not got the time
- It doesn't happen to families here
- Over-identifying with the parent/carer
- I might lose my job if I get someone into trouble
- Someone else must already know this!

Why I will pass it on?

- At this school we take safeguarding seriously
- I know our school procedure
- I know who to pass it to
- I know what is expected of me
- It is my responsibility
- This is serious and important
- A student has trusted me to help them
- The indicators of abuse are present
- Abuse investigations often highlight a failure to act

So what should I do?

- **Be aware and alert – to signs of injury, neglect, distress or any changes in behaviour.**
- Always follow the school safeguarding policy and procedures
- Listen to what the child is saying, but do not quiz them
- Reassure the child that they have not done anything wrong and can be helped
- Record what you have noticed or have been told
- Report your concerns to the Designated Safeguarding Lead in person or through the Phoenix reporting system. If you are not able to do so, alert the Deputy DSL or the Principal of the school. **Do not leave the school premises that day if you have a safeguarding concern**
- Be discreet – do not alert the alleged abuser and only share your concern or information with relevant colleagues

Safer Working Practice & Allegations against adults



Our responsibility

- To promote the safest learning and working environments for the children in our care
- Remember that anyone who has contact with children is in a position of trust
- We all have a personal responsibility to act properly and professionally
- We all have a responsibility to safeguard and promote the welfare of children and young people

Protect yourself from allegations...

Always follow the school Code of Conduct and GEMS Safer Working Practice Guidance.

- 7. Standards of behaviour
- 11. Social Contact outside of the workplace
- 12. Communication with Children (including the use of Technology)
- 13. Physical Contact
- 14. Other activities that require physical contact
- 16. Behaviour Management
- 18. Sexual Conduct
- 22. Photography, video and other images (inc. Local privacy laws)

COVID-19 restrictions: Additional guidance is available in the GEMS Safeguarding & Inclusion guidance for Remote Learning.

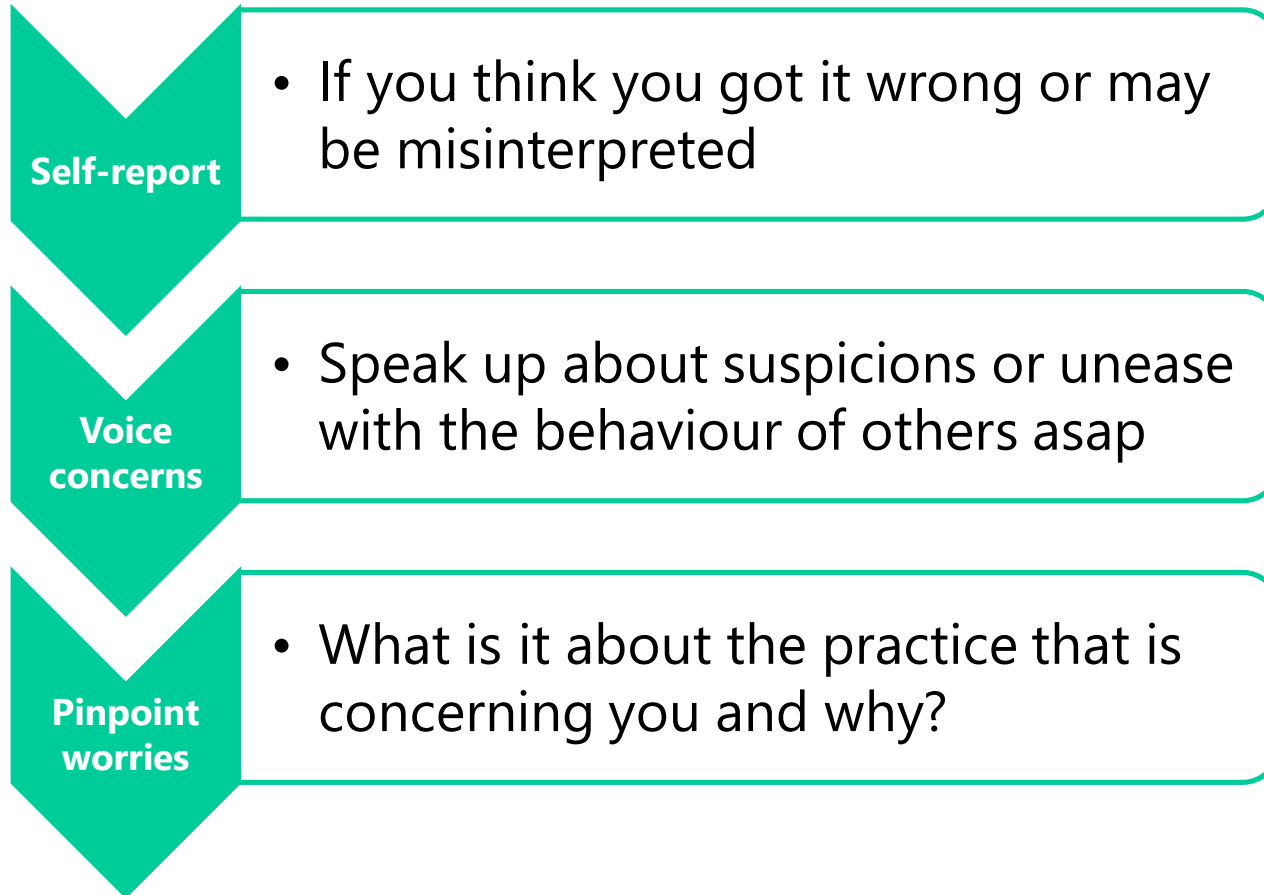
Safer Working Practice; Summary

- Your behaviour should be open and transparent
- You must adopt high standards of personal conduct
- Your behaviour in or out of school must not compromise your position within the school
- Avoid being alone with a student behind a closed, windowless door
- Never give an individual student a gift that is not part of the 'Rewards Policy'
- Never give your personal mobile number or personal e-mail address to a student
- Be aware of the dangers of social networking sites
- Be aware of and follow the expectations of the GEMS Safer Working Practice Guidance



EDUCATION

Challenging and reporting worrying behaviour and practice by adults – Whistleblowing Policy
















**Don't think "What if I'm wrong?"
Think "What if I'm right?"**

Recap: What do I need to know?

1. Have you received and read the school's safeguarding and child protection procedures?
2. Do you know where to find the GEMS Safeguarding Policy framework including Safer Working Guidance?
3. Do you understand the different categories of abuse and recognise the possible indicators of concern?
4. Do you know who the Designated Safeguarding Lead and Deputy for Safeguarding are so that you can easily report any concerns?
5. How do you pass on concerns? Have you received training on reporting concerns on Phoenix?
6. Have you received and read the School's Code of Conduct or 'Staff Handbook'?
7. Do you know how to report a concern about another adult's behaviour?
8. Do you know how to work safely to protect children and yourself?

RESOURCES – For DSL info only*

General > Training > **Level 1 Basic Awareness 2020 - Resources**

 Name ▾	Modified ↓ ▾	Modified By ▾
  Life After Covid Webinar.mp4	About a minute ago	Kirsty Burns
  Life After Covid Webinar Slides.pdf	4 minutes ago	Kirsty Burns
  Life After Covid-19 - Reintegration Toolkit.p...	10 minutes ago	Sara Hedger
 Allegations Management Policy Final Dec 2...	4 days ago	Sara Hedger
 Safeguarding and Inclusion - Guidelines Du...	4 days ago	Sara Hedger
 Escalation routes Phoenix HSE v1.pdf	4 days ago	Sara Hedger
 Guidance for Safer Working Practice Final D...	4 days ago	Sara Hedger
 Safeguarding policy Final Dec 2019.pdf	4 days ago	Sara Hedger
 POLHR0007 Safer Recruitment Policy 2018-...	4 days ago	Sara Hedger

Final thoughts and Questions?



**'Safeguarding is
everyone's
responsibility'**

