



مدرسة وودلم بارك

Woodlem Park School

Al-Jurf, Ajman



CHILD PROTECTION POLICY

2026-2027

Approved By	Principal
Signature	<i>Bhambharna</i>
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Next Review Date	March 2027

INTRODUCTION

Woodlem Park School Park, Al Jurf Ajman believes in being proactive in creating a safe and nurturing environment for all of the children. Hence, Child Protection and Safety procedures are in place and have to be followed by all Woodlem Park School personnel at all times.

Professionals at Woodlem Park School, are trained to ensure the safety, security and welfare of all the children at all hours during the school term. A clear policy ensures that the child protection concerns, referrals and monitoring may be handled in the best possible manner.

PURPOSE

- ◆ Human development realizes its potential only in safe, secure and protected environment.
- ◆ To train children how to be resilient in the face of adversities
- ◆ To nurture the children in environment of psychological safety

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

AIMS AND OBJECTIVES

The three pronged approach to Child Protection Includes:

- ◆ Prevention of Child Abuse and Neglect through the creation of a positive school environment and the teaching and support offered to students.
- ◆ Protection of Child Abuse and Neglect by following agreed procedures, ensuring staff and trained and supported to respond appropriately and sensitively to child protection concerns.
- ◆ Support to students who may have been abused or neglected.
- ◆ This policy applies to all students, staff, administrators, volunteers and visitors of Woodlem Park School.

DEFINITIONS AND CONTEXT

1. **Abuse:** refers to physical abuse, corporal punishment, emotional abuse, sexual abuse and also includes bullying, exploitation, and neglect.
2. **Child:** An individual who has not crossed 18 years as chronological age.
3. **Child Abuse:** Child abuse and child maltreatment is defined as "all forms of physical/ emotional ill-treatment, sexual abuse, neglect/negligent treatment/commercial/other exploitation, resulting in actual/potential harm to the child's health, survival, development/dignity in the context of a relationship of responsibility, trust/power." (The World Health Organization (WHO))
4. **Caregiver:** Any adult who is in-charge of the child's well-being and takes decisions on behalf of the child in adult matters and/or in complex social situations in the benefit of the child because the child is yet to experience and develop maturity to act independently
5. **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
6. **Counseling:** Counseling is a purposeful, private conversation arising from the intention of one person (couple or family) to reflect on and resolve a problem in living, and the willingness of another person to assist in that endeavor.
7. **Parent:** Biological or adopted father and mother, or either of the one, of the child.



8. Vigilant committee: Group of people within the school responsible for identifying and initiating action against the incidents of abuse cases. The committee will take up the cases without racial, sexual, regional and religious discrimination and inform the management about the incidents.
9. Wadeema Law: Law on Child's rights UAE Federal Law No. 3 of 2016

CATEGORIES AND IDENTIFICATION OF ABUSE

1. Physical abuse-any non-accidental physical injury caused by the caretaker; an act of commission. "Abuse which results in physical injury including fractures, burns, bruises, welts, cuts, and/ or internal injury. Physical abuse often occurs in the name of discipline or punishment, ranges from a slap of the hand to use of objects such as straps, belts, utensils and pipes"

a. Physical indicators

1. bruises and welts
2. burns
3. fractures
4. lacerations and abrasions

b. Behavioral indicators

1. wary of adult contact
2. behavioral extremes, e.g., aggressiveness, withdrawal, etc.
3. frightened of parents, etc.

2. Neglect-" refers to an act of omission, specifically the failure of a parent or other person legally responsible for a child's welfare to provide for child's basic needs and proper level of care with respect to food, clothing, shelter, hygiene, medical attention, or supervision. Severe neglect sometimes occurs because a parent is apathetic, impulse-ridden, mentally depressed, or psychotic.

a. Physical indicators

1. hunger
2. lack of supervision
3. unattended physical problems
4. abandonment

b. Behavioral indicators

1. extended stay at school, e.g., early arrival, late departure,
2. fatigue, listlessness, falling asleep in class,
3. alcohol or drug abuse, etc.

3. Educational neglect-"Failure to provide for a child's cognitive development. This may include failure to conform to state legal requirements regarding school attendance."
4. Moral neglect-"Failure to give a child adequate guidance in developing positive social values, such as parents who allow or teach their children to steal."
5. Psychological/ emotional neglect-"Failure to provide the psychological nurturance necessary for a child's psychological growth and development."
6. Sexual abuse- Any contact or interaction between a child and adult in which the child is being used for the sexual stimulation of the perpetrator or another person. Abuse which results in any

a. Physical indicators

1. pain or itching in genital area
2. venereal disease

b. Behavioral indicators

1. Unwilling participate in physical education class
 2. Bizarre, sophisticated or unusual sexual knowledge or behavior, etc
7. Emotional abuse - maltreatment-blaming, belittling or rejecting a child; constantly treating siblings unequally; persistent lack of concern by the caretaker for the child's welfare. "Abuse which results in impaired psychological growth and development. Frequently occurs as verbal abuse or excessive demands on a child's performance and results in a negative self-image on the part of the child and disturbed child behavior. May occur with or without physical abuse.

a. Physical indicators

1. speech disorders
2. lags in physical development
3. "Failure to Thrive Syndrome"- "A serious medical condition most often seen in children under one year of age, in which child's height, weight, and motor development fall significantly short compared to average growth rates of normal children. In about 10% of the cases, there is an organic cause such as serious heart, kidney, or intestinal disease, a genetic error of metabolism, or brain damage. All other cases are a result of a disturbed parent-child relationship manifested in severe physical and emotional neglect of the child."

b. Behavioral indicators

1. habit disorders, e.g., biting, rocking
2. conduct disorders, e.g., antisocial behavior, destructive behavior, etc.
3. overly adaptive behavior, e.g., inappropriately adult, inappropriately child, etc.

PROCEDURES AFTER IDENTIFICATION

Case against senior student:

1. Prompt report from the teacher to any member of Vigilant committee
2. Inclusion Team will order inquiry and investigate the case for its validity on the grounds of interview and evidence and speculation
3. Inclusion Team will table the investigation report to the Vigilant Committee for taking appropriate action.
4. Vigilant Committee will decide on the following:
 - a. Direct the student for Individual counseling/family counseling to the Inclusion department.
 - b. Suspension
 - c. Transfer Certificate (TC)
5. The whole procedure will not exceed more than a week.

CASE AGAINST ADULTS (Within the School, Neighborhood, Parents)

1. Prompt report from the teacher to any member of Vigilant committee
2. Inclusion will order inquiry and investigate the case for its validity on the grounds of interview and evidence and speculation
3. IC will table the investigation report to the Vigilant Committee for taking appropriate action.

If the adult is found guilty: action according to UAE Federal Law: Federal Law No. 3 of 2016 on Child's rights (Wadeema law)

PEER ON PEER ABUSE

Education settings are an important part of the policy not only in terms of evaluating and referring concerns to the relevant services and the Police, but also in the assessment and management of risk



that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behavior is abusive, it is important to consider:

- ◆ Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- ◆ Whether the perpetrator has repeatedly tried to harm one or more other children; or
- ◆ Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behavior of other children, which may be physical, immoral or emotional and can include gender-based violence/ assaults, teenage relationship abuse, cyber- bullying, peer-on peer exploitation, serious youth violence, bullying or harmful behavior.

Staff should recognize that children are capable of abusing their peers and should not be tolerated or passed off as “part of growing up”.

In order to minimize the risk of peer on peer abuse the school will:

- ◆ Provide a developmentally appropriate Moral Education which develops students understanding of acceptable behavior and keeping themselves safe.
- ◆ Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- ◆ Have relevant policies in place (e.g. behavior policy).

ROLES AND RESPONSIBILITIES OF THE VIGILANT COMMITTEE

The Principal will:

- a. Comply with the provisions of this policy and shall publish a Child Protection policy to protect students from any abuse and neglect in school. The policy should meet the minimum requirements of good care and support for all students in the school.
- b. Ensure that the policy is not contradicting the child protection and safeguarding guidelines of the law of the land.
- c. 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.
- d. Ensure the supervision of students at all times while in school's care.
- e. Ensure that there is priority emphasis within the school on the protection of the students and for taking immediate action when there is suspicion of cases of student abuse or neglect.
- f. Ensure that students can safely report their concerns about abuse and/or neglect without fear of retribution or punishment.
- g. 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.
- h. Gain views from students and parents regarding security and protection within the school.
- i. Immediately report any case of potential abuse and/or neglect of students as stated by this policy.
- j. Ensure that all staff and administrators targeted for student protection training are fully attended and participate in all training sessions.
- k. 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.
- l. Maintain students' records in compliance with Student Records Policy, and ensure confidentiality of open and closed cases.
- m. Immediately suspend any staff member who is suspected of an offense involving student abuse and/or neglect on a temporary basis until the suspicion is adjudicated.



Administration and Transport Manager will:

- a. Ensure safety and security of students in school and school buses
- b. Ensures that CCTV cameras are regularly checked to monitor staff and students behaviors in school and buses
- c. Ensure that drivers and bus conductors behave properly with all students while traveling to and from the school, etc.
- d. Ensures students' safety and security when students travel by school transport to outside the school for e.g., edutainment/excursions
- e. Medical professionals will accompany the children and staff during edutainment programs or during excursions.
- f. Ensures that First Aid boxes are available in all departments in school and buses etc.
- g. Ensures to report the identified cases through CCTV and transport staff to the school counselors and clinic doctors for intervention.
- h. Ensure that the punch machine is working in all buses that the student who is using the school transport shall punch with her/his identity card first before boarding and deboarding the bus.
- i. Ensures that the ancillary staff uses appropriate sign boards during cleaning and maintenance
- j. Ensures fire drills promptly and train the children and teachers regularly

Child Protection officer

- a. Ensure that the school has a child protection policy in place which is consistent with the Ministry of Education Child Protection Procedures, and is readily accessible to all members of staff, both teaching and non-teaching;
- b. Ensure that the implementation and effectiveness of the policy and any associated policies e.g. bullying are reviewed annually by it becoming a standing item on the vigilant committee's agenda with information also being provided on training, the number of incidents and cases (with details or names protecting the anonymity).
- c. Ensure that the school prospectus contains a section on the child protection policy in order to make parents aware of the school's responsibilities;
- d. Incorporate child protection in the school curriculum with the help of Inclusion Team.
- e. Ensure that designated and other staff have the opportunity to attend appropriate training
- f. Liaise with the phasewise Inclusion Team with responsibility for Child Protection in relation to any allegations of child abuse or abuse of policy.

Clinic Doctor will:

- a. Always be available in the school campus until both shifts end/trained healthcare professionals who are competent enough to undertake emergencies according to the prescribed protocol.
- b. Ensure emergencies are handled on priority basis and reported promptly
- c. Conduct appropriate examinations and treatment in case of abuse.
- d. Refer the cases externally with prior permission from the vigilant committee
- e. Ensure that relevant information obtained in the course of their duties is communicated to the Inclusion team.
- f. Types of injuries, attendance and frequency are recorded.
- g. 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.
- h. Detailed medical report should be generated and shared with the vigilant committee.
- i. Cooperate and collaborate with Inclusion Team during investigation



HoS and Supervisors will:

- Ensures to refer parents and complainants to the Inclusion department for further investigation for appropriate action
- Ensures a positive relationship between parents of the school;
- Guides staff to follow the best child protection and safeguarding guidelines set by the school Inclusion department professionals
- Attend regular child protection and safeguarding meetings to resolve the issues and promote best practices
- Promote training programs conducted in the school on Child protection and safeguarding.
- Cooperate with Inclusion Team in investigation

Counselor will:

- Get insight of the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions.
- Relating with others. Becoming better able to form and maintain meaningful and satisfying relationships with other people: for example, within the family or workplace
- Problem- solving. Finding a solution to a specific problem that the client had not been able to resolve alone. Training the student a general competence in problem- solving.
- Psychological education. Enabling the client to acquire ideas and techniques with which to understand and control behaviour.
- Empowerment. Working on skills, awareness and knowledge that will enable the client to take control of his or her own life
- Restitution. Helping the client to make amends for previous destructive behaviour.

Class Teacher will:

In maximum cases, the first person to raise a concern is class teacher. They will collect relevant and reliable information and then liaise with vigilant committee. Class Teacher's role towards creating awareness among students about:

- Safe touch and unsafe touch.
- Strategies for defense mechanism.
- Keeping other staff informed about the immediate safety measures for child protection and safeguarding issues.
- Learn to say „NO when it seems to be very uncomfortable.

Effective use of the complaint box.

HOW CAN PARENTS HELP?

