



المدرسة الهندية العامة العليا – رأس الخيمة
INDIAN PUBLIC HIGH SCHOOL, RAK

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CHILD PROTECTION POLICY

2016-2017



CHILD PROTECTION POLICY

Key contact within the School : Deputy Child Protection Officer

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A peaceful education organization, IPHS is committed to and encourages respect for human rights and dignity. IPHS believes that every child who participates in IPHS activities has the right to enjoy a safe environment and be protected from harm.

FRAMEWORK AND UAE CONTEXT

President Highness Sheikh Khalifa Bin Zayed Al Nahyan issued a new UAE Federal Law No-3 of 2016 on Children's right (Wadeema's Law)

The law stipulates children's basic rights to live and be safe, and that all competent authorities and concerned bodies have to work together to ensure the protection of children's rights. The law applies to all children up to the age of 18.

Child Protection: refers to the actions taken in order to prevent or stop all behaviors considered dangerous for the physical and psychological health of children.

Child abuse: any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. It often occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust.

Abuse can happen to a child regardless of their age, gender, race or ability. Even in situations where it may be felt that the child accepted or somehow invited the abuse, it is still abuse. Abusers can be adults (male or female) and other children, and are usually known to and trusted by the child and family. The abuser may be a family member, or he/she may be someone the child encounters in a residential setting or in the community, including during sports and leisure activities. An individual may abuse or neglect a child directly, or may be responsible for abuse because they fail to prevent another person harming that child or neglecting the needs of the child. There are four main types of child abuse: **Physical abuse, Sexual abuse, Emotional abuse and neglect.** Children can suffer from one or a combination of these forms of abuse.



Emotional – the emotional mistreatment of a child which may involve telling a child that they are worthless or unloved, inadequate, or valued only to meet the needs of another person. These may include imposing expectations or interactions that are inappropriate or beyond the child’s developmental capability, as well as overprotection and limiting the child’s ability to explore or learn or preventing the child from participating in normal social interaction.

Physical – causing bodily or physical harm e.g. hitting, poisoning, burning, giving children alcohol or drugs.

Sexual – when adults use children to meet their own sexual urges; this may or may not include physical contact with the child (e.g. any sexual activity, intimate touching, sexually suggestive remarks).

Neglect – when adults fail to meet the child’s basic needs to an extent that is likely to result in serious impact on the child’s health or development (e.g. failing to provide adequate food, shelter, failing to protect from physical harm or danger, failing to ensure access to appropriate medical care or treatment).

Signs and Symptoms:

- Age-inappropriate sexual knowledge, language, behaviors
- Loss of appetite or compulsive eating
- Regressive behaviors such as thumb sucking, needing previously discarded cuddly toys
- Becoming withdrawn, isolated
- Inability to focus
- Reluctance to go home
- Bed-wetting
- Drawing sexually explicit pictures
- Trying to be ‘extra good’
- Over-reacting to criticism
- Have outbursts of anger/irritability

In addition, bullying is a form of child abuse although often, but not always, the person who is the bully is also a child.

Bullying means deliberate, hurtful behavior towards another person that is usually repeated over a period of time. The outcome will always be painful and distressing for the victim.



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Since 1986

There are four main types of bullying:

- **Physical** (e.g. pushing, hitting, kicking, slapping or any use of violence)
- **Verbal** (e.g. racist or homophobic remarks, name-calling, graffiti, threats, abusive text messages)
- **Emotional** (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group)
- **Sexual** (e.g. unwanted physical contact or abusive comments).

IPHS will not tolerate child abuse and is committed to:

- Taking into account, in all of our planning and activities, the interests and wellbeing of children.
- Respecting the rights, wishes and feelings of the children with whom we are working.
- Taking all reasonable steps to protect children from neglect and physical, sexual, psychological and emotional abuse
- Responding to all suspicions and allegations of abuse swiftly and appropriately; and, all staffs have a duty and will report any suspected or disclosed issues of child protection to the Child Protection Officer/Child Protection Team.

School Procedure

REFERRALS

The staff at IPHS has a responsibility to promote the safety and well-being of our students. All staff must report any suspected incidents of child abuse to any one of the **Designated Team Member**.

The following persons are the members of **Designated Team** for all child protection issues here at IPHS:

- Principal
- Vice Principal



- Section Supervisors
- School Counsellor/Social worker
- The School Nurse (Types of injuries and frequency are recorded.)

Any member of staff concerned about a child must inform Supervisor/Principal immediately.

- The member of staff must record information regarding the concerns on the same day. The recording must be clear, precise, factual account of the observations.
- The designated Supervisor will refer it to the Child Protection Officer along with the written report.

The child protection officer is guided by two principles:

- The welfare of the child
- The confidentiality of the situation

The officer's role is to be familiar with the procedures and actions which should be taken by the school to support any child who may be at risk. Besides, he must be sure that all staff, both - teaching and non-teaching, are aware of their responsibilities in relation to child protection.

Teachers who suspect that a child in their class may be a victim of abuse should not try to investigate, but rather they should inform the Supervisor about their concerns. The supervisor immediately informs the Principal/ Child Protection Officer. Then a meeting is held and minutes will be recorded.

As stated previously, abuse can be of a physical, emotional, sexual or neglect nature. Staff must pass their information on about abuse which a child gives them to the designated person.

The Principal, Supervisor or Counsellor work closely as a team. All parties involved handle such investigations in a sensitive manner taking into consideration the interest of the child.

Information related to individual child protection issues is considered very confidential. Hence, it is passed on to appropriate persons only.
