



## **SAFEGUARDING AND CHILD PROTECTION POLICY**

**2023/2024**

## 1. Policy Statement

### 1.1 Safeguarding and Child Protection Policy

1.1.1 *Rosary School ("the School") is committed to safeguarding and promoting the welfare of children and believes that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy ("this Policy") forms a fundamental part of our approach to providing excellent pastoral care to all students, including young people who may be over the age of 18 years.*

1.1.2 Key documents with which this Policy is in accordance:

- SPEA Policies and UAE Law.

1.1.3 The School is fully responsible for the care and protection of students whilst they are in the School's care or travelling to and from the School using School-provided transportation means, and while moving between all activities organised by the School. The School recognises and acts upon its legal duties set out in the above statutes, regulations and guidance, to protect its *students* (and staff) from harm, and to cooperate with other agencies in carrying out those duties and responding to abuse.

1.1.4 The School Principal is the Rosary School designated person, the Designated Safeguarding Lead (DSL) and shall accept *in loco parentis* (in the position of a Parent/Guardian) responsibility for all students whilst they are in the School's care, including travelling to and from the School using school-provided transportation means and while moving between, waiting for, and taking part in all activities organised by the School. This policy is addressed to all members of staff, volunteers, parents and community at the School. Adherence to this policy is mandatory for **all** staff and volunteers and its use is not subject to discretion. This policy applies whenever staff or volunteers are working with *students* including where this is away from the School, for example at another institution, school visits and trips, sporting and cultural activities.

1.1.5 This policy will be made available to all parents, staff and volunteers on the School's website and on the school's information management system (iCampus) once approved by SLT. A paper copy of this policy is also available to parents upon request, from the school reception.

1.1.6 *Students* are made aware of this policy through the pastoral programme and other means of sharing information, appropriate to their age and understanding.

1.2 Creating a culture of Safeguarding.

- 1.2.1 The School recognises that Safeguarding covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures, such as effective whole school policies on Anti-Bullying, Behaviour Management, Data Protection, and ICT Codes of Conduct.
- 1.2.2 'Safeguarding' is a term which is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the well being of children.
- 1.2.3 The School takes these responsibilities very seriously. As well as ensuring its policies and procedures support its safeguarding responsibilities, the School will work with *students*, their families, Social Services Departments and other relevant agencies to ensure the risk of harm to children is minimised.
- 1.2.4 The School is committed to working in partnership with parents, Social Services Departments and diverse communities, to continuously develop and improve the safeguarding culture within our schools.
- 1.2.5 Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.
- 1.2.6 The School has systems in place to:
- Prevent unsuitable people working with *students*;
  - Identify *students* who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe;
  - Promote safe practice and challenge poor practice and unsafe practice;
  - Ensure that staff do not, through their actions, place ***students*** at risk of harm, or themselves at risk from an allegation of harm (by providing guidance on areas such as 1-1 tuition, sports coaching, conveying by car, inappropriate electronic communication)
- 1.2.7 The School encourages the *students* in its care to raise any concerns that they might have and ensure that these are taken seriously. We will also encourage *students* to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.
- 1.2.8 In accordance with section 5 of this Policy, the School will notify the Rosary School Board of Governors of any safeguarding issues affecting a *student*, member of staff, volunteer or Governor within one working day of the issue occurring.
- 1.3 Designated Safeguarding Lead (DSL).
- 1.3.1 In relation to a safeguarding issue within the school setting, the DSL with lead responsibility for safeguarding within this setting, will inform SPEA of any allegations of serious harm or abuse by any

person living, working, or looking after children at the school (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place at the school, and of the action taken in respect of these allegations.

1.3.2 The DSL with responsibility in this setting must inform SPEA as soon as reasonably practicable, but at the latest within 14 days.

#### 1.4 Implementation Procedures

1.4.1 The School has developed implementation procedures (instructions and information forms) to assist staff and volunteers when handling child protection concerns;

1.4.2 Copies of the implementation procedures are available to all staff and volunteers as part of this policy document and must be followed at all times.

## 2. Aims

2.1 Our aims are to:

- Create an environment in our school which is safe and secure for all students;
- Encourage our students to establish satisfying relationships within their families, with peers and with other adults;
- Encourage children to develop a sense of autonomy and independence;
- Work with parents to build their understanding of and commitment to the welfare of all students.

2.2 In order to fulfil these aims the school will take the necessary steps to ensure that:

- All staff and volunteers receive training in safeguarding children as part of the School's induction policies and procedures;
- SLT, staff, and volunteers receive updated safeguarding training every two years;
- We operate safe recruitment procedures, including carrying out all required checks on the suitability of all staff and volunteers to work with children and young people;
- We obtain assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's students on another site (for example, in a separate institution);
- We carry out the mandated checks on the suitability of all people who serve on our Board of Governors;
- Where we cease to use the services of any person (staff, volunteer or any other person) because it is considered that the person is unsuitable to work with children, a report will be made to the MOE and SPEA promptly and in any event within 28 days;
- All school staff are alert to signs of abuse and neglect (appropriate to their role) and all staff

should know to whom they should report concerns or suspicions;

- All school staff keep themselves updated on safeguarding issues and safeguarding procedures by accessing advice, guidance and training as appropriate to their role;
- School leaders shall ensure that appropriate supervision of students is provided 45 minutes before the start of the school day and 60 minutes after school hours;
- The School shall protect the confidentiality of students' personal data;
- The School shall provide counselling and school support services, enabling students to have access to a trusted professional counsellor, or a Counsellor, or someone in an equivalent position.

### **Implementation Procedures**

#### **3. Identifying Abuse**

3.1 Staff who have day-to-day contact with *students* are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. A child protection concern may come to the attention of school staff or volunteers in a variety of ways, such as student disclosure, third party disclosure or staff suspicion.

3.2 **Any suspicion, allegation or incident of abuse must be reported to the DSL immediately.**

3.3 The school shall ensure the provision of on-going First Aid training and dissemination of knowledge regarding all health, safety and prevention matters so that all School staff know what is expected of them and what to look out for with respect to the protection and safety of students (e.g. First Aid, CPR). The School shall protect the confidentiality of reports and investigations related to any kind of student abuse and communications when dealing with the Council and relevant government entities. [childprotection@moi.gov.ae](mailto:childprotection@moi.gov.ae)

#### **3.4 1. Definition**

3.4.1 A **Child** under this policy is a person who has not reached 18 years of age.

3.4.2 **Safeguarding/Child Protection**, for the purpose of this policy, is defined as all measures, steps and actions that must be taken to protect students from risks that may cause harm or injury while they are in the school's care, travelling to and from the school using school transport, and moving between, waiting for, and taking part in, all activities organised by the school inside or outside the school campus.

3.4.3 A **school day** is the time period spent by a student under school supervision. It includes the time spent by the student inside the school and includes the time spent by the student in school buses from and to the school and in cocurricular school activities.

- 3.4.4 **Abuse** refers to physical abuse, corporal punishment, emotional abuse, sexual abuse and also includes bullying, exploitation and neglect.
- 3.4.5 **Physical abuse** is the deliberate physical injury to a student, or the intentional neglectful failure to prevent physical injury to a student, or the intentional neglectful failure to prevent physical injury or suffering. This involves actions including, but not limited to, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement, or giving the student drugs not prescribed by a physician to control behaviour or to cause harm.
- 3.4.6 **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**.
- 3.4.7 **Emotional Abuse** is the persistent emotional ill-treatment of a student such as to cause severe and persistent adverse effects on the student's emotional growth and development. It involves actions such as, but not limited to, conveying to students that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It involves causing students to feel bullied, frightened or in danger, or the exploitation or corruption of students. Some levels of emotional abuse is involved in all types of ill-treatment of a student, though it may occur in isolation.
- 3.4.8 **Sexual Abuse and Exploitation** involves but not limited to forcing or enticing a student to take part in sexual activities. The activities involve actions including, but not limited to, physical contact, including penetrative or non-penetrative acts. They include non-contact activities such as involving students looking at or in the production of, pornographic material or, watching sexual activities, sexual hinting or encouraging students to behave in sexually inappropriate ways.
- 3.4.9 **Bullying** is unwanted aggressive behaviour(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 rumours, leaving out of group), and cyber-bullying aggression (occurs through email, 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.
- 3.4.10 **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.

## **2. Policy**

Every private school shall publish a safeguarding policy to protect students from any abuse and neglect provided it meets the minimum requirements of what is included in this policy and does not contradict any of its provisions.

The School and the school Principal are guardians of the right of students to not be exposed to abuse and neglect. The School Principal agrees to act as the guardian of all students while they are under the school's care and has to take responsibilities that fall under this role.

All students have equal rights for protection, safety, and security in all public and private schools. Schools are fully responsible for the care and protection of students, while students are in the School's care, travelling to and from the school using school transport, and moving between, waiting for, and taking part in all activities organised by the school inside and outside the School

The School must also ensure the supervision of students before the start of the school day and after school hours. For safety and life reasons, all school staff shall never leave children unattended at any time.

All SPEA employees and school staff – including any person who, in the performance of his/her duties, has regular or temporary contact with students and who provides services to students or school – are authorised and mandated by SPEA to report all cases of suspected abuse and/or neglect (conducted by any perpetrator inside or outside of the school) directly to the Ministry of Interior – Child Protection Centre within 24 hours upon suspicion.

It is mandated to report using the telephone hotline (800700)

If a child is in immediate danger (risk of serious harm), the police should be called using the 999 service, followed by reporting to the Ministry of Interior – Child Protection Centre within one hour upon discovery.

In addition, school staff must inform the Principal immediately when they suspect the exposure of any student to any form of abuse and/or neglect. No member of school staff (including the Principal) shall impede or inhibit reporting or a suspected case of child abuse and/or neglect by a third party, nor shall they take any actions against the reporter or nor threaten of doing so.

The Ministry of Interior–Child Protection Centre shall conduct the case intake, immediate communication with parents/guardians, investigation, and referral for treatment and rehabilitation of affected children and families, if required.

The SPEA Division in charge of Student Protection in collaboration with the Ministry of Interior – Child Protection Centre shall provide guidance to school staff for further immediate actions,

taking into account the confidentiality and privacy of the students and families affected, and laws, regulations and procedures relevant to the incident.

The Article 272 of the UAE Law No. 3 (1987) “Federal Penal Code” states that: “Any public official or person in charge of detecting crimes and arresting the accused, who fails or defers to denounce a crime within his knowledge shall be punished by detention or a fine. A fine shall be imposed upon any official who is not in charge of detecting or seizing crimes, and who neglects or delays to notify the concerned authorities of a crime which becomes known to him, in the course of or in respect of his job performance”.

School staff must raise the awareness of students of the importance of reporting any suspected case of student abuse and/or neglect inside or outside the school that becomes known to them, as stated in this policy.

### **3. Data confidentiality:**

Case reports and student data are strictly confidential. The identities of the student subject to alleged abuse or neglect, the alleged perpetrator, and the person reporting the alleged case must be kept confidential by all parties involved in the case. The data should be shared only with authorised individuals from the SPEA Division in charge of child protection and the Ministry of Interior – Child Protection Centre and Social Support Centre authorised staff.

School staff are strictly prohibited from discussing active or closed cases with the media, or any third parties or other staff, unauthorised SPEA staff, with the exception of investigative and judicial authorities and within the legal responsibilities.

### **4. Training**

Given the critical importance of understanding and complying with all aspects of this policy to ensure the protection of students, the Ministry of Interior – Child Protection Centre in coordination and collaboration with SPEA shall conduct child protection training for school leaders and other specified staff for which attendance is mandatory.

### **5. Failure to comply with this policy**

Failure to comply with this policy is subject to legal accountability and administrative penalties stipulated in accordance with SPEA regulations, policies and requirements, in addition to the UAE Federal Law No.3 of 2016 on Child Rights, Federal Law No. 3 of 1987 on Penal Code, and any other local or Federal relevant laws effective at the time of the incident.

## **ROLES AND RESPONSIBILITIES**



Principals will:

- Comply with the provisions of this policy;
- Every private school shall publish a safeguarding policy to protect students from any abuse and neglect provided it meets the minimum requirements of what is included in this policy and does not contradict any of its provisions;
- 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;
- Maintain students' records in compliance with student records policy, and ensure confidentiality of open and closed cases;
- 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.

All School Staff will:

- Report a suspected case of abuse and/or neglect upon immediate discovery;
- Supervise students at all times while in school's care;
- Understand this policy to address suspected or alleged student abuse or neglect cases;
- Attend and participate in mandated student protection training;

Parents/Legal Guardians will:

- Cooperate with the school administration and staff, answer all inquiries related to the student's behaviour, academic performance and respond to their feedback and guidance;
- Attend all scheduled school parent meetings;
- Communicate any concerns, observations, or changes in their child's behaviour to the school

administration or to the concerned school staff.

## REFERENCES

- UAE Federal Law No.3 of 2016 on Child Rights
- Ministry of Interior – Child Protection Centre website ([www.moi-cpc.gov.ae](http://www.moi-cpc.gov.ae))
- UAE Federal Law No. 3 of 1987 on Penal Code

### 3.5 Signs of abuse

The following may help staff be aware of possible signs of abuse but *these do not necessarily mean that the child has been abused*:

#### 3.5.1 Physical Abuse

Possible signs of physical abuse can include:

1. Unexplained bruises or injuries
2. Injuries which have not received medical attention
3. Repeated abdominal pain
4. Withdrawal from physical contact
5. Arms and legs covered in scalds
6. Fear of returning home
7. Fear of contacting caregivers/parents
8. Self-destructive tendencies
9. Displaying aggression towards others
10. Unusual passive behaviour
11. Repeated running away from home
12. Cigarette burns
13. Human bite marks
14. Broken bones
15. Multiple burns with a clearly demarcated edge

#### 3.5.2 Emotional Abuse

Possible signs of emotional abuse can include:

1. Regular tiredness
2. Fear of a new situation
3. Low self esteem
4. High levels of anxiety
5. Unusually passive or aggressive
6. Delayed speech
7. Inappropriate emotional responses to painful situations

8. Running away
9. Lying
10. Neurotic behaviour e.g. sulking, hair twisting, rocking
11. Fear of making mistakes
12. Self-harm
13. Developmental delay in terms of emotional progress

### **3.5.3 Sexual Abuse**

Possible signs of sexual abuse can include:

1. Unusual behaviour which could be general or sexual
2. Age inappropriate sexual behaviour
3. Sexually transmitted diseases
4. Physical indicators in the genital and anal areas
5. Pain or itching in the genital area
6. Bruising or bleeding near genital area
7. Vaginal discharge or infection
8. Discomfort when walking or sitting down
9. Pregnancy

### **3.5.4 Neglect**

Possible signs of neglect can include:

1. Stealing
2. Poor social relationships
3. Failure to thrive
4. Poor personal hygiene
5. Frequent hunger
6. Untreated medical complaints
7. Frequent lateness or absence from school
8. Inappropriate clothing
9. Substance or alcohol misuse

## **4. Designated Person**

- 4.1 The School will appoint a Designated Safeguarding Lead (DSL) or Designated People, with a specific person to contact in their absence. The Designated Safeguarding Lead (DSL) must be a member of the school's Senior Leadership Team with the necessary status and authority to take responsibility for child protection matters. The Designated People at the School are Sr. Raphael (Principal), Mr. Michael George (VP), Sr. Christian (VP), and School counselors (Mrs. Anhar, Mrs. Asma, Mrs. Talar, Mrs. Maha) with school inclusion coordinator Mrs. Laudette and Mrs. Jeena ( FS Coordinator)

The Designated People will:

- Be responsible for ensuring that all cases of suspected or actual child protection concerns are investigated and managed in accordance with the guidance and regulations set out at paragraphs 1.1.2;
- Refer cases of suspected abuse or allegations to the local Social Services Department as appropriate and in accordance with SPEA and MOE procedures;
- Ensure that he/she is aware of the latest national and local guidance and requirements and will keep the Principal, staff and volunteers informed as appropriate;
- Receive appropriate training in child protection matters, to include both national and local bodies, refreshed at least every two years;
- Ensure that the Principal, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, before/after school care staff, volunteers, catering staff, cleaning staff and caretakers;
- Act as a source of advice and support within the School and coordinate action regarding referrals in relation to both children and allegations against staff.

## 5. Responding to Disclosures of Abuse

5.1 Children are more likely to be abused by someone they know and trust than by a stranger.

5.2 Staff and volunteers should make themselves available to listen and demonstrate to the *student* that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate.

5.3 If a *student* reports abuse from another *student* or *students*, staff should follow the procedures in this section. The DSL will liaise with local agencies in relation to handling any such cases which arise.

### 5.4 Immediate Response

If a disclosure is made, the member of staff or volunteer **should**:

- Allow the pace of the conversation to be dictated by the *student*;
- Ask neutral questions which encourage the *student* to talk such as “can you tell me what happened?”;
- Accept what the *student* says and do not ask for further detail;
- Acknowledge how hard it was for them to tell you;
- Note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 5.4 below);
- Reassure the *student* that they have done the right thing, explain whom you will have to tell (the DSL) and why.

5.5 The member of staff or volunteer **should not**:

- Burden the *student* with guilt by asking questions such as “why didn’t you tell me before?”;

- Interrogate or pressure the *student* to provide information;
- Ask any questions that start with the words, how, what, when, where and why;
- Undress the child or examine clothed parts of the child's body in an attempt to determine the nature of any such injuries/ neglect;
- Criticise the perpetrator, this may be someone they love;
- Promise confidentiality (see points 5.6 and 5.7);
- Make promises that they cannot keep such as "I'll stay with you all the time" or "it will be alright now".

5.6 If a *student* confides in a member of staff or volunteers and requests that the information is kept secret, staff/volunteers **must not make promises about confidentiality**. Staff must tell the *student sensitively* that they have a responsibility to tell the named DSL (see paragraph 4) so that the child can be helped to stay safe and feel better.

5.7 In every case, the staff/volunteer should consider whether the *student* is able to provide consent for the information to be shared and if so, seek to obtain that consent from the School Principal. If the *student* does not consent, the staff/volunteer should explain that they need to share the information with the DSL and reassure them that the information will *only be disclosed* to other people who *need to know*.

5.8 The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

5.9 The School will provide continuing support to a *student* who has disclosed abuse through promoting a caring and safe environment within the school and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the Schools will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

#### 5.10 **Recording Information**

Staff/volunteers should:

- Make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said, not assumption or interpretation. Notes must be signed and dated;
- Clearly distinguish between fact, observation, allegation and opinion;
- Record observed injuries and bruises on a body map;
- Note the non-verbal behaviour and the key words in the language used by the *student* (do not translate into "proper terms");

- Complete a Disclosure Form, attach the original notes and pass them to the DSL;
- Appreciate that their records may be used in criminal proceedings or disciplinary investigations.

## 5.11 Reporting to the Designated Safeguarding Lead (DSL)

5.11.1 Any concerns about *students* must be discussed with the DSL as soon as possible and at latest by the end of the school day.

5.11.2 Where the disclosure relates to actual abuse or the suspicion of abuse, the DSL will report the disclosure to the local Social Services Department within 24 hours and will notify the Rosary School

5.11.3 The School shall thoroughly investigate and report immediately to SPEA all incidents of abuse which students may face including exploitation, violence and/or any other physical harm, sexual abuse, or any emotional threat, or harm of any kind all of which will be referred to as “abuse of students”.

5.11.4 SPEA shall require the School, when handling cases of student abuse, to conduct an investigation, and to maintain clear and scrupulous communications and actions when dealing with relevant government entities such as the Health Authority - Dubai, the social welfare institutions (MOICPC) and police departments.

5.11.5 Where the School uncovers a case of severe abuse of a student outside of school, it must take the matter seriously and follow up the case with the social worker. The School shall take the necessary steps to protect the student, including by communicating with the Parent/Guardian to discuss the matter, or by forwarding the case to the relevant official entities in the UAE (social support institutions).

## 6.0 Allegations against staff

6.1 The policy aims to strike a balance between protecting *students* from abuse and protecting staff and volunteers from false allegations. What follows is a summary of that policy.

6.2 Where a child protection related allegation or cause for concern is made against any member of staff or volunteer, the matter should be reported immediately to the DSL (Principal).

6.3 Where a safeguarding related allegation or cause for concern is made against the Principal, the person receiving the allegation should immediately inform the Chair of the Citizens School Board and must **not** notify the Principal.

6.4 A decision whether or not to suspend a member of staff or volunteer will be taken by the Principal following consultation with the Citizens School Board and the relevant authorities, or by the Citizens

School Board alone (having consulted the relevant authorities) if the allegation is against the Principal. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case.

- 6.5 In considering the available options, including redeployment of the member of staff or volunteer, the Citizens School Board and the Principal will ensure that their primary concerns are the safety and wellbeing of the *students*, together with the need for a full and fair investigation.
- 6.6 Where we cease to use the services of any person (staff, volunteer or any other person) because it is considered that the person is unsuitable to work with children, a report will be made to SPEA promptly and in any event within 28 days. The school will also respond through the proprietor in relation to any request from the appropriate authorities for information it holds.

## **7. Role and Responsibilities**

7.1 Every member of staff, governor and every volunteer who assists a school should:

- Protect children from abuse;
- Be aware of the School's safeguarding and child protection procedures;
- Know how to access and implement those procedures;
- Follow those procedures at all times;
- Know the identity of the School's DSL and who to speak to in the absence of the DSL;
- Report all safeguarding concerns to the DSL (subject to paragraphs 6.3 of this Policy);
- Keep a record of any significant safeguarding concern, conversation or incident (in accordance with paragraph 5.10 of this policy);
- Undertake appropriate training including refresher training every two years.

## **8. Whistle-blowing**

- 8.1 The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.
- 8.3 The member of staff or volunteer should bring their concerns to the attention of the DSL, or in a case where the concerns relate to the actions or inaction of the DSL, to the Principal.
- 8.4 If it becomes necessary to consult outside the school, the staff or volunteer should consult with the Rosary School Board.

## **9. Monitoring and Review**

- 9.1 The working of this policy in each school will be monitored by the DSL in the school and will report as required to the Principal.
- 9.2 The Rosary School Board, on behalf of the proprietor of the School, will undertake an annual review of all school's safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. The policies will also be reviewed to reflect changes in legislation, guidance and practice. This process is carried out to ensure that Rosary School is continuing to provide the very highest standard of safeguarding possible.
- 9.3 Any deficiencies or weaknesses identified in this policy or in any of the school's safeguarding arrangements will be remedied without delay.

## **10. Equal Opportunities**

All staff, volunteers and governors with responsibilities under this policy must take into account the Equal Opportunities Policy when discharging their duties.



Appendix 1: Something's Not Quite Right Form

Note: Form to be filled out if Something Is Not Quite Right is observed or heard.

## Rosary School

### Something's Not Quite Right Form

Please use this form when you have concerns about a child/ young person.  
When completed, please hand it over to the school counselor.

Child's name: \_\_\_\_\_

Age if known: \_\_\_\_\_ Year if known: \_\_\_\_\_

Concerns: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your name: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix 2: Cause for Concern Form

Note: To be filled in if told about abuse taking place, or going to take place or has taken place

## Rosary School

### Cause of Concern

Name of the student		Class Teacher	
Reason for the concern: Please record exactly what you heard/ witnessed/ observed and when which has given you cause for concern (Please use extra sheets where needed)			
Name:	Position:	Date:	

Please pass on to the school counsellor, or in her absence the Designated Person (Principal)

Next course of action to be completed by DSL:
Name:
Date:

Appendix 3: Disclosure Form

Note: To be filled in if a child discloses information about abuse.

**Rosary School**  
**Disclosure Form**

This form should be used when a child discloses to any member of staff that they or another child is suffering or is at risk of abuse.

**Dos and Don'ts**

**Do:**

- Allow the pace of the conversation to be dictated by the child
- Ask neutral questions that encourage the child to talk such as "Can you tell me what happened? "
- Accept what the child says and do not ask for further details
- Acknowledge how hard it was for them to tell you.
- Reassure the child that they have done the right thing
- Explain whom you will have to tell (The DSL) and why

**Don't:**

- Burden the child with guilt by asking questions such as "why didn't you tell me before?"
- Interrogate or pressure the child to provide information
- Ask any question that starts with the words, how, what, when, where, and why.
- Undress the child to examine clothed parts of the child's body.
- Criticise the perpetrator
- Promise confidentiality or make promises that you cannot keep such as "it will be alright now"

**1 You**

Your name -----

Date -----

**2 The child**

Name -----DOB -----

Parent / Carer -----

### **3 The Alleged Perpetrator**

**If the child has named or described the alleged perpetrator, note the details here:**

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### **4 The Disclosure**

Record of conversation (use continuation sheet if necessary)

- Record what was said by the child and by you
- Use the exact words and phrases used by the child
- Clearly distinguish between fact, observation, allegation, and opinion
- Note the non-verbal behaviour and the keywords in the language used by the child

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**Did the child name witnesses? If so, note them here:**

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**Was anyone else present during the disclosure? If so, note them here:**

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**5 Consent to share**

**Was the child able to provide informed consent (Please circle)    Yes            No**

**If so, how did you seek consent?**

**Specifically, what did you explain, what questions did you ask and what were the responses?**

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**Did the child provide consent to share (Please circle)    Yes            No**

**If yes, what did the child say?**

**Note the exact words used by the child**

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**If not, did you explain that you would have to share this information with the DSL and who else might receive this information and why ( Please circle)?    Yes            No**

**If yes, what did the child say?**

**Note the exact words used by the child**

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## 6 Additional Information

Any other comments

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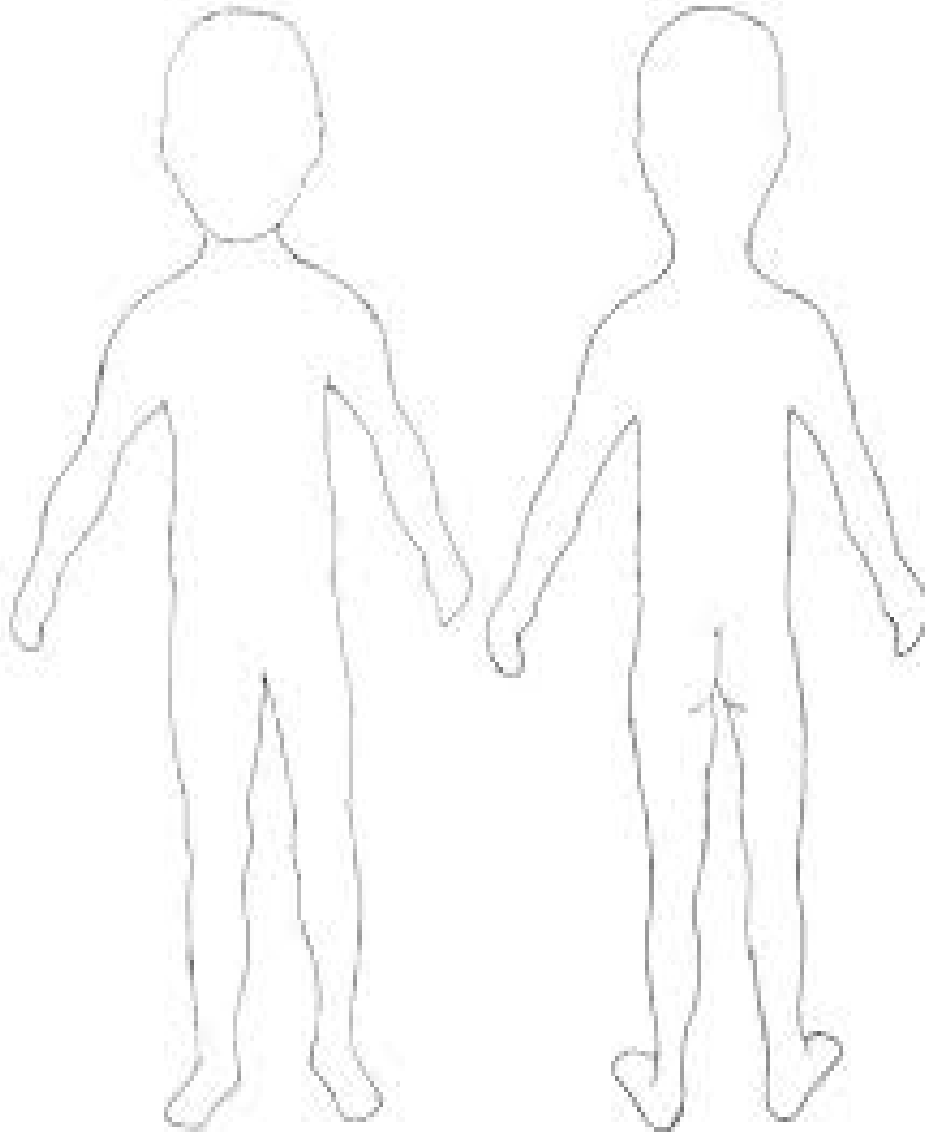
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Signed \_\_\_\_\_ Time and Date: \_\_\_\_\_

This form and any notes taken must be passed to the Designated Safeguarding Lead, Principal, or in his absence to the School Counsellor, or another school designated person as soon as possible and in any event later than the end of the timetabled day. If the allegation or complaint is made against the principal, this information should be passed directly to the Chair of the Board of Governors.

Appendix 4: Body Map

Note: Body Map to be used for notes (to accompany any form



<b>Review Date:</b>	26/09/2023
<b>Next Review Date:</b>	26/05/2024

<b>Principal</b>		<b>Date:</b>	
<b>SLT / DSL</b>		<b>Date:</b>	