



مدرسة دبي للتربية الحديثة  
Dubai Modern Education School

# Child Protection Policy



## School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

## School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

## Core Values

- 🚩 Citizenship
- 🚩 Respect
- 🚩 Leadership
- 🚩 Responsibility
- 🚩 Tolerance
- 🚩 Commitment
- 🚩 Excellence
- 🚩 High Expectation

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## Child Protection Policy

### 1.0 Primary Value

The primary value is promoting a safe, supportive, and motivating environment allowing students to feel secure, respected, and valued.

### 2.0 Rationale

DMES recognizes its responsibilities for child protection and ensures it is at the core of all its activities. The school aims to foster a culture of shared responsibility for the social and emotional wellbeing, thus the protection of students is promoted by the school staff through programs to address awareness, prevention, and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form. We believe that students' wellbeing is enhanced when they feel secure, and have a positive relationship with their peers and teachers.

### 3.0 Purpose

The intent of this policy is to ensure that all students shall have a safe, positive learning environment free of all types of abuse and neglect. All the members in the school community are compelled to ensure that this policy is implemented and followed throughout the year. DMES shall provide all staff with the necessary guidance and training to ensure students are safe at all times. It also informs parents/guardians of how the school shall safeguard students. We shall ensure that any arising concerns which shall arise are dealt with as quickly, as sensitively, and as effectively as possible. Records shall be accurately and securely stored. The passage of information shall always occur when it is in the best interest of the child for this to take place. We shall cultivate a culture of vigilance from all staff members who are alert of the signs of abuse and neglect. The child protection procedures shall be accurately followed to provide effective support, protection, and justice for all children.

## 4.0 Aims

DMES recognizes its moral and statutory responsibility to safeguard and to promote the wellbeing of all our students. We aim to:

- Ensure that all children have equal rights of protection, regardless of age, gender, ability, culture, language, and economic backgrounds.
- Establish a safe environment in which children can learn and develop.
- Provide clear guidance and direction to staff and faculty about expected codes of behavior in dealing with child protection concerns.
- Integrate safeguarding principles into the curriculum.
- Uphold the school's commitment to the continued development of good practice so that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

## 5.0 Definitions

**5.1 Child Abuse<sup>1</sup>:** All forms of physical and/or emotional ill-treatment, sexual abuse, neglect, or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. (World Health Organization)

### 5.2 Child Protection:

- <sup>2</sup>Policies and procedures to prevent and/or respond to abuse, neglect, exploitation or violence affecting children.
- <sup>3</sup>A broad term used to describe philosophies, policies, standards, guidelines, and procedures to protect children from both intentional and unintentional harm.

**5.3 Safeguarding<sup>4</sup>:** Protecting the health, safety, wellbeing, and entitlements of students related to child protection, but a more inclusive term as it focuses on the need for everyone, adults included, to look after themselves and each other as well as protecting children.

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<sup>1</sup> AISA Child Protection Handbook 2016, p.16

<sup>2</sup> UAE Inspection Framework 2015-2016, p.122

<sup>3</sup> AISA Child Protection Handbook 2016, p.16

<sup>4</sup> UAE Inspection Framework 2015-2016, p.126



## 6.0 Framework

Under the UAE Child Rights Law (2016), DMES is expected to ensure:

- Appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse.
- The procedures cover circumstances in which a member of staff is accused or suspected of abuse.

The responsibilities are as follows:

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- The Designated Child Protection Officer should have the responsibility for coordinating action within the school.
- All staff should receive Child Protection Training appropriate to their role.
- Schools should have procedures, of which all staff and faculty are aware of handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse.

## 7.0 Recognizing Abuse

DMES aims to establish a conducive environment where all students and all members of the school community are safeguarded properly. The school-wide community should recognize and understand various forms of maltreatment. A child may suffer or be at risk of suffering from one or more types of abuse. Abuse may take place on a single occasion or may occur repeatedly over time. Abuse may be committed by an adult or a child. Abuse of children has been classified into the following categories<sup>5</sup>:

**7.1 Physical Abuse** – deliberate physical injury to a child, or the willful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

**7.2 Emotional Abuse** – persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional

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<sup>5</sup>Working Together to Safeguard Children 2015, pages 92-93



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 involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

**7.3 Sexual Abuse** – actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that violate social taboos or family roles.

**7.4 Neglect** – the persistent or severe neglect of a child which results in impairment of health or development. It may involve a parent failing to provide adequate food, shelter, clothing, failing to protect a child from physical harm, failing to ensure access to appropriate medical care or treatment, or failing to supervise and to stimulate.

**7.5 Potential Abuse** – social and medical assessments indicating a high degree of risk that children might be abused in the future, including situations where another child in the household has been abused, or the presence of an abuser.

**7.6 Bullying** – any persistent and uninvited behavior which insults, hurts or intimidates someone (includes cyber bullying).

## 8.0 Indicators of Abuse

Signs of possible abuse include (These are not exhaustive or necessarily indicative of abuse and neglect):

**8.1 Physical Abuse** – unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help, fear of physical contact, fear of going home, over-aggressive or defensive tendencies, fear of removing clothes, bites, lashes, facial injuries.

**8.2 Emotional Abuse** – Physical, emotional, developmental delay; over-reaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Fabricated Illness syndrome (If a parent of a child deliberately fabricates or induces illness in that child). Signs may include;



perceived illness, enforced illness, fabricated illness, poisoning e.g. with suffocation, bleeding, rashes, tampering with vomit/urine. The child may exhibit unusual or unnaturally prolonged illness; symptoms/signs have a temporal association with the mother's presence, mother unusually at ease in a hospital environment, multiple illnesses/similar symptoms in family, unexplained death of siblings.

**8.3 Sexual Abuse** – Tendency to cling, tendency to cry, genital itching, acting 'like a baby', distrust of familiar adults, wetting and/or soiling, fear of undressing, throat infections, depression, fearful/panic attacks.

**8.4 Neglect** – overweight or underweight; constant hunger or tiredness; frequent lateness or absence, poor personal hygiene, untreated medical problems; running away, stealing, low self-esteem

**8.5 Potential Abuse** – Speaks about abuse at home, withheld, tendency to worry about reactions.

**8.6 Bullying** – Stands out, worries.

## 9.0 Child Protection and the Curriculum

The school curriculum informed by a positive education framework is important in the protection of children. We aim to ensure that curriculum development meets the following targets:

- Developing student self-esteem;
- Developing communication skills;
- Reporting all aspects of risk, including online behaviors;
- Developing strategies for self-protection;
- Differentiating between appropriate and inappropriate behavior in adults; and
- Developing non-abusive behavior between students.



## 10.0 Roles and Responsibilities

### 10.1 Students

Students are expected to:

- Demonstrate personal responsibility for their own safety and wellbeing.
- Ensure that they contribute to the school as a safe and secure environment to all staff, students, and families.
- Demonstrate respect for the rights and wellbeing of other students.
- Participate in educational opportunities to develop a richer understanding of safeguarding themselves from any kind of abuse.
- Seek help for student wellbeing and safety concerns for themselves and others.
- Report concerns to school authorities incidents that pose a risk to their own or other/s' wellbeing and safety.

### 10.2 Parents

Parents are expected to:

- Fulfill their duties and meet their responsibilities, concerning the care, welfare, and development of their children.
- Demonstrate positive support for the school's implementation of the Child Protection Policy.
- Consider measures to keep their children safe when using technology and social media at home and in the community.
- Be aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- Inform the school of any concerns or issues that might affect the safety and wellbeing of their children.

## 11.0 Related Policies

The Child Protection Policy is linked to the following school policies:

- Anti-Bullying Policy
- Anti-Cyber Bullying Policy
- Student Wellbeing Policy