



Deutsche Internationale Schule Abu Dhabi
المدرسة الألمانية الدولية
German International School Abu Dhabi

Child protection policy

German International School

Abu Dhabi, 2013



1. Introduction

1.1. The school board and the principal of the German International School of Abu Dhabi (GIS) recognize their moral and statutory responsibility to safeguard and promote the welfare of students throughout their enrollment at the GIS. To establish and maintain this, a child protection policy has been developed and put in place.

1.2. A *Designated Member of Staff (DMS)* for child protection within the GIS has been nominated: *Christoph Kraft*. He liaises with the principal, the member of staff involved (teacher) and other GIS staff regarding a particular child protection case. He works according to the guidelines provided in this policy.

1.3. This policy applies to all staff (i.e. teachers, administration, principal, after school supervision, bus personal, nurse, security guards) and volunteers working in the GIS and will be reviewed annually.

2. Principles

2.1. GIS recognizes its responsibility to protect and safeguard the welfare of the students entrusted to its care by establishing a safe environment in which they can learn and develop. The policy applies to all students between the ages of 0 - 18 whose care and education is in the hands of the GIS.

2.2. The GIS is committed to establish and maintain an environment where students feel secure, are encouraged to speak freely, and are listened to.

2.3. All the students from grade 1-12 will be informed by the homeroom teacher about the person in charge of child protection matters. For the younger children (KG and nursery), we can only recognize forms of abuse through day-to-day contact and then take the necessary steps to help those children. In case of doubt, the school nurse will be consulted.

2.4. The GIS wishes to promote a positive, supportive and secure environment, giving students a sense of being valued.

2.5. The GIS wants to inform the parents about the child protection policy and the responsibility of the staff by making the GIS child protection policy available to parents/carers on the school's website and by request in the secretary's office.



3. The Designated Member of Staff for Child Protection

3.1. The designated Member of Staff (**DMS**) for Child Protection for the German International School is the school psychologist Christoph Kraft.

3.2. He will co-ordinate matters on child protection within the GIS, ensuring that all staff, teaching and non-teaching (including supply staff) know who the DMS is and are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to discuss any concerns with the DMS. All staff will attend training once a year to be informed of what happens once a concern has been raised and the workings of a child protection case within the GIS.

4. Responding

4.1. The steps that need to be taken are clearly shown in scheme 1 “Flow chart if a threat to a child’s welfare is suspected“ and scheme 2 “Procedure if a threat to a child’s welfare is suspected”. Once an observation has been made, the “Assessment Forms” (Appendices 1 – 4) come in to use and the “Report Form” to inform the DMS without delay (Appendix 5). When a suspicion of child abuse takes place, the teacher initially speaks to the parents and shows them the help options (if possible). If the suspicion hardens, necessary steps will be taken.

4.2. If the suspicion in any way involves another member of staff, the matter needs to be brought to the attention of the principal who will act in accordance with procedures by discussing the allegation with the DMS without delay.

4.3. If the suspicions in any way involve the principal, advice needs to be sought from the DMS and if necessary, the school board of the GIS.

4.4. 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 Center within one hour upon discovery. It is also mandatory to report cases using the telephone hotline (**116111**) and the electronic reporting link available on the ADEC website (<https://www.adec.ac.ae/ar/Pages/childabusereportingabu-dhabiedusector.aspx>).



5. Threat to the welfare of a child: recognize and act

5.1 Indications

The designated member of staff (DMS) will become involved, if indications through direct or indirect messages, observations i.e. conclusions of different information sources (f.e. through consultation of an experienced specialist) exist. Based on these an assessment of the risk will take place:

Indication of a threat to the child's welfare

If the school becomes aware of indications of a threat to a child's or adolescent's welfare, the threat must be assessed by the DMS and principal in cooperation with other specialists. Hereby, the parents or guardians as well as the child or adolescent are to be involved, if this does not jeopardize effective protection of the child or adolescent. If the school considers that further help is appropriate and necessary to avert a threat, the DMS and the principal have to offer this help to the parents or guardians.

The following points could (but do not necessarily) indicate a threat to the welfare of a child (no guarantee of completeness).

Outward appearance of the child

- Massive and/or repeated signs of injuries – especially if the cause is unclear or unlikely (e.g. bruises, streaks, scars, broken bones, burns/scalds, self-injurious behavior, suicide attempts, etc.)
- Bad physical state, repeated / ongoing illnesses (f.e. the skin, respiratory system, etc.) without medical care,
- Chronical sickness or disability, delays in motor, speech or mental development without medical diagnosis i.e. care,
- Strong malnutrition, eating- or feeding problems or massive eating disorders (f.e. anorexia, bulimia),
- Lack of body hygiene,
- Seasonal wrongly dressed and / or dirty clothing.



Behavior of the child

- Specific messages /signs of the child, that lead to threats of the child's welfare (f.e. "Dad has hit/ beaten me again"; "Mummy has screamed at me again"...)
- The child is noticeable introvert, quiet, indifferent, shows lack of interest on the environment, continuous sad moods (depressive);
- Aggressive behavior, lack of frustration tolerance, repeated or severe violent and/or sexual assaults towards people;
- Noticable contact behavior towards peers and /or adults, insecure / changing relationship behavior (proximity /distance problem), unstable or lack of eye contact,

Behavior of the parent or guardian

- Lack of skills to control aggression and anger;
- Not child-appropriate emotional interaction with the child (f.e. harsh/ cool conversational tone), ignorance of child's needs/ age-appropriate needs of autonomy;
- Physical violence towards the child (f.e. in the form of shaking, hitting and confinement),
- Psychological violence towards the child through massive insults, scaring, confinement, etc.
- Denial of sickness medical treatments/ preventive medical check-ups,
- Lack of provision of food;
- Lack of willingness or ability to prevent threats.

Family situation

- Breach of parental supervision duty by leaving the children alone or unsuitable third parties (f.e. young siblings);
- Abuse of the child to commit criminal offences or other reprehensible acts;
- Poverty and/ or homelessness.



Personal situation of the parent or guardian

- Own experience of violence repeated or severe violence between the parents or guardians;
- Mental disorders f.e. in the form of a very confused appearance;

Living situation

- Filthy, messy apartment with/ without traces of external forces,
- Lack of removal of significant dangers in the household (f.e. damaged electrical cords);
- Lack of sleeping facility i.e. toys for children.

Warning:

Based on this is (a suspicion of endangerment to the welfare of a child) an assumption, if:

- Indications for problematic children or events of high intensity endanger the development of children/ adolescents (f.e. multiple injuries, fractures or severe burns with unclear or not understandable causes, noticeable, age inappropriate sexualized behavior, acute phase of an addiction sickness or mental sickness of one or both parents, etc.),
- If an indication for damaging conditions occurs not just once or rarely, but if a structured pattern is behind it (for example clothing: to dress once or rarely too airy can occur, but if it occurs repeatedly or regularly, then it could be a possible indicator),
- If due to the problematic conditions damage to the child in the development will occur or has occurred (There are conditions that are unfavorable, but may not lead to damage.)

Furthermore can (especially in the medical area) be seen as a very important indication, if those explanations as the cause of (f.e. injuries) by the parents/guardian do not seem plausible.

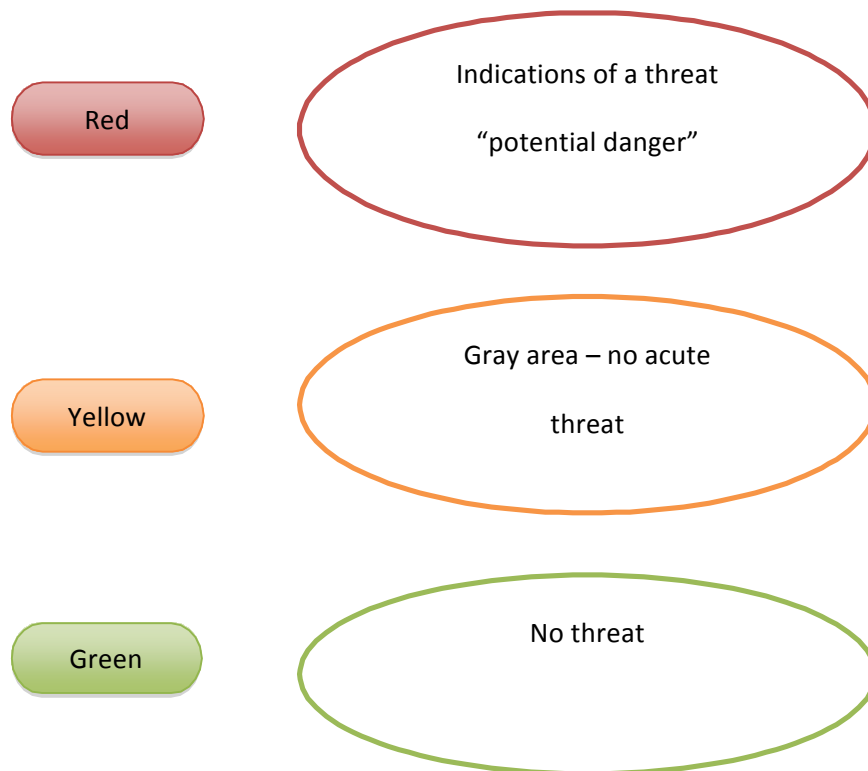
5.2. Instrument of risk assessment – The Assessment form

To assess the level of risk in suspicion of child's welfare endangerment, there are different instruments available for different professions. One of the more well-known from the area of child- and youth welfare is the child protection sheet from Stuttgart (Stuttgarter Kinderschutzbogen), which was developed for employees of the youth center.

We have adjusted this sheet for our specific school and our location. The decision for this instrument is based on that the assessment form

- short, generally understandable and still significant,
- distinguishes between age categories (0-2 years, 3-5 years, 6-11 years, 12-18 years),
- distinguishes like a traffic light, which gives a good overview and also corresponds to the approach of the network to enhance the child's welfare (see graph 1).

Graph 1: Assessment forms





The assessment form can be used for:

- The initial assessment by teachers/educators who suspect a threat to the child's welfare;
- Within the case discussion at school;
- When consulting with the designated member of the staff for child protection (DSM).

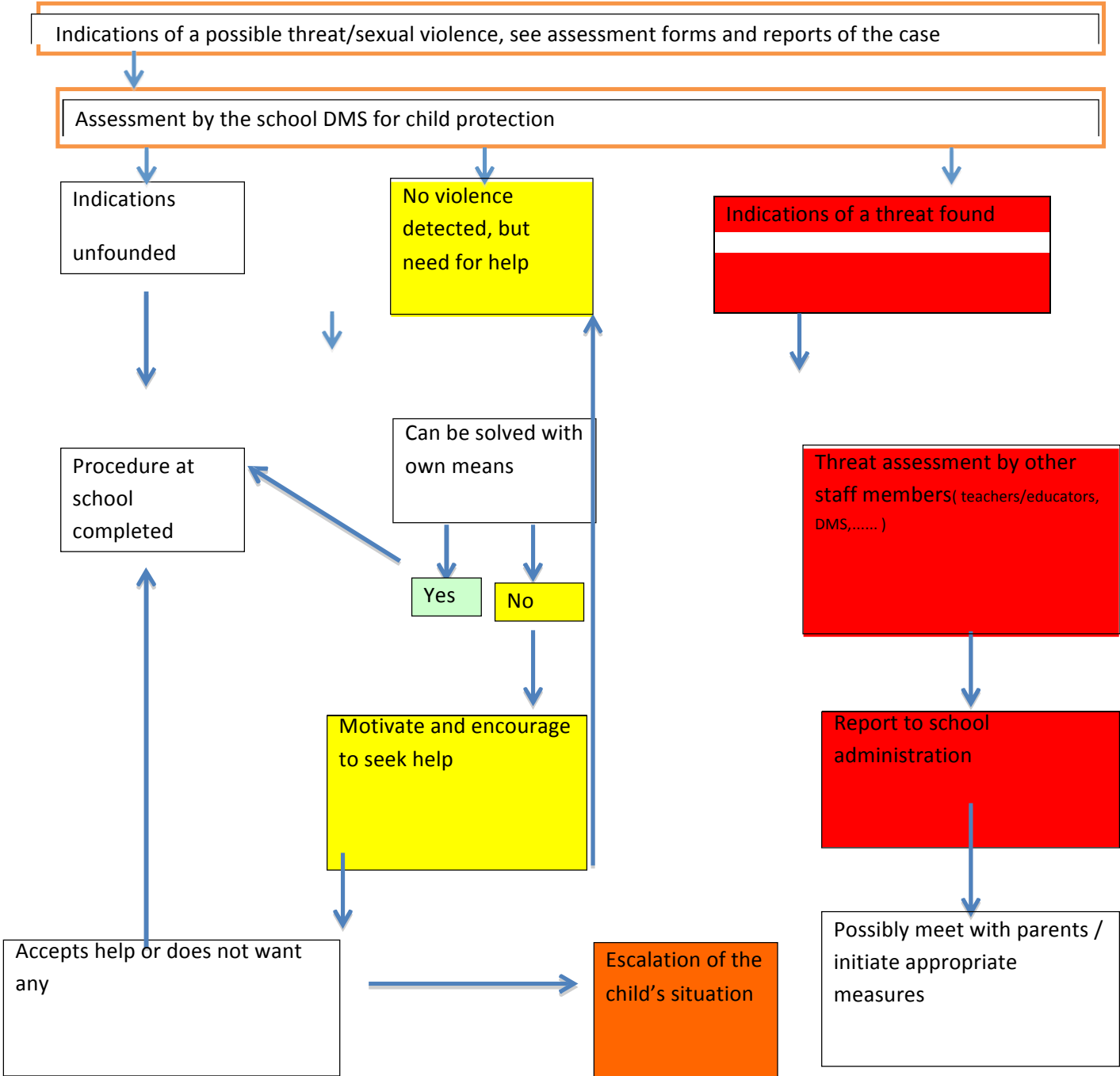
The assessment form includes:

- Personal data on the child/ guardians;
- Estimate/ assessment in the event of an acute threat to a child's welfare and the ensuing steps to take;
- Estimate/assessment of risk factors in the event a potential threat to a child's welfare is recognized, including further steps to take to recognize a threat to a child's welfare.

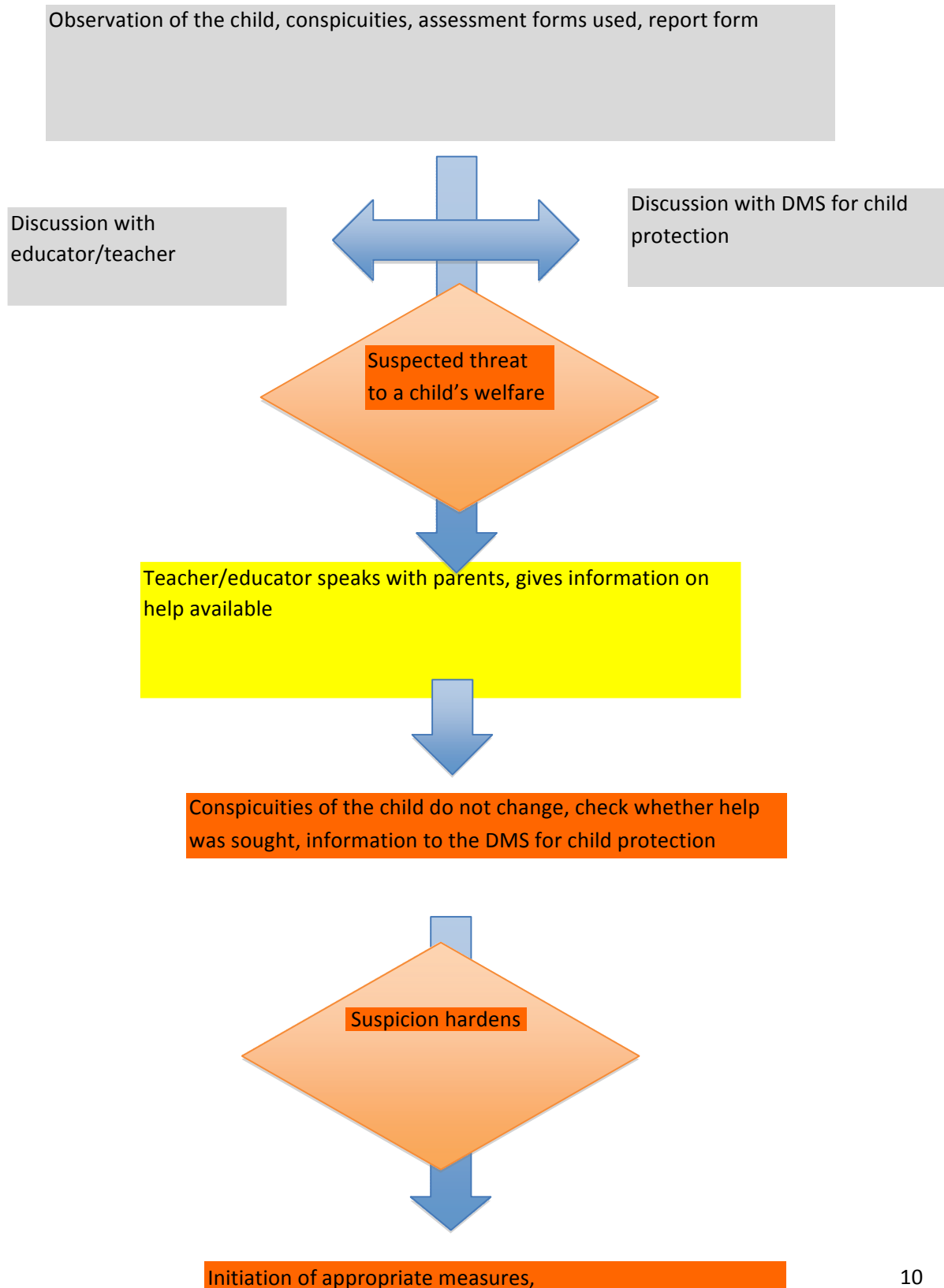
Depending on the assessment of the situation (green, yellow, red), predetermined steps are to be taken (see 6.1).

6. Procedure if a threat to a child's welfare is suspected

6.1 Steps to be taken



6.2. Flow chart for suspected threat to a child's welfare





Deutsche Internationale Schule Abu Dhabi
المدرسة الألمانية الدولية
German International School Abu Dhabi

see: Steps to take



7. Training:

7.1. The GIS is committed to supporting and training **all** staff in matters of child protection.

7.2. The governors will ensure that all staff receives appropriate induction/training to equip them to carry out their responsibilities for child protection. This will mean the GIS setting aside a half day training session every 3 years for whole academy child protection training and that those staff who join the GIS in the intervening years will be made aware of the basics of child protection awareness and procedures as part of their induction. The induction briefing would usually be carried out by the DMS nominated for child protection.

7.3. The leadership of the GIS will ensure that the DMS for child protection attends the multi-agency child protection training organized in the region or through ADEC.

8. Recruitment of Staff and Volunteers

8.1. The GIS will ensure that safe recruitment practices are in place. All new employed staff need to show a police clearance certificate.

9. Data confidentiality

9.1. 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 authorized individuals from the ADEC Division in charge of child protection and the Ministry of Interior – Child Protection Center and Social Support Center authorized staff.

10. POLICY REVIEW

This policy will be kept under review in order to keep it in line with relevant legislation and modifications authorized by the school board and the principal.

Policy Written and reviewed by: Ayten Stangier, Caro Stanzl, Christoph Kraft and Sabine Vahrenkamp.

This policy was adopted by the school board and principal of the German International School (“Vorstand”).



APPENDIX 1 – GIS

1.1 Notification form – description of case

If a threat to a child’s welfare is suspected –

1. Case report and assessment of the threat made by			
Function	Last name	First name	Mobile

2. The observations indicate the following kind of a threat to the child’s welfare

- Life in jeopardy
- Humiliating treatment
- Sexual abuse
- Child neglect, insufficient protection
- Child abuse
- Non-provision of appropriate education
- Threat from a third party
- Self-injurious behavior
- Illegal restriction of liberty, esp. deprivation of liberty
- Risk of suicide
- Risk of permanent or considerable damage to health
- Other:

3. It is estimated that the threat is primarily from

- Mother Father Both parents jointly
- Another person, namely: _____
 Last name, first name, relationship (relative, living in household, ...)
- The person who is the concrete cause of the threat **cannot be discerned.**



4. Description of the presumed threat in facts

(Please do not use real names here)

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5. Have the facts been discussed with the parents or guardians?

No Yes, with: Mother Father Both parents Other guardians

Date, discussion (brief summary)

Reaction:



6. Was help offered to the family/guardians or options discussed?

No Yes

Date the offer of help or other options was made

What kind? (brief summary)

Reactions:

7. Were the parents/guardians visited in their personal environment?

No Yes

Date: What impression? (brief summary)

Reaction:

8. Was the assessment of the threat discussed with the family/guardians?

No Effective protection of the child/adolescent would have been jeopardized because:

Yes **They were notified that there are indications of a threat to the child's welfare**

Date: Who was notified?

Mother Father Both parents Other guardians

Date: Contents of discussion (brief summary)

Reaction:



9. When and how was the contact with the DMS for child protection or school administration initiated?	
Date	How?
	<input type="checkbox"/> Information sent to the office and phone number of the DMS for child protection
	<input type="checkbox"/> A concrete appointment was made with the DMS at our school
	Name: _____ Date: _____
	<input type="checkbox"/> Follow-up was made whether contact took place
	Date: _____ Next date: _____
	<input type="checkbox"/> Other
Reaction:	
Contact with the DMS for child protection could not be made for the following reason:	
Reason:	

10. What was undertaken to check the indications and verify them?
<input type="checkbox"/> Assessments of the indications based on the assessment form are available (voluntary)
1st date: 2nd date: 3rd date:
<input type="checkbox"/> The indications were discussed with the principal (Step 1)
Date: With whom?
<input type="checkbox"/> The indications were discussed with a team of other staff members (Step 2)



Deutsche Internationale Schule Abu Dhabi
المدرسة الألمانية الدولية
German International School Abu Dhabi

Date: With whom?



<input type="checkbox"/> Other initial measures to evaluate (class visit, targeted observation, role play initiated, etc.)		
Date:	Who?	What?
Date:	Who?	What?

<input type="checkbox"/> The problems have been known for a long time		
There are already previous report forms with a case description		
Date:	Date:	Date:

<input type="checkbox"/> An experienced member of the staff was involved for a anonymous consultation (Step 3)	
Date:	Which one?

<input type="checkbox"/> A joint threat assessment was made (report form on threat assessment)		
Date:	Date:	Date:

<input type="checkbox"/> A protection plan with appropriate measure was worked out (Step 4)	
Date:	Parties involved:

Date:	Measures of the protection plan implemented

<input type="checkbox"/> The protection plan was reviewed and continued (Step 5)	
Date	Measures of the continued protection plan implemented

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11. Was notification made that the school will have to initiate contact with the authorities/police?

No Effective protection of the child/adolescent would have been jeopardized because:

Date: Yes To whom?

	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Both parents <input type="checkbox"/> Other guardians
Reasons:	<input type="checkbox"/> Emergency: Justifiable emergency (acute danger situation with high level of urgency)
	<input type="checkbox"/> Despite a request, the guardians could not be contacted
	<input type="checkbox"/> Is/are <input type="checkbox"/> not able or <input type="checkbox"/> not willing to cooperate
Reaction:	



APPENDIX 2 – GIS

2.1 Report form for a threat assessment code

if a threat to a child's welfare is suspected – anonymous

Name of school:

Date:

Address:

1. The basis is the report form of the case description (possibly also previous reports)

Date: Date: Date:

2. The assessment of the threat is based on the assessment form (voluntary)

Date: Date: Date:

3. The assessment of the threat was made by

	Function	Last name	First name
1	Staff member making observation		
2	School principal		
3	Staff member with relevant experience		

4. In summary, a threat to the welfare of the child

- Could not be established (green)
 Could not be conclusively established (green)
 Cannot be ruled out (yellow)
 Was conclusively established (red)

5. If a threat was established or cannot be ruled out

The child/adolescent

- Is not mature enough to understand the problem
 Confirms the problems outlined according to his or her personal level of development
 Is not aware of the problem



Reaction of the parents/guardians in the discussion of the threat assessment

- No involvement: Effective protection of the child or adolescent would have been jeopardized
- The problems indicated were confirmed
- No awareness of the problem was shown. They are **nay able or** **not willing** to cooperate.

Willingness to cooperate

- They are willing to accept the help offered
- They are **not willing** to accept the help offered

6. Conclusion

- No further measures are needed
- A protection plan will be agreed on
- The authorities or police must be informed and involved
- Other:

Date _____



APPENDIX 3 - GIS

Acceptance Child Protection Policy GIS

Declaration from all staff and volunteers working with children and young people

Surname _____ Forename _____

Date of Birth _____

Address _____

Contact Phone Number _____

I have read the Child Protection Policy of the German International School and code of behavior and follow its guidelines.

Signature _____

Date _____

There is no reason why I would be considered unsuitable to work with children or young people.

Signature _____

Date _____



APPENDIX 4 – GIS

Threat to the Welfare of a Child

1) Ampelbogen zur Gefährdungseinschätzung, Altersgruppe: 0 – 2 Jahre
Threat Assessment Form, Age Group: 0 – 2 years

2) Ampelbogen zur Gefährdungseinschätzung, Altersgruppe: 3 – 5 Jahre
Threat Assessment Form, Age Group: 5 – 2 years

3) Ampelbogen zur Gefährdungseinschätzung, Altersgruppe: 6 – 11 Jahre
Threat Assessment Form, Age Group: 6 – 11 years

4) Ampelbogen zur Gefährdungseinschätzung, Altersgruppe: 12 – 18 Jahre
Threat Assessment Form, Age Group: 12 – 18 years