

# **Second Lesson**

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**Importance Child Safeguarding**

# Learning Outcomes :

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- Understand the importance of child protection and safeguarding policies
- Know how to manage child protection and safeguarding concerns

# LO3 Understand the importance of child protection and safeguarding policies

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- PC3.1 Explain ways in which staff and institution can protect themselves and work safely with learners.
  - IC3.1.1 Safe recruitment, selection and vetting procedures
    - background check, Reference, police report.
  - IC3.1.2 Safer working practices
    - Code of conduct, confidentiality, information sharing
  - IC3.1.3 Training of educators and school staff
  - IC3.1.4 Importance of developing safeguarding policy to protect staff

## IC3.1.1 Safe recruitment, selection and vetting procedures

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- TX3.1.1.1 Background information

- Regulated activity

Standards in Education. All Children's Services and Skills they will be inspected and regulate check. that care for children and young people, and services providing education and skills for learners of all ages.

- The Disclosure

Helps for safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children

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- Who should have a comprehensive background check?

All adults living in a Family Child Care home, Each child care center staff member, including directors, teachers, caregivers, bus drivers, janitors, kitchen staff and administrative employees. Every adult volunteering in the program that will have access to a child.

# Safe recruitment, selection and vetting procedures

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- TX3.1.1.2 References

- Ideally, references should be requested from current and/or most recent employers before an interview.
- Always follow up at least two referees and, where possible, references should cover the last five years' work history, especially that of the current/last employer.
- References need to include information which is based on fact. Referees who hold supervision and performance management records should be asked to refer to these to ensure any disciplinary issues are included.
- The reference should be relevant to employment working with children.

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- To ensure that you follow safer recruitment practices you should ask for the following information:
    - The referee's relationship to the candidate.
    - Specific and verifiable comments about the applicant's performance history and conduct.
    - Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, factual details of the referee's concerns and the reasons why the referee believes the person may be unsuitable

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- TX3.1.1.3 Police Report

- Some criminal convictions may prevent a person from being able to perform the inherent requirements of a job
- A police report, simply put, is a document drafted when a crime is reported to the police. Reports commonly include the names of the victim and perpetrator, type of offence, potential witnesses, etc.



## IC3.1.2 Safer working practices

- TX3.1.2.1 Code of conduct

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Schools must have a staff code of conduct. Many schools based their code on a guidance document. Support on giving a clear message that unacceptable behavior will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow.

- TX3.1.2.2 Confidentiality

Staff may have access to confidential information about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

## IC3.1.2 Safer working practices

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- TX3.1.2.3 Information sharing

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

## IC3.1.3 Training of educators and school staff

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- TX3.1.3.1 Training

- Organizations should ensure their members of staff, paid and voluntary, are trained to recognize child abuse.

- Training should enable staff to:

Identify when children are at risk. Take thorough and effective preventive action

Respond in the most appropriate way to children who are suspected of being abused

Report their concerns appropriately. Support children, staff and family members

Recognize their responsibilities about suspected poor practice or possible abuse.

## IC3.1.3 Training of educators and school staff

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Some studies have indicated that lack of adequate training is associated with low awareness of the reporting duty. Child protection training for professionals is an educational intervention through which professionals develop knowledge, skills, attitudes, and behaviors. Training can be implemented in different formats, for example, single professional development sessions or extended courses. Different delivery modes can be adopted, for example, online or face-to-face. Training may change professionals' ability and willingness to engage in decision-making processes that lead to improved reporting.

### IC3.1.3 Training of educators and school staff

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Teachers have an important role to play in child protection. This lies not only in the detection and reporting of possible cases of child abuse but also in multi-disciplinary teamwork, and in contributing to the ongoing support and monitoring of the abused child. Their role can only be properly carried out if teachers are equipped with the relevant skills.

Appropriate in-service training in child protection for teachers is of key importance in both emphasizing child protection issues and in promoting these skills in teachers.

This confirmed that teachers consider child protection to be an important subject of direct relevance to their work as teachers.

## IC3.1.4 Importance of developing safeguarding policy to protect staff

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- TX3.1.4.1 Policy:

Policy is the guide line for everyone and it should protect everyone as well. Safeguarding is everyone's responsibility and whether you work directly or indirectly with the vulnerable groups or in community work you must ensure that you have the policies and procedures in place to reflect this. provide clear guidelines for all staff as to what constitutes best practice in professional behavior to ensure the safety of all. staff avoid situations where they might otherwise be vulnerable. all school staff must be careful to avoid putting themselves at risk

## PC3.2 Examine child protection and safeguarding policies in learning environment

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- IC3.2.1 UAE child protection policy
- IC3.2.2 School's child protection policy

## IC3.2.1 UAE child protection policy

### TX3.2.1.1 UAE general policy:

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Ministry of Interior:

undertake the role of developing, implementing and customizing the initiatives and processes aiming at providing safety, security and protection for all children living in the UAE or even those coming as visitors.

- Awareness campaign  
An awareness campaign under the name 'Together to Prevent Child Abuse' was launched to raise community awareness and educate parents and teachers through seminars, courses and a media campaign about the various forms of child abuse and the ways to prevent it.
- Teachers' code of conduct  
complements the behavioral regulations, which the ministry has issued for teachers.
- Safe transportation



## IC3.2.1 UAE child protection policy

### TX3.2.2.1 child policy

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#### Ministry of Education

- The main target is to change students' behavior towards health and safety, making it a part of their culture and if they encounter any danger, crisis, or a hazard they can deal with it smoothly.
- We can report child abuse or neglect through the [MoI's Child Protection Centre's](#) website and the 'Hemayati' smart phone application which is available on [Android](#) and [iOS](#).
- Schoolchildren can use the hotline number 80051115 to communicate directly with Ministry of Education regarding any issue that may affect their learning process.

#### Banning corporal punishment

- Ministry of Education aims to establish mutual respect between teachers and students, to support modern educational methods and banning corporal punishment and behavior that are contrary to the UAE's traditions and customs.

## IC3.2.2 School's child protection policy

### TX3.2.2.1 Policy

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- The purpose of the policy

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. Ensure children know that there are adults in the school who they can approach if they are worried. Include opportunities throughout the curriculum, for children to develop the skills they need to recognise, and stay safe from, abuse.

### TX3.2.2.2 The policy main elements:

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- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

# LO4 Know how to manage child protection and safeguarding concerns

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Explain the guiding principles of managing disclosures in child protection and safeguarding

- IC4.1.1 Factors that prevent or encourage disclosure
- IC4.1.2 Guiding principles to manage disclosure
  - (i.e. best interest of the child, do no harm, no discrimination)
- IC4.1.3 Learner centered approach
  - (i.e. involvement of learner, taking account of learner's wishes and feelings, importance of respecting learners)
- IC4.1.4 Confidentiality about disclosures

## PC4.1 Explain the guiding principles of managing disclosures in child protection and safeguarding

### IC4.1.1 Factors that prevent or encourage disclosure

#### TX4.1.1.1 disclosure factors

- Action taken by the abuser to ensure secrecy such as blackmail and threats. not being believed, being responsible for the breakup of the family violence and intimidation and further abuse. Being responsible for the abuser going to prison, bringing shame upon the family, and / or everyone knowing about the allegations of abuse. It is fear that usually enables the abuse to continue, with the child too frightened to take action to protect themselves.

## IC4.1.2 Guiding principles to manage disclosure

### TX4.1.2.1 The main principle for managing disclosing

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- Best interest of child

Children have basic rights and freedoms no less than those of adults. And the right to live a life free from abuse and neglect. Parents have responsibility for the care and supervision of their children.

Effective responses for children and their families require co-operation and co-ordination among service providers.

- Do no harm

Child abuse and neglect is a serious social problem with short and long term implications to the victims, their families and society as a whole. Child victims are not responsible for the violence perpetrated against them.

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No discrimination

**Standard 1 - Every child is respected without discrimination**

- Families have a right to the least invasion of privacy

**Standard 2 - Every child's wellbeing is promoted, supported and safeguarded**

- The importance of the family unit should not supersede the respect for the well-being of the individual members that comprise it.

**Standard 3 - Every child is protected from abuse when taking part in our school**

## IC4.1.3 Learner-centered approach

### TX4.1.3.1 Learner centered approach

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#### Involvement of learner

- Children are aware of the code of conduct
- Children are given opportunities to have a say about decisions involving them
- Children are aware of what to expect from the adults who safeguard, promote and support their wellbeing.



# Learner centered approach

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- Taking account of learner's wishes and feelings

Everyone who comes into contact with children and vulnerable adults has a part to play in safeguarding and must fulfil their responsibility with a **learner-centered** approach by listening and taking into account needs and wishes.

Promoting an ethos among all staff of acting in the **best interests of learners** and taking their wishes into account.

The learner's wishes and feelings are taken into account when determining what action to take and what services to provide to protect and support them.

# Learner centered approach

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- Importance of respecting learners

All staff are responsible for Establishing a positive, supportive and secure environment in which young people and vulnerable groups can learn and develop, together with a college ethos which promotes in all learners a sense of being valued, listened to and respected; codes of practice apply to all. Treat all young people and vulnerable groups with respect and respect their right to personal privacy.

## IC4.1.4 Confidentiality about disclosures

### TX4.1.4.1 concept of confidentiality

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- When a child comes to you to talk about abuse they are facing, it is important to listen and act in a way to support the child and keep him or her protected. You have a responsibility to keep children safe.
- Check whether they would like to talk later in a safe/quiet space and before moving on, ask if they are happy for the group discussion to move on.
- *Listen, Believe, Reassure* . This may be the first time they have ever spoken about this experience. It is important that they feel understood and believed. Reassure them that the abuse/assault is not their fault

## PC4.2 Explain the roles of educators and staff in responding handling disclosure and responding to abuse

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- IC4.2.1 Roles of educator or staff while a child is disclosing  
(i.e. being supportive, reassuring, empathic, avoiding confrontation with perpetrator)
- IC4.2.2 Roles of educators and staff in responding to abuse  
(i.e. passing on information to people who will be able to take action, talking to parents, recording concerns)
- IC4.2.3 Appropriate and inappropriate professional behavior

## IC4.2.1 Roles of educator or staff while a child is disclosing

### TX4.2.1.1 skills of dealing with child disclosing

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- Being supportive

The educator should not appear shocked as a strong reaction may affect the child's comfort level.

When talking with a child concerning a possible inflicted injury or condition of neglect, the educator should refrain from asking leading questions. The educator who talks with the child should be the designated person to handle such matters (e.g., the school social worker). If self-disclosing, praise the child for revealing what has happened to him or her. It is not up to the educator to determine if the child is telling the truth.

- Reassuring

The child should be made as comfortable as possible under the circumstances.

The child should be put at ease, and the educator should sit near the child, not behind a desk or table.

Children often feel or are told that they are to blame for their own maltreatment and for bringing "trouble" to the family; therefore, it is important to reassure children that they are not at fault. If maltreatment is suspected, the educator must always remember that he or she is a mandated reporter, and this should be explained to the child in an age-appropriate way.

## IC4.2.1 Roles of educator or staff while a child is disclosing

- Empathic

Let the child tell his or her story without probing for information that the child is unwilling to give. The child may be afraid that either he or she will be taken from the home or the parent may be arrested. It is important to be empathic, however, if such a fear is expressed from the child, the educator should acknowledge not knowing what will occur.

- Avoiding confrontation with perpetrator

Children may be fearful of others learning about their maltreatment issues. The educator should assure the child that the information would not be shared with classmates or others who have no need to know. So, the educator has to avoid confrontation between the child and the perpetrator.

It is vital, however, that the educator also acknowledge that in order to provide help to the child, it may be necessary to discuss these issues with other school personnel, law enforcement. It is important that the educator abides by the promise to protect the child's right to confidentiality.

## IC4.2.2 Roles of educators and staff in responding to abuse

### TX4.2.2.1 Skills of educator's responding

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- Passing on information to people who will be able to take action  
Once an educator suspects that a child is being maltreated, he or she must waste no time in reporting. Making such a report sometimes feels risky and confusing to educators
- Talking to parents  
A committee must be established to communicate with parents. Identifying the educators are concerned and educators should communicate with the committee.
- Recording concern Steps:
  - Recognizing child abuse
  - Reporting child abuse
  - Providing support after the report—what schools can offer;
  - That leads to preventing child abuse.

## IC4.2.3 Appropriate and inappropriate professional behavior

### TX4.3.2.1 Behavior criteria

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#### Appropriate **behavior**

- Work co-operatively with others in order to achieve objectives
- Manage performance in an appropriate and fair manner
- Give and receive constructive feedback as part of normal day-to-day work. Such feedback should be evidence-based and delivered in an appropriate manner
- Consider other people's perspectives in order to help reach agreement
- Establish good working relationships.



## IC4.2.3 Appropriate and inappropriate professional behavior

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### Inappropriate **behavior**

- It has the purpose or effect of violating the recipient's dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment.
- Having regard to all the circumstances, including the recipient's perception, it was reasonable for the behavior to have that effect.

## IC4.2.3 Appropriate and inappropriate professional behavior

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### Inappropriate **behavior**

Some examples of unacceptable behavior are:

- Aggressive or abusive behavior, such as shouting or personal insults
- Spreading malicious rumors or gossip, or insulting someone
- Unwanted physical contact, Stalking, Offensive comments/jokes or body language
- Publishing, circulating or displaying pornographic, racist, sexually suggestive or otherwise offensive material or pictures
- Persistent and unreasonable criticism
- Unreasonable demands and impossible targets

# References

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- [https://www.medicinenet.com/child\\_abuse\\_facts/article.htm#child\\_abuse\\_facts](https://www.medicinenet.com/child_abuse_facts/article.htm#child_abuse_facts)
- <https://www.pre-school.org.uk/enabling-environments>
- [www.cda.gov.ae](http://www.cda.gov.ae)
- <http://www.icmec.org/wp-content/uploads/2015/10/AISA-Child-Protection-Handbook-3rd-Edition.pdf>
- <https://students.themanchestercollege.ac.uk/system/files/documents/1031-child-protection-and-safeguarding-training-1.00.ppt>
- [Child rights law in UAE 423](#)