



Al Ekhaa School for Boys -International Section

Child Protection Policy

Reviewed and updated August, 2019



Vision: A Self-directed learner who masters the essential skills for the future

Mission: To create a world of opportunities for all learners along with vigorous community engagement and attractive and safe learning environment that promotes growth and skills development, and inspires innovation and creativity and creates global competitors.

Values: Innovation, Quality, Achievement, Proactivity, Organizational work, Transparency, Integration

CHILD PROTECTION COMMITTEE

Contacts

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I. AN INTRODUCTION TO CHILD RIGHTS

Child rights, like human rights, come from the idea that all people have fundamental rights that they are born with. These rights cannot be taken away because of a person's gender, age, religion, race, ethnicity, or other factors. It is recognized that special protection must be given to children to ensure full, happy, and healthy development without fear of harm or exploitation.

MAKING AN ORGANIZATION CHILD SAFE

A. WRITTEN CHILD PROTECTION POLICIES AND PROCEDURES

- Recognition of the rights of children
- Prevention of abuse
- Personnel recruitment and training
- Robust management systems
- Guidelines for appropriate and inappropriate behaviours and attitudes
- Guidelines for communications regarding children (use of pictures, stories, etc.)
- Recognizing, procedure of reporting, and reacting to allegations of abuse
- Ramifications of misconduct
- Guidelines on staff training

B. CHILD PROTECTION

CHILD PROTECTION DEFINED

Child protection is a broad term to describe philosophies, policies, standards, guidelines, and procedures to protect children from both intentional and unintentional harm. In the current context, it applies particularly to the duty of organizations—and individuals associated with those organizations—toward children in their care. It is important to raise the issue of child abuse and its prevention within the organization, and to do so without creating suspicion and alarm. Some people may feel very threatened or uncomfortable about the issue of child abuse.

CHILD PROTECTION POLICY DEFINED

A child protection policy is a statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children. A child protection policy helps to create a safe and positive environment for children and to show that the organization is taking its responsibility of care seriously.

THE BENEFITS OF BECOMING A CHILD SAFE ORGANIZATION

- Prevent rather than react to unfortunate incidents
- Fulfil the moral and legal imperatives of protecting children in your care
- Prevent the damage an incident of abuse would cause the children, their families, the community, and the organization
- Gain satisfaction from knowing that your organization is doing all that it can to protect children.



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II. CHILD PROTECTION POLICY AND PROCEDURES

Al Ekhaa School for Boys-International Section is committed to safeguarding the well being of all the children and young people with whom our staffs comes into contact. The Institution recognizes that the welfare of the child is paramount and the needs and wishes of each child will be put first.

As vital part of the organisation we desire to see them grow, mature and be challenged in a healthy and safe environment. Promoting the rights of the child to be protected, be listened to and have their own views.

Throughout this document, 'child' refers to a young person under the age of 18 and any young person in the School's care. Safeguarding children is everyone's responsibility. All children have the right to be safeguarded from harm or exploitation whatever their age, health or disability, gender, race, religion, belief or first language.

We will endeavor to safeguard children and young people by:

- Always acting in their best interests
- Valuing them, listening to and respecting them
- Involving them in decisions which affect them
- Never tolerating bullying, homophobic behavior, racism, sexism or any other forms of discrimination, including through use of technology
- Appointing at least one Safeguarding Lead (**Guidance Counselor**) to ensure there is always someone available during school hours for staff to discuss any safeguarding concerns
- Making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action
- Providing effective management for Staff through induction, support and regular update training appropriate to role.



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III. STAFF CODE OF CONDUCT

The appropriate behaviour of adults (staff, volunteers, and parents) at the organization should be clearly defined and consistently monitored to ensure the safety of the children.

APPROPRIATE ADULT BEHAVIOR

A. STAFF/VOLUNTEERS/CONSULTANTS/PARTNERS SHOULD ALWAYS:

- Empower children—discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem
- Be loving, caring, and responsible
- Demonstrate encouragement and motivation
- Show equal treatment of girls and boys
- Try as much as possible to involve children in decision making, and allow children to make their own decisions, particularly about their own lives
- Be a positive role model
- Talk to children about their contact with staff or others and encourage them to raise any concerns
- Be aware of situations that may present risks to children and manage these
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Ensure that a sense of accountability exists among staff so that poor practices or potentially abusive behaviour does not go unchallenged.
- Be sensitive to acts of abuse, and be aware of children's concerns and complaints
- Respect children's dignity in homes, workplaces, and centres
- Listen carefully to children
- Act on children's concerns or problems immediately
- Act fairly on matters that involve children and adults together
- Play a positive role in safeguarding children and promoting their safety
- Offer appropriate advice and guidance
- Be sure that children know and understand the organization's policies and procedures

B. POSSIBLE SIGNS OF CONCERN REGARDING ADULT BEHAVIOR

- A person in whose presence a child becomes unusually distressed or agitated is a cause for concern.
- A staff member, volunteer, or parent asking a child to lie about anything (especially if it is about meeting that child) is a cause for concern.
- A staff member, volunteer, or parent who asks other adults at the organization to lie about a situation involving a child is a cause for concern.
- Private (outside of work) meetings between a child and a staff member or volunteer are a cause for concern.

C. UNACCEPTABLE ADULT /STAFF MEMBERS BEHAVIOR

- Spend excessive time alone with children away from others
- Take children to their home, especially where they will be alone with them
- Hit or otherwise physically abuse children
- Develop physical or sexual relationships with children or any client
- Use language, make suggestions, or offer advice that is inappropriate, offensive, or abusive
- Behave in a manner that is inappropriate or sexually provocative
- Have a child with whom they are working stay the night at their home unsupervised



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- Sleep in the same bed as a child with whom they are working
- Condone or participate in behavior with children that is illegal, unsafe, or abusive
- Act in ways intended to shame, humiliate, belittle, or degrade children, or otherwise perpetrate any form of emotional abuse
- Discriminate against, show different treatment toward, or favour particular children to the exclusion of others
- Perpetrate psychological and emotional abuse
- Expose children to hazardous work
- Stigmatize children (for example, based on gender, race, ability, class, or another factor.)
- Exploit children through child labor, sex work, or domestic work
- Discriminate between children of different genders (for example, punishing pregnant schoolgirls, favouring boy children or girl children)
- Neglect children (for example, not meeting children's needs or not offering adequate care to children)
- Infringe on children's rights (for example, their rights to privacy and confidentiality)
- Involve children in harmful practices (for example, female genital mutilation)
- Involve children in sexual relationships
- Beat or otherwise assault children

IV. WHAT IS CHILD ABUSE?

It is generally accepted that there are four main forms of abuse.

A. Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or career fabricates the symptoms of, or deliberately induces, illness in a child.

Possible signs of physical abuse

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries that have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, or play (for example, on the stomach, neck, back, and genitals)
- Repeated urinary tract infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive toward others
- Being very passive and compliant
- Chronic running away



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B. Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible signs of emotional abuse

- Delayed physical, mental, or emotional development
- High anxiety
- Delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behaviour
- Persistent tiredness
- Lying

C. Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible signs of sexual abuse

- Age-inappropriate sexualized behaviour
- Physical trauma (general and in genital and anal areas)
- Behavioural indicators (general and sexual), which must be interpreted with regard to the individual child's level of functioning and developmental stage
- Signs that are similar to physical abuse signs



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D. Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance use.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect

- Frequent hunger
- Failure to grow
- Stealing or gorging on food
- Poor personal hygiene
- Constant tiredness
- Inappropriate clothing (for example, wearing summer clothes in winter)
- Frequent lateness or non-attendance at school
- Untreated medical issues
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

E. Domestic abuse

Any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.



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RESPONDING TO THE CHILD WHO DISCLOSES (TALKS ABOUT) ABUSE

All staff and volunteers will:

- Listen carefully to what is said
- Avoid showing shock or disbelief
- Observe the child's demeanor
- Find an appropriate opportunity to explain that the information will need to be shared with others. They will not promise to keep the information confidential or a 'secret'
- Allow the child to continue at her/his own pace and not interrupt if the child is freely recalling events. They will not stop him/her in order to find a 'witness' as this could inhibit the child from saying more
- Avoid asking questions or pressing for more information. Ask for clarification only. If questions are necessary, they should be framed in an open manner and not 'lead' the child in any way: Tell me.... Explain.... Describe...
- Reassure the child, if necessary, that s/he has done the right thing in telling
- Explain what will happen next and with whom the information will be shared
- Not ask the child to repeat the disclosure to anyone else in school –
-or ask him/her or any other children who were present to write a written account or 'statement'

TAKING ACTION

Where physical injuries have been observed, these will be carefully noted but not photographed. The staff member will not ask to see injuries that are said to be on an intimate part of the child's body.

1. Any disclosure or indicators of abuse will be reported verbally to the Principal or Supervisor.
2. Written record will then be made (school Incident form) of what was said, including the child's own words.
3. Once a referral is received by the team, the principal will decide on the next course of action within one working day. When there is concern that a child is suffering, or likely to suffer significant harm, this will be decided more quickly.

V. ALLEGATIONS FROM A CHILD

When a child tells you that they are uncomfortable, also known as a Child's Disclosure of Abuse, it is important to remain calm, to affirm the child's feelings, and to follow up in consistent and transparent ways.

General points

- Accept what the child says
- Keep calm
- Don't panic
- Be honest
- Do not appear shocked
- Let the child know that you need to tell someone else
- Assure the child that they are not to blame for the abuse
- Do not fill in words, finish the child's sentences, or make assumptions
- Never push for information
- Be aware that the child may have been threatened
- Make certain you distinguish between what the child has actually said and the inferences you may have made
- Let the child know what you are going to do next and that you will let them know what happens and Ensure the child's safety



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Things to say	Things not to say
<ul style="list-style-type: none"> • “I believe you.” • “I am going to try to help you.” • “I will help you.” • “I am glad that you told me.” • “You are not to blame.” • “You should have told someone before.” 	<p>“I can’t believe it! I’m shocked!”</p> <ul style="list-style-type: none"> • “Oh, that explains a lot.” • “No, not ___; he’s a friend of mine.” • “I won’t tell anyone else.”

At the end of the disclosure

- Reassure the child that it was right to tell you.
 - Let the child know what you are going to do next.
 - Immediately seek help.
 - Write down accurately what the child has told you. Sign and date your notes. Keep all notes in a secure place for an indefinite period. These are essential in helping your organization and the authorities decide what is best for the child, and can serve as evidence if necessary.
 - Seek help for yourself if you feel you need support.
 - Ensure the child’s immediate and near-term safety.
- Take proper steps to ensure the physical safety and psychological well-being of the child. This may include referring the child for medical treatment or to a psychologist.

Further Guidance

- If your concerns involve immediate harm to a child, act without delay, as inaction may place the child in further danger.
- If you know any information about the maltreatment of a child, it is your responsibility to tell someone.
- The process leading to decision making should be well documented, and all facts or written allegations and responses should be kept on file.
- When a case is dropped, the reasons for doing so shall be communicated to the person who reported the matter.

ALLEGATIONS OF ABUSE MADE AGAINST A MEMBER OF STAFF

All Children will be listened to and taken seriously whenever making an allegation of a child protection nature.. It is acknowledged that such allegations maybe malicious, misplaced or false, we also acknowledge that education staff may on occasion be abusive to children.

It is essential for both the child and the members of staff that allegations are investigated properly in order that children are protected and that any member of staff who has been falsely accused can be proven innocent.

In the event that an allegation is made against the staff member, the matter should be reported to the Lead Child Protection Officer or the Deputy Child protection officer in her absence or any of the members of the Child Protection Committee.

The child Protection Committee will decide how to proceed.



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VI. CHILD PROTECTION AND CHILDREN WITH DISABILITIES

Organizations working with children should be aware of the particular vulnerabilities of children with disabilities, as well as the specific challenges to their participation in the development and monitoring of policies. Children with disabilities should be encouraged to participate in all activities as long as it poses no threat to their well-being.

Disability Defined

Disabled children include those with movement, speech, visual, hearing, learning, intellectual, hidden, and multiple impairments, and they are further disabled by being discriminated against and excluded. Children with mild impairments can be severely disabled by lack of access to their basic needs and rights.

Disabled children are particularly vulnerable to abuse.

- They are dependent on other people for their care.
- They sometimes don't understand that they are being abused.
- They may not have the opportunity to tell people what is happening.
- Their difficulties with communication can make it hard to tell what is happening to them.

Disabled children are abused in many different ways. Examples include:

- Lack of basic care—inadequate food, shelter, or healthcare
- Lack of opportunities to develop, restriction of freedom, or lack of social interaction
- Abandonment
- Degrading treatment—ostracism, name-calling, or other verbal abuse or insults
- Excessive medical or rehabilitative “treatment” that can be harmful
- Violence (including violence masked as punishment)
- Sexual abuse

What to Look Out For

Because disabled children may not be able to tell you they are being abused, here are a few things to be aware of. They do not necessarily mean that the child is being abused, but if you notice any of these signs, you should conduct follow-up.

- Sudden unexplained changes in behavior
- Soiling
- Sexualized behavior
- Loss of appetite
- Self-harming
- New or unexplained marks or bruising
- Signs of general distress or agitation

What special measures need to be taken to protect disabled children?

In light of the particular vulnerabilities of disabled children to abuse, concerns need to be taken seriously and organizations need to proactively to prevent abuse from taking place. Practical steps include:

- a) Emphasize non-discrimination
- b) Emphasize de-institutionalization
- c) Listen to children's views
- d) Ensure that special communication needs are met



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VII. A CHILD RIGHTS APPROACH TO DISCIPLINE

Disciplining children is often a hidden aspect of parenting and working with children. To ensure the safety and healthy development of children, it is important to be transparent about discipline practices and aware of research that specifies the most effective and rights-based discipline approaches.

The Wrong Types of Punishment

Corporal or physical punishment, or the threat of it, includes hitting the child with the hand or with an object (such as a cane, belt, whip, or shoes); kicking, shaking, or throwing the child; pinching the child; pulling the child's hair; forcing the child to stay in uncomfortable or undignified positions or to engage in excessive physical exercise; and burning or scarring the child. Humiliating or degrading punishment takes various forms, such as psychological punishment, verbal abuse, ridicule, isolation, or ignoring the child.

Why Physical Punishment Is Wrong

In the large body of international research concerning physical punishment, no single study suggests that it does good, while numerous studies suggest that it does harm.

The following are some of the key findings:

1. *Hitting children is physically dangerous* because children are small and fragile relative to punishing adults. Misplaced or dodged blows that are intended to be light can cause ruptured eardrums or falls. Shaking babies or toddlers can cause concussion, brain damage, and death.
2. *Mild punishments in infancy are so ineffective that they tend to escalate as children grow.* The "little slap" of babyhood often becomes a real spanking by four years and a belting by seven. While not all physical abuse of children is a simple escalation of physical punishment, parents convicted of cruelty frequently explain that their ill-treatment of the child began with disciplinary intent.
3. *Physical punishment can be emotionally harmful to children.* Research shows that aggression breeds aggression. Children subjected to physical punishment are more likely than others to be aggressive to siblings; to bully other children at school; to take part in aggressively anti-social behavior in adolescence; to be violent to their spouses and children when they are grown; and to commit violent crimes.

Positive Types of Discipline

- "Do" works better than "don't"; rewards work better than punishments.
- Show and tell what the child *should* do—not just what they *shouldn't* do.
- Explain your real reasons— "because I say so" doesn't provide a lesson.
- Try to say "yes" and "well done" at least as often as "no" and "stop that"
- Rely on rewards like hugs and jokes, not on punishments like smacks and yells.
- Ignore minor silliness.
- When the child does something wrong, explain what it is and how to put things right.
- Even when you dislike a child's behaviour, never suggest that you dislike the child.



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VIII. ANTI-BULLYING

Bullying is a difficult issue to tackle, largely because it is generally a hidden one. Child victims of bullying often avoid talking about it for fear of the bully or out of shame for being bullied. The long-term effects of bullying can contribute to low self-esteem and depression.

What counts as bullying?

Below is a list of possible behaviours that could be considered bullying:

- Physical assault (violence)
- Harassment
- Threats
- Forcing someone to hand over money
- Teasing (for example, name-calling)
- Witnesses who watch and laugh
- Spreading rumours
- Initiation ceremonies
- Gang bullying
- Exclusion by peers



Aims of the Policy

Approaches for prevention of bullying and Intervention where bullying occurs.

The policy cover

- How to raise awareness of the issue
- How to create opportunities to talk about bullying
- How to and who will supervise key areas where bullying occurs
- How to develop positive forms of peer support
- Procedures for investigating incidents of bullying
- Guidelines for reporting and listening to reports of bullying
- An action agenda that assigns staff and volunteers goal, roles, and responsibilities
- How to communicate the policy to everyone involved in the organization



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ANTI-BULLYING POLICY

Al Ekhaa School for Boys-International Section believes that all students have a right to a safe and healthy school environment. The schools and community have an obligation to promote mutual respect, tolerance, and acceptance.

Student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Al Ekhaa School expects students and/or staff to immediately report incidents of bullying to the Principal or the Supervisor or any of the Child Protection members. Staffs who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the break period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, ***Al Ekhaa School will*** provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during break period till home time.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the Principal or Supervisor.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal or the Supervisor. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.



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- Staff must be alert to the gendered nature of peer on peer abuse; safeguarding issues may include physical, emotional and sexual abuse and/or exploitation.
- Staff must be alert to peer on peer abuse, or inappropriate pupil relationships especially where there is a gender imbalance in school intake, safeguarding and child protection issues made by a pupil against another may include:
 - A. **Physical Abuse:** Aggression, coercion, violence and threats of violence (particularly pre-meditated). 'Hazing'; the practice of rituals and other activities involving harassment and/or humiliation used as a way of initiating a person into a **house**/group/team. Forcing others to use drugs or alcohol.
 - B. **Emotional Abuse:** Blackmail, bribery or extortion, threats, intimidation and harassment including online. Targeted children may feel: persistently frightened or in danger, anxious, discomfort and/or humiliation. Attempts may be made by the perpetrator to ensure secrecy or dismiss repeated verbal abuse as 'banter'.
 - C. **Sexual Abuse and/or exploitation:** Indecent exposure and/or touching e.g. breast/bottom or sexual assaults and harassment. Exposing genitals or masturbating in public, sexual degradation, humiliation, of self or others. Photographing/recording or forcing other children to perform/watch indecent acts. Force, coercion and/or potential grooming activities involving indecent images, 'sexting' and/or use of sexual language which is offensive or makes explicit sexual suggestions and/or cyber-sexual bullying involving aggression.

IX. COMMUNICATIONS AND PUBLICATIONS

Every child has a right to be accurately represented through both words and images. The organization's portrayal of each child must not be manipulative or sensationalized in any way, but must provide a balanced depiction of the child's life and circumstances. Children must be presented as human beings with their identity and dignity preserved.

Avoid

- Language and images that could possibly degrade, victimize, or shame children
- Generalizations that do not accurately reflect the nature of the child's situation
- Discrimination of any kind
- Taking pictures out of context—pictures should be accompanied by an explanatory caption where possible and should be relevant to any accompanying text

Best Practices

Permission

Permission should always be sought from the children themselves before taking photographs, except under exceptional circumstances, based on the children's best interests.

Privacy

Personal and physical information that could be used to identify the location of a child within a country and cause them to be put at risk should not be used on the organization's website or in any other form of communication for general or public purposes. Where it is necessary to use case studies to highlight work, names of children should be changed.



Vision: A Self-directed learner who masters the essential skills for the future

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Consent

To the greatest extent possible, the organization should acquire informed consent or the permission of the child, the child's guardian, and/or the institution responsible for the child, before using any image for publicity, fundraising, awareness raising, or any other purpose. The purpose should be made clear to the consent giver.

Security

Information about children's lives and photographs of children (including information stored on a computer) should be kept in secure files. Access to these should be limited to those who need to use them during the course of their work.

Portrayal

Photographs of children should portray the children in a dignified and respectful way. The photograph should not shame or embarrass a child and should be presented in context.

X. STAFF RECRUITMENT

Effective child protection starts with having a trustworthy and well-trained staff that is committed to the mission of the organization. When an organization is hiring new staff or volunteers, the organization must include measures to ensure that the new personnel will pose no risk to the children's safety.

Applicants may be expected to:

1. Sign a personal declaration stating any criminal convictions, including older convictions that might not legally need to be declared.
2. Accept and commit to the organization's child protection policy and code of conduct for working with children.
The purpose of this up-front, transparent approach even prior to an interview is to deter abusers from applying to the organization.
3. Clear a security check conducted by the police or criminal records bureau, where possible.

During the interview:

The interview should be seen as an opportunity to assess candidates' suitability in relation to child protection.

1. The interview panel should pay attention to:
 - Gaps in employment history (if the candidate has had a career working in children's issues)
 - Frequent changes of employment or address (if the candidate has had a career working in children's issues)
 - Reasons for leaving employment (especially if this appears sudden)
 - Unusual body language and evasion, or contradiction and discrepancies in answers given (although this must be interpreted in context)
2. Direct and challenging questions encourage self-selection (in other words, encourage candidates to withdraw from the process).
 - a. Suggested questions (the exact questions should be adapted to the level of the position being applied for):
 - How and when might it be appropriate to comfort a child?



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- When might it be appropriate and inappropriate to be alone with a child?
- Is there anything that we might find out about during reference checks that you'd like to talk about?

Following the interview:

After the interview, the candidate should understand that the organization will follow up with references and security clearances. An offer of employment will not be made until the organization is certain that the candidate will be able to comply with and enforce organizational child protection policies.

XI. PERSONNEL TRAINING AND ORIENTATION

Al Ekhaa School will conduct training for all staff to ensure the proper knowledge and skills on Child Protection.

- 1. Initial/basic awareness** on child protection policy for existing staff and associated personnel every beginning of the school year.
- 2. Initial/basic awareness raising and training** on the organization's child protection policy **for new staff** and associated personnel when they join the organization.
- 3. General refresher training** to remind personnel of procedures in place and to update the policies and procedures with any new information (suggested once a year).

XII. AWARENESS CAMPAIGN FOR CHILD SUPPORT LINE

<https://www.nfsp.org.sa/sites/schl/ar/Pages/ContactUs.aspx>



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XIII. MONITORING AND EVALUATION

For Employees

The school staff will update this Policy and procedures in the light of any further guidance as necessary and review it annually. The Committee will also monitor child protection activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Designated Teacher.

On-going evaluation will ensure the effectiveness of the Policy.

Date Policy Reviewed: _____

Name and Signature of Reviewer: _____

Approved By: _____

For Students/ Parents

Action Plan to spread the "Child Support Line Culture 116111" for students will be executed.

Implementation methods:

1. Inclusion of awareness in the school radio child support line.
2. Conducting lectures and workshops with parents.
3. Prepare special files/folders in which all the support line will be stored and distribute during the campaign period.
4. Place the telephone number of the child helpline within hours of activity in the school.
5. Spread the culture of the line through official social media account, such as twitter.
6. Choose a specific chart or board at the school to receive all inquiries.