



مدرسة المشرق الدولية  
Mashrek International School

# Mashrek International School

## Safeguarding Policy

Our community's welfare is a priority and promoting it is everyone's responsibility.



*This document outlines Mashrek International School's Safeguarding Policy which stems from its mission, vision and values with the aims of ensuring that our school community feels safe, valued and respected. It applies to all adults, including those working in, or on behalf of the school.*

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## AIMS OF THE POLICY

This policy outlines various procedures implemented to ensure the collective and individual responsibility and preventative actions of our school to ensure that all children are protected from deliberate or unintentional acts that might lead to the endangering/risking of their safety and well-being. This is ensured by:

- Providing a learning environment in which children and young people feel safe, secure, respected, and heard
- Raising staff's awareness of safeguarding needs through training them to understand their responsibilities in identifying, and reporting concerns of abuse (see definitions in Appendices (Appendix 2))
- Providing a clear means of recording and storing safeguarding data including data pertaining to unconfirmed safeguarding disclosures for future precautionary access
- Describing and explaining the structure of safeguarding procedures to be followed by all members of the school community in the event of a disclosed cause for concern
- Defining and explaining the role of the Mashrek Designated Safeguarding Officers
- Ensuring that all Mashrek International School staff members and part-timers working with children and young people have undergone security clearance and background checks by the HR department, including verification of their identity and qualifications as outlined in the HR policy

## SCOPE OF THE POLICY

This policy applies to all the Mashrek community including adults working in or visiting school premises. This includes the day-to-day activities of the school including Extra-Curricular Activities and guest visitors. This also applies to situations such as meetings with parents, school functions and events, visiting family or friends, who accompany parents to the school.

## STATEMENT OF INTENT

We recognize the importance of providing an ethos and environment within Mashrek that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. Our vision, mission and values and the United Nations convention guide our principles on the rights of the child.

At Mashrek, safeguarding includes governance; security of the school buildings and facilities under the supervision of the Safety and Security Committee; the safe recruitment of staff by the HR Department; Ethraa Department SEN staff; learning mentors; online and digital safety; physical health and safety; social and emotional safety through Social and Emotional Learning SEL and the well-being curriculum; student attendance and punctuality and all related school policies.

## MASHREK CORE SAFEGUARDING PRINCIPLES SEEK TO:

- Establish a safe environment in which students can learn and develop
- Equip children with the skills needed to safeguard their well-being by including activities and opportunities, in the curriculum, that help develop resilience and realistic attitudes to the responsibilities of adult life
- Ensure that the governance of safeguarding and promotion of welfare are fully embedded within the school
- Raise awareness of child protection issues and ensure that staff, volunteers and contractors working at the school are fully aware of presenting issues and how to act in the event of concerns being raised
- Ensure that staff recruitment practices fully correspond with the requirements of *Keeping Children Safe in Education* to guarantee that all appropriate checks are carried out on new staff and volunteers who will work with Mashrek students
- Support Mashrek students who need protection or require additional help to achieve good outcomes
- Ensure that our students feel secure and are encouraged to talk, are listened to and know that there are staff members in the school whom they can approach if they are worried or are in a challenging situation
- Create an open-culture where Mashrek staff always work in a safe and appropriate manner, feel confident to speak-up whenever they have concerns about a child or a particular adult, and are aware of how and when to act on concerns that they have

## RELATED POLICIES

***Mashrek implemented policies that have contact with or direct relationship to this policy include:***

- Risk Assessment Policy
- Mashrek Parent Guide
- Parent/Guardian and Student Complaints Policy
- Mashrek Community Manual
- Safe Remote Learning Policy
- Capturing Still and Moving Images Policy
- Grievance and Dispute Policy
- Code of Conduct for Students and Staff

## MASHREK SAFEGUARDING TEAM MEMBERS

KG and Primary	
<b>Designated Safeguarding Officer:</b>	Bana Saad <a href="mailto:bana.saad@mashrek.edu.jo">bana.saad@mashrek.edu.jo</a>
<b>Response Team:</b>	Ms. Bana Saad – /Grades 4 & 5 Coordinator/Designated Safeguarding Officer PYP Ms. Ebtisam Arabi – School Counselor Ms. Majd Ksaybi – Well-being Coordinator (as needed)
<b>Child Protection Team:</b>	Ms. Hana Hamdan – School Principal Ms. Reem Dajani – Primary School Head (for Primary incidents) Ms. Tamara Majali – KG Principal (for KG incidents) Ms. Ebtisam Arabi – School Counselor Ms. Suzette Abu- Shaweesh – Primary Nurse Ms. Josephine Marar – KG Nurse
Middle School	
<b>Designated Safeguarding Officer:</b>	Majd Ksaybi Ext: 140 <a href="mailto:majd.ksaybi@mashrek.edu.jo">majd.ksaybi@mashrek.edu.jo</a>
<b>Response Team:</b>	Ms. Majd Ksaybi – Well-being Coordinator/ Designated Safeguarding Officer (Middle School) Mr. Khaled Shawbkeh – Pastoral Care Ms. Ebtisam Arabi – School Counselor (as needed)
<b>Child Protection Team:</b>	Ms. Hana Hamdan – School Principal Ms. Haneen Elayyan - Middle School Head Mr. Khaled Shawabkeh – Pastoral Care Ms. Ebtisam Arabi – School Counselor Ms. Dalal Al-Shamali – Middle & Senior School Nurse
Senior School	
<b>Designated Safeguarding Officer:</b>	Nada Tahboub <a href="mailto:Nnada.tahboub@mashrek.edu.jo">Nnada.tahboub@mashrek.edu.jo</a>
<b>Response Team:</b>	Ms. Nada Tahboub - Designated Safeguarding Officer (Senior School) Mr. Majdi Kildani – Pastoral Care Ms. Rand Rousan – Pastoral Care Ms. Ebtisam Arabi (as needed)
<b>Child Protection Team:</b>	Ms. Hana Hamdan – School Principal Ms. Haneen Elayyan – Middle Head Mr. Majdi Kildani – Pastoral Care Ms. Rand Rousan – Pastoral Care Ms. Ebtisam Arabi – School Counselor Ms. Dalal Al- Shamali– Middle and Senior School Nurse Ms. Majd Ksaybi – Well-being Coordinator (as needed)

## Unique Definitions and Key Vocabulary Terms Relating to Safeguarding

### ✓ Allegation

An allegation is any concern that an adult (inside or outside school) has:

- a) Harmed or abused a child, including physical, emotional or sexual harm or abuse, exploitation and neglect;
- b) Behaved in a way that could constitute a criminal offence towards, or related to, a child; or
- c) Behaved in a way that indicates they are not suitable to work with children

### ✓ Child

A 'child' is any person aged under 18 or in receipt of educational services from the school.

### ✓ Adult or Staff

Unless otherwise stated, all references to 'adult', 'staff' or 'member of staff' should be interpreted as meaning owners, governors/trustees, all former and current teaching, residential, pastoral, support, occasional, supply and contract staff, leaders, volunteers, visitors, any other adults working in our school setting on any basis, including contract, employment and volunteering.

### ✓ Parent

Parent includes birth parents and other adults who are in a parenting role, for example stepparents or legal guardians.

### ✓ Child Protect and Safeguarding

- Child protection refers to the processes undertaken to protect children who have been identified as suffering, or at risk of suffering significant harm.
- Safeguarding refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children are provided with the provision of safe and effective care.

### ✓ Types of Child Abuse or Maltreatment

#### **Definition of Child Abuse**

Child Abuse occurs in the form of a direct harm to a child or a failure to protect a child which can be physical, emotional, sexual or any form of neglect. Child abuse can occur from either an adult or a peer.

#### **Emotional Abuse and Child Neglect**

The persistent maltreatment of a child, which may involve conveying to the child the feeling of being inadequate, unloved, unaccepted, neglected, threatened, or the sense of being in constant danger, such as to cause long-term effects on the child's emotional development. Emotional abuse to a child can be caused at home, at school or in virtual environments; it can include affluent neglect.

#### **Physical Abuse**

Deliberate infliction of harm from a parent, guardian, peer, or a person in a position of responsibility that may result in an actual or potential injury or impairment.

#### **Sexual Abuse**

Any consensual or non-consensual sexual activity with a child, including physical contact and non-physical contact activities by a parent, guardian, a person of responsibility, a peer or someone younger/older.

## OUR APPROACH TOWARDS PEER-ON-PEER ABUSE

At Mashrek, we acknowledge that students could behave in a way that causes concern or harm to other students. In most cases, students' behavior towards one another is handled as per our School's Code of Conduct. Should a behavior or allegation be of a **more serious nature**, this is considered "**unacceptable behavior**" where it is recognized that abuse is abuse and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up' and will be handled in accordance with the lines of reporting outlined in the **Safeguarding Disclosure flowchart below**.

*Some examples of forms of peer-on-peer abuse are outlined below (there may be additional forms of abuse that may occur between peers and this list is not exhaustive):*

- A. Physical abuse:** This may include pushing, hitting, kicking, nipping, pinching, shaking, biting, hair pulling or otherwise causing physical harm to another person.
- B. Bullying:** is a behavior by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, such as: cyber-bullying and can include the use of images and video.

This includes actions such as making threats, spreading rumors (see relational aggression below), attacking someone physically or verbally or for a particular reason e.g. size, color, gender, race, religion, and excluding someone from a group on purpose.

In assessing whether the behavior is bullying it is worth considering **the level of aggression**, if it is a **significant one-off incident**, and whether it includes:

- **An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

- C. Cyberbullying:** is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, TikTok, Discord, Teams, Snapchat, Instagram, and Twitter to harass, mock, embarrass, threaten or intimidate someone for the same reasons as stated above in **B**.
- D. Sexually harmful behavior and Sexual abuse:** e.g., inappropriate sexualized language, sexting, touching, sexual assault, etc. Sexting is when someone sends or receives a sexually explicit text, image or video. This includes pressuring someone into sending explicit pictures. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behavior from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behavior and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Support will be needed for all young people involved.

- E. Relational aggression** is a form of **unacceptable behavior** set to intentionally manipulate and damage the relationships of their victims. This may include: spreading rumors, making fun of the individual's appearance, coercing or encouraging them to take a particular course of "negative" action or excluding the individual from a social group.
- F. Prejudiced behavior** refers to a range of **hurtful unacceptable behavior**, physical or emotional or both, which causes someone to feel powerless, worthless, or excluded, and which is connected with prejudices around belonging, in particular, prejudices to do with disabilities and special educational needs, ethnic, and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class).

## Safeguarding Roles and Responsibilities

### ROLE OF THE GOVERNING BODY (BOARD OF DIRECTORS, SENIOR LEADERSHIP TEAM)

*The governing body provides leadership to keep Mashrek community safe from harm and safeguards their rights and dignity by maintaining the below standards:*

- Ensure the school has suitable systems and procedures in place to guarantee the welfare of students and staff
- Monitor the school's safeguarding systems and procedures so that the school complies with its safeguarding duties
- Ensure the school has a clear system of referring and reporting to specialized organizations, where necessary, if concerns exceed local regulatory requirements
- Ensure the school has suitable systems and processes in place to warrant that background checks are performed before new staff members are recruited\*
- Ensure procedures are in place for dealing with abuse allegations against school staff and to make referrals if a member of staff has been dismissed or removed due to safeguarding concerns

### HR DEPARTMENT & SAFE RECRUITMENT

*The HR department maintains a safe environment by implementing the following procedures:*

#### **For new applicants:**

Follow a very thorough and standardized recruitment process where all applicants for employment will be required to complete an Application Form providing the following information:

- Full, identifying details of the applicant, including current and former names, current address and National Number
- A full, chronological career history since leaving secondary education. The applicant will be asked to clarify any gaps.
- A declaration of any existing contacts in the school,
- Details of two referees; (references will be taken up before interview for shortlisted candidates),
- References should not be family members and should have known the candidate for at least 2 years.
- The provenance of any reference received will be checked before it is accepted.
- Overseas checks for international employees,
- A declaration of any convictions, cautions, reprimands, or final warnings,
- Form an interview panel in liaison with the SLT to interview candidates and check all credentials to ensure an appropriate selection. The interview panel has at least three members, at least one of whom must have undertaken Safer Recruitment Training.

#### **For existing staff members:**

- Non-criminal records are asked from all staff on a yearly basis.
- In the case of an allegation of a named individual from a verifiable source:
  - The accused individual to be suspended (on full pay if relevant) pending Investigation outcome
  - An investigation committee is appointed by the School Director to investigate the allegation independently and thoroughly.
  - Disciplinary measures, which may include contract termination, may occur based on the investigation committee's outcome.



## ROLE OF DESIGNATED CHILD SAFEGUARDING OFFICER

***The Designated Safeguarding Officers are a point of contact for all staff and volunteers to go to for advice if they are concerned about a child. Their main responsibilities are to:***

- Develop and review the school's safeguarding and child protection policies and procedures
- Promote a safe environment for students in coordination with the safety and security committee
- Make sure that everyone working or volunteering with or for students and young people at Mashrek understands the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a child's welfare through:
  - a. Raising awareness to the whole community
  - b. Training staff on child protection and safeguarding including identifying the causes of abuse and recognizing the signs of abuse during induction week. For staff recruited during the academic year, they will be trained using our video portal
- Keep detailed, accurate, secure written records of disclosure concerns and referrals
- Ensure that the Safeguarding page is up to date
- Ensure that the safeguarding officers' knowledge and skills continue to be refreshed (this might be via e-bulletins, meeting other designated safeguarding officers from other CIS accredited schools, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow the safeguarding officers to understand and keep up to date with any developments relevant to their role
- Identify strategies that promote a culture which allows students to report causes for concern for themselves and others they know

## ALL STAFF RESPONSIBILITIES:

*All staff members have the responsibility to follow the guidelines outlined in the policy by:*

- Attending the school's safeguarding and child protection training sessions
- Model our Code of Conduct and I-Respect values
- Being familiar with and honoring the Safeguarding & Child Protection Policy
- Being alert to signs and indicators of possible abuse
- Recording concerns and raising them according to the school's reporting protocol (see page 10)
- Promote a safe and respectful school environment
- Abide by the official communication channels between staff members, students and parents which should be through:
  - Scheduled meetings/on-call system
  - Via official Mashrek emails: KG and Primary communicate through student Mashrek email accounts and Middle School and Senior School communicate through parents' personal emails
  - Via Student Affairs hotline
  - Via SMS for school announcements only
- Adhere to the regulations published by the Ministry of Education and the Jordanian labor law with regards to student and staff code of conduct
- All community members should refrain from violating any school policy, protocol and/or regulation
- All community members should refrain from posting pictures on social media; please refer to [Capturing Still and Moving Images Policy](#)

- Staff members should refrain from communicating with parents and students through their personal accounts, telephones or any social media platform

**ALL STAFF WHO HAVE OCCASIONAL OR SUPERVISED CONTACT WITH CHILDREN (INCLUDING STAFF MEMBERS FROM PARTNER AND CONTRACTED ORGANIZATIONS SUCH AS COACHES AND CLUB ACTIVITY INSTRUCTORS) WILL:**

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report to.
- Provide written confirmation to demonstrate that where appropriate, all partner agency staff/contractors have been safely recruited with appropriate checks undertaken and that a safeguarding briefing has been provided to these staff, (appropriate to the role and contact they will have with children), before they commence their role at Mashrek.
- Where these staff or volunteers are constantly supervised, recruitment checks may not need to be as rigorous, but it is for the Principal and Safeguarding Officers to assess this risk, not individual members of staff or partner organizations themselves.
- Follow the guidance laid down in this document regularly.

## **SAFEGUARDING TRAINING AND COMMUNITY AWARENESS**

During induction week, all members of staff are provided with training which explains the Mashrek Safeguarding Policy; and the School Code of Conduct. The training aims to provide practical guidance for establishing safe staff on staff/staff on student relationships in addition to training on recognizing early signs of abuse and safe and private disclosure of safeguarding incidents or concerns.

All parents and legal guardians are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the Mashrek Safeguarding and Child Protection Policy on the website and SharePoint. Parents are also invited to attend parent-awareness sessions which tackle age-relevant issues relating to student safety.

Throughout the year, all members of staff are to be trained in a variety of safety-related topics such as physical abuse, digital and data safety, peer-on-peer abuse, setting healthy boundaries, in addition to any arising cause for harm or time-sensitive safeguarding concern. Students will explicitly be taught about issues pertained to their safety through age-relevant topics during their weekly sessions.

## REPORTING INCIDENTS OR CAUSES FOR CONCERN

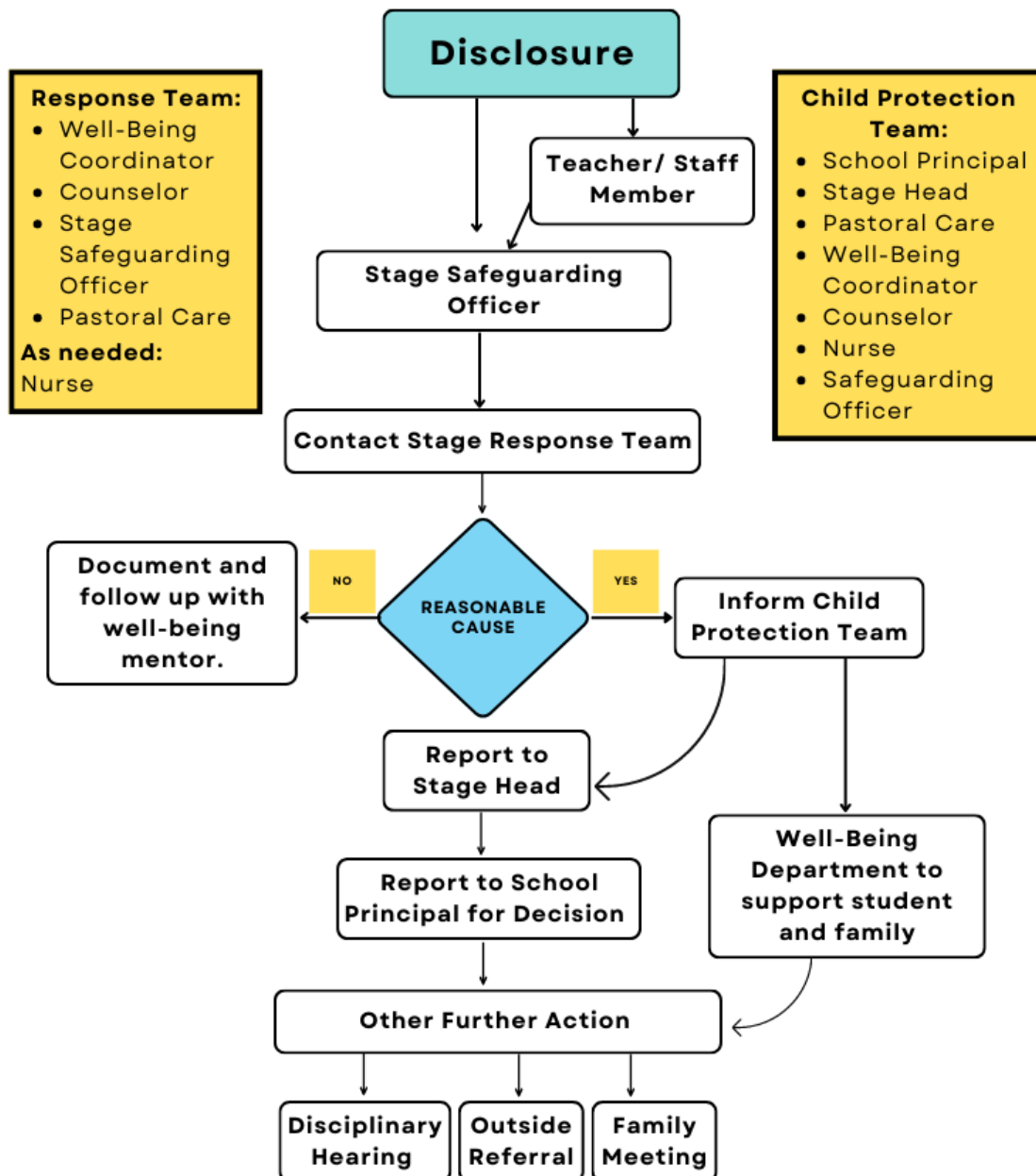
Reporting incidents, or concerns, about physical, emotional, or sexual abuse is a legal obligation for all staff members. Reporting should be done as per the reporting lines show in the flowchart below.

Mashrek school encourages students, staff, and parents to share safeguarding, health and safety, and security concerns according to the below reporting lines in order to escalate their concerns and allegations with strict confidentiality.

- When reporting and/or handling a safeguarding concern, all employees should act with the utmost discretion and any students who are involved will receive appropriate care and support.
- All necessary actions and disciplinary measures must comply with the Ministry of Education’s disciplinary regulations.
- The Safety and Security Committee must be informed in case of an incident that requires an action to be taken to prevent it from happening again.

**Please follow the flowchart for reporting cases of abuses or causes for concern. Refer to reporting procedures for further clarification.**

### Disclosure Flowchart



## REPORTING PROCEDURES

### Step 1) Gathering Information

When a child reports abuse to a staff member of choice, or there is reasonable cause to believe that abuse is occurring, the staff member will seek advice from the Stage Safeguarding Officer or Stage Head **within 48 hours**. If **imminent danger is suspected, the 48-hour time allowance does not apply**. It should be reported **immediately** to a Safeguarding Officer or Head as a determination must be made regarding the safety of the child.

After the Safeguarding officer interviews the child to gather necessary disclosure data, they will notify the stage-based Response Team, and then take initial steps to gather information regarding the reported incident. The response team will include the Stage Head, Well-being Coordinator, School counselor, School nurse, and other individuals as the Stage Head or School Principal sees fit. In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually, and that strict confidentiality is maintained.

#### ***The following procedure will be used by the response team:***

1. Interview staff members as necessary and document information relative to the case.
2. Obtain and review the child's history in the school
3. If a safeguarding case is warranted, forward the report to the Child Protection Team (See Flow Chart above).
4. If a report is not substantiated, the Safeguarding Officer will keep electronic records stored on the Safeguarding Team System including the decided-upon follow-up by the well-being mentor.

### Step 2) For cases involving the Child Protection Team

*Based on the acquired information, a plan of action will be developed by the Child Protection Team to assist the child/children involved and his/her guardians.*

#### ***Actions that shall take place:***

- School Principal, Stage Head and Well-Being Coordinator (and others as deemed necessary) meet with family, present the school's concerns, review the Child Protection Policy, and establish an action plan based on the assessed level of concern.
- As agreed upon in the action plan, on-going observations of the child or young person by the well-being mentor, teacher, School counselor, or member of administration

### Step 3) Follow-up Procedures in Case of Confirmed Abuse

**Most cases of suspected abuse or neglect will be handled by the Child Response and Well-Being Team, such as those involving:**

- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving

**Some cases will be referred to outside resources after informing parents or legal guardians, for example:**

- Mental health issues such as depression, psychosis, dissociation, and self-harm ideation

**Cases reported for investigation through governmental resources such as the local law enforcement and Family Protection and Juvenile Department:**

- Severe and ongoing physical abuse, neglect, or sexual abuse concerns

**In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, a report will be made to:**

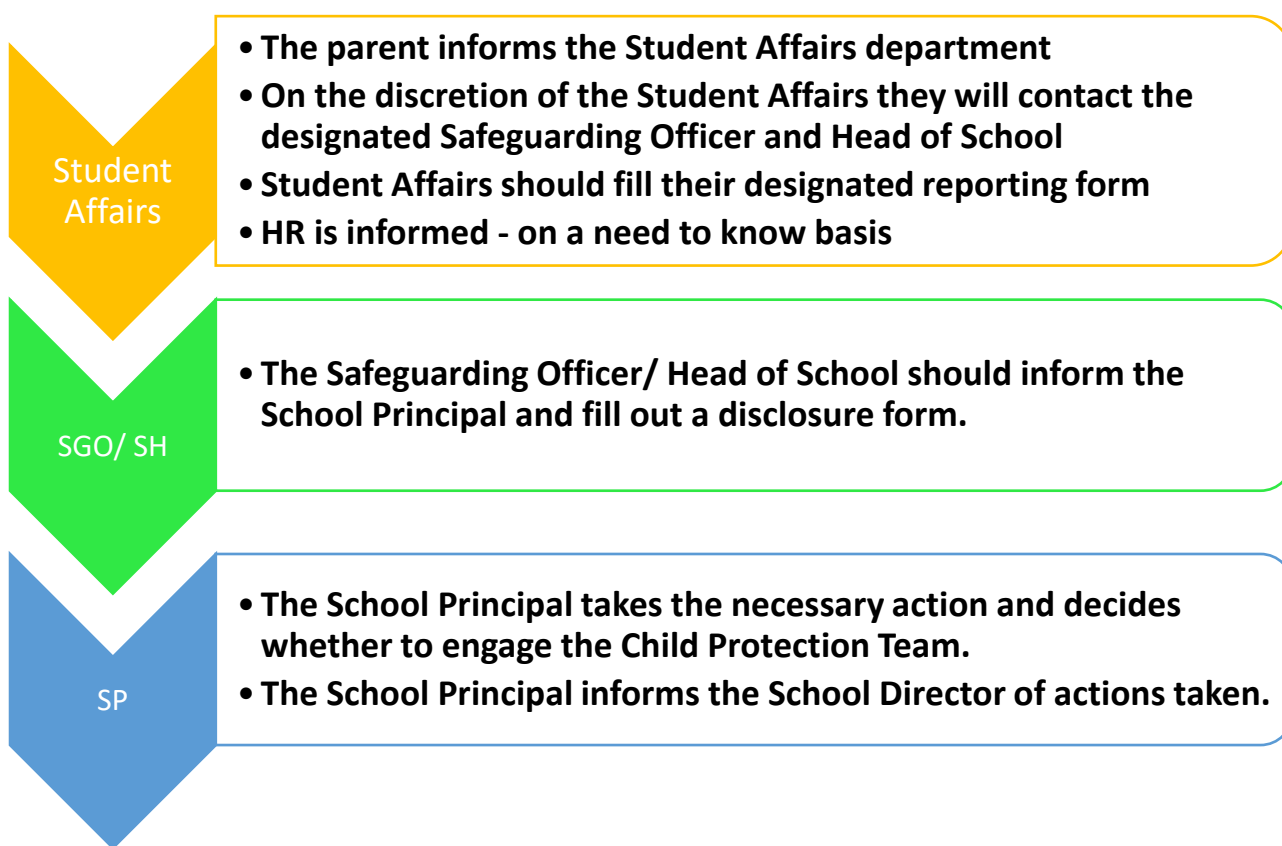
- Local law enforcement offices
- Once the information about a student or a staff member being involved in a criminal investigation is acquired, the Head of School, School Principal and School Director must be informed immediately.
- The School Director and School Principal take necessary action.
- Director of Administration and Finance is informed.
- Legal advice is sought.

***Subsequent to a reported and/or substantiated case of child abuse or neglect, to ensure further support:***

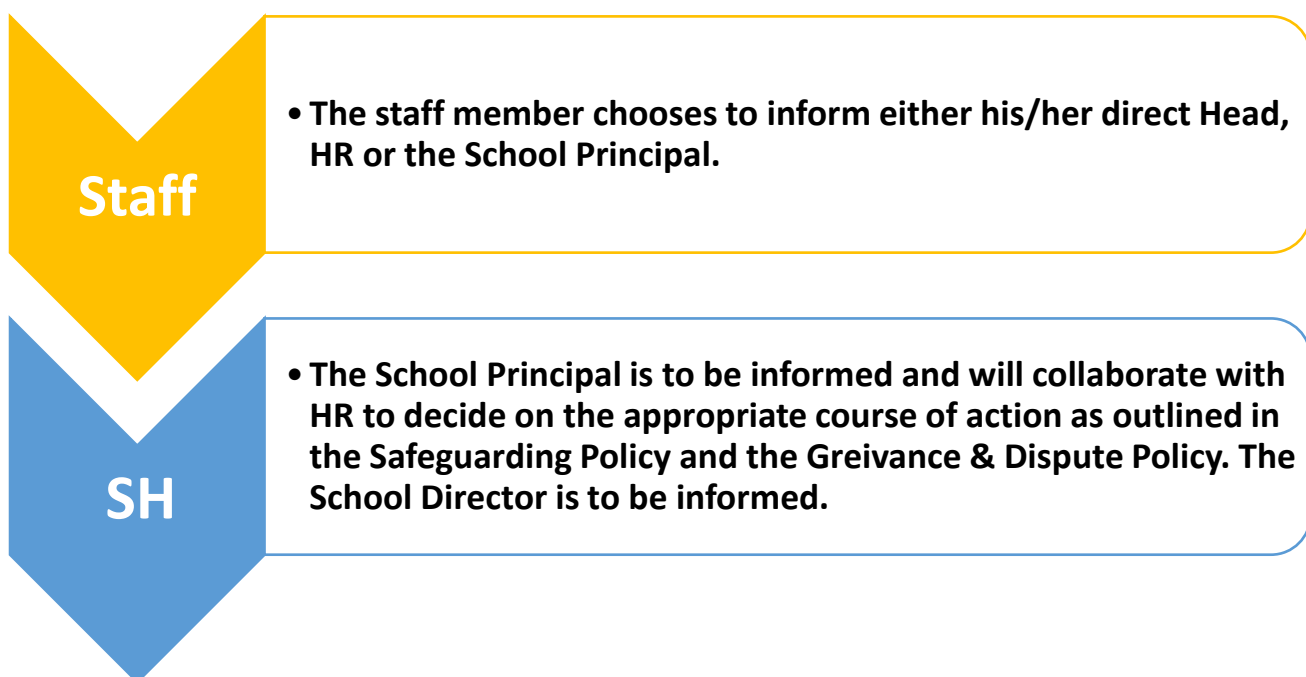
- The Well-Being Department members will maintain contact with the child and family to provide support and guidance as appropriate including referrals to external agencies and mental health experts if necessary.
- The counselor will provide the child's teachers with ongoing support including tips, resource materials and strategies for teachers
- The counselor will maintain contact with outside therapists to update the progress of a referred child or young person in school
- Stage Head to set up follow up meeting with Well-Being Department to evaluate progress, debriefing on progress

## Appendix 1 – Allegations made by Parents and Staff Members

In case of a parent having a safeguarding concern about a student or a staff member:



In case of a staff member having a safeguarding concern about another staff member:





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Mashrek International School

## SAFEGUARDING CONCERN – Disclosure Form

Designated Safeguarding Officer's Name: \_\_\_\_\_ School Level: \_\_\_\_\_

<b>Name of staff member or student reporting the incident, concern, disclosure or allegation to DSO:</b>	
<b>Location of incident (if applicable):</b>	
<b>Date and time concern (<u>disclosed to you</u>):</b>	
<b>Date and time concern (<u>occurred</u>):</b>	

**Cause for Concern** (*Tick all that apply*):

Adult Physical abuse

Parent/Guardian Neglect

Adult Emotional abuse

Sexual Abuse or Harassment

Peer-on-peer physical abuse

Peer-on-peer emotional abuse

<b>Name of child, young person, vulnerable adult:</b>	
<b>Grade:</b>	
<b>Any special needs (yes/no) If yes, please describe:</b>	
<b>Name of the person who reported concern to you (if different from above):</b>	

**Factual description of concern, disclosure or allegation.**

Be clear about the concern. Do not make assumptions or ask questions, just listen and record exactly what is said. You should note presentation, e.g. any visible signs of abuse, i.e. bruises or other injuries.

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**Signed DSO:** .....

**Date Referred:** .....

**Time Referred:** .....

*Next step: Contact Stage Response Team to determine action.*



## Safeguarding Officer Record of Actions

**Cause for Concern(s)** (*Tick all that apply*):

Adult Physical abuse

Parent/Guardian Neglect

Adult Emotional abuse

Sexual Abuse or Harassment

Peer-on-peer physical abuse

Peer-on-peer emotional abuse

Designated Safeguarding Officer's Name: _____		
Student Name:		
Grade:		
DATE	DETAILS of Action	Person(s) responsible for action
<b>Signature</b>		

Appendix 4: Safeguarding Meeting Log Record



Official Record of Safeguarding Meetings with Head of School Level/ School Principal

<b>DATE OF MEETING:</b>			
<b>PRESENT: (Names and role)</b>			
<b>Student Name</b>	<b>CONCERN/UPDATE</b>	<b>ACTION TO BE TAKEN</b>	<b>WHO WILL TAKE ACTION AND DATE TO BE COMPLETED</b>
<b>OTHER ISSUES DISCUSSED:</b>			
<b>DATE OF NEXT MEETING (DD MM YY):</b>			

## IMPORTANT CONTACT INFORMATION

### Mashrek Staff Contact Information

#### Mashrek Safeguarding Officers:

KG to Grade 5: [bana.saad@mashrek.edu.jo](mailto:bana.saad@mashrek.edu.jo)

Middle School Grades 6-8: [majd.ksaybi@mashrek.edu.jo](mailto:majd.ksaybi@mashrek.edu.jo)

Senior School Grades 9-12: [nada.tahboub@mashrek.edu.jo](mailto:nada.tahboub@mashrek.edu.jo)

**Mashrek Student Affairs:** 07-99577771 Ext: 119 / 129

or email [studentaffairs@mashrek.edu.jo](mailto:studentaffairs@mashrek.edu.jo)

**Mashrek Community Desk:** 07-99577771 Ext: 0 / 129 or 200

**Mashrek Safety and Security Committee:** [safety@mashrek.edu.jo](mailto:safety@mashrek.edu.jo)

**Well-being Department:** [wellbeing360@mashrek.edu.jo](mailto:wellbeing360@mashrek.edu.jo)

### Local Agencies Contact Information

- Jordanian Law enforcement: **Dial 911**
- Family Protection and Juvenile Department: **Dial 06-5815824 /6**
- Family Protection Department email address through which the department can be notified directly and in full confidentiality: [FamilyP.dept@psd.gov.jo](mailto:FamilyP.dept@psd.gov.jo)
- The Cybercrime Unit hotline for reporting cases of cyberbullying: **Dial 06-5633404**
- The hotline helpline service provided by the Jordan River Foundation (JRF) to respond to child protection and safety issues. This line provides service through specialists in the field of child protection with complete confidentiality and around-the-clock availability. The provided services cover three areas: specialized counselling, psychological support and counselling, and referral to service providers in cases of violence against children: **Dial 110.**

## Policy Revision Procedures:

**Mashrek Safeguarding Policy was created in June 2021 by:**

Bana Saad – Safeguarding Officer

Nada Tahboub – Safeguarding Officer

Reem Samara – CIS Chair

***This policy will be revised and modified on an annual basis (unless otherwise necessary) by nominated well-being team members.***

**Policy was revised in November 2022 by:**

Majd Ksaybi: Well-being Coordinator & Safeguarding Officer

Bana Saad: Safeguarding Officer

Nada Tahboub: Safeguarding Officer

Reem Dajani – Head of Primary School



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