




# Safeguarding and Child Protection Policy

<b>Review date</b>	June 2025
<b>Reviewed by</b>	Safeguarding governor, Head of school, Safeguarding Lead(s)
<b>Next date of review</b>	June 2026
<b>Last updated</b>	April 2026
<b>Circulation</b>	Internal, External and Website
<b>Approval Signature</b>	

*This policy will be reviewed annually unless an incident; new legislation or guidance suggests the need for*



*an interim review*

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**1. Policy statement**



We at Dubai Scholars Private School recognise our responsibility to safeguard children and young people and to promote a safe and supportive environment for all our members. The safeguarding policy and practices are formulated in line with the most recent child protection legislation in the UAE and the UK. (*Federal Law No. 3 of 2016 pertaining to the Rights of the Child* -often referred to as Wadeema's Law, *DFE statutory guidance 'Keeping Children Safe in Education'*, updated in June 2025 and *Working Together to Safeguard Children 2023*). This policy has been authorised by the Board of Governors and the Senior Leadership Team at Dubai Scholars. It is available on the school website.

We firmly believe that every member of our school community has the right to protection, regardless of their age, gender, ethnicity, beliefs, sexuality, or disability. To lead a positive and fulfilling life, all individuals must be free from physical and emotional harm. We demonstrate our commitment to this principle through our focus on Prevention, Protection, and Reporting. Dubai Scholars is dedicated to safeguarding and promoting the welfare of children and young people, ensuring that all staff, students, parents, visitors, and the wider community share this commitment. We recognise that everyone who interacts with children and their families plays a vital role in safeguarding.

The child-centred approach is fundamental to safeguarding and promoting the welfare of every child. A child-centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. We ensure a system that responds to the needs and interests of children and families and not the other way around. Our staff are clear about what is required of them individually, and how they need to work together in partnership with others. Whilst it is parents and carers who have primary care for their children, partner organisations and agencies (if applicable) have specific duties to safeguard and promote the welfare of all children in their area.

The purpose of this policy provides members of staff, volunteers including the Board of Governors working within Dubai Scholars, as well as parents and older students where appropriate, the necessary guidance for ensuring all children are safe whilst in the school's care. This policy should also be read alongside the additional wellbeing, behavioural and disciplinary policies.

**"Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified."**



Safeguarding and promoting the welfare of children is everyone's responsibility and it is defined as:

- Providing help and support early on, meeting the needs of children as soon as issues arise.
- Protecting children from maltreatment, whether at home, in school, or online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring children grow up in environments that are safe and provide effective care.
- Taking action to ensure that all children achieve the best possible outcomes.

This approach highlights the need for early intervention, a holistic approach to safeguarding, and protecting children from various risks including exploitation and harm from multiple sources.

**Safeguarding** is the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children have the best outcome.

**Child Protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Early Help** means providing additional support as soon as possible (previously Early Intervention)

**Staff** refers to all of those working for or on behalf of the school, full or part time, temporary or permanent, in either paid or voluntary capacity and includes members of The Royal Group who visit the school site regularly.

**Child(ren)** includes everyone under the age of 18. On the whole, this will apply to students of our school; however, the policy will extend to visiting children from other establishments.

**School** means all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units

We ensure our all staff have an awareness of the various safeguarding issues that can put students at risk of harm including:

- Child on Child Abuse
- Domestic Abuse
- Serious Violence
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Online Safety
- Mental Health
- FGM
- Neglect
- Physical, Sexual and Emotional abuse



We also ensure that all our staff are highly familiar with how to report and record concerns on time.

### 1.1 Safeguarding Contacts:

Even though the Designated Safeguarding Leads have overall responsibility, no single practitioner can have a full picture of a child's needs and circumstances. Everyone who comes in contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

DS Safeguarding Team	
Role	Name
Safeguarding Governor	Mr. Kyle Knott
Head of School	Ms. Sapna Changrani
Designated Safeguarding Leads	Ms. Aatiqa Ahmed, Ms. Ashmita Daswaney, Ms. Stephanie Silveira
Deputy Designated Safeguarding Lead	Ms. Geneive Mendes, Ms. Shreya Mehta, Ms. Freeda Pinto
Contact @ <a href="mailto:safeguarding@dubaischolars.com">safeguarding@dubaischolars.com</a> Telephone number: 04 7069000	

In addition to the above staff having L3 training, our SLT have Level 3 Safeguarding training, and they will deputise for their areas of school when required.

### 1.2 Policy Principles and Values

The welfare of the child is paramount, and it is vital to maintain an attitude of  
**"It could happen here"**



All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm.

**Through this policy we aim to:**

- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- Develop and embed robust safeguarding systems that are effective, rigorous, reviewed and up to date.
- To raise awareness of all teaching and non-teaching staff of their responsibilities to safeguard children.
- Provide a safe and positive environment in which children can learn successfully and can develop 21<sup>st</sup> century skills required for a successful and positive educational experience.
- Support staff with safeguarding training, ensuring all staff feel confident and supported within this area, which is updated regularly. This also includes administration and facilities staff.
- Be alert to the medical needs of children with medical conditions.
- Ensure prevention is the key to success so concerns are identified early.
- To ensure we are alert to signs of abuse both in the school and from outside to protect each child from any form of abuse, whether from an adult or another child.
- Ensure appropriate action is put in place to protect a child that is suffering significant harm or is likely to do so, even if the child is not at immediate risk.
- Teach pupils about safeguarding through the curriculum, together with guidance on adjusting behaviour to reduce risks including the use of electronic devices and the internet
- Take all practicable steps to ensure that the school premises are as secure as circumstances permit.

**1.3 Supporting children**

- We recognise that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.
  
- We recognise that a child who is abused or witnesses abuse may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.



- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- We will promote a caring, safe and positive environment within the school.
- We will encourage self-esteem and self-assertiveness through the pastoral systems, the curriculum and through positive relationships within the community.
- We will ensure children are taught (where and when required) to understand and manage risk. This includes online safety.
- We will respond sympathetically to any requests for time out to deal with anxiety or distress.
- We will offer details of counselling or external support where and when required.
- We will liaise with external agencies or support workers when and where required. We will offer wellbeing and parenting support to parents so they can best support their children.

## 2. Safeguarding and Child Protection Practice, Prevention and Procedures

### Safe School, Safe Staff

We recognise that the school plays a significant part in the prevention of harm to children by providing children with good lines of communication with trusted adults within the pastoral systems. Safeguarding and wellbeing is part of all staff members' professional duties including volunteers and members of the Board of Governors.

Our staff are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All staff and volunteers have a duty to be aware and follow the school's procedures and policies in order to safeguard and promote children's welfare including:

- Establishing and maintaining an ethos where children feel safe and secure, are encouraged to talk and are always listened to;
- Regular consultation with children for example through the Student Council, student survey/questionnaires, lessons and one-to-one conversations;
- Being alert to the signs and indicators of possible abuse and neglect
- Ensuring all children know where to find someone that they can approach if they need to in the school.
- To be able to deal with a disclosure of any child protection and safeguarding matters and to report to the Designated Safeguarding Leads straight away including concerns regarding colleagues.
- Effective implementation of individual support plan when required.



- Attending safeguarding and child protection awareness training annually and made aware of the recent policy or statutory guidance changes where necessary
- To know how to access and implement procedures in this policy.
- To pass on any safeguarding and wellbeing information, records, discussions in accordance with this policy.
- Ensuring staff understand the school guidance for their use of mobile technology and are aware of the safeguarding issues around the use of these devices and the associated risks.
- Whistleblowing, where all staff and volunteers feel able to raise concerns about poor or unsafe practices with regard to safeguarding children to the DSL

The Head of School will ensure that the policies and procedures adopted by the Board of governors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff and external visitors.

## 2.1 Training

All staff members will receive annual safeguarding awareness training including information about the school's safeguarding arrangements, the school's staff safe working practice agreement and additional policies linked to behaviour and pastoral systems. All our staff have completed Level 1 and SLT have Level 3 Safeguarding training including wellbeing leads. Additional training will be provided specifically for the IT staff and school medical teams.

All staff, including temporary staff and volunteers, will be provided with regular induction training that includes:

- Online Safeguarding training NOS, Optimus, BSME including online safety
- An outline of what to do if a child discloses and the types and signs of abuse. Staff should be aware of key signs to look out for in relation to safeguarding and wellbeing
- A copy of DS safeguarding policy and its updates if available
- A copy of part 1 of KCSIE
- Contact details of the Designated Safeguarding Leads

The Head of School and all staff members will undertake appropriate safeguarding training where necessary and will be updated regularly in accordance with the qualifications taken. In addition, all staff members will receive safeguarding updates via email, staff meetings and insets on a



regular basis and at least annually. Additionally, the School will assess the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns (lessons learnt).

We ensure that our staff have the relevant skills and knowledge to safeguard children effectively, by using questionnaires, staff meetings and the appraisal system.

The Designated Safeguarding Lead(s) and wellbeing team will undertake training to provide them with the knowledge and skills required to carry out the role. The training will be updated where and when necessary. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with developments relevant to their role and current setting. Following the culture of keeping the children safe we have complaint and whistleblowing procedure in place to augment it.

### **3. The Designated Safeguarding Lead/ Officer (DSL/ DSO)**

The Designated Safeguarding Lead(s) are provided with time, training, resources and support to provide guidance and support to other staff on safeguarding and child welfare matters, to contribute to strategy discussions and/or external agency meetings and to contribute to the assessment of children.

#### **3.1 The main responsibilities of the DSL/ DSO are:**

In addition to the role and responsibilities of all staff the DSL will:

- Ensure the safeguarding policies and procedures are reviewed and updated together with Governor and HOS and are known, understood and followed appropriately by all members of the school community.
- Work with the senior leadership team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- Liaising with staff especially with the Phase Heads, Administration, pastoral support staff, school medical team, IT Team and Head of Inclusion on matters of safety and safeguarding and when deciding whether to make a referral as well as acting as a source of support, advice and expertise.
- Ensure the Head of school and relevant heads are kept informed of any safeguarding and child protection concerns where it is deemed appropriate.
- Be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding, child protection and the welfare of children.



- Act upon all suspicion, belief and evidence of abuse reported to them and decide with the Safeguarding Team what action should be taken.
- Ensure accurate child protection and safeguarding records are maintained, updated, kept in a secure place, and are dealt with sensitively and confidentially.
- Coordinate the safeguarding procedures and training in the school and ensure all staff including visitors, administrative and facilities are aware of the procedures and protocols for safeguarding and the welfare of children.
- Ensuring the Designated Safeguarding Lead(s) and Deputy Designated Safeguarding Leads receive level 3 training at two yearly intervals and all staff who work with children receive level 1 training to equip them to carry out their responsibilities for safeguarding children effectively.
- Have induction training covering safeguarding and child protection including identifying the signs and indicators and causes of abuse, how to respond to disclosure, and promptly referring the case of the Safeguarding lead.
- Liaise with the local authorities if required and develop effective links with the police, KHDA, CDA, DFWAC and Ministry of Interior (Child Protection Centre).
- Liaise and inform parents of a concern and work supportively and alongside them to facilitate a change, unless the team decides that this would place the child at greater risk
- Liaise with other professionals to ensure that children who are subject to child protection plans are monitored.
- Ensure the school recruitment procedure is safe to prevent the employment of a person who may pose a risk to children.
- Ensure the child protection file/relevant information is transferred separately to the new school/college as soon as possible when a student leaves the school
- Participate in child protection conferences or local meetings to keep up to date with local safeguarding and child protection changes, where appropriate.

### **3.2 Responsibilities of the Deputy Designated Safeguarding Lead/ Officer (DDSL/ DDSO)**

The Deputy Designated Safeguarding Lead is appropriately trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety



and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

### **3.3 Responsibilities of the School Doctor/ Medical Team**

The Doctor or medical team may be required to conduct an examination (excluding private areas) if there are physical injuries and record an initial report about the child's physical and mental condition. The medical team can provide advice to family members to determine how best to promote the child's health both at school and at home and advice on referrals to seek further external specialist consultation. In some cases, the child may have to take medication as a result of the abuse/ injury. The School Doctor ensures that all standards and procedures for administering medications in the school setting are met.

In the event of an injury, the student will be promptly sent/ accompanied to the clinic by a staff member, or clinic personnel will be sent to the location to provide immediate care and intervention as soon as an incident is reported to the clinic.

### **3.4 Responsibilities of the Staff**

All our staff are:

- familiar with this safeguarding policy and procedures.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a student.
- involved in the implementation of individual support plan as required.

## **4. Abuse and Neglect and Exploitation**



All our staff are aware of the indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection. If they are unsure, they should always speak to the designated safeguarding lead.

The term "exploitation", expanding the scope beyond abuse and neglect. It includes the exploitation of children, acknowledging that witnessing ill-treatment (such as domestic abuse) is also harmful. It particularly addresses the impact of domestic abuse on children, acknowledging that harm is not limited to direct abuse, it can suffer harm from witnessing domestic abuse, including whether they see, hear, or experience its effects.

We make sure that our staff fully understand the various types of harm children can encounter, allowing for a holistic approach to safeguarding. This includes recognizing indirect trauma and considering the wider contexts that influence a child's well-being.

#### **4.1 Forms of abuse and neglect**

It is important that all staff members, should be aware of the forms and signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

These signs may include one or more of the following:

- Physical abuse - Physical abuse occurs when an abuser makes physical contact with an individual with the intention of causing physical pain or injury. Ex: beating or punching.
- Emotional abuse - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Ex: rejection and denial of affection.
- Sexual abuse - it involves forcing or enticing a child 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. Ex: sexual assault or encouraging a child to view pornographic material.
- 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. Ex: failure to provide appropriate care including food or medical attention.

The KCSIE also acknowledges the following as safeguarding issues:

#### **4.2 FGM (Female Genital Mutilation)**



The School will be alert to the possibility of a girl being at risk of FGM and will activate external safeguarding agencies if there are potential indicators. Any incidents of FGM will be reported to the police.

#### **4.3 Prevent Strategy**

Protecting children from the risk of extremism should be seen as part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of abuse and harm. Any suspected cases of extremism should be referred to the DSL in the same way as any other suspected cases of abuse.

#### **4.4 Child-on-child abuse**

We are aware that children can abuse other children. We ensure that all staff understand the importance of challenging inappropriate behaviours between children, like dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or other, causing physical harm (It is important to recognise that young children are in the process of developing social skills and may not yet understand personal boundaries or the concept of maintaining appropriate physical distance. As a result, they might engage in behaviours such as playful touching, tapping, or pulling others during interactions. Such actions are typically part of normal developmental exploration and are not automatically classified as bullying. Each incident will be assessed individually to determine whether it reflects typical developmental behaviour or requires further attention).
- sexual violence and harassments
- non-consensual sharing of nude and semi-nude images and/or videos
- upskirting, which involves taking a picture under a person's clothing
- Sexting
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)



We explain to children the importance of understanding intra-familial harms, and any necessary support for siblings following incidents and the law is in place to protect rather than criminalise them especially incidents related to sexual violence and harassments

We also understand Children who identify as LGBT can be vulnerable and can be targeted by other children Careful supervision around the use of toilets will be communicated to staff and we will designate separate facilities for our younger and older students.

#### **4.5 Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school. All staff should be considering the context within which such incidents and/or behaviours occur. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

#### **4.6 Domestic Abuse**

Our staff recognise children can witness and be adversely affected while experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, children also experience domestic abuse within their own intimate relationships. In all cases, the incident will be duly reported to the local authorities and the victims will be provided with emotional and practical support according to their needs.

The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of
- domestic abuse and/or experiencing it through their own intimate relationships (teenage relationship abuse).
- can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
- all of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (KCSiE 2022, P14)

#### **4.7 Unexplainable and/or persistent absences from education**



The staff takes an open-minded approach to student absences, viewing them as potential signs of harm to avoid biases. They are required to thoroughly investigate any unexplainable or persistent absences in the classroom. Regular school attendance is crucial, as children who miss school frequently may be at greater risk. In cases of unexplainable or ongoing absences, we promptly reach out to the family. If there are no known welfare concerns regarding a student, we follow our procedures for unexplainable or persistent absences. However, if any concerns do arise, we will proceed with appropriate assessments and actions

#### **4.8 Student with Mental Health Difficulties**

Staff understand that abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Our staff are also aware of how these experiences can impact children's mental health, behaviour and education. Our staff are well placed to observe children on a day-to-day basis and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. In such cases, staff will refer the students to the DSL for further support.

#### **4.9 Student of Determination**

Staff recognise that children with SEND are also at a higher risk of abuse, neglect, peer group isolation and can be disproportionately affected by bullying. To address those additional challenges, extra support is considered for students of determination, and they are also encouraged to discuss their concerns.

#### **4.10 Serious Violence**

Staff are trained to recognise both, the early warning signs of contextual risks and that students may be vulnerable to exploitation and getting involved in gangs as well as indicators that a student is involved in a serious violent crime. They are also aware of the associated risks and know the measures and procedures to report for further actions and support. The indicators may include These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in well-being
- signs of assault or unexplained injuries
- unexplained gifts or new possessions



Other signs that can indicate a child is or has been abused:

- The child says s/he has been abused or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a child's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The child lacks emotional intelligence.
- The child's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- The child's personal or social development is delayed.
- The child loses or gains weight.
- The child appears neglected, e.g. dirty, hungry, inadequately clothed.
- The child is reluctant to go home or has a change in relationship with parents/guardians.

## 5. Online safety

We ensure that our children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety is in place to protect and educate students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified and categorised into four areas of risk:

**Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

**Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils, students or staff are at risk, they will be reported it to the Anti-Phishing Working Group.



We ensure online safety is a running procedure and this will include considering how online safety is reflected as required in all relevant policies and considering it in the planning of the curriculum, staff training, and or any parental engagement.

### **Filtering and monitoring**

The group IT head makes sure systems are reviewed annually or as needed, along with suitable modification in keeping with the upgrading or requirements. The DSL takes the main charge for comprehending the filtering and monitoring systems in place at the school.

### **6. Sharing of nude and semi-nude images and/or videos (sexting or youth produced sexual imagery)**

When an incident involving nudes and semi-nudes comes to the attention of any member of staff, the incident will be referred to the DSL and will have initial review meeting with appropriate staff and subsequent interviews with the children or young people involved. Parents must be informed at an early stage and involved in the process in order to best support the child or young person. A referral should be made to the local authorities if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

### **7. Supporting victims of abuse**

We always give an emphasis that all staff should be able to reassure victims of abuse that they are being taken seriously and will be supported; ensuring that children/ young people are never made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

### **8. Procedures and disclosures**

Children rarely disclose their own abuse, and it is vital that staff are alert and respond to signs such as a change in behaviour, or concerns from friends or other sources. Staff members working with children should always maintain an attitude of 'it could happen here' where safeguarding is concerned. If staff have concerns about a child's welfare, they should act on it immediately. When concerned about the welfare of a child, staff members should always act in the best interests of the child. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early



information sharing is vital for effective identification. Fears about sharing information must never be allowed to stand in the way of the need to promote the welfare of, and protect the safety of, children. We made it clear that victims should be taken seriously, kept safe and never be made to feel like they are creating a problem by reporting abuse, for sexual violence or sexual harassment.

## 8.1 Early Help

The school understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. The focus on early help, broadening the range of concerns that may trigger the need for support. This includes children:

- Frequently go missing/goes missing from education, home or care.
- Have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- Has a parent or carer in custody or is affected by parental offending.

The school's annual safeguarding training includes guidance about the signs and early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges due to behaviour or family circumstances.

A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to be taken.

## 8.2 Statutory assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to the Child Protection Center (CPC) or DFWAC is made immediately. This would be discussed with the team prior to the referral taking place and with knowledge of the Head of School.

## 8.3 Concerns about a child's welfare

If a member of staff is concerned about a pupil's welfare, the matter should be reported to the Designated Safeguarding Lead as soon as possible.

If a child discloses to a member of staff he or she must:



- Listen carefully to the child, acknowledging but not prompting
- Allow the child to talk freely and accept what is being said. Staff **should not** make a decision as to whether or not the abuse has taken place.
- Reassure the child, but do not over promise or guarantee confidentiality.
- Listen and do not ask direct questions; ask minimal open rather than leading questions such as 'then what did he/she do?'
- Try to avoid looking shocked, upset or disbelieving; remain calm and listen.
- Whilst the initial information may be verbal, all referrals must be a written record of the conversation and to inform the DSL as soon as possible. This should include the date, time and place of the conversation including who was present. If the concern is urgent, the member of staff should physically inform a member of the Safeguarding team as soon as possible.
- Do not discuss the disclosure with any other staff member, child or parent apart from the DSL. Any issues involving students or staff members at Dubai Scholars should not be discussed outside of School with family members or any member of the wider community.

### **Remember the seven R's:**

**Receive** - listen to what is being said.

**Reassure** - reassure the child, but only so far as is honest and reliable. Do not make promises.

**Respond** - respond to the child as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

**Report** - Share concerns with the DSL immediately.

**Record** - If possible make some brief notes at the time (handwritten). Record the date, time, place, persons present and noticeable nonverbal behaviour.

**Remember** - support the child: listen, reassure, and be available.

**Review** (led by DSL)

If members of staff are ever unsure, they must always speak to the Designated Safeguarding Lead. On being notified, the DSL will gather information before deciding whether there is sufficient evidence for suspecting abuse in which case she will speak with the Head of School and a referral to CPC, DFWAC and/or the police will be made (if needed). In the event that there is a physical injury, the child will be seen by the school doctor in case treatment is required. The DSL will contact the child's parents where this is an appropriate course of action and where the child will not be placed at greater risk.

If it is decided that a referral is not required, the DSL will keep the matter under review and recorded on the safeguarding log for future reference if required.



## 9. Assessment and record keeping

All information relating to safeguarding and child protection is confidential and written records are kept securely in a fire resistant, lockable cabinet in the HOS's office. All concerns, discussions and decisions made, along with the reasons for those decisions, are recorded in writing. Only the Safeguarding Team including the Head of School have access to these documents. It is vital for children to receive the right help at the right time to address risks and prevent issues escalating. When a disclosure has been made staff should be aware of the following:

- Notes should be made as soon as possible after the disclosure or concern. Any written notes or other evidence should be passed to the DSL for storage and not destroyed in case they are required by outside agencies.
- The date, time and place should be clearly recorded on all notes made.
- Statements and observations should be recorded, not interpretations or assumptions.

## 10. Confidentiality and information sharing

All concerns, discussions and decisions made and the reason for these decisions should be recorded in writing. The school will keep all safeguarding and child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

The Information about students will be shared by following the seven golden rules under GDPR. (Sharing of personal information must be for a purpose, accurate, relevant, timely and in a secured way along with consideration of the safety, wellbeing and the consent of the person. We are open and honest with the individual and seek advice when in doubt without breaking the identity. All information is recorded)

Please beware that the school is under CCTV surveillance. Footage may be reviewed by the safeguarding lead to assess an incident and determine appropriate next steps. Parents are not permitted to view recordings unless formally instructed to do so by the authorities.

In the event of an incident involving your child and another student, parents are requested not to contact other parents directly. Instead, the school will act as a mediator to ensure professional handling and to protect the privacy and integrity of all parties.

The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and meet the Safeguarding team regularly throughout the academic year as well as completing



termly safeguarding reports. The DSL will update the Senior Leadership Team regularly on the operation of the school's safeguarding arrangements.

Upon an annual review of this policy, the school will ensure that any deficiencies or weaknesses regarding child protection arrangements are remedied without delay. The DSL prepares a written report termly and annually. The written report should address how the school ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues which may have emerged in the school and how these have been handled. This is sent to the Head of School.

### **11. Curriculum - Teaching about safeguarding**

The students access a broad and balanced curriculum that promotes their social, mental and physical development as well as moral and cultural values, and also prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing especially in line with online and cyber safety.

Our curriculum focus:

- Developing Social Emotional Learning (SEAL) focusing on self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)
- Skills to self-report/raise voice and to seek help when required
- Resilience and adaptability skills

### **12. Missing child procedures**

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any child missing from school.

### **13. Visitors**

All visitors' sign-ins and sign outs are recorded (including name/contact details/Emirates ID/purpose) and visitors are required to wear a visitor's badge while on campus.



Considering the present risk factors, visitors are highly restricted and allowed upon appointments only. They are informed of the contact details of health and safeguarding personnel in School.

When an unscheduled visit from an unknown person is required in an emergency situation, they will be required to provide evidence of their role and employment details (usually an identity badge/Emirates ID) or contact the relevant organisation to verify the individual's identity, if necessary.

#### **14. External Visits**

We carry out risk assessments prior to any external visit and designate the specific roles and responsibilities of each adult, whether staff or volunteers to prevent any incidents. When there are safeguarding concerns, or allegations that happen outside, staff will follow the school's prescribed procedures. Any accidents or other untoward incidents should always be recorded.

#### **15. Exceptional Operating Circumstances**

The school follows all government protocols in line with Covid-19 to prevent and protect all members in our school community. If the school is required to change the way we offer our provision to children due to exceptional circumstances e.g. during a pandemic lockdown, staff remain highly alert to the signs and risks of abuse to children and continue to apply appropriate filters and monitoring systems to prevent and protect.

In such circumstances, the DSL will:

- Ensure staff, children, and families are provided and following the updated safeguarding guidelines.
- Amend arrangements as required (online safety/procedures for reporting/ safeguarding training arrangements) and are shared with members of the community including parents and children.

Parents/carers are responsible for supervising students' online activity outside school systems and for reporting concerns to relevant authorities; the school will act where such matters impact student wellbeing or the school community.

Staff will ensure the continued safety of our students and this includes being vigilant and aware of signs that a student is at risk of abuse or is being neglected whilst online. Any concerns will be handled in the same way and reported to the child protection authorities if deemed necessary by the DSLs. Every student continues to have access to a specific teacher or tutor who is their main

point of contact if they wish to report anything they have seen or experienced that they are concerned about.

## **16. Safer recruitment**

It is vital for us to create a culture of safe recruitment and, part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children both at interview and when taking up minimum two references from previous employers. In addition, as part of the shortlisting process we consider carrying out an online search (including social media) as part of due diligence on the shortlisted candidates and informing about the same to them before having an online search. Applicants are asked to sign a self-declaration confirming the information they have provided is true. As the majority of staff will be engaging in activity with children, vetting checks are required. References are always obtained and followed up by members of the HR department through verbal and written confirmation. These references are scrutinised before a new appointment is confirmed. Local checks and UAE Police checks are carried out in the recruitment process. The recruitment process follows the best standards of 'safer recruitment' practices.

## **17. Code of conduct**

We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards. To meet this, we have created and embedded a culture of openness, trust and transparency in which our values and expected behaviour are set out in the staff code of conduct which are constantly lived, monitored and reinforced by all staff. These will form part of the staff handbook.

The safe practices include:

- staff- student relationship
- the acceptable use of technology
- communication including the use of social media
- self- presentation



## 18. Code of conduct

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## 19. Staff Guidance

Detailed guidance is highlighted in this policy to ensure protection of both staff and children. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

- Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for children to talk to you about any concerns they may have.
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room.
- Recognise that caution is required in sensitive moments on matters such as bullying, bereavement or abuse.
- Avoid situations that compromise your relationship with children and are unacceptable within a relationship of trust.
- During coaching sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff are advised to avoid transporting a single pupil in a vehicle except in case of an emergency.



- Remember that someone else may misinterpret your actions, no matter how well intentioned.
- Staff members are prohibited from sharing students' parents' contact information with other parents.
- Do not have inappropriate physical or verbal contact with children. Avoid suggestive remarks or gestures, tickling or 'play fighting' even for fun.
- Do not rely on your good name to protect you.
- Do not believe "it could never happen here"

## 20. The use of 'reasonable force' (positive handling)

There are circumstances where it is appropriate for staff to use positive handling to safeguard children. The term 'reasonable force or positive handling' covers a broad range of actions used by staff that involve a degree of physical contact to keep children safe. 'Reasonable or positive handling' in these circumstances means using no more force than is needed.

## 21. Allegations against staff or volunteers

All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead, who will liaise directly with the Head of School. Where an allegation or complaint is made against the Head of school, the person receiving the allegation should immediately inform the DSL who will inform the Board of Governors, without first notifying the Head of school. If the concern is regarding any of the DSL's, the Head of School should be notified immediately. A record of the concerns must be made, including a note of any witness to the incident or allegation.



We have procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. They should be used where a member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

If the member of staff is deemed unsuitable after an internal enquiry, then the school will take the appropriate action, which could involve external bodies. This could end the staff member's ability to work in the UAE and lead to prosecution.

**22. Whistleblowing** - Our staff and volunteers are capable to raise concerns about poor or unsafe practices and potential failures in the safeguarding practices and know that such concerns will be taken seriously by the leadership team.

### **23. UAE regulations**

Failure to comply guidelines on Child Protection is subject to legal accountability and administrative penalties stipulated in accordance with the UAE's legal regulations, policies and requirements, in addition to the UAE Federal Law No. 3 of "preventing impairment of children's mental and physical health or development" 2016 on Child Rights, Federal Law No.3 of 1987 on Penal Code, and any other local or Federal relevant laws effective at the time of the incident.

The main points of this law are as follows:

- Maintain the child's right to life, survival and development and provide all necessary opportunities to facilitate the same and grant him/her a free, secure and developed life.
- Protect the child from all forms of neglect, exploitation and abuse and from any physical and psychological violence that exceeds the limits of the Sharia and the Law, such as the rights of the parents and their equivalents to discipline their children.
- Raise the child in a way to adhere to his/her Islamic faith and to have pride in his/her national identity and respect for the culture of human brotherhood.
- Protect the best interests of the child.



- Raise awareness among children on their rights, obligations and duties in a society in which justice, equality, tolerance and moderation prevail.
- Raise the child on the sense of morality, particularly the respect of his/her parents and family and social surroundings.
- Spread the culture of child rights as widely as possible using appropriate means.
- Involve the child in the aspects of community life according to his/her age, maturity and developed abilities in order to be raised on the love of work, initiatives, legitimate earning and self-reliance.

We ensure all possible actions are taken to address concerns about child protection and safeguarding working along with local authorities, including KHDA, Dubai Foundation for Women and Children (DFWAC), Community Development Authority, The Child Protection Centre, Latifa Hospital Child Welfare Unit, and where necessary, the Police.

**Local Authority Contacts:**

**Community Development Authority – Child Protection Hotline – 800988**

**Dubai Foundation for Women and Children, Dubai Hotline - 800111**

**Child protection Centre in Sharjah Hotline - 800 700**

**MOI Child Protection Hotline- 116111/80085**

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### Flow Chart on Child Protection and Safeguarding Concern

