



# Safeguarding Policy

<b>Approved/reviewed by</b>	
<b>Designated Safeguarding Leaders</b>	
<b>Date of review</b>	<b>August 2022</b>
<b>Date of next review</b>	<b>August 2023</b>

## Contents

1.	<b>Introduction</b> .....	3
2.	<b>Role and Responsibilities of Designated Safeguarding Leads (DSL) for Child Protection issues</b> .....	4
3.	<b>Prevention</b> .....	5
4.	<b>Visitors Code of Conduct</b> .....	6
5.	<b>Child Protection in the Curriculum</b> .....	6
6.	<b>Child Protection Committee</b> .....	7
6.	<b>Students and Parents</b> .....	9
7.	<b>Partnership with Parents</b> .....	10
8.	<b>Important Definitions</b> .....	10
9.	<b>Signs and Symptoms</b> .....	10
10.	<b>Recording Child Protection/Welfare Concerns</b> .....	11
11.	<b>Reporting Procedure</b> .....	11
12.	<b>Confidentiality &amp; Security of Information:</b> .....	12
13.	<b>Support</b> .....	13
14.	<b>Reports Shared with a member of the Child Protection &amp; Safeguarding Team</b> .....	13
15.	<b>Whistleblowing</b> .....	16
16.	<b>Allegations of abuse made against other pupils</b> .....	17
17.	<b>Notifying Parents</b> .....	18
18.	<b>Students transferring to a new school</b> .....	18
19.	<b>Responsibility of all members of the Safa Community</b> .....	19
20.	<b>Safe Recruitment</b> .....	21
21.	<b>Application of the Policy</b> .....	22
22.	<b>Relevant Legislation or Authorities</b> .....	22
23.	<b>Raising awareness of this policy</b> .....	22
24.	<b>Monitoring the effectiveness of this policy</b> .....	23
	<b>Appendix A(i) Types of Child Abuse</b> .....	23
	<b>Appendix A (ii): Common sites of accidental and non-accidental injury</b> .....	25
	<b>Appendix B: Talking and Listening to Children</b> .....	26
	<b>Appendix C: What to do on suspicion or disclosure</b> .....	29
	<b>Appendix D: Do's and Don'ts</b> .....	30
	<b>Appendix E: Involvement of outside Agencies</b> .....	30

## 1. Introduction

The health, safety and wellbeing of all children are of paramount importance to all adults who work at Safa British School. Our children have the right to protection, regardless of age, gender, race, culture or disability. All staff has a duty to report any suspected or disclosed cases relating to child protection to the Child Protection Team. If the threat is immediate or ongoing it will be reported to the appropriate local safeguarding authorities as set in place in Dubai, United Arab Emirates.

Guidelines from United Nations Conventions on the Rights of the Child (UNCRC) and the International Taskforce on Child Protection were used to create the Safa Child Protection and Safeguarding policy. Safa British School aims to ensure that all members of staff can secure children's safety and wellbeing by having the best interest of the child. This policy defines the responsibilities, processes and procedures relating to the protection of children at Safa British School. It introduces the Child Protection Team and raises awareness about child protection and safeguarding. It also identifies systems in place to identify and report child protection and safeguarding concerns.

This policy should be read in association with the Code of Conduct and the policies on Behaviour, Cyber -Safety, Attendance and the Health and Safety Policy.

<b>Secondary Safeguarding Committee</b>		
Zara Harrington Principal 056 552 2129	Mr Brian Horwell Head of Secondary 055 101 3941	Mr Aoife O'Connell Assistant Head of Pastoral 054 9955338
<b>Primary Designated Safeguarding Leads</b>		
Zara Harrington Principal 056 552 2129	Ms Louise McGeever Head of Primary 050 158 4337	Ms Dara Davey Assistant Head of Pastoral 050 7736527

### **Key Contacts - Hotlines and Websites**

Mahmoud Arif (KHDA) - 043643622

Ministry of Interior Hotline - 116111

Ministry of Interior Child Protection Centre's [Website](#)

Hemayati App

Community Development Authority - CDA Hotline - 800988

EWAA Shelter for Women and Children Hotline - 8007283

Dubai Foundation for Women and Children - 800111

Ministry of Education Hotline - 80051115

[SAFEGUARDING SUPPORT SERVICES: UAE and GLOBAL](#)

### **Statutory Framework (Guidance and reference)**

- The Education Act 2002
- Keeping Child Safe in Education September 2021
- Working Together To Safeguard Children June 2018
- Serious Crime Act 2015
- Sexual Offences Act 2003
- Education Regulation 2006
- Children's Act 1998
- The Children and Social Work Act 2017
- The Equality Act 2010
- The Children and Families Act 2014
- The Human Rights Act 1998

## **2. Role and Responsibilities of Designated Safeguarding Leads (DSL) for Child Protection issues**

At Safa, the DSL'S for Child Protection issues are Ms O'Connell and Ms Davey who are responsible for coordinating action within the school and liaising with outside agencies/professionals as appropriate.

All Safa staff have received Safeguarding training on Child Protection matters.

### **3. Prevention**

#### **School Environment**

All staff will be expected to contribute towards an environment that offers children maximum protection e.g. contributing to creation of a positive atmosphere in which students are respected and know that they can find assistance if necessary. Children should know that there are adults in the school whom they can approach if they have a worry or a problem.

- All HOY, HOD and Form Tutors must complete a Level 2 course in child protection and safeguarding. Remaining Staff will complete a Level 1 course.
- All staff members are required to read and understand the Safa Child Protection and Safeguarding policy.
- A record of the signed copies is maintained by the Designated Safeguarding team.
- All facilities are monitored by cameras to secure evidence of suspicious activities.
- Non-compliance of the Safa Child Protection and Safeguarding Policy is taken seriously and may lead to removal of the individual from the Safa campus.

#### **Supervision**

We have an appropriate ratio of staff members supervising students throughout the school day.

#### **Security**

It is a safeguarding priority that access to the school site is monitored closely in order to ensure the safety of all students and staff. All staff, parents, and visitors are asked to observe the school's procedures. In addition to 24 hour CCTV we have the following in place.

#### 4. Visitors Code of Conduct

Visitors arriving to the school enter reception. They are required to sign in. If they are a professional they are required to show identification which is checked for accuracy of name and picture. If they are expected, a visitors badge is issued for wearing on a lanyard. If they are not expected, they are asked to wait in reception while further checks with staff are made.

Visitors are then talked through the 'Keeping Safe' Safeguarding Poster - This outlines that we are a safeguarding school, the lead personnel and what to do if they come across any concerns. This ensures that visitors are aware of who to approach if they are concerned about the welfare of a child during their visit. They are also signposted to the evacuation points should the fire alarm go off. No visitors are permitted to enter the main doors of the school without having signed in and issued a red visitors lanyard. Red denotes that they need to be accompanied at all times. Visitors issued with a blue lanyard for each group, denote that they are visiting in a professional capacity and may not need to be accompanied during their visit.

**Any persons that are not wearing the appropriate lanyard/No lanyard, must be challenged, this is the responsibility of all staff members.**

#### 5. Child Protection in the Curriculum

The planned curriculum will include material and activities which are designed to help children to be less vulnerable to abuse, where this is possible, without in any way implying that the responsibility for child protection is the child's. This will include emotional health and well-being, relationship education, anti-bullying, e-safety and all work that develops self-esteem and inter-personal skills. SBS plays a vital role in preventative education which is the most effective whole school approach to prepare students for life and creates a culture of zero tolerance for any forms of harassment.

**At Safa, we want all children in our care to achieve their full potential by:**

- Being as physically and mentally healthy as possible
- Experiencing good quality education opportunities
- Living in a safe environment – learning and working in a safe environment
- Experiencing emotional wellbeing – feeling loved and valued – receiving support from a network of reliable and affectionate relationships

- Learning to look after themselves – coping with everyday living – having a sense of identity and a positive image of themselves
- Developing their confidence and their interpersonal skills

## **6. Child Protection Committee**

The Child Protection Team consists of the Principal, Designated Safeguarding Leads and Assistant Head of Early Years, Primary and Secondary School. Together they:

- Ensure that all members of staff are equipped with accurate and up to date information on Child Protection Procedures, in compliance with the Child Protection Centre.
- Review the Child Protection Policy, when necessary, considering changes in policies and the specific needs of the Safa community. The review will be completed in agreement with the Leadership Team.
- Provide additional support to members of staff in addressing cases of suspected abuse.
- Build Partnerships with local authorities to ensure practices are compliant with the law.

The Child Protection policy is designed to protect children and staff. The team meets every half term to review best practice in Child Protection and Safeguarding procedures at Safa. Members of the team include the following:

### **1. School Principal**

- Collates information from the Child Protection Team and supports decision making
- Responsible for reporting all child protection concerns to local authorities.

### **2. Head of Secondary and Primary**

- Ensures the implementation of this policy, all procedures and other related policies
- Ensures everyone connected with the school is aware of this policy and work closely with the designated safeguarding leads.

- Provides adequate resources for the designated safeguarding lead to undertake his/her role
- Ensures enhanced Police Clearance checks are undertaken for everyone working with children in the school
- Ensures that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures
- Ensures that all new staff undertake training in child protection procedures; undertake training in safeguarding and child protection
- Provides leadership and vision in respect of equality; provide guidance, support and training to all staff; monitor the effectiveness of this policy
- Ensures policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines
- Assists the Assistant Head in receiving concerns and support staff, students and parents
- Acknowledges all concerns and interview all relevant parties, in collaboration with the Assistant Head
- Ensures consistent and complete documentation of all concerns.

### **3. Assistant Head Pastoral of Primary and Secondary School**

- Ensures the implementation of this policy
- Ensures everyone connected with the school is aware of this policy; work closely with both the Head of Secondary and Primary and SLT
- Is trained in child protection policy procedures; renew training
- Keeps confidential child protection records for all pupils where there are safeguarding concerns
- Is trained in working with all agencies
- Familiarises school personnel with the policy and procedures
- Works with other statutory agencies to support the investigation of child protection concerns, coordinating action from within the school
- Transfers the child protection file of any pupil leaving to join another school; provide support for any child at risk
- Acts as a source of advice within the school
- Keeps up to date with all new guidance on safeguarding children
- Keeps all school personnel up to date with any changes to procedures; organise appropriate training for school personnel
- Ensures all incidents are recorded, reported and kept confidential; keep all paperwork up to date

- Reports back to the appropriate school personnel when necessary; annually review the policy with the Head of Secondary and Primary

#### **4. Teachers**

- Are familiar with the Safeguarding Policy and procedure
- Work closely with the Designated Safeguarding Lead
- Create and strengthen a protective environment
- Maintain a professional responsibility towards the students in their care
- Upon recognising concerns, document all details on CPOMS
- Provide support for the students

#### **5. School Personnel & Volunteers**

School personnel and volunteers must be aware of systems within school which support safeguarding and these should be explained to them as part of staff induction. This should include:

- The safeguarding & child protection policy
- The staff behaviour policy; and the role of the designated safeguarding lead
- All school personnel will complete Level 1 Safeguarding training

#### **6. Students and Parents**

##### **Students:**

- Basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- How to keep themselves safe. This is addressed in the form of assemblies once a term and is embedded in the curriculum/form time.

##### **Parents:**

- Asked to work hard with the school to establish excellent home-school relationships; aware that we have a responsibility for the welfare of all our students
- Aware that we have a duty to involve Children's Services if we have any concerns about a child
- Aware they will be informed of our actions.

### **Annually we will ask parents if:**

- They have any concerns about the safety of their child when in school
- They feel enough time is given for students to learn how to keep safe; they know who talk to if they have any concerns
- They feel their views are listened to and acted upon

## **7. Partnership with Parents**

### **The Designated Safeguarding Lead will:**

- Ensure that parents are aware of this policy;
- Respect parents and student's need for privacy;
- Respect families from different backgrounds and cultures as long as it does not put the child at risk

## **8. Important Definitions**

### **Child**

At Safa, we define a child as a person under the age of 18.

### **Child Abuse**

Child abuse is any action by another person – adult or child that causes significant harm to a child. It can be physical abuse, verbal/emotional abuse, sexual abuse or child neglect. Child abuse also includes any other form of behavior recognized as Child Abuse by the laws of UAE.

### **Safeguarding**

Responsibility of our school to ensure our staff, operations and programs do no harm to children or expose children to the risk of harm and to ensure that any concerns about children's safety is reported to an appropriate authority.

## **9. Signs and Symptoms**

**(Please see Appendices A (I) and (II))**

All staff have a responsibility to protect and safe guard children.

Child abuse may come to **staff** attention in a number of ways:

- A child or young person may make a direct disclosure to staff
- Staff may observe bruises/burns or injuries for which there is no plausible explanation
- Another child, young person or parent/carer may tell staff something which causes concern
- Staff may observe changes in behaviour that are a cause of concern
- Staff may instinctively feel something is wrong
- There may be neglect issues

## **10. Recording Child Protection/Welfare Concerns**

### **CPOMS**

Class teachers (Primary) and Tutors and subject teachers (Secondary) ultimately hold responsibility for the children in their classes/tutor groups. Therefore, they need to be responsible for monitoring and recording any concerns of abuse.

CPOMS is a safe platform for recording and managing child protection and safeguarding concerns. All information documented on CPOMS remains confidential and is only accessible to members of the child protection and safeguarding team.

Identified concerns are reported on CPOMS or to the DSL. The receiving member of the team documents the concern on CPOMS. All concerns are received by the Designated Safeguarding Lead.

## **11. Reporting Procedure**

All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant

professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

**If a child is in immediate danger:** Report to the DSL

**If a child makes a disclosure, then the member of the school personnel must:**

- Listen to the child; take them seriously
- Remain calm; do not over-react however shocked you may be
- Offer reassurance
- Not ask the child to remove or adjust clothing if bruises are observed
- Not ask leading questions
- Let the child speak freely; give them time (Don't make assumptions and don't offer alternative explanations, ask questions beginning with Tell me about...Explain...Describe... Avoid 'who, what, when, where' questions)
- Accept what has been told them without challenge; not offer opinion or criticize or lay blame
- Reassure the child at the end of the disclosure telling them that they have done the right thing
- Not promise confidentiality but inform them that other people need to be told; record accurately and factually what the child has said in note form
- Record observed injuries or bruises on a map of the body
- Report incident on CPOMS. (Use the child's own words, make your record as soon as possible after the event, so that you don't forget anything, and include information about what action was taken afterwards)
- Go directly to the DSL

## **12. Confidentiality & Security of Information:**

It is imperative that confidentiality is observed at all times as the protection of the child is paramount. School personnel have a professional responsibility to share information with other professionals who are investigating a case. A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret. The child must be reassured that the information may be shared with anyone involved in the protection of that child; All safeguarding and child protection records are regarded as confidential and will be kept in a secure place, which can only be accessed by the Safa British School Safeguarding Team.

All staff are required to attend annual Child Protection training which covers what to do if a child discloses to them. Safa British School hold termly safeguarding training for all staff. Additionally, e-updates are issued to staff for their reference.

### 13. Support

#### Guidance for Staff

- All Staff will receive training on the procedures for identifying and reporting cases, or suspected cases, of abuse
- All Staff will receive a hand out “Talking and Listening to Children” (**Appendix B**) which gives guidance on what to say and do when faced with a disclosure. (**APPENDIX C**)
- All staff will receive personal login details for CPOMS
- Counselling support will be available to staff involved in reporting cases of child abuse
- The Counsellor and DSL will advise on the appropriate external support services available to children and their families

### 14. Reports Shared with a member of the Child Protection & Safeguarding Team

Reports/CPOMS referrals passed on to the DSL should include a detailed description of the event incorporating a clear, sequential and factual account of the concern. For example, exchange of dialogue should be stated in the concerned person(s) exact words. Reports should include the following;

- Dates and/or time of the suspected concern.
- Name(s) of the child/staff involved.
- Name(s) of external parties involved.
- State the concern and how you learnt about it, including names.
- Share any additional information about the child/staff or others involved.

#### Role of Designated Safeguarding Lead (DSL)

Any referrals disclosures or concerns regarding possible abuse need to be recorded on CPOMS and passed on to the DSL. The DSL will then investigate the case further and decide on the next course of action. Whilst some incidents can be contained within the school without the need for outside assistance, some will require additional assistance from Head Office.

**The Designated Safeguarding Lead will then:**

- Further investigate and keep records of this investigation;
- Decide whether to take this referral further or to monitor the situation; inform the person making the initial referral of his/her decision;
- Look at attendance and punctuality data
- Look at academic achievement
- Look at the child's behaviour and attitude
- Find out about the child's relationships and social skills
- Look at records of the child's appearance and presentation
- Find out about any known incidents in or outside school
- School contact with parents/carers

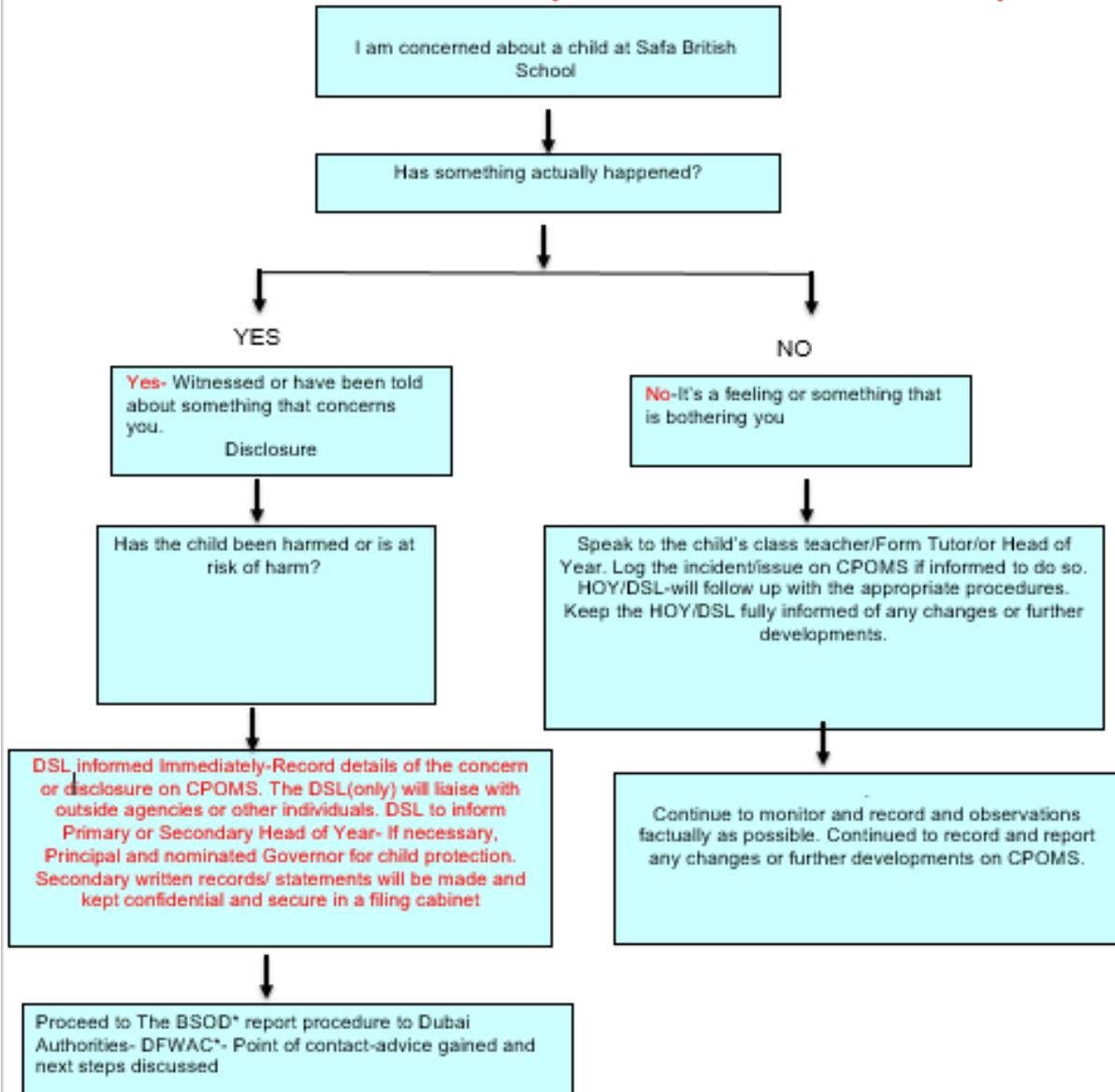
**If a parent or a visitor makes a disclosure to school, then the Designated Safeguarding Lead:**

- Should meet with the parent/visitor taking down all details
- Will get back to the parent/visitor when a decision has been taken of how to proceed and assure them that the matter is/has being addressed

*Reporting procedures are strictly confidential. The following visual presents the procedure:*

**SAFEGUARDING REFERRAL PROCESS AT SBS**

**Flow Chart Referral: What to do if you are concerned about a child's safety**



\* British Schools of Dubai and Dubai Foundation for Women and Children

**The Interview Process**

All concerns are documented on CPOMS and received by the Designated Safeguarding Lead. The Safeguarding Lead collaborates with the reporting member of the team to initiate the interview process. The interview process may be extended to other people in the student's environment. All findings are documented on CPOMS.

The interview questions must be non-leading and relate strictly to the child's wellbeing. The interview process is conducted in a manner in line with policy.

### **See Appendix B Talking and Listening to Children**

#### **Action**

- Following the interview process, the Designated Safeguarding Lead shares the concern with suitable members of the child protection team.
- Concern is reviewed for further action.
- Based on acquired information, the child protection team creates a support plan for the child.
- The pastoral team, including counselors may be asked to support the child.
- The Designated Safeguarding Lead confirms the conclusion of the case with concerned parties.

Decision to report to external bodies is made by the Principal. The school reports to the Child Protection Hotline; **+97180098**. Other external bodies include; Dubai Police, Dubai Foundation for Women and Children.

**Please note that the Designated Safeguarding Lead will respond as soon as possible. The team will collect feedback from all concerned parties and share it with the complainant**

If you have a concern about a student being at risk of harm or you receive a disclosure, please speak to the Designated Safeguarding Lead.

**In compliance with the UAE Law, the school has a duty to report all concerns of suspected abuse (including domestic abuse) to the local authorities.**

## **15. Whistleblowing**

Human Resources at Safa supports staff members who report colleagues of unethical or suspicious conduct. This may include illegal practices, criminal offences, physical or sexual abuse, risk of damage to the school environment, someone covering up a wrongdoing and matters relating to health & safety.

### **Reporting concerns about a staff member**

- Any concerns about a member of staff, report to Principal

## **16. Allegations of abuse made against other pupils**

The school has a zero-tolerance approach to ‘child on child’ abuse and staff will challenge inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. Most cases of students hurting other students will be dealt with under our school’s positive behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns.

### **This might include where the alleged behaviour:**

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- An activity outside the laws of the country that will be dealt with in lines of correct procedure as per the rules of the UAE
- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will update individual risk assessments to include the newly presented risk and update positive behavior support plans, with require strategies to minimise risk for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- The DSL will contact specific services if appropriate.

### **We will minimise the risk of chils-on-child abuse by:**

- Challenging any form of derogatory or sexualised language or behaviour

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards pupils, and initiation or hazing type violence with respect to students
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by displaying our safeguarding posters in key points around the school and by raising awareness through form time/assemblies/PSHE lessons.
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## 17. Notifying Parents

Where appropriate, we will discuss any concerns regarding a child with the child's parents. The DSL will normally do this in the event of a suspicion or a disclosure, other staff will only talk to parents about any such concerns following a consultation with the DSL. If we believe that notifying the parent would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## 18. Students transferring to a new school

The following procedures will take place if a pupil, made subject to a child protection plan, transfers to another school:

- The Designated Safeguarding Lead will send a copy of the child protection file and send securely to the named DSL of the receiving school as requested. This should be transferred separately to the main pupil record and receipt should be acknowledged so school can evidence it has been received. A copy will remain at Safa British School and filed securely.
- Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and **within 5 days** for an in-year transfer or within

the **first 5 days** of the start of a new term to allow the new school or college to have support in place for when the child arrives

- For students new to Safa, the DSL will contact the previous school to request any historic child protection incidences.

## **19. Responsibility of all members of the Safa Community**

All staff members are expected to cultivate a safe, trusting and caring environment. They should educate themselves about the definition, signs and identification of child abuse and understand the Child Protection and Safeguarding Policy with support from the Designated Safeguarding Leads. They have a duty to report all suspected cases of child abuse while maintaining strict confidentiality and following procedures that deal with disclosure as recommended.

Safeguarding and child protection is everyone's responsibility. Our policy and procedures also apply to extended school and off-site activities. All staff will be expected to contribute towards an environment that offers children maximum protection e.g. contributing to the creation of a positive atmosphere in which children are respected and know that they can find assistance if necessary. Children should know that there are adults in the school whom they can approach if they have a worry or a problem.

### **School Nurse**

The Nurse will be required to conduct an initial examination if there are physical injuries and write an initial report about the student's physical and emotional condition. The Head of School, also a Safeguarding Designated Lead member can request information for case reviews.

In some cases, the child may have to take medication because of the abuse. The School Nurse must ensure that all standards and procedures for administering medications in the school setting are met. The nurse's role is to ensure that relevant information obtained in the course of their duties is communicated to the Child Protection Team where appropriate. Types of injuries and frequency of visits is all recorded. Emergency procedures will be made known to all staff to ensure that students who require medical assistance will receive it promptly. In order to protect children, there will be staff training provided in the use of Epipens and information regarding the treatment of epilepsy.

## **Parents/Guardians**

Parents understand the Child Protection and Safeguarding Policy at Safa. They comply with the procedures in place to protect their children. Parents should be aware that the school will take reasonable action to ensure the safety of its students/staff. Parents must alert the school of any concerns relating to the safety and welfare of a child at Safa. Parents are always advised to maintain confidentiality. They are encouraged to collaborate with the school in supporting the child both, inside and outside of school.

## **Information**

Information about individual children's needs will be shared with relevant others in order to ensure the highest level of care and support. A register of medical needs and IEP'S (Individual Education Plans) and profiles, will be available on Drives and staff will be reminded to refer to these. Updates will be circulated to all staff.

## **After School Activities**

All external providers have a duty of care towards our students. They are responsible for understanding the Child Protection and Safeguarding policy at Safa. All providers are required to submit background checks, Good Conduct certificate and to attend a training course on Child Protection and Safeguarding facilitated by Safa.

All providers agree to report child protection concerns to the Designated Safeguarding Lead. This applies regardless of whether or not the child is registered at our school.

## **Transportation**

All adults responsible for Safa students in transportation have a duty of care to report any suspicious activities or concerns that may risk a child's health and safety. They undertake the Child Protection & Safeguarding training and are required to comply with the procedures in place.

**Reporting:** All providers agree to report child protection concerns to the Transportation Manager. The manager is responsible for reporting it to the school as soon as possible with complete documentation. All buses are under vigilant camera surveillance.

## **Operations**

Members of the facilities, security, maintenance and catering teams understand the Child Protection & Safeguarding Policy at Safa. They also attend a training on Child Protection and Safeguarding to ensure a thorough

understanding of possible concerns. They report to the DSL if they have any concerns.

### **Facilities**

The Safa campus is always under vigilant surveillance. Camera recordings of specific areas in the school can be accessed with legitimate child protection concern. Recordings are at times used as supporting evidence in child protection concerns.

### **Maintenance & Catering**

All adults have a duty of care towards children attending Safa. They are responsible for ensuring their correct behaviour and reporting any suspicious activities in compliance with the Child Protection & Safeguarding Policy.

### **Security**

Security staff undertake to be vigilant and adhere to the procedures governing access to the school campus. A visitor's pass must be worn to facilitate identification and monitoring of visitors to the school. A record of relevant personal details will also be kept.

### **Board of Governors**

Child Protection and Safeguarding practices are shared with the members of the Board of Governors at Safa. The members collaborate with the Child Protection Team to review support and challenge the policy and systems in place for safety and wellbeing of our community. All governors and trustees receive appropriate safe guarding and child protection training at the beginning of the academic year.

## **20.Safe Recruitment**

Staff will be provided with a copy of the Child Protection and Safeguarding policy and will be required to sign a document confirming that they have read and understood it. Recruitment of all members of the

Safa staff must be conducted in compliance with the following requirements;

- A police certificate of Good Conduct or equivalent certification.
- A minimum of two references. One must be the individual's current or last employer. The reference should indicate good conduct and/or satisfaction that the individual is suitable to work with children or young people.

- A signed declaration on the application form submitted as part of the recruitment process that the applicant has not been arrested or convicted of a criminal offence or that they have ever been known to any children's services department or to the police as being a risk or potential risk to children or have been the subject of any disciplinary investigation and/or sanction by any organisation due to concerns about his/her behavior towards children.
- In addition, as part of the short-listing process we carry out online searches as part of our due diligence on shortlisted candidates.(HR Manager & set criteria)

If there is a substantial finding against a member of staff the disciplinary procedure will be activated. Human Resources will be informed of all allegations made against employees to ensure that they are able to respond accurately to any request from a potential employer for a reference requesting information regarding any allegations or concerns raised about an employee, which relates to the safety and welfare of children or young people. *Please see the Safa Safe Recruitment Policy for reference.*

## **21.Application of the Policy**

This policy applies to all school events inside and outside of school, for example, performances, social events, school trips, educational events etc. Child Protection is a shared responsibility across the Safa community. Any suggestions should be shared with the DSL who will then share with the Child Protection Team for review. An outcome will be shared with a view to ensuring best practice.

## **22.Relevant Legislation or Authorities**

This Child Protection Policy is underpinned by the fundamental principle of the United Nations Convention of the Rights of the Child UNCRC 1989 ratified by United Arab Emirates (UAE) on the 3rd January 1997 along with the UAE local Child Protection Laws, last updated in June 2016.

## **23.Raising awareness of this policy**

- We will raise awareness of this policy via:
- The school website

- Staff briefings (with DSL attendance)
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Communications with home such as weekly newsletters
- Information displays in the main school entrance

## **24. Monitoring the effectiveness of this policy**

The practical application of this policy will be reviewed annually or when the need arises by the Head teacher, AHP and the Safeguarding Team.

## **Appendix A(i) Types of Child Abuse**

### **What is 'Child Abuse'?**

Child abuse is when a child is suffering, or is likely to suffer, significant harm, as a result of someone inflicting harm or failing to act to prevent harm. The abuse may happen in the child's family, or in the community or institutional setting.

### **Physical**

- Hitting, shaking, slapping, burning, and leaving a mark on the body.

### **Verbal/Communication/Emotional**

- Shouting, threatening, insulting, undermining, blaming, judging and intimidating,
- Neglecting, saying or doing things that make a child feel unsafe, unloved and unwanted.
- Engaging in any form of inappropriate communication (including digital) with a child, including messages of sexual nature.
- Bullying of any form, including incitation to harm one-self or develop suicidal thoughts.

### **Sexual**

- Occurs when a person tried by force to have sexual contact with another

- Inappropriate touches, rape and watching pornography (a child or an adult in the presence of a child).
- Encouraging a child to engage in prostitution or any conduct of sexual nature either with a peer or an adult.

### **Child Neglect**

- Absence of adequate basic needs for the child including food, hygiene and shelter.
- Neglecting children emotionally, medically and educationally.
- Inadequate supervision by parent/ guardian or caregiver.

### **Peer on Peer Abuse**

A 'peer' is a person within the same age range, and someone of equal worth. All students, co-teachers, co-staff are considered as each other's peers. Peer on peer abuse can manifest itself in many ways which may include; bullying, sexual exploitation and child harm. All forms of peer on peer abuse are reported and are managed in compliance with the Staff Conduct Policy and whole school Anti-Bullying Policy.

### **Child Protection from Technological Risks & Threats**

The Internet has the potential to offer children and young people a wide range of opportunities. However, there are ranges of risks and dangers online that threatens children's safety and are widely known as follows:

- Children and young people inadvertently or deliberately accessing illegal or inappropriate sexual or violent material online.
- Targeting and grooming of children by predatory adults through chat rooms, possibly adults posing as children.
- The abuse of children, in some cases in real time using web cams, in order to provide material for pedophile news groups.
- The use of email, instant messaging etc. to bully and harass other – this may be more likely to occur between children and young people.

## Appendix A (ii): Common sites of accidental and non-accidental injury

### Common Sites of Accidental Injury:

HEAD	UPPER BODY	LOWER BODY
Forehead	Spine	Hips
Nose	Elbows	Knees
Chin	Forearm	Shins

### Common Sites of Non-Accidental Injury:

HEAD	NECK AND SHOULDERS	UPPER BODY	LOWER BODY
<p><b>Eyes</b> = bruising, black (particularly both eyes)</p> <p><b>Skull</b> = fracture, bruising, bleeding under skull (from shaking)</p> <p><b>Cheeks</b> = bruising, finger marks</p> <p><b>Mouth</b> = torn frenulum (ligament behind the upper lip)</p>	<p><b>Neck</b> = bruising grasp marks</p> <p><b>Shoulders</b> = bruising, grasp marks</p>	<p><b>Upper and Inner arms</b> = bruising grasp marks</p> <p><b>Chest</b> = bruising grasp marks</p> <p><b>Back</b> = linear bruising, outline of belt/buckle marks, burns or scalds</p>	<p><b>Genitals</b> = bruising</p> <p><b>Buttocks, Back, thighs</b> = linear bruising, outline of belt/buckle marks, burns or scalds</p> <p><b>Knees</b> = grasp marks</p>

## **Appendix B: Talking and Listening to Children**

### **If a child wants to confide in you, you SHOULD:**

- Be accessible and receptive
- Listen carefully and uncritically, at the child's pace
- Take what is said seriously
- Reassure children that they are right to tell
- Tell the child that you must pass this information on.
- Make sure that the child is ok
- Make a careful record of what was said (see *Recording*)

### **You should NEVER:**

- Investigate or seek to prove or disprove possible abuse
- Make promises about confidentiality or keeping 'secrets' to children
- Assume that someone else will take the necessary action
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody
- Investigate, suggest or probe for information
- Confront another person (adult or child) allegedly involved
- Offer opinions about what is being said or the persons allegedly involved
- Forget to record what you have been told
- Fail to pass this information on to the correct person (DSL)

### **Children with communication difficulties, or who use alternative/augmentative communication systems:**

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
- Where appropriate an interpreter may be used. This should be a bi-lingual member of staff who has been trained in how to receive a disclosure correctly

## Recordings should:

- State who was present, time, date and place
- Be passed to the DSL immediately (certainly within 24 hours)
- Use the child's words wherever possible
- Be factual/state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation

## What information do you need to obtain?

- Schools have **no investigative role** in child protection (The DSL will refer cases to the police as appropriate)
- Never prompt or probe for information, your job is to listen, record and pass on.
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**
- The question which you should be able to answer at the end of the listening process is 'Might this be a child protection matter?'
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Lead

## If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc. e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that ... ..'.
- Timescales are very important: '**When was the last time this happened?**' is an important question

## What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children eg not too isolated, easily supervised, quiet for example

- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal
- Be prepared to answer the ‘what happens next’ question
- We should never make face-value judgments or assumptions about individual children. For example, we ‘know that [child.....] tells lies’
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity
- Think about what support **you** could access if faced with this kind of situation in school

## Appendix C: What to do on suspicion or disclosure

Becoming aware of abuse can cause a multitude of emotional reactions, which are personal to the individual. Whatever the reaction, it must be responded to in the correct manner, outlined below.

### **Stay calm**

(Don't over-react. It is extremely unlikely that the child is in immediate danger)



### **Listen, hear and believe**

(Don't probe for more information. Questioning the disclosure may affect how it is received at a later date)



### **Give time for the person to say what they want**

(Don't make assumptions, don't paraphrase and don't offer alternative explanations.)



### **Reassure & explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed**

(Don't promise confidentiality to keep secrets or that everything will be OK – it might not be.)



### **Act immediately in accordance with the procedure in this document**

(Don't try to deal with it yourself)



**Record in writing as near verbatim as possible and as soon as possible on CPOMS**

## Appendix D: Do's and Don'ts

### DO

- Listen and accept
- Try not to interrupt
- Tell the student that they have done the right thing by telling you
- Inform the student of what you are going to do
- Make accurate notes using all the student's words as soon as possible
- Inform a member of the SBS Child Protection Team

### DON'T

- Promise confidentiality
- Investigate
- Ask leading questions
- Paraphrase when recording the allegation
- Ask a student to remove clothing
- Take photographs
- Ask the student to repeat the disclosure over and over again

## Appendix E: Involvement of outside Agencies

**Dubai Foundation for Women and Children (DFWAC)** is the first licensed non-profit shelter in the UAE for women and children victims of domestic violence, child abuse, and human trafficking. It was established in July 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services in accordance with international human rights obligations. The Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually, and emotionally abused women and children, prevent ongoing abuse and the escalation of violence, and promote social awareness through education and outreach.

### **Dubai Foundation for Woman and Children**

+974 4 6060300

Email: [help@dfwac.ae](mailto:help@dfwac.ae) Website: [info@dfwac.ae](mailto:info@dfwac.ae)

## **Dubai Police Human Rights Department**

24/7 Duty Officer 056 6862121

Dubai Police: +971 460 9999

Email: [mail@dubaipolice.gov.ae](mailto:mail@dubaipolice.gov.ae)



## **Latifa Hospital Child Welfare Unit**

Tel: 04-2193000

Fax: 04-3241717

PO Box 4115 Dubai, UAE

Working Hours: 24 Hours

## **Community Development Authority (Centre)**

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The recently opened centre under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need. [Al Ameen Reporting \(Dubai & Federal Police\)](#)

The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of developments in Dubai and on issues that concern them.

[www.alameen.ae/en/](http://www.alameen.ae/en/)

**Child Protection Hotline: +971800988**

**Child Protection Center: +97111022**