SAFA BRITISH SCHOOL

Unlocking the potential of every child.

Individuality. Community. Excellence.

Safeguarding Policy 2026 - 2027

Whole School

Unlocking the Potential of Every Child

Individuality – Community - Excellence

Approved/Reviewed by	
L McGeever - Vice Principal / Head of Primary **B Horwell - Principal**	
Date of review	June 2026
Date of next review	June 2027

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1. Introduction

Safa British School is committed to providing a safe and secure environment where all children are protected from harm and abuse. This Safeguarding Policy outlines our dedication to ensuring the welfare and safety of our students, aligning with the most recent developments in the Keeping Children Safe in Education (KCSIE) guidelines 2023 & National Child Protection Policy 2022. This policy is written with reference to both the UAE Federal Child Rights Law No. 3 of 2016 (Wadeema's Law) and the Knowledge and Human Development Authority (KHDA) Child Protection Guidelines. It is also informed by the UK statutory guidance Keeping Children Safe in Education (KCSIE, 2023). Where UK references are used, these have been adapted to the UAE context. Our aim is to create a nurturing atmosphere where children feel safe, valued, and supported.

This policy should be read in association with the Code of Conduct and the policies on Behaviour for Learning, E-Safety, Attendance, Anti Bullying Policy, Inclusion Policy, First Aid Policy and the Health and Safety Policy.

Secondary Designated Safeguarding Leads	
Mr. Jonathan Pennock Head of Secondary 055 591 7223	Mrs Jessica Vowles Deputy Head of Secondary 052 708 8514
Primary Designated Safeguarding Leads	
Mrs Louise McGeever Vice Principal / Head of Primary 050 158 4337	Miss Dara Davey AHT Pastoral Care 050 773 6527
Whole School	
Tarana Khatri School Counsellor 0525206117	Mr Brian Horwell Principal 055 101 3941

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

Here are the key references used in its creation:

- **UK Department for Education (DfE):** "Keeping Children Safe in Education" 2023 update.
- **"Working Together under the Children Act 2019"** (updated version).
- **Federal Law No. 3 of 2016 (UAE).**
- **UAE Child Protection Policy (UAE Cabinet Directive No. (3/3 و (of 2022)).**
- **Local advisory services & BSME Cluster Groups.**
- **National Child Protection Policy in Educational Institutions in United Arab Emirates.**

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

At Safa, the DSLs for Child Protection issues are Ms Vowles and Ms Davey who are responsible for coordinating action within the school and liaising with outside agencies/professionals as appropriate.

All personnel, including staff and ECA providers, undergo thorough screening to ensure they pose no risk to children. Allegations against individuals, regardless of age, are taken seriously and investigated by the appropriate authorities. If necessary, external agencies may be involved in the investigation process.

The Principal and Heads of Primary and Secondary lead child protection efforts, providing guidance and assistance to staff and collaborating with external agencies when needed. Temporary staff and ECA providers working with children are briefed on the school's child protection procedures and their obligations. Continuous training is provided to all staff working with children to ensure they are equipped to fulfill their child protection responsibilities effectively, with regular updates through refresher courses.

- **Initial Training for New Staff:** Comprehensive safeguarding training during induction week, covering policies, signs of abuse, reporting procedures, and CPOMS use.
- **Annual Refresher Training:** Mandatory yearly refresher courses for all staff to stay updated on legislation, policies, and best practices.
- **Advanced Training for Key Roles:** Designated Safeguarding Leads (DSLs), Senior Leadership Team, and Governors receive advanced safeguarding training, refreshed every two years.
- **Continuous Professional Development:** Regular workshops, CPD, scenario-based training, and external training opportunities throughout the year (e.g., National College).
- **Documentation and Support:** Maintain detailed training records, provide regular check-ins, and implement feedback mechanisms for continuous improvement.
- **Referrals:** Ensure timely referrals to UAE child protection agencies, including Dubai Police, KHDA, and the Child Protection Unit (CPU), in cases of suspected harm, in line with UAE federal requirements.

Principal:

- Oversees implementation and monitoring of the Child Protection Policy.
- Holds ultimate responsibility for all child protection matters.
- Manages the work of the Designated Safeguarding Lead (DSL).
- Ensures thorough background checks on all staff and volunteers following best practices for recruitment as outlined by The Council of International Schools Global Child Protection Task Force. All relevant information is stored on the Single Central Record.
- Reserves the right to terminate the employment of any employee found to have acted in contradiction to this policy, child protection guidelines, and SBS Policies. Any termination will be handled in accordance with Child Protection guidelines and Employment Law.
- Handled in accordance with Child Protection guidelines and the Employment Law.

Staff and Volunteers:

- Have a responsibility to protect children from abuse.
- Follow the procedures and guidelines of this policy.
- Report any concerns or allegations of child abuse to their line manager or senior staff immediately.
- Respond to child disclosures with sensitivity, record information accurately, and avoid leading questions or promises of secrecy.
- Report suspected abuse to the school management team immediately.
- Integrate curriculum materials that promote responsible attitudes toward adult life.
- All staff in the UAE are legally mandated reporters. Concerns must be reported immediately to the DSL, who will escalate to relevant UAE authorities where necessary
- Promote safe, responsible and age-appropriate use of technology by modelling positive digital behaviour and reporting any online safeguarding concerns in accordance with school procedures.
- Exercise professional curiosity by recognising when a child's presentation, behaviour, attendance, emotional wellbeing or family circumstances may indicate that further support or safeguarding intervention is required.

Parents:

- Be aware of the school's duty to report suspected abuse by parents.
- Understand that authorities may need to speak to children without parental consent in the child's best interest.

DSL (Designated Safeguarding Lead):

- Acts as the lead contact for child protection concerns.
- Offers advice and support to staff.
- Works with external agencies when necessary.

Governors/Board

- Oversee the implementation and effectiveness of the safeguarding policy.
- Ensure that the school complies with legal requirements and best practices regarding child protection.
- Support the Principal and DSL in their safeguarding duties.
- Participate in advanced safeguarding training and refreshers every two years.
- Monitor and review safeguarding incidents and responses to ensure continuous improvement.

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. Safa British School recognises the importance of early identification and intervention. Where concerns emerge that do not meet the threshold for statutory intervention, appropriate pastoral support, counselling, inclusion services and external agencies will be engaged where appropriate to provide timely support for children and families.

- 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 includes age-appropriate learning experiences designed to help children develop the knowledge, skills and confidence to keep themselves safe, whilst recognising that safeguarding is always the responsibility of adults. This includes emotional health and wellbeing, positive relationships, anti-bullying, digital safeguarding, online safety and the development of self-esteem, resilience and interpersonal skills. Students are taught how to use technology responsibly and safely, including understanding cyberbullying, online grooming, privacy, consent, digital footprints, misinformation, gaming, artificial intelligence, age restrictions on social media platforms and how to seek help if they have concerns. Teaching reflects current UAE legislation and national guidance, including age-related expectations regarding social media use. Safa British School recognises the vital role of preventative education in preparing students for life, empowering them to make informed decisions and fostering a culture of respect, responsibility and zero tolerance for all forms of bullying, harassment and abuse

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
- Understand early interventions available for support & guidance . The school has a multifaceted support system that allows for different scope of help based on student needs. This is outlined in our MHWB

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 Heads 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 will 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 recognises that regular attendance and punctuality at school is important to the well-being and safety of all children and enables them to access the opportunities made available to them at school. Attendance must be monitored closely, and action taken where concerns are raised; whether learning is online, blended or physically in school. Every school must have an attendance policy that is reviewed regularly by the school leaders, and LAB members should monitor the impact of the policy in securing good attendance and punctuality. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. Persistent absence, repeated lateness, unexplained patterns of absence or sudden changes in attendance may indicate that a child is at risk. Such concerns will be explored sensitively and referred to the Designated Safeguarding Lead where appropriate It is important the school's response to persistently absent pupils and children missing education supports identifying abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future ng, 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
- Support parents in understanding emerging online risks, digital wellbeing and age-appropriate technology use through workshops, guidance and regular communication.
- Encourage parents to work in partnership with the school to promote safe, responsible and age-appropriate use of technology both at home and in school.

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.

Peer-on-Peer Abuse
Peer-on-peer abuse is behaviour by one child towards another that causes harm or places a child at risk of harm. It may include physical abuse, emotional abuse, bullying, prejudice-based bullying, sexual harassment, sexual violence, coercive behaviour or harmful behaviours. Safa British School recognises that peer-on-peer abuse can occur both inside and outside school and will never dismiss such behaviour as banter, growing up or part of childhood. All concerns will be taken seriously and responded to appropriately.

9. Signs and Symptoms

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

All staff have a responsibility to protect and safeguard 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

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 safeguarding team. Identified concerns must be reported on CPOMS or to a member of the Safeguarding team. Each school section displays posters that identify safe adults to whom children can report concerns and seek help. The receiving member of the team documents the concern on

CPOMS. All concerns are received by the Designated Safeguarding Lead (DSL).

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 (DSL), 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 they are being abused or neglected. Staff should understand how to manage the requirement to maintain an appropriate level of confidentiality while liaising with relevant professionals such as the DSL and external agencies. 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 immediately

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. Children Missing in Education

SBS recognises that regular attendance and punctuality at school is important to the wellbeing and safety of all children and enables them to access the opportunities made available to them at school. Attendance is monitored closely, and action taken where concerns are raised as per our Attendance & Punctuality Policy. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. If no contact is made after day 3 of absence/s, the absence/s will be unauthorised and the school will follow the appropriate locality guidelines.

14. Support

Children who have experienced abuse, neglect or other safeguarding concerns may require ongoing pastoral, emotional or therapeutic support. Safa British School works collaboratively with families, counsellors, inclusion staff and external agencies to ensure that appropriate support is provided and regularly reviewed

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

15. 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

I am concerned about a child at Safa British School

Has something actually happened?

YES

Yes- Witnessed or have been told about something that concerns you.

Disclosure

Has the child been harmed or is at risk of harm?

DSL informed Immediately-Record details of the concern or disclosure on CPOMS. The DSL(only) will liaise with outside agencies or other individuals. DSL to inform Primary or Secondary Head of Year- If necessary, Principal and nominated Governor for child protection. Secondary written records/ statements will be made and kept confidential and secure in a filing cabinet

Proceed to The BSOD* report procedure to Dubai Authorities- DFWAC*- Point of contact-advice gained and next steps discussed

NO

No-It's a feeling or something that is bothering you

Speak to the child's class teacher/Form Tutor/or Head of Year. Log the incident/issue on CPOMS if informed to do so. HOY/DSL-will follow up with the appropriate procedures. Keep the HOY/DSL fully informed of any changes or further developments.

Continue to monitor and record and observations factually as possible. Continued to record and report any changes or further developments on CPOMS.

* 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.

16.Whistleblowing

Safa British School is dedicated to a safe and ethical environment, where all staff are encouraged to report concerns about colleagues, ensuring confidentiality and protection from retaliation for good-faith disclosures.

1. Reporting Concerns About Staff

The concern should initially be raised with their own line manager, unless the disclosure concerns their line manager, in which case the matter must be raised directly with the Principal. If the matter is a safeguarding concern, then it should be raised immediately with the Designated Safeguarding Lead. It is not necessary to investigate or provide evidence in case of a safeguarding concern, as this should only be reported and any further investigation in this matter will be taken over by the Designated Safeguarding Lead.

2. Allegations Involving the Principal or DSL

Principal: If the concern is regarding the Principal the employee will raise it initially with the Vice Principal who will then take this directly to the Governing board, explaining the reasons for the concern and the evidence to support the allegation. The Governing board in this instance will carry out an independent investigation. The Principal will be informed of the allegation and will be given the chance to provide evidence to counter the allegation. A final decision will be taken by the Governing Board in this matter, based on the outcome of the investigation.

3. Confidentiality and Support for Whistleblowers
Any employee at SBS should not feel uncomfortable raising a whistleblowing concern as it is an expression of their commitment to the School's values and ethos and a professional duty of care to the school community. SCS will not tolerate any harassment or victimisation of the individual raising the concern and will take appropriate action to protect an individual even if they are genuinely mistaken in their concerns. HR provides additional support services if needed.
4. Compliance and Documentation
All reports will be documented and managed in line with local legal requirements, safeguarding protocols, and regulatory standards to ensure a thorough and fair response.

5. Low-Level Concerns and Professional Conduct

In line with best practice (KCSIE, 2023), Safa British School recognises the importance of addressing **low-level concerns** about staff behaviour. A low-level concern is any behaviour by an adult towards a child that does not meet the threshold for an allegation of harm but may still be inconsistent with the school's Code of Conduct or professional expectations.

Examples include:

- Being over-friendly with children
- Having favourites
- Using inappropriate language
- Breaching professional boundaries in person or online

Low-level concerns will be:

- Reported to the DSL or Principal as appropriate
- Recorded in a confidential log, overseen by the DSL and Principal
- Reviewed regularly to identify any patterns or areas of risk

17.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 child 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

18. 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.

19. 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.
- When a child joins Safa British School, the Designated Safeguarding Lead will request safeguarding information from the previous school as soon as possible. Where records are delayed or not received, follow-up communication will take place and all correspondence will be recorded to ensure continuity of safeguarding support

20. 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 if 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.

21.Safe Recruitment

Staff will attend L1 Child Protection and Safeguarding training and attendance will be recorded on our single central record. 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.*

22.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.

23.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.

24. 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

25. Monitoring the effectiveness of this policy

To ensure the effectiveness of our Safeguarding Policy, Safa British School will implement the following measures:

- **Regular Reviews:** Conduct annual reviews of the safeguarding policy to ensure it remains up-to-date with current legislation, best practices, and the specific needs of our school community.
- **Feedback Mechanisms:** Establish feedback channels for staff, students, and parents to provide input on the safeguarding practices and report any concerns or suggestions for improvement.
- **Audits:** Perform regular audits and inspections of safeguarding procedures and practices, conducted by internal and external experts, to identify any areas for improvement.
- **Training Evaluations:** Assess the impact of safeguarding training sessions through surveys, feedback forms, and performance evaluations to ensure they effectively equip staff with the necessary knowledge and skills.
- **Incident Analysis:** Review and analyze safeguarding incident reports and responses to identify patterns, trends, and areas that require further attention or resources.

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/ Psychological

- 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.

Child on Child Abuse

Child on child refers to situations where a child is harmed, exploited, or abused by another child. This can include physical, sexual, emotional abuse, and coercive control, as well as bullying, harassment, and harmful sexual behavior. Such abuse is not limited to children of the same age and can occur between children of different ages and developmental stages. It's essential to recognize that child-on-child abuse can happen in any setting, including schools, and may involve both boys and girls, with victims and perpetrators often knowing each other. All forms of child on child 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
Eyes = bruising, black (particularly both eyes) **Skull** = fracture, bruising, bleeding under skull (from shaking) **Cheeks** = bruising, finger marks **Mouth** = torn frenulum (ligament behind the upper lip)	**Neck** = bruising grasp marks **Shoulders** = bruising, grasp marks	**Upper and Inner arms** = bruising grasp marks **Chest** = bruising grasp marks **Back =** linear bruising, outline of belt/buckle marks, burns or scalds	**Genitals** = bruising **Buttocks, Back, thighs** = linear bruising, outline of belt/buckle marks, burns or scalds **Knees** = grasp marks

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

Do not keep your concerns to yourself. Abuse can manifest in various forms, including neglect, physical, emotional, or sexual abuse, among others. If you observe any indicators of abuse or if a child confides in you about concerning experiences, take immediate action.

ReportingProcedure:
Any concerns should be promptly reported to Fiona McDermott (Foundation Stage), Dara Davey (Primary), Jessica Vowles (Secondary), or any member of our SBS Safeguarding team.

What should you do? Response Protocol:

- Remain calm and composed; avoid displaying shock or panic.
- Listen attentively to the child without prompting responses.

- Reassure the child that they are doing the right thing by confiding in an adult. Acknowledge their courage and commend them for reaching out.
- Refrain from projecting or assuming anything; allow the child to share their story in their own words.
- Use age-appropriate language and seek clarification for any unfamiliar terms or expressions.
- Validate the child's account and assure them that they are believed.
- Express commitment to protect and support the child to the best of your ability.
- Avoid promising secrecy to the child. Explain the necessity of involving certain parties while ensuring confidentiality to the extent possible.
- Ensure a comprehensive understanding of the child's disclosure before concluding the discussion.
- Ensure the child's comfort and avoid situations where they may feel pressured to alter their account.
- Report to the designated person as soon as possible. Record details of the disclosure, including dates, times, and observations, with accuracy and detail to minimize the need for the child to repeat their experiences unnecessarily.
- Maintain confidentiality; refrain from discussing the matter with other staff members, students, or individuals outside the school community.

Remember, it is your responsibility and duty as a member of staff at Safa British School to promptly relay any child protection concerns about a child.

As an addendum to the Safa British School Safeguarding Policy, we provide a list of indicators that may suggest children are at risk. These indicators are not exhaustive but serve as warning signs for various forms of abuse:

Warning signs of emotional/ Psychological abuse in children:

- Excessive withdrawal, fear, or anxiety, particularly regarding perceived wrongdoing.
- Displaying extreme behavior patterns, such as excessive compliance or aggression.

- A perceived lack of attachment to parents or caregivers.
- Exhibiting inappropriate adult-like or infantile behaviors.

Warning signs of physical abuse in children:

- Frequent unexplained injuries or bruises.
- Constant vigilance and apprehension, as if expecting harm.
- Injuries that follow a pattern, such as marks from a hand or belt.
- Avoiding physical contact or showing fear of returning home.
- Wearing inappropriate clothing to conceal injuries, like long-sleeved shirts in warm weather.

Warning signs of neglect in children:

- Poor hygiene maintenance.
- Frequent unsupervised situations or exposure to unsafe environments.
- Regular tardiness or absences from school.

Additional considerations:

- These warning signs often contribute to a larger context.
- A child may exhibit multiple warning signs or behavior patterns.
- Trust your professional judgment and intuition; if you sense unease regarding a child's behavior, especially if it deviates from the norm, communicate your concerns with an appropriate pastoral leader/DSL.

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 Website: info@dfwac.ae

Dubai Police Human Rights Department
24/7 Duty Officer 056 6862121
Dubai Police: +971 460 9999
Email: 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/

Child Protection Hotline: +971800988
Child Protection Center: +97111022

This policy will be reviewed annually, or sooner if there are updates to UAE child protection law, KHDA requirements, or the UK KCSIE guidance.