DEIRA INTERNATIONAL SCHOOL

FESTIVAL CITY

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Al-Futtaim Education Foundation

Safeguarding and Child Protection Policy

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The purpose of this policy is to establish and maintain child-safe environments for students at our school.

RATIONALE

Deira International School is committed to establishing a safe, secure and supportive environment as acknowledged in our school aims by:

- screening all employees who work with children.
- adopting a Code of Conduct for all adults and volunteers who interact with students at our school.
- supporting the investigation of complaints and allegations in a timely manner.
- reporting incidents of suspected and disclosed child abuse to:

    o The School's Designated Safeguarding leads, or Director
    o Statutory authorities, including the Police

This policy applies to all DIS employees: (teachers, teacher assistants, clerical workers, bus drivers, bus helpers), contracted staff: (cafeteria staff, cleaners, gardeners, construction workers); private Co- Curricular Activities (CCA) providers and Outdoor Education providers, (private education providers) volunteers and visitors.

LINKS TO SCHOOL CORE VALUES AND AIMS

This Child Protection policy is aligned to the following core values:

- To create an outstanding, multi-cultural learning community which empowers students to achieve their potential, become life-long learners and responsible global citizens.
- Respect, Excellence, Collaboration and Integrity are the values which we live by, that help us action our vision and mission.

LEGAL FRAMEWORK

The School recognises that it has a responsibility to adhere to guiding principles as established by UAE law, Ministry of Education and the policies of our management company, Al Futtaim Education Foundation.

The key UAE laws linked to our safeguarding policy are:

- Federal Law no.3 of 2016 (Wadeema's Law)
- National Child Protection Policy in Educational Institutions in the UAE 2023

A summary of these principles is:

- **Duty of Care:** means any legal responsibility that the School has to ensure the safety and wellbeing of those who participate in its activities and services.

- **Reasonable Standard of Care**: Refers to the level of care that a participant may reasonably expect the School will take in providing any school-sponsored activity.

- **Reasonable Foresight**: refers to a responsibility the School has, when planning student activities; to identify any foreseen danger/risk and take reasonable steps to prevent or avert risk

- **Negligence**: May be found to exist when it is established that the School's Duty of Care was breached, and a specific tangible loss was suffered as a result.

- **Confidentiality and Privacy**: The School has an obligation to protect personal information that it collects. However, privacy and confidentiality concerns will never impede the need to: protect children; notify of real or potential risk; and to manage people believed to pose a real or potential risk to a student's safety or wellbeing.

According to Article (42) from Federal Law No. (3) of 2016 concerning Child Rights Law 'Wadeema' – Every person shall report to the child protection specialist or child protection units in case of threat to the child's safety or his physical, psychological, moral or mental status. Reporting shall be obligatory by teachers, physicians, specialists and social workers or whoever assigned for child protection, care or education.

Quick Reference Contacts Guide

	Name	Contact Details
Designated Safeguarding Lead (Secondary Link)	Emma Hannon	Ehannon@disdubai.ae
Designated Safeguarding Lead (Primary Link)	Gaynor Dale	Gdale@disdubai.ae
Deputy DSL	Sarah Marshall	smarshall@disdubai.ae
Deputy DSL	Barry Lomas	Blomas@disdubai.ae
Deputy DSL	Cherelle Pointon	cpointon@disdubai.ae
Deputy DSL	Megha Jootla	mjootla@disdubai.ae
Deputy DSL	Alistair Dale	Adale@disdubai.ae
Deputy DSL	Charlotte Tibbetts	ctibbetts@disdubai.ae

Community Development Authority	800988 https://www.cda.gov.ae/en/socialcare/childrenandyouth/Pages/ChildProtectionCentre.aspx
Ministry of Interior	116111 http://www.moi-cpc.ae/en/default.aspxCPU@moe.gov.ae
KHDA Safeguarding Team	(0)4 4402729
Dubai Foundation for Women and Children	(0)4 606 0300

	Name	Contact Details
School Director	Simon O'Connor	soconnor@disdubai.ae
Head of Secondary School	Douglas Pettitt	Dpettitt@disdubai.ae
Head of Primary School	Gaynor Dale	Gdale@disdubai.ae

Our School's Commitment to Safeguarding

The school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.

Our staff and the Board are committed to safeguarding the children at this school and contribute to multi-agency working to keep all stakeholders safe. Keeping children safe continues to be our top priority. All school staff have a continuing responsibility to promote the welfare of the children we teach and protect them from harm, (in the form of neglect or physical, emotional, or sexual abuse), and to support vulnerable children. Our safeguarding policy details our procedures and practices in regard to this. In this context of possible distance learning we are particularly mindful of the need to follow strict protocols for learning from home, to ensure children and staff safety.

All adults working in our school maintain an attitude of 'it could happen here'. We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse, neglect or exploitation and offer support to children in need.

Part 1 - Procedures if Worried About A Child

You may be worried about a student because you have seen or heard something. You may have noticed a change in their behaviour.

Where a child speaks to you directly and tells you information which may suggest they are at risk of abuse, this is known as a disclosure. If a child discloses to you, you must:

- **Listen** to what the student is saying, without displaying any signs of shock or disbelief
- **Allow** the student to talk freely without interrupting
- **Reassure** the student but do not make promises about keeping the information a secret
- Reassure the student that this is not their fault
- **Ask** questions only if you need to clarify, take care not to put words in their mouth by asking leading questions
- **Explain** to the student that they have done the right thing by telling you and explain what you will do next, in line with the procedures outlined below.

You may not have received a direct disclosure but have over-heard a conversation which worries you. You may have seen a mark on a child which worries you or noticed a change in behaviour. You have a responsibility to follow the steps below:

Step 1

- If you are concerned that a child might be in immediate danger or at risk of significant harm you must act immediately.
- Do you need to take immediate action to secure the safety of the student?
- Report your concerns directly to a member of the safeguarding team, as soon as you are able, if you think this is appropriate.
- In the first instance our Designated Safeguarding Leads:
  - Emma Hannon
  - Gaynor Dale
- If the DSL is unavailable, please report to our deputy DSLs.
- If no-one from the safeguarding team is available, speak to the most senior member of staff on site

Step 2

- Record your concerns using the school's Safeguarding reporting system CPOMS as soon as possible
- Record the full date and time, location, your name and role and keep your record as factual as possible.
- Use full names, not initials as we need to be able to identify who individuals are.
- Use the child's own words where applicable and enclose any direct quotes in quotation marks.
- If marks or injuries have been observed, record these on a body map. (Do not take photographs)

Step 3

- Record what action you are taking on the CPOMS system, for example whether or not parents/carers have already been spoken to.
- CPOMS automatically informs the DSL/Deputy DSL. Please ensure any notes taken by you are handed to the DSL and should not be retained by you.

Step 4

- You may receive feedback about what action, if any is being taken in response to your concern. A recommended timescale for this is within 24 hours.
- In some instances, to protect children, the safeguarding team will not be able to share with you the actions that have been taken.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

When Are Parents/Carers Contacted?

Concerns about the welfare or safety of children will be discussed with the parent/carer, unless, having reviewed the information of concern, it is the view of the safeguarding team that this may increase the risk to the child. Our priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer.

If a referral is to be made to Community Development Authority or Police, the parent/carer will be contacted and the information within the referral will be shared. There are some occasions when the school will be advised not to share the content of the referral with the parent/carer as to do so may increase the risk of harm to the child.

Where reports are written about children as part of the child protection process, the school will provide opportunity prior to the conference to share the content with parents and carers.

The Role of The Designated Safeguarding Lead and Deputy DSL/s In Our School

Our Designated Safeguarding Leads are Emma Hannon and Gaynor Dale, who work in line with the requirements of the role, as set out in Annex C of Keeping Children Safe In Education Sept 2024. Our deputy DSLs are available in the absence of the DSL.

The members of our safeguarding team work in partnership with a range of other agencies, such as the KHDA and CDA, to keep children safe. This includes information sharing, provision of reports and attendance at meetings.

The designated safeguarding leads:

- should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Are expected to refer cases of suspected abuse, neglect or exploitation to the KHDA/CDA as required.
- where a crime may have been committed to the Police as required.
- Should act as a source of support, advice and expertise for all staff.
- Should act as a point of contact with the safeguarding partners.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Are responsible for ensuring that child protection files are kept up to date.
- Ensure each member of staff has access to, and understands, the child protection policy and procedures, especially new and part-time staff.

- Ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the safeguarding governor regarding this.
- Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse, neglect or exploitation may be made to the relevant authorities.

What happens once a concern/disclosure has been reported to a member of the safeguarding team?

The DSL or deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the child: -

Step 1

- If there is a concern that the child is in immediate danger contact the DSL will contact the Community Development Authority Child Protection Hotline 800988. They may also consider contacting the police on 901.

Step 2

- Contact the parent/s or carer/s of the child concerned, if this has not already been done. They DSL may wish to take advice from Community Development Authority before contacting the parent/carer. If, having sought advice, they believe that sharing this information may increase the risk of harm to the child do not share with parents at this stage. They must document their decision-making here, if the decision is made not to share information with parents/carers. In most cases informing the parents/carers of the concern/disclosure which has been reported will not increase risk. Ask for any additional information from the parent/carer if applicable.
- Ensure that the parent/carer understands that a record will be kept by the school.

Step 3

- If the concern does not require immediate contact with Community Development Authority, consider this latest concern within the context of any wider concerns / disclosures. This may mean further discussion with the child's teacher and /or referring to safeguarding or child protection records if they exist.
- Are there any wider environmental factors present in the student's life which pose a threat to their safety/welfare?
- If there is a concern regarding substance misuse or abuse, this should also be reported to the school doctor.

Step 4

- Ensure that the member of staff reporting the initial concern has received feedback about actions and outcomes (if applicable).

Step 5

- Update record-keeping with information about identified actions, completed actions, decision-making (where applicable) and outcomes (if appropriate).

Early Help

What do we mean by Early Help?

Working Together to Safeguard Children (July 2018) explains that:-

'Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (Chapter 1)

Effective early help relies upon everyone working together to:

- Identify children and families who would benefit from early help;
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the student.

How are children and families identified for Early Help?

In our school, staff are alert to the fact that early signs of abuse, neglect and exploitation can be indicators that support is needed. In addition, the following children are more likely to require some form of early help.

- Students of Determination
- Children displaying signs of anti-social or criminal behaviour
- In family circumstances presenting challenges, including family breakdown

What support is provided as part of the school's Early Help offer?

Members of the Safeguarding Team have experience in carrying out structured conversations to conduct effective discussion with parents. Students who need additional emotional support are linked to a mentor or counsellor within school. The school keeps a directory of support agencies that can be useful to parents. The school employs counsellors and a behaviour therapist to provide support for the school with children's mental well-being.

Making A Referral to the CDA

Early Help may already have been started but with little impact or the concern is more complex than can be addressed with Early Help. At this stage consideration should be given to make a referral to the Community Development Agency, via the KHDA.

- In the first instance this should be directed to the KHDA. It is useful to have any safeguarding / child protection records to hand.
- Following a telephone referral, the DSL will be required to submit a written referral within 24 hours. This will need to contain enough detail to provide a picture of what life is like for the child. Information should also be considered about any wider environmental factors (including links with other children) which pose a threat to the safety and welfare of the student.

Escalation

- If a member of staff does not see any improvement having reported a concern about a child, they have a duty to re-report to a member of the safeguarding team.
- If it is felt that the safeguarding team is not taking their concern seriously then this must be escalated to the Head teacher, Director or the Safeguarding Board Governor.
- If a member of the safeguarding team feels a decision made by another professional in another agency is not in the child's best interests, they must discuss this further. In the first instance, this takes place directly with the professional involved to allow opportunity for decision-making to be discussed and clarified. (Pre-escalation)
- If pre-escalation fails to resolve the issues identified, the member of the safeguarding team should escalate within their own school (to the Director). The issue is then escalated to the professional's line-manager. (Escalation/Case Resolution)

At all stages, records should be kept.

Worried About the Actions of An Adult Who Works/Volunteers with Children

You may be worried about the actions of an adult who is working/volunteering with children because you have seen or heard something which makes you feel uncomfortable. You may be concerned that the adult's actions are contravening the school's staff code of conduct.

All concerns must be reported following the steps below:

Allegations that may meet the harm threshold

- If you are concerned that a child might be in immediate danger or at risk of significant harm you must act immediately. Do you need to take immediate action to secure the safety of the student?
- Report your concerns directly to the Head teacher as soon as possible – Doug Pettitt or Gaynor Dale.
- If the Head teacher is not contactable, report to the most senior member of staff on site.
- Record your concerns as soon as possible.
- Remember to record the full date and time, your name and role and keep your record as factual as possible. **This should be emailed to the headteacher and NOT recorded on CPOMS**

Concerns of allegations that do not meet the harm threshold (referred to as low level concerns)

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. This should:

- encourage an open and transparent culture.
- enable schools and colleges to identify inappropriate, problematic or concerning behaviour early minimise the risk of abuse or exploitation.
- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- showing favouritism
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating students.
- Restraining a student.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Low-level concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

How to report a low-level concern

All low-level concerns must be reported following the steps below:

- Report your concerns via the online form which can be found on the staff portal.
- This concern or referral can be regarding another adult or you can self-refer.
- Please complete all sections of the form in as much detail as possible.
- Please DO NOT record anything on CPOMS.

What happens once a report about an adult working/volunteering with children is reported?

Step 1

The Head teacher/Director/Safeguarding Board Member will consider the information in the report and initial consideration will be given as to whether this indicates that the person would pose a risk of harm if they continue to work in close or regular contact with children in their present position or in any capacity.

This will be done by assessing whether there is evidence to suggest that: -

- the person has behaved in a way that has harmed a child, or may have harmed a child;
- the person has possibly committed a criminal offence against or related to a child; or
- the person has behaved towards a child or children in a way that indicates that he/she may pose a risk of harm to children (this includes outside of school).

Criteria listed above taken from Part 4 of 'Keeping Children Safe In education' Sept 2024

Step 2

The Head teacher/Director/Safeguarding Board Member may need to complete their own enquiries to establish whether any further action is required e.g. additional training for adult involved, additional staff supervision required, risk assessment required. Written records must be made of the subsequent decision-making process and reasons for decision-making, together with actions and outcome.

Step 3

If it is decided that there is evidence to suggest the concern meets one or more of the above criteria, the Head teacher/Director/ Safeguarding Board Member should contact authorities where appropriate.

Where an allegation is substantiated this will be referred to in any references provided by the school for the individual when they apply for new positions. If the adult is employed by an external agency, a copy of these records will be given to the senior lead of the organisation.

Employers have a duty of care for their employees. The Head teacher/Director/ Safeguarding Board Member and must put in place support for the adult at the centre of the concern/allegation. See further details in Part 4 of 'Keeping Children safe In Education' (Sept 2024)

Specific Safeguarding Themes and Issues

Neglect

What do we mean by neglect?

Working Together defines neglect as:-

'The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.'

What are the indicators of neglect?

The following is a summary of some of the indicators that may suggest a child is at risk of or being neglected: -

Physical indicators of Neglect:

- Constant hunger and stealing food

- Poor personal hygiene
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of Neglect:

- Constant tiredness
- Frequent unexplained absence from school or persistent lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing
- Destructive tendencies

Child on Child Abuse

We recognise that children can abuse other children. We understand that the child who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

What is child on child abuse?

This can take the form of: -

1. **Bullying (including Cyberbullying)**

- 'Cyberbullying': involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual and Sexist Bullying: includes any behaviour, whether physical or non- physical;
- Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

As a school we consider 'hurtful' to mean in the perception of the person on the receiving end of the bullying.

What action is taken in response to concerns about bullying?

Children who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Any allegations of bullying are reported to, dealt with and recorded by members of the senior leadership team. Allegations of bullying are recorded on the school behaviour log (Go4Schools/ISAMS). Classes hold circle time activities, assemblies and workshops to highlight and address causes of bullying. We also have anti-bullying ambassadors

2. **Child Sexual Exploitation**

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) states that: -

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the

age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology."

It is important to remember that there are different models of CSE, including child on child sexual exploitation. Many children are not aware of the exploitation as they have a genuine belief that they are loved by the perpetrator or are acting in accordance with their peers. They are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies.

What action is taken in response to concerns that a child might be being sexually exploited by a peer?

Our normal safeguarding procedures will be followed here, and a referral made to the appropriate authorities (including support for the child who is deemed to be 'perpetrating' the abuse.)

3. Harmful Inappropriate Behaviour

Harmful inappropriate behaviour is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age or gender. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, children are not even aware that they could be committing a criminal offence.

Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017) Responding to an incident of harmful inappropriate behaviour

Step 1 - If a device is involved, report immediately to the DSL or deputy DSL.

Step 2 - The DSL / deputy will consider the following:

- Significant age difference between the sender/receiver involved
- If staff recognise the child as more vulnerable than is usual (i.e SoD)
- If the situation is not isolated and the image has been more widely distributed
- If other knowledge of either the sender/recipient may add cause for concern (ie difficult home circumstances)

Step 3- A record of the incident will be made using CPOMS, including actions taken / not taken and the justification for these decisions (linked to the points above).

Domestic Abuse

KCSiE 2024 guidance makes clear that domestic abuse:

- Can be psychological, physical, sexual, financial or emotional
- Can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.
- May cause hard to children "where they see, hear or experience its effects." This is an important factor to note when recognising the impact of domestic abuse in children and young people which may extend beyond signs of physical harm.

What action is taken in response to concerns that a child might be subject to or witnessing domestic abuse?

Where a member of staff or regular volunteer/visitor has a concern about a child in this situation or where a disclosure has been made to an adult working in the school, the school's normal safeguarding and child protection procedures will be followed.

Additional Support For Children

Students of Determination

As a school, we recognise that children who have special education needs and disabilities can face additional safeguarding and child protection challenges. These can include: -

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to
- the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Supporting children with mental health issues

Some children can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. In school we need to be particularly vigilant about students who have experienced abuse, bullying, bereavement or have learning difficulties, as these circumstances can impact on their mental health.

Signs of possible mental health issues include: -

- noticeable weight loss or gain
- physical injuries
- change in personality eg mood swings
- frequently missing lessons
- social isolation
- lethargy and disinterest
- tearfulness or appearing anxious
- lack of focus in class
- change in educational performance

As a school, we recognise that students with mental health issues can require a highly personalised approach. We use a range of strategies such as referrals to Lighthouse Arabia, 1-1 sessions with a school-based member of staff or group workshops and/or interventions. We recognise that any concerns about mental health must be shared with the child's parents and sometimes recommendations to visit healthcare professionals may be appropriate.

Further information can be found in our Mental Health and Wellbeing policy.

Intimate Care

Intimate care includes any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Further information can be found in our Intimate Care policy.

Behaviour and Attendance

As a school we recognise that there can be links between safeguarding and child protection concerns and: -

- incidents of disruptive and challenging behaviour
- poor attendance

Both of these aspects can be indicators that a child may be experiencing one or more forms of abuse.

Disruptive/challenging behaviour is recorded in the student's personal record (kept electronically on Go4Schools).

See also the school's student behaviour policy.

Attendance

As a school we recognise the importance of students attending school regularly. Any unexplained absence is followed up on the first day of absence by a phone call to the parents.

Children's attendance is monitored. This is carried out weekly by Year Group Leaders/Year Learning Coordinators and is followed up with the Deputy Head Teachers. We recognise that children with poor attendance or missing from education may be more vulnerable and potentially are exposed to higher degrees of risk. Attendance information is therefore considered within the wider remit of safeguarding, child protection and mental health. Staff are aware that episodes of unexplained absence could indicate safeguarding or mental health concerns.

As a school we understand that children being absent from education for prolonged periods can act as a warning sign to a range or safeguarding issues. Our response to persistently absent students and children missing education supports identifying any abuse and helps prevent the risk of them becoming a child missing education in future.

Policy

How is the information in this set of policy and procedures disseminated?

It is important that the policy and procedures within this document remain live throughout the year. The procedures are re-visited through staff training and updates. Our staff induction programme includes a safeguarding section and all staff are asked to read the policy and procedures. Visitors, volunteers and external staff who visit our school are asked to read a shortened version of the policy and procedures.

Records are kept to document staff and visitor commitment to working in line with these procedures.

How do we ensure parents and carers understand the school's role in safeguarding children?

This school is committed to helping parents/carers understand its responsibility for the welfare of all children and our duty of care. The policy and procedures are available to parents and carers via the school website and a paper copy can be requested by contacting the school office.

During induction meetings for parents and carers information will also be discussed about the school's safeguarding responsibilities, and our responsibility and mandate to report suspected abuse, neglect and exploitation.

Roles and responsibilities of the governing body

The Board of Governors will ensure that school meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance 'Keeping Children Safe in Education' 2024. This includes procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

The Board of Governors will receive appropriate safeguarding and child protection training at induction and then at regular (at least annually) intervals. Training will provide them with the knowledge to ensure the school's safeguarding policy and procedures are effective.

The Board of Governors will:

- Challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness
- Ensure procedures are in place to ensure the health, safety and wellbeing of staff and students
- Review the school's policy every year and amend and adopt it in accordance with any new legislation or guidance or in light of their quality assurance of the delivery of this policy.

- Ensure that a staff behaviour policy (code of conduct) is in place as well as policies covering acceptable use of technologies, staff/pupil relationships and communication and staff use of social media.
- Ensure that systems are in place in order that the school responds effectively to children who are absent or go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect and exploitation. The school will make the greatest effort to hold more than one working emergency contact number for each pupil.
- Appoint a representative from the Board of Governors to champion safeguarding issues and liaise with the Director and the Designated Safeguarding Leads on child protection and safeguarding matters

The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy (including staff behaviour policy) and systems in place ensuring that the Guidelines are complied with and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

In doing the above, neither the Board of Governors nor individual governors have any role in dealing with individual child protection cases, except in the discharge of their functions in dealing with an allegation against the Director. The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes (refer to Safer Recruitment Policy). As part of the school's recruitment and vetting process all possible external agencies and intelligence checks should be sought on all staff that have substantial and unsupervised access to children.

The Designated Safeguarding Lead and the Director provide a termly report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

Roles and Responsibilities within school

It is the role of the Director and Head Teachers in partnership with the Safeguarding Team to ensure that all duties with regard to safeguarding and child protection are fulfilled, as detailed in 'Keeping Children Safe In Education' (Sept 24). The school completes an annual audit of safeguarding. Where weaknesses or areas for development are identified, the Safeguarding Team monitors the implementation and impact of identified actions to address these issues. The Director and Head Teachers have a responsibility to ensure this policy and set of procedures are fit for purpose and known to all staff and regular volunteers.

Where external organisations use the school premises, both within the school day and outside of school hours, the manager of school operations has a responsibility to: -

- seek assurance that the body concerned has appropriate policies and procedures in place regarding safeguarding students
- ensure that the appropriate level of safer recruitment checks have been completed on staff working for the organisation

Record-keeping

Any member of staff, visitor or volunteer who has a concern about a child's welfare or receives a disclosure of abuse, neglect or exploitation will make an accurate record, as soon as possible, noting what was said or seen, putting the event into context and giving the full date, time and location. This should be done on CPOMS.

If injuries or marks have been observed which cause concern, these should be recorded on a body map outline, giving an indication of size and whether there is a defined shape to the mark or injury.

Staff will not take photographs.

Any handwritten notes (not captured on CPOMS) will be retained, even if they are subsequently written up.

Records of concern or disclosures will be kept (even if there is no need to make a referral immediately). These records are stored confidentially on CPOMS. They do not form part of the child's educational records and are

stored separately. Confidentiality will be maintained and information relating to individual children or families is shared with staff on a need to know basis.

Individual children files

Once a concern or disclosures has been reported an individual file will be established for the child on CPOMS. This will be organised clearly and includes a chronology.

The chronology will be kept up to date and reviewed at regular intervals. All 'significant events' are captured on this chronology, including attendance at meetings, phone calls and emails in relation to safeguarding and /or child protection matters. This chronology also captures headline information about what action has bene taken and the outcome of this action. The outcome should focus, where possible, on the child and indicate whether the situation is improving. This will be reported on CPOMS.

Case file review

Safeguarding and child protection files for individual children are re-visited regularly to ensure any risk is being reduced and appropriate taken. This takes place during the biweekly safeguarding meetings.

Transfer of records when a child moves to a new school

When a child moves school, safeguarding / child protection documentation will be passed as soon as possible and confidentially to the receiving school, separate from academic records. Where possible, the DSL will arrange to contact the DSL of the new school to discuss the documentation.

These will be stored confidentially in line with best practice procedures.

Safer Recruitment Procedures

Please refer to Safer Recruitment Policy.

Online Safety

What are the school's responsibilities around online safety? 'Keeping Children Safe in Education' (Sept 24) highlights that: - 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.'

This school recognises: -

- the increasing role technology must play in education and children's daily lives
- the wide range of content which is available to children via the internet
- that alongside the benefits of technology, there are also risks
- the importance of delivering a broad and relevant online safety curriculum which provides progression across year groups
- that delivery of this curriculum must be provided via regular lessons, which take place throughout each term
- the importance of keeping up to date with the tools, apps and devices children are using so that the curriculum which is offered is meaningful.

What our online safety curriculum offers

- Key online safety messages (such as the SMART rules) which are reinforced at every opportunity across the curriculum
- Children are taught in all lessons to be critically aware of the materials and content they access on-line and understand that not everything they see online is true
- Children are supported in building resilience. A safe environment is provided for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Filters and monitoring

At Deira International school, filters are set by our IT manager and are monitored and enforced by staff from the IT department. The DSLs take responsibility for understanding the filtering and monitoring systems and processes in place as part of their role. Initial induction training for all staff ensures that they understand their expectations, roles and responsibilities around filtering and monitoring.

The leadership team and relevant staff are:

- Aware of and understand the systems in place
- Manage them effectively
- Know how to escalate concerns if identified

The school communicates with parents and carers regularly to reinforce the importance of children being safe online. This includes:

- regular updates in newsletters through the 'Digiknow' sections.
- outlining which platforms we ask students to access and what we are asking students to do online.

Use of mobile technology

Children are expected to use mobile devices in line with the devices for learning guidance. School iPads are used under close supervision and children are taught how to use them safely, including how to report inappropriate use.

Staff should not use personal mobile devices for personal reasons at any time whilst working with children and should not use social media platforms to communicate with students or former students under the age of 18.

Safeguarding Supervision

All staff working in this school have a responsibility to safeguard the children in their care. Staff can only achieve this effectively if they: -

- are clear about what is expected of them
- have the skills, knowledge, behaviours, values and attitudes to carry out their role
- are fully supported in their role and managed effectively

Safeguarding supervision is available for any member of staff as required.

Whistleblowing

This school expects the highest standards of conduct from all employees and governors and will treat seriously any concern raised about illegal or improper conduct. The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that one of the following is being, has been, or is likely to be, committed:

- a criminal offence
- a miscarriage of justice
- an act creating risk to health and safety
- an act causing damage to the environment
- a breach of any legal obligation
- a concealment of any of the above

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed, a reasonable belief is enough. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place.

Staff and volunteers are encouraged to raise concerns about poor or unsafe practice and potential failings in the school's safeguarding regime via: -

- the staff handbook
- the staff code of conduct

In the first instance, any concerns should be raised with the Head teacher. If he/she believes the Head teacher to be involved, then the employee should proceed straight to the director. If the concern is regarding the Director, then the employee should proceed to the Board of Governors.

Training for Adults Working in School

We are committed to ensuring staff and volunteers know and understand: -

- the signs and symptoms of abuse, neglect and exploitation;
- how to identify students who may benefit from early help;
- their responsibility for referring concerns to the designated safeguarding lead / deputy;
- the procedures for reporting safeguarding /child protection concern about adults working with children (allegations)

Formal training

Safeguarding and child protection training is provided on a regular basis to all staff at least three times yearly to enable them to carry out these requirements. Once will be through a face to face session outlining policy and school procedures, once is online via The Key and covers basic awareness of safeguarding and child protection and includes the possible signs and indicators of abuse and how to respond effectively.

All volunteers and regular visitors are given an induction which includes a summary of information regarding our child protection and Safeguarding procedures. Governors are all required to complete training either face-to-face or through an online training programme on a regular basis.

Updates

In addition to formal training, all staff receive regular opportunity to update their knowledge and understanding. These are delivered by staff meetings, scenarios, newsletters and online training.

Additional training for Designated Safeguarding Leads and deputy DSLs

The statutory requirement for DSLs and deputy DSLs is to renew training every 2 years. We work in line with this requirement.

Our deputy DSLs have completed advanced training to the same level as the DSL, in line with the requirements of best practice. Other members of staff have also completed advanced DSL training.

Reading Requirements

All staff are required to read: -

- Part 1 of Keeping Children Safe in Education (Sept 24)
- Annex A and Annex F of Keeping Children Safe in Education (Sept 24)
- the school's safeguarding and child protection policy and related policies
- the school's staff code of conduct
- the student behaviour policy
- the national UAE laws relating to safeguarding

Staff are asked to sign a document to confirm their understanding and accept responsibility for following up any questions or queries they have arising from reading this document (with a member of our safeguarding team).

Appendix 1 – Definitions of Abuse (taken from Working Together July 2018)

Physical Abuse

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

Neglect

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse

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

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children.

Appendix 2 - Prompt sheet

Safeguarding and Child Protection Prompt sheet

This form is intended to be used to support staff with the recording of safeguarding and child protection concerns/incidents.

Have you remembered to include? -

1. **What is it that you have seen/heard/noticed which concerns you?** Remember if you have noticed a mark on the student, it is important to complete an attached body map, giving an indication of the shape, size and location of the mark.

2. **Clear and information about what you have seen/heard/noticed?** If you have included your opinion in your report, have you made it clear that this is your opinion?

3. **Full names of those involved and where possible, reference to staff roles?**

4. **Why what you have seen/heard/noticed concerns you?** What are worried will happen if this concern/incident is not responded to?

5. **Any actions you have already taken?**

Whether you have spoken to parents/carers about the concern/incident? Remember, you may need to seek advice from a member of the safeguarding team if you are unsure about whether speaking to the parent may increase the risk to the student.

September 2023