Safeguarding Policy 2026 - 2027

PACE
MODERN BRITISH SCHOOL
DUBAI, UAE

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Contents

Key Contacts within the local area 5

Safeguarding and Child protection Policy 5

Child protection statement 5

Policy principles 5

Policy aims 6

Terminology 6

Safeguarding legislation and guidance 7

Dubai Context 7

Roles and responsibilities 8

The designated Safeguarding Lead (DSL) 8

The Deputy Designated Safeguarding Lead (DDSL) 8

The Principal is: Graham Howell 8

The Designated Safeguarding Lead (DSL) 8

The Deputy Designated Safeguarding Lead(s) 9

The Principal 10

Good practice guidelines and staff code of conduct 11

Abuse of position of trust 12

Children who may be particularly vulnerable 12

Early Recognition 13

Attendance 14

Children Missing from Education 14

Helping children to keep themselves safe 14

Support for pupils, families and staff involved in a child protection issue 15

Complaints procedure 16

Whistle blowing if staff have concerns about a colleague 16

Allegations against staff 17

Staff training 18

Safer recruitment 19

Governors 20

Volunteers 20
Supervised volunteers 20
Contractors 20
Site security 20
Behaviour Management 20
Record Keeping 20
Confidentiality and Information Sharing 21
Extended school and off-site arrangements 22
Photography and images 22
Online Safety 22
Child protection procedures 23
Recognising abuse 23
Physical abuse 24
Emotional abuse 24
Sexual abuse 24
Neglect 24
Indicators of abuse 25
Impact of abuse 26
Taking Action 26
If a member of staff or volunteer is concerned about a pupil's welfare 26
If a pupil discloses to a member of staff 27
Notifying parents 28
Making a referral 28
Reporting 28
Bullying 28
Children with sexually harmful or inappropriate behaviour 29
Sexual exploitation of children 30
Radicalisation and Extremism 31
Staff reporting direct reporting to external agencies 32
External child protection agencies 32

Involvement of outside agencies 33
DFWAC provides 33
Community Development Authority (Centre) 34
Appendix 1 Standards for Effective Child Protection Practice in Schools 35
Appendix 2 37
Appendix 3: PACE MBS flow chart for reporting safeguarding concerns about a child 39

Key Contacts within the local area

The CHILD PROTECTION SECTION within the COMMUNITY DEVELOPMENT AUTHORITY offering confidentiality and advice
CONTACT NUMBER: 800988
Website: www.cda.gov.ae

The CHILD PROTECTION CENTRE within the MINISTRY OF INTERIOR offering confidentiality and advice
CONTACT NUMBER: 116111
Website: www.moi-cpc.ae

AL AMEEN SERVICE
CONTACT NUMBER: 800-4-888

Safeguarding and Child protection Policy

This policy is freely available and all staff and volunteers who are involved in the school are required to read it and confirm they have done so in writing before commencing work in school.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of PACE Modern British School.

Policy principles

The school's responsibility to safeguard and promote the welfare of children is of paramount importance

- All children, regardless of age, gender, ability, culture, race, language, religion or gender, have equal rights to protection
- Children who are safe and feel safe are better equipped to learn
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole school community of pupils, parents, staff, volunteers and governors will therefore be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy.

- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to relevant statutory bodies and public services. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some stage.
- Pupils and staff involved in child protection issues will receive appropriate support
- This policy will be reviewed at least annually unless an incident; new legislation or guidance suggests the need for an interim review.

Policy aims

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice across the wider network
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and acting to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Safeguarding legislation and guidance

PACE Modern British School policy is derived from UK and UAE legislation which includes the following documents: All action is taken in line with the following guidance;

- Local Safeguarding Guidelines/Child Protection Procedures –
    a. UAE Ministry of Interior
    b. http://www.moi-cpc.ae/en/default.aspx
    c. https://government.ae/en/information-and-services/social-affairs/children
- "What To Do If You're Worried A Child Is Being Abused" (March 2015) published by HM Government
- DfE (KCSIE) - Keeping Children Safe in Education - Statutory guidance for schools and colleges – (September 2023)
- UAE Federal Law No. 3 of 2016 on children's rights (Wadeema's Law)

Dubai Context

- Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Person for Child Protection and Safeguarding
- In Dubai and the United Arab Emirates there is currently no infrastructure of Educational Safeguarding and/or Social Care Services. Following cases which caused concern in the Emirati community, Sheikh Mohammed, the Ruler of Dubai, supported the drafting of a Federal law on child protection "to ensure a secure and stable future for children in the U.A.E."
- In April 2012, it was reported that Dubai had "embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need." The policy "aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai." The Dubai Strategic Plan 2015 calls for the provision of "proper social services to meet the requirements of the local community." 4.4 In November 2012, the UAE Cabinet approved "Wadeema's Law" to "protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality."
- In present circumstances, the lack of infrastructure means that the school's scope for onward referral is very limited. The Dubai Consulate or Embassy of the child's country of nationality could be one option. Professional counsellors, consultants, psychologists could also be

considered, but there would be financial implications. In the most extreme cases, it could be that direct referral to the Police would be indicated.

Due to their day-to-day contact with pupils, staff in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by pupils/students, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and will provide early help to prevent concerns from escalating.

Roles and responsibilities

Key personnel

The designated Safeguarding Lead (DSL)

Mrs Anuradha Nebhnani

The Deputy Designated Safeguarding Lead (DDSL) Nikki Washbrook – Vice Principal

and Head of Secondary

Mr.Saifuddeen Kumbol - Admin Manager

Ms.Nafiseh Shafiei – Head of Inclusion

Yashi Mathur – School Counsellor

The Vice Principal is: Mrs Anuradha Nebhnani
Contact details: email: anuradha.nebhnani_pmbs@mypaceeducation.onmicrosoft.com

Tel: 0545141800

All schools are required to appoint a member of the senior leadership team to coordinate child protection arrangements and to ensure that there are appropriate cover arrangements.

The Designated Safeguarding Lead (DSL)

Is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.

Takes lead responsibility for safeguarding and child protection in the school, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies.

Is appropriately trained and regularly updates their knowledge and skills to keep up with any developments relevant to their role.

Acts as a source of support and expertise to the school community.

- Encourages a culture of listening to children and taking account of their feelings.
- Is alert to the specific needs of children in need, Students of Determination and young carers.
- Has a working knowledge of relevant UAE law, education inspection process, and inter agency support.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from the pupil's general file.
- Refers cases of suspected abuse to Children's Social Care, or the Police as appropriate.
- Attends and/or contributes to child protection conferences, strategy meetings.
- Develops effective links with relevant statutory and voluntary agencies.
- Ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy and PACE Modern British School Code of Conduct.
- Has a working knowledge of relevant national safeguarding guidance.
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of pupils, parents, staff, volunteers and governors.
- Liaises with the nominated governor, Head of Pastoral Care and Principal (where the DSL role is not carried out by the Principal) as appropriate.
- Keeps a record of staff attendance at child protection training.
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means.
- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- Ensures that the Principal is aware of the responsibility under UAE Law.

The Deputy Designated Safeguarding Lead(s)

Is appropriately trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long- term absence of the DSL, the deputy will assume all of the functions above.

The governing body ensures that the school:

- Appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- Ensures that the DSL role is explicit in the role holder's job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteers.

- Has a child protection policy and procedures, including a staff code of conduct, that are consistent with PACE MBS, and statutory requirements, reviewed annually and made available publicly on the school's website or by other means.
- Has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Principal and allegations against other children.
- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations.
- Develops an induction strategy that ensures all staff, including the Principal, and volunteers receive information about the school's safeguarding arrangements, Code of Conduct and the role of the DSL on induction
- Develops a training strategy that ensures all staff, including the Principal, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of PACE Modern British School. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above.
- Ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and Code of conduct before they start work at the school
- Contributes to inter-agency working and plans.
- Teaches pupils about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.

The governing body nominates a member to be responsible for liaising with the Government Authority, and other agencies in the event of an allegation being made against the Principal.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the UAE.

The Principal

- Ensures that the child protection policy and procedures are understood and implemented by all staff.
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.

- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding and how to always keep themselves safe, including when online, as part of a broad and balanced curriculum.
- Refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in PACE Modern British School within one working day prior to any internal investigation.

Ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the relevant authority, as advised by the Designated Officer.

A member of the senior leadership (DSL) team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils, we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all pupils with respect
- Setting a good example by conducting ourselves appropriately
- Involving pupils in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among pupils.
- Being a good listener.
- Being alert to changes in pupils behaviour and to signs of abuse and neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the school's child protection policy, Staff Behaviour Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing.
- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and guidance.
- Referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or relevant local authority.
- Following the school's rules regarding communication and relationships with pupils, including via social media.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Any relationship with a pupil, is regarded as 'an abuse of a position of trust'.

The school's Staff Behaviour Policy (code of conduct) sets out our expectations of staff and is signed by all staff members.

Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination, isolation, social exclusion, communication issues, a reluctance on the part of some adults to accept that abuse can occur, as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- Students of Determination.
- Young carers
- Affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- Asylum seekers
- Vulnerable to being bullied, or engaging in bullying behaviours
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of child sexual exploitation (CSE)
- At risk of being drawn into extremism

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs. Reference to Article 33 in the UAE Federal Law 3 for further information.

Early Recognition

The school recognises that identifying early recognition is more effective in promoting the welfare of children than reacting later. Early recognition means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early recognition.

The school is committed to working in partnership with children, parents and other agencies to:

- Identify situations in which children and/or their families could benefit from additional support
- Consider providing targeted support to help to address the assessed needs of a child and their family, developing an action plan, if appropriate, that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any child who:

- Is a Student of Determination and has specific additional needs
- Has special educational needs.
- Is a young carer
- Is showing signs of engaging in antisocial or criminal behaviour
- Is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse.
- Is showing early signs of abuse and/or neglect; and/or

Careful consideration should be taken regarding who to involve in the 'Early Recognition' process. The process should involve the child and family as well as all the professionals who are working with them. However, if by doing so this puts the child at further risk, relevant best interests' decisions should be made, in consultation with UAE inter-agencies, KHDA, Lighthouse.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to the appropriate UAE agency may be necessary.

Attendance

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely. Our attendance policy is set out in the Attendance and Punctuality Policy and is reviewed regularly.

Children Missing from Education

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and authorities is critical to ensuring that all children of compulsory school age are safe and receive a suitable education.

Attendance, absence and exclusions are closely monitored. Teachers, leaders and where appropriate the DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Reasonable steps include can include:

- Telephone calls to all known contacts
- Letters home
- Meetings with parents
- All actions are tracked and recorded on ERP

The school is required by UAE educational law to have an admission register and, except for schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

Helping children to keep themselves safe

The UAE School Inspection Framework stipulates governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.

Children are taught to understand and manage risk through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and, with the support of staff, work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behavior rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content

and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting'.

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances, yet UAE law prohibits this.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm.

N.B. Children under the age of 18 are unable to consent to sexual activity, referral to the Child Protection Unit would be lead by the DSL.

Support for pupils, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously, referring to Article 42 of Federal Law 3.
- Nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.

- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures.

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the senior leadership team and governors. An explanation of the complaint's procedure is included in the safeguarding information for parents and pupils.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

Whistle blowing if staff have concerns about a colleague

Staff who are concerned about the conduct of a colleague - including visiting professionals and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation, and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Behaviour Policy (Code of Conduct) – through the ERP, to facilitate an early intervention in order to maintain appropriate boundaries and a safe culture that protects children and reduces the risk of serious abuse in school.

Concerns or complaints about the principal should be reported to the Governors:

Governors_pmbs@mypaceeducation.com

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

As stated above, all allegations against staff should be reported to the Principal. In all cases allegations against staff should be passed on to our SLT team within 24 hours. Allegations against the Principal should be reported to the Governors:

Governors_pmbs@mypaceeducation.com

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the police.

In accordance with PACE Modern British School Policy, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- The school's child protection and safeguarding policy
- Signs and symptoms of abuse and neglect
- Responding to disclosure of abuse or neglect by a child
- Reporting and recording arrangements
- The Staff (code of conduct)
- Details of the DSL and who to go to in their absence.
- Whistleblowing procedures.

NB all of the above will be explained before a new member of staff, governor or volunteer has direct contact with children in school. The school's Child Protection Policy and Staff Behaviour Policy (Code of Conduct) will be sent with the letter confirming an appointment with a written requirement that the individual reads the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

All staff, including the Principal (unless the Principal is the DSL), volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with UAE guidance and any requirements.

The DSL will attend training for newly appointed DSLs and refresher training every two years. That training will include up to date information about inter agency procedures. In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including Students of Determination, looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, extremism.

In addition, the Principal (and/or other school leaders as appropriate) and at least one governor (usually the chair) will attend safer recruitment training and the school will ensure that there

are at least two school leaders and/or governors that have attended safer recruitment training within the past three years.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children.

Safer recruitment means that all applicants will:

- Complete an application form which includes their employment history and explains any gaps in that history.
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children.
- Provide evidence of identity and qualifications.
- If offered employment will be subject to vetting and barring checks relevant to their country of origin.
- If offered employment, provide evidence of their right to work in the UAE.
- Be interviewed by a panel of at least two school leaders, if shortlisted.

The school will also

Ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding.

- Ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children.
- Verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.
- Obtain references for all shortlisted candidates, including internal candidates.
- Carry out additional or alternative checks for applicants who have lived or worked outside the UAE.
- Ensure that applicants for teaching posts are not subject to a prohibition order issued by the country of origin.

At least one member of each recruitment panel will have attended safer recruitment training. All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's Child Protection and Safeguarding Policy and Staff Behaviour Policy (Code of Conduct).

All staff are required to sign to confirm they have received a copy of the Child Protection and Safeguarding Policy and Staff Behaviour Policy (Code of Conduct).

The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained.

Governors

All governors will be the subject to UAE police checks.

Volunteers

Volunteers will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests police checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

Site security

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. All parents must register in the reception and wait for appropriate members of staff to assist. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed regularly by the SLT. This policy is transparent to staff, parents and students.

Record Keeping

The school will maintain safeguarding and child protection records. The school will:

- Keep clear detailed written records of concerns about children on ERP (noting the date, event and action taken), even where there is no need to refer the matter to relevant agencies immediately;
- Ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves.

Safeguarding and child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded.

Records of safeguarding/child protection observations or concerns can be completed electronically on ERP.

Confidentiality and Information Sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required.

It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should report all child protection and safeguarding concerns to the DSL or Principal, or in the case of concerns about the Principal, the person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child/parent to keep secrets.

Child protection information shall be:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Secure
- Kept no longer than necessary
- Processed in accordance with the data subject's rights

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or

on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request. Data will be kept for children until the age of 25 inline with UK standards.

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the pupil's initials with an image
- Ensure pupils are appropriately dressed, and
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

Online Safety

Children and young people commonly use electronic equipment, including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies

to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to- face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

The school's online safety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below). Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

All staff receive online safety training by the school's online safety coordinator. Online communication between staff and pupils

Staff also receive advice regarding personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules [please refer to PACE Modern British School guidance 'Acceptable Use Policy for Staff'. Staff found to be in breach of these rules may be subject to disciplinary action.

Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.
Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is 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, although it may occur alone.

Sexual abuse

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 or not 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.

Neglect

Neglect is 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.

Definitions taken from Working Together to Safeguard Children (HM Government, 2015).

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries.
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work; ● be constantly tired or preoccupied;\
- be wary of physical contact;

- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development.
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking Action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

Key points for staff to remember when taking action are:

- In an emergency take the action necessary to help the child
- Report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family and take advice from the DSL.
- Seek support for yourself if you are distressed or need to debrief.

If a member of staff or volunteer is concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may

write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should report these concerns to the DSL as per any other concern about a child's welfare. Concerns which do not meet the threshold for child protection intervention will be managed through internal school procedures.

If a pupil discloses to a member of staff

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing**, the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen but if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with pupils' staff will:

- Allow them to speak freely
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Not be afraid of silences – staff must remember how hard this must be for the pupil
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused

- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Tell the pupil what will happen next
- Let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day
- Report verbally to the DSL
- Write up their conversation as soon as possible
- Seek support if they feel distressed or need to debrief

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from relevant UAE agencies.

Making a referral

The DSL will make a referral to UAE agencies, and the police, if it is believed that a pupil is suffering or is at risk of suffering harm. DSL will contact PACE Modern British School Safeguarding Lead (Mr Graham Howell) to seek advice before contact is made.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

Reporting

All concerns relating to any aspect of a child's safety must be logged in PACE Modern British School ERP. Where there is concern about the immediate welfare of the child, the DSL should contact PACE Modern British School SLT for advice and guidance immediately. Any inter agency involvement with UAE statutory, and public bodies, including the police, must be flagged with the PACE Modern British School DSL.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying

can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including peer to peer bullying, cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing 'early help' or child protection procedures.

Please refer to the 'School Bullying Policy' for further information.

Please also refer to issues in relation to children who are sexually harmful or abusive towards other children below.

Children with sexually harmful or inappropriate behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures as above where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Abusive behaviour by one child towards another will not be tolerated, minimised or dismissed as 'banter' or 'part of growing up'.

When dealing with abuse of pupils by other pupils, staff will be mindful of the potential for prejudice- based bullying; racist, disability, homophobic and transphobic abuse; gender-based violence and teenage relationship abuse. Whilst mindful of the vulnerability of women and girls to violence, it is also recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

Members of staff who become concerned about a pupil's sexualised behaviour, including any known online sexualised behaviour, should record their concerns and report them to the DSL as soon as possible, as with any other safeguarding concern. The DSL could seek external advice, but must be mindful of mandatory reporting of such behaviours

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school

community. Young people who display such behavior may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Any instances of sexual harm caused by one pupil to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with UAE agencies, and potentially the police.

In responding to cases involving children or young people who have committed sexually abusive behaviours, PACE Modern British School are encouraged to communicate with the Lighthouse Foundation via PACE Modern British School central team.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clear-cut, the school may seek consultation and advice from PACE Modern British School designated personnel.

In deciding the most appropriate response, relevant considerations will include:

- The nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation, and sexually inappropriate or aggressive behaviour
- The context of the abusive behaviours
- The child/young person's development, family and social circumstances
- The need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- The risks to self and others, including other children in the school, household, extended family, peer group and wider social network. The school is committed to participating in plans both to provide pupils who are at risk from other children and those pupils who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children.

The school teaches children about consent and the risks of sexual exploitation in the curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to UAE agencies, and the police. Parents will be consulted and notified as above.

Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental UAE values.

Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development, they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas.

The school has defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. The school is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area, and a specific understanding of how to identify individual children who may be at risk of radicalization and how to support them. Staff are trained to report all concerns about possible radicalization and

extremism to the DSL immediately as they would any other safeguarding concern. The school recognizes the importance of providing a safe space for children to discuss controversial issues, and building their resilience and the critical thinking skills they need to challenge extremist perspectives.

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Behaviour Policy (Code of Conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the website www.educateagainsthate.com informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders.

Staff reporting direct reporting to external agencies

Staff should ordinarily follow the reporting procedures outlined in this policy. However, any staff member can refer their concerns directly to UAE agencies, or the police if:

- The situation is an emergency and the DSL, the deputy DSL, the Principal and/or the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety, or
- For any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject to censure or disciplinary action. However, staff should inform the DSL and/or Principal at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

External child protection agencies

- Ministry of the Interior - Child Protection Centre. W. safechild.ae Tel: 116-111

- Child Line based in Al Barsha - Tel: 800- 988. Any child in Dubai who need help, protection from abuse or advice can call this helpline which is staffed by social workers and psychologists.
- Dubai Child Protection Hotline - Tel: 800-243 and W. dubaipolice.gov.ae
- Dubai Foundation for women and children (DFWAC) Tel: 800- 111 and W. www.dfwac.ae (Licensed, not for profit shelter in the UAE for women and children

Involvement of outside agencies:

Dubai Foundation for Women and Children (DFWAC)

This is the first licensed non-profit shelter in the UAE for women and children who are 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.

DFWAC provides:

- A safe shelter
- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance
- Helpline 800 111 or email help@dfwac.ae
- Website – www.dfwac.ae

Dubai Police Human Rights Department 24/7 Duty Officer 056 686 2121 Latifa Hospital Child Welfare Unit

Tel: 04 219 3000

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/

Appendix 1 Standards for Effective Child Protection Practice in Schools

The school's child protection and safeguarding responsibilities are inspected under the 'Quality of Leadership and Management' and 'The protection, care, guidance and support of students' judgements in school inspections. The following standards may assist schools in evaluating their practice. They should be used jointly by the Designated Safeguarding Lead and school Principal for Safeguarding to ensure the school is effective in safeguarding and child protection matters. In best practice, schools:

Have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to.

Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties.

Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure.

Ensure all staff can identify children who may benefit from early help; provide coordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating.

Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or
– in her/his absence – the deputy Designated Safeguarding Lead.

Monitor children who have been identified as in need of early help or at risk; maintain clear records of pupils' progress and welfare in a secure place; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences.

Provide and support regular child protection training and updates for all school staff and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose.

Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies.

Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying.

Have a clear understanding of the various types of bullying – face to face, online, physical, verbal and indirect - and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support.

Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills.

Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are always followed correctly.

Have a written whole school policy, which is produced, owned and regularly reviewed by all school staff, taking into account the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the standards.

Have a Single Central Record in place.

Appendix 2

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or Police.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

Amended: January 2024

Policy Review Date: September 2026 Principal

Safeguarding and Child protection Policy

This policy is freely available and all staff and volunteers who are involved in the school are required to read it and confirm they have done so in writing before commencing work in school.

Appendix 3: PACE MBS flow chart for reporting safeguarding concerns about a child

Safeguarding concern identified

Recorded on ERP

Automated email to DSLs

DSL to make an informed decision about the next stage (all next stages are tracked on ERP)

No further investigation

The concern is noted on ERP. The DSP/DSL regularly check the welfare of the student and adds any comments and record of checks on CPOMS.

Working with child/teacher/ parents

The DSP/DDSP supports work with teacher and/or parents and regularly checks the welfare of the student and adds any comments/record of checks on ERP

TAC Meeting

A team around the child is created. This focus team is made up of a small group of adults considered able to support the issue, led by the PACE MBS DSL.

*At the end of a **TAC** meeting, information will be gathered and recorded.*

Escalated concerns of any case involving a Signs of Safety meeting or any other case the DSL/Principal deem serious will be reported to the PACE MBS Safeguarding Director.