

Safeguarding & Child Protection Policy

2024 - 2025



مدارس دبي
DUBAI SCHOOLS
الخوانيج
AL KHAWANEEJ



DSK Safeguarding and Child Protection Policy

POLICY NAME	Dubai Schools – Al KHAWANEEL Safeguarding and Child Protection Policy			VERSION NO.	4
EFFECTIVE DATE	August 2021	DATE OF LAST REVISION	October 2024		
ADMINISTRATOR RESPONSIBLE	Principal, John Garman		CONTACT INFORMATION	principal@dubaischools-alkhawaneej.ae	
	School Principal / CO			Taaleem CO Lead: Graham Paris	
	Safeguarding Lead for Dubai Schools / Designated Safeguard Lead			GParis@Taaleem.ae	
				Designated Safeguard Lead, Nadira Harb:	
				nharb@dubaischools-alkhawaneej.ae	
APPLIES TO apply group names to define applicable areas of staff					
GROUP 1	All School Employees	GROUP 2	Volunteers	GROUP 3	Parents
GROUP 4	Students	GROUP 5	Visitors	GROUP 6	

VERSION HISTORY				
VERSION	APPROVED BY	REVISION DATE	DESCRIPTION OF CHANGE	AUTHOR
1	Mala Talwar, Education Officer	N/A	First year of School	Mala Talwar



2	Dr. Joseph Kotarski, Superintendent	May 2023	April/May 2023 Audit	Mala Talwar, Safeguarding Leads in DS, Superintendent
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3	Dr. Joseph Kotarski, Superintendent	September 2023	Added connected Policies -Taaleem Central Office S.G. Lead Role and Responsibility	Safeguarding Leads in DS, Superintendent
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			-Dubai Schools Governor Safeguard Lead -Code of Conduct -Managing Allegations against Staff and Volunteers Policy	
4	John Garman	October 2024	Change the name of school DSM to DSK. Added connected Policies <ul style="list-style-type: none"> • School Transport Services • STS – Child Protection Policy • Security Procedures • Inclusion Policy • Counseling policy • Safer recruitment policy • Wellbeing and happiness policy Made the changes related to the new staff in charge.	Nadira Harb, DSL



Vision Mission	<p>Our vision is to be a beacon of academic excellence.</p> <p>Dubai Schools Mission is that by combining an inquisitive teaching approach and future-focused skillset delivery, we work hand-in-hand with the community to nurture students to become independent and empathetic learners. We offer an American education that will be guided by Arabic principles, Islamic values, science and technology, which will foster future-ready graduates, driven by pride and tolerance.</p>
Core Values	<p>Future Ready Equipping students with the necessary life skills to face future challenges, both national and global, with resilience, while encouraging them to be ambitious self-directed learners.</p> <p>Trust & Empathy Developing a home-school relationship based on trust and respect, while fostering a welcoming school environment in order for every student to flourish and every parent to feel reassured. Bringing empathy into our classrooms and embedding it as a core value.</p> <p>Collaboration & Inclusion An outstanding quality of education accessible to all learners extending to an all-rounded opportunity for each and every student.</p> <p>Cultural Preservation American education grounded in Emirati culture and values offer a progressive learning environment to learn and grow. The school environment itself is guided by Arabic and Islamic principles and values, while the curriculum fosters tolerance, independence, as well as an international mindset.</p> <p>Academic Excellence By delivering a strong American curriculum with excellence in teaching and learning through its caring, inspiring, and inclusive environment. The curriculum will also prepare and inspire students to contribute positively to a rapidly changing world. Problemsolving, critical thinking, and life skills will be core values</p>



infused in their education, providing the students with a global perspective and context.

Table of Contents

1. Key Personnel

.. 5



2. Rationale

.....
..... 5

3. Connected Policies

..... 6

4. Framework & Dubai Context

..... 7

5. Roles & Responsibilities

..... 8

6. Training Requirements

..... 11

7. Building Relationships with Students

..... 12

8. Whistle-Blowing

.....
13

9. Allegations Against Members of Staff

..... 14

10. Confidentiality

.....
14



11. Reporting

.....
 15

12. The Management of Suspected Abuse

..... 16

13. Supporting Students at Risk

..... 17

14. Parents and Child Protection

Concerns..... 18

15. Miscellaneous Additional Guidance

..... 20

1. Key Personnel

The following named persons hold relevant responsibility for the Child Protection & Safeguarding of all children in Dubai Schools DSK:

Designated Safeguarding Lead DSK	Nadira Harb, School Counselor
Nominated Person from Taaleem Central Office	Graham Paris, Superintendent of Dubai Schools
Principal of School DSK	John Garman, Principal of Dubai Schools Alkhawanej



Additional DSLs across all DSK	Jamie Efford, Elementary Principal Alicia Roberts, Secondary Principal Niamh Callanan, Head of KG Lee Holloway, Assistant Principal Jade Thomas, Phase Leader
Review of Policy	1 st September 2025 or before if required

2. Rationale

Dubai Schools DSK takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. The purpose of this Child Protection & Safeguarding Policy is to provide clear direction to staff and others about the expectations when dealing with a potential child protection issue. This policy makes explicit the schools' commitment to the development of robust practice and procedures in order that child protection referrals are handled sensitively and professionally. This policy applies to all students, staff, volunteers, and visitors to Dubai Schools DSK. There are three main elements to our child protection policy:

- Prevention through the creating of a positive school environment and the teaching, and pastoral support offered to students.
- Protection by following agreed procedures, ensuring staff are trained, supported, and updated to respond appropriately and sensitively to child protection concerns.
- Support for students who may have been abused or who may have experienced any other risks or issues relating to their safety and protection.



The welfare of children is paramount, and they have an equal right to protection from abuse whatever their age, culture, ability or disability, gender, language, racial origin, religious beliefs. All staff and other adults in school will be aware of their responsibilities regarding the welfare of children and adults and the need to reduce the risk of adults using their position of trust to abuse children.

3. Connected Policies

This policy is regularly reviewed and aligned with the National Child Protection Policy in Educational Institutions in the United Arab Emirates (issued in September 2022). Other school/Taaleem policies that are in place and linked with this safeguarding policy include the following:

- [School Behavior Management Policy](#)
- [Acceptable use of Technology Policy](#)
- [Occupational Health and Safety Policy](#)
- [Anti-Bullying Policy](#)
- [Risk Assessment Policy](#)
- [Crisis and Disaster Management Plan](#)
- [Fire Drill, Evacuation and Lock down Policy](#)
- [Positive Behavior and Safer Handling policy](#)
- [Intimate Care Policy](#)
- [Whistleblowing Policy](#)
- [Dubai Schools Governor Safeguard Lead](#)
- [Code of Conduct](#)
- [Managing Allegations against Staff and Volunteers Policy](#)
- [School Transport Services STS- Child Protection Policy](#)
- [Security Procedures](#)
- [Inclusion Policy](#)



- [Counseling policy](#)
- [Safer recruitment policy](#)
- [Wellbeing and happiness policy](#)



4. Framework & Dubai Context

UN Convention for the rights of the child Values

statement (rights of the child)

At Dubai Schools DSK, we support the UN Convention for the Rights of the Child as every child has the right to health, education, family life, play and recreation and to be protected from abuse and harm.

Although there are several types of child abuse (see Appendix A), this policy is addressing the importance of safeguarding and child protection more generally.



We foster the rights of the child inside and outside of our classrooms through a thorough screening process of all adults who work in the school; with relevant professional development of all staff; and by having a robust safeguarding and child protection policy. Our schools' vision, mission and core values prioritize inclusion and well-being. Our recruitment policy and process adhere to this when hiring staff who prioritize the wellbeing of students so they can flourish in a safe learning environment.



Within Dubai and the United Arab Emirates, the infrastructure of Educational Child Protection and/or Social Care Services is under development and growth. 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 UAE.' 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 all children both Emirati and expatriate under the age of 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.'

In 2012, the UAE cabinet approved a draft '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 December 2015, 'The Childs Rights Law' (previously Wadeema's Law) was passed by the Federal National Council. In March 2016, 'Federal Law No 3 2016 Law on the Rights of a Child in effect' was passed.

5. Roles & Responsibilities

Roles

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the school who have specific responsibility under child protection procedures. The names of those for this academic year are given on page 2 of this document.

Dubai Schools DSK takes the view that what is important in delicate situations is that there is someone in school whom a student in difficulty can talk to. This includes but is not limited to: School Counselor, Grade Leaders, Classroom Teachers, Homeroom Teachers, or some other adult. The Principal,



Elementary Principal and School Nurse also make themselves available to all members of the Dubai Schools DSK community for discussion and/or advice.

In addition to those outlined above, the following individuals/groups have very *specific* responsibilities for Child Protection & Safeguarding in Dubai Schools DSK, in line with the requirements of this policy:

Taaleem Central Office:

Taaleem Central Office and school safeguarding teams are responsible for ensuring Dubai School DSK follows safe recruitment processes. As part of the schools' recruitment and vetting process, enhanced Disclosure and Barring Services (DBS) or Police Checks, where relevant, and other statutory lists will be sought relating to all staff that have substantial and unsupervised access to children. The role of the Taaleem Central Office for Child Protection is to ensure that the school has an effective Child Protection & Safeguarding Policy and effective HR procedures, that the guidelines are complied with and that support is available for the school in these aspects.



Designated Safeguarding leaders:

The Designated Safeguarding Lead (DSL) at Dubai Schools DSK is the Counselor, with the Elementary and secondary Principals, the Head of KG and the phase leaders act to support the DSL. The school Principal is also a trained DSL. Together, they form the Safeguarding Core Group.

All Dubai Schools (including Dubai Schools DSK) also have the support of Mala Talwar from CO.

Responsibilities

Principal

- To oversee and ensure that all policies related to child protection are in place.
- To support and advise the DSL when dealing with a child protection case.
- To meet with parents, where relevant, for any safeguarding cases that need to be discussed with parents.
- To support the DSL in liaising with the police and external agencies if needed.
- To ensure all documentation is up to date and kept in a safe and secure place.
- To monitor practices and procedures to ensure effectiveness of the policy and procedures in place.
- To provide an annual report for Taaleem Central Office detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- To attend (at least monthly) safeguarding team meetings.

Designated Safeguarding Leader (DSL)

- To be fully conversant with the school's Child Protection & Safeguarding Policy and procedures.
- To ensure all staff follow the school's Child Protection & Safeguarding Policy and procedures.
- To ensure all staff employed (including temporary staff and volunteers within the school) are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.
- To be available to all staff of the school community for consultation on child protection issues.
- To ensure that appropriate action is taken in the school and that procedures are followed in actual or suspected cases of child abuse.



- To liaise with other professionals to ensure that children at risk are monitored.
- Where appropriate to organise child protection conferences or reviews.
- In consultation with the school Principal, monitor staff development and training needs about child protection issues and to provide training as appropriate.
- To ensure that training is current and relevant, and to keep an up-to-date record of training delivered.
- To set monthly dates for safeguarding level 1 training for any new staff, visitors or external agency contacts who visit the school regularly.



- To ensure that the curriculum offers opportunities for raising student awareness of child protection issues and developing strategies for ensuring their own protection.
- To support the principal in providing an annual report for Taaleem Central Office detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant issues.
- To review the school's Child Protection & Safeguarding Policy and procedures (and any linked policies) with the Principal and Leadership Team on an annual basis.
- To ensure a Safeguarding Team has been identified, who can act in the DSL absence if he/she is unavailable for any reason.
- To attend Safeguarding conferences and stay up to date on best practices.
- Keep a confidential register of all students in all grades with safeguarding files or of those 'at risk'

Classroom & Homeroom Teachers

At Dubai Schools DSM, Classroom teachers/Homeroom teachers are regarded as a student's first point of contact. As students see these staff daily, high quality student-teacher relationships should be established, which could lead to a student in difficulty discussing issues of concern with his/her teacher. All teachers are responsible for following the procedures outlined in this policy whenever a disclosure is made.

Other Staff

Students have access to administration staff, cleaners, bus drivers, bus nannies and external agencies or external providers. All adults are responsible for following the procedures outlined in this policy when a disclosure is made.

The Role of Parents

- To ensure all physical and mental health support is provided to their children.



- To ensure that basic needs are met (a nutritious diet, education, safety, etc.)
- To work collaboratively with the school

The Role of guests -

- To be aware of safeguarding procedures in Dubai Schools DSK
- To use designated toilets for adults only
- To report any concerns to a member of the safeguarding team
- To not take pictures of students



Safeguarding Team

The Safeguarding Team meets fortnightly but in case of an immediate concern, the DSL can call for an emergency meeting to discuss the concern, consider the evidence gathered and decide on the action to be taken. Minutes of all meetings are confidential and will be taken by the DSL or Safeguarding team, and stored in a confidential team folder. In circumstances where the DSL is not available, all records should be passed to the Principal for safekeeping.

The Safeguarding Team may decide to set up a sub-group to deal with a specific situation. This team might include the School Counsellor, Grade Leaders, Class Teachers, or Homeroom Teachers as appropriate. Information gathered and an agreed action plan will be shared with the Safeguarding Team. All documents are confidential and will be kept in a confidential team folder

6. Training Requirements

All staff will undertake Level 1 Safeguarding and Child Protection training. This includes all staff that work on the premises such as maintenance staff, cleaners etc. Temporary staff and volunteers who work with children in the school will be made aware of arrangements and the schools reporting procedures for child protection, and of their responsibilities within the requirements of this policy.

The DSL will set training dates when required for level 1 training to ensure any staff starting mid-year have access to the training. Level 1 refresher training will take place annually for all staff that have received Level 1 Child Protection training. The school will ensure that the Safeguarding team also undertake Level 2 and Level 3 refresher training at two yearly intervals to keep knowledge and skills up to date.



Heads of Schools, HR Advisors and the school Principal will undertake Safer Recruitment Training. All files will be checked regularly by Taaleem Central Office, and concerns will be raised to the school Principal.

Identified staff will undertake positive handling training.

Support will be available for staff from the DSLs and the school Principal in the first instance, and from members of the Safeguarding team where there are concerns or queries about child protection. All staff should have access to advice and guidance on the boundaries of appropriate behavior and conduct. These matters form part of staff induction. A register of all staff who have completed training,



including bus drivers, cleaners etc. will be stored and a hard copy with the DSL who facilitated the training.

7. Building Relationships with Students

This can be done by ensuring that:

- All adults in the school understand the importance of positive student-teacher relationships and conscientiously work to achieve this.
- All adults in the school help to enhance the school's vision and mission statements.
- All staff members encourage students to have positive relationships with peers and adults in the school.
- The school provides systems shared with students and parents, so they are aware who to speak to in case of a concern, need or challenge.
- The school provides a safe and confidential information reporting and complaints system to raise concerns of potential or suspected child abuse.
- The school provides students with social and psychological protection, and support and care during & after cases of child abuse (or suspected child abuse) whenever possible.

Dubai Schools DSK needs to be a safe, caring environment, and will ensure this by working to:

- Provide a safe and secure physical environment to ensure students are not put at risk of unnecessary danger.



- Have systems in place to recruit and screen new staff members (eg. police check and references, safer recruitment staff training and policy).
- Have systems in place to ensure all staff have regular and adequate PD to support the safety

and wellbeing of students in their care.

- Have systems in place to inform parents and guests on the campus about the importance of safeguarding and child protection and guiding them in how to respond to any concerns.
- Have systems in place to ensure that staff, students, parents, and guests are informed about child protection and bullying prevention and how to respond to any concerns.
- Have systems to coordinate with relevant bodies to safeguard the rights of all students.



- Offer a curriculum which provides the opportunity to discuss emotions and develop positive relationships through homeroom, character education and other elements of the wider curriculum.
- Establish a home-school partnership to improve the wellbeing of students.
- Ensure students who work remotely know, understand, and follow all online safety measures.

8. Whistle-Blowing

At Dubai Schools DSK, we recognize that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are expected to fully comply, always, with the Dubai Schools Professional Code of Conduct and expectations for safeguarding and child protection. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues towards students and or adults to a member of the Safeguarding Team. Following a complaint, the DSL will share appropriate information with the relevant staff. There may be instances where the sharing of this information will not be possible. This expectation also espouses low level concerns.

If a member of staff has concerns about the conduct of a member of the School Leadership Team (other than the school Principal) they should contact the Principal. If a member of staff has concerns about the conduct of the school Principal, they should refer to the Taaleem Whistle Blowing Policy and can contact the committee at whistleblowing@taaleem.ae -the Taaleem Central Office.

Staff seeking to raise a safeguarding, conduct, or low-level concern about a colleague should complete the 'staff concern/allegation form' appendix I. The reporting staff member should include and be quality assured by the lead:



- Name of the individual who the concern/allegation is about and any other identifying information, including location
- Name of any children/adult at risk involved
- Date and time of the allegation arising
- Name and contact details of the person making the allegation
- Key information about the nature of the safeguarding allegation



9. Allegations Against Members of Staff

Allegations against members of staff must be treated with the same professional regard as those made against others. Abuses occur in schools, but fortunately, the incidences are rare. It may be that allegations are falsely made. What is important is that staff should feel that they will be treated fairly and according to clearly set out procedures which will give them confidence that abuse, and false allegations will be dealt with.

Managing accusations of abuse against staff members is the sole responsibility of the school Principal.

If it is an allegation about the school Principal, Taaleem Central Office should be informed per the Whistle Blowing procedure outline above, Additionally, staff can refer to the “Managing Allegations against Staff and Volunteers Policy.

10. Confidentiality

Dubai Schools DSK will make clear to students and adults that any concern must be reported to a staff member who they trust. They also must understand that any safeguarding matters must be shared with the Safeguarding Team. An abused child or adult disclosing information about abuse is likely to be under severe emotional stress, and the staff member may be the only person whom the child or adult is prepared to trust. When information is offered in confidence, the member of staff will have to reassure the child or adult (whilst also explaining that the matter will be shared only with a member of the SG Team) that procedures will be followed which aim at safeguarding their wellbeing.

This means that the information may have to be shared with senior members of staff or parents on a need-to-know basis – not as a breach, but an extension of confidence given. This aspect of the policy



will apply if there is a risk of an individual becoming a danger to themselves or others. Best practice indicates that:

- The welfare of the child/adult is the paramount consideration
- Children are best cared for in their own family
- Dubai Schools DSK has a responsibility to make their child protection policy known to both parents and teachers so that should a referral be required, parents are aware



11. Reporting

Staff

Staff are required to follow the established protocol in the reporting policy for reporting safeguarding and child protection disclosure. If a child makes a disclosure to the staff member, they should first provide a safe, quiet space where they can talk. It is important to remember not to promise confidentiality, to listen objectively, and to not investigate or ask leading questions. Another essential responsibility of the staff member is to determine if the child is in immediate danger. If the staff member determines this to be the case, then they should immediately escort the student to the safeguard lead or the deputy leads. If the child is not in immediate danger, then the staff member should ensure the child is composed to return to class. The staff member should within the same working day report the concern on ISAMs well-being manager. This will send an email notification immediately to the safeguarding team. In addition to verbally notifying the Safeguarding team they have submitted a report. If the staff member does not have access to ISAMS well-being manager, such as auxiliary staff or support staff they should complete a paper form and submit this to the safeguarding team asap. The team will enter the report into the system.

Visitors

When visitors enter the campus, they are notified by security to refer to the safeguarding expectations highlighted on the visitor badge – this includes communicating where to go to report a concern. If a visitor does have a concern, the contact details of the DSL and the instructions to go to the receptionist for support are clarified.

External Agencies



The DSL reports incidents to outside agencies after consultation with the Taaleem Central Office and in line with the National Child Protection Policy in Educational Institutions in UAE (Sept 2022). Such incidents will also be communicated to the Knowledge Fund via Isams Well-being manager.

Key Contacts

1. Safeguarding toll free 800988

2. CDA Toll Free 8002121; Email: child@cda.gov.ae; CDA website: www.cda.gov.ae

Reporting in person at the Safeguarding Section in Al Hudaibah Awards Building, Block A, Mezzanine Floor.

Reporting in person at CDA Main Office in Al Hudaibah Awards Building, Block C Referrals from the official bodies dealing with the child.

3. **Hemayati app** <https://www.moi.gov.ae/en/about.moi/Initiative/7467417.aspx>



An App run by Ministry of Interior UAE, in Arabic and English. It has an emergency function, a 'red button' which can be used by anyone worried about their safety to report directly to the Police. A unit will be dispatched to support. It can be downloaded on all platforms.

4. MOI Child Protection Centre UAE wide hotline run by Ministry of Interior to report any concerns about abuse. <http://www.moi-cpc.ae/en/GET.INVOLVED/Professionals.aspx>

MOI Hotline Number 116111.

It is best to report by using an Arabic speaker & follow up with an email Childprotection@moi-cpc.gov.ae

5. Dubai Foundation for Women and Children <https://www.dfwac.ae/> For urgent support send an email to help@dfwac.ae

Free helpline number 800111. For general enquiries 04 606 0300.

6. Al Jalila Children's Hospital

Full service pediatric hospital with psychiatric aftercare services. Accept referrals from all

Emirates. <https://aljalilachildrens.ae/>

Telephone numbers: 04-2811000 & 8002524.

12. The Management of Suspected Abuse

The following categories form the criteria for registration on the Safeguarding Register:

1. Neglect
2. Physical abuse
3. Sexual abuse



4. Emotional abuse

5. Self-harm or abuse

The notes in Appendix A provide further guidance. If a member of staff is in doubt about signs or indications of abuse, they should alert the DSL.

Staff should only ask students open-ended questions in relation to suspected abuse. They should not 'investigate'.



13. Supporting Students at Risk

Dubai Schools DSK recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. School may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, whilst at school their behavior may still be challenging and defiant or they may be withdrawn. Dubai Schools DSK will endeavour to support students through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive, and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of the school's behavior management policies.
- A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behavior is unacceptable, but s/he is valued.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop productive, supportive relationships with parents, in the child's best interests.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- Recognition that statistically children with behavioral difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
- Ensuring that e-safety and cyber bullying are addressed through the curriculum.



Monitoring of low-level CP cases

All concerns a teacher has regarding a child protection issue must be discussed with the DSL. Often there are insufficient grounds or evidence to suggest referral to an outside agency. However, it must be stressed that this is not sufficient reason to ignore a concern. It may be that the designated teacher will contact external agencies or authorities to seek clarification on what action should be taken.

Monitoring the Home Circumstances

It may be that the decision is made to monitor the family. In this case a decision will be made as to:



- which aspects of the student should be monitored
- who should be involved in the process and what their responsibilities are
- an action plan be drawn up and reviewed
- a date at which time a review will take place (4–6 weeks)

Consultation with the parents will need to take place now but must be undertaken carefully so as not to arouse any suspicions on their part. The reason for this is twofold: if abuse is taking place, it may cause a change in patterns of behavior, etc. which may prolong the evidence gathering which would bring about referral. Secondly, there may be no cause for concern at all and ‘ineffective monitoring’ would serve only to upset those involved. Abuse at home can potentially come from a variety of sources – friends, nannies, drivers, siblings, extended family. The focus in such contacts with parents will be on the individual’s work and behavior and thus eliciting further information from parents/carers. Records must be kept in a separate file from the other school records. The written record must contain only observable behavior and verbatim accounts and again not be interpretative or speculative. These records may be required as evidence.

Regular Review

At the stipulated time of review the following will be established:

- Grounds for further action.
 - If it is decided not to refer the issue, it must be indicated on the record that monitoring took place, the date of the decision not to refer and the reasons for this decision.
 - If further monitoring is warranted, a new review date must be set. It is likely that this should be a brief period and if the results of the subsequent review are inconclusive the issue will be referred.



14. Parents and Child Protection Concerns

Dubai Schools DSK recognizes that both the school and its staff are placed in a delicate position when allegations of abuse or investigation of abuse is on-going, because the school still needs to maintain a working, constructive relationship with the parents/carers involved. Allegations of abuse and those cases subsequently proven to be abuse can result in difficulties in maintaining a constructive and open relationship with parents.



Parents will have a range of feelings in relation to abuse of their children. They may well be angry at the school staff for having made a referral, be anxious about confidentiality of the issues, and be concerned that the children involved may be stigmatized as a result. If the family are broken up, parents are likely to be distressed as well as feeling guilt and shame. It is paramount that parents are made aware of the school's responsibility to the student so that they are aware that concerns will be dealt with. A clear statement of the child protection and confidentiality policies will be both a support to parents in working with them, and provide a clear statement regarding the reasons for such policies. In this way all parents should recognize the priority of the school is the child's welfare.

Staff members should never discuss with parents matters pertaining to child protection. Should the need arise, this will be done through DSL, Principal, Counsellor, and other staff called for that child's case conference.

Guidance for staff who are invited to discuss matters with parents and the DSL

There are sometimes circumstances in which a member of staff will be asked to attend a meeting with parents and the DSL. In such cases, it is imperative that the staff member allows the DSL to guide and direct the meeting, and only discusses the incident(s) in line with the guidance from the DSL. As a guide staff should ensure that they:

- Provide clear guidelines that the nature of the discussion will be on the student's progress, performance, and behavior.
- Are as objective as possible.
- Do not share any other information.



Sometimes, such meetings can be very challenging, and there is a clear need to deal with the emotions parents are feeling and to diffuse further escalation of these. This can be achieved by:

- Acknowledging their feelings.
- Being clear that the first responsibility of all staff is for the child's welfare, and by formally stating this at the outset of the meeting in order to reinforce this to parents.
- Offering parents, the name/s of agencies that will be able to advise and support them (this should only be done under the guidance of the DSL)



15. Miscellaneous Additional Guidance

Parent guardianship – Legal Rights

If a parent mentions that there is a guardianship court order in place, ensure you share this information with the DSL. Where there are legal court orders against parents collecting their child, all appropriate staff will be informed by the Principal or DSL. This will include Security Staff, Admin, Homeroom Teachers, and Senior leaders.

Collection of Students

All teachers should have a list of students being collected, going home by bus, waiting for siblings, or attending ECAs for the end of day collection. If teachers do not recognize the adult collecting the student, they should call parents to confirm if alternative arrangements have been made. This list should be displayed in classrooms so that the cover teachers are aware. If in doubt, contact a member of Dubai Schools DSK Senior Leadership Team.

General Points

Information, which needs to be available to all staff, will be shared at staff meetings. Such information is for 'professional use' and should remain confidential outside of the school. It may include:

- Details of actual or suspected physical abuse on a need-to-know basis.
- Parental non-contact details following legal decisions.
- Mood swings, aggression and/or tantrums.
- Withdrawal by child and wanting to be on his/her own.



Furthermore, the full details of Safeguarding Files are confidential, and it is the decision of the DSL and Safeguarding Team to decide how much, if any, information is shared with staff. It should be recognized by all staff members that such confidentiality ensures the protection and safety of the child first and foremost.

Whilst staff must be aware of this policy, of the procedures outlined and where further details and guidance are stored, they do not have 'right of access' to any student's Safeguarding File. Similarly, Parents do not have a right of access to Safeguarding files, and any such information is shared solely at the discretion of the DSL.

On transfer, the Safeguarding team will decide which records, if any, will be passed on to the next school.



Appendix A – Potential Indicators of Abuse

The below factors are not designed as a checklist - if in any doubt speak to the school Nurse or DSL

A.1 Physical Abuse:

Physical indicators:	Behavioral Indicators:
<ul style="list-style-type: none"> • Unexpected bruises (in various stages of healing). • Welts, human bite marks, bald spots. • Unexplained burns, especially cigarette or immersion burns (glove like). • Unexplained lacerations, fractures, or abrasions. 	<ul style="list-style-type: none"> • Self-destructive, withdrawn, or aggressive behavior. • Uncomfortable with physical contact. • Arrives at school early or stays late as if afraid to be at home. • Chronic runaway (teenagers). • Complaints of soreness. • Wears clothing inappropriate for the weather to cover the body.

A.2 Neglect:

Physical indicators:	Behavioral Indicators:
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<ul style="list-style-type: none"> • Abandonment. • Consistently unattended medical needs. • Consistent hunger. • Inappropriate dress, poor hygiene. • Lice, distended stomach, emaciated. 	<ul style="list-style-type: none"> • Tired or listless, falls asleep in class. • Steals food begs food from classmates. • Reports that there is no caretaker at home. • Frequently absent or late.
	<ul style="list-style-type: none"> • Self-destructive.



A.3 Child Sexual Abuse:

Physical indicators:	Behavioral Indicators:
<ul style="list-style-type: none"> • Torn, stained or bloody underclothes. • Pain or itching of genital area. • Difficulty with walking or sitting. • Bruising or bleeding in external genitalia. • Venereal disease. • Frequent urinary or yeast infections. • Avoidance of lessons, especially P.E (Physical Education), games, and showers. 	<ul style="list-style-type: none"> • Withdrawal, chronic depression. • Excessive sexual precociousness, seductiveness. • Role reversal, overly concerned for siblings. • Poor self-esteem, selfdevaluation, lack of confidence. • Peer problems, lack of involvement. • Massive weight change. • Suicide attempts, especially in adolescents. • Hysterical, lack of emotional control. • Sudden school difficulties. • Inappropriate sexualized play. • Premature understanding of sex. • Threatened by physical contact.



A.4 Injury:

Common sites for accidental injury:	Common sites for non-accidental injury:
<ul style="list-style-type: none"> • Forehead • Nose • Chin • Spine • Elbows • Forearm • Hips • Knees • Shins 	<ul style="list-style-type: none"> • Bruising, black (particularly both eyes). • Fracture, bruising or bleeding under skull (from shaking). • Bruising, finger marks. • Torn frenulum (the ligament behind the upper lip) • Bruising grasp marks • Bruising grasp marks • Bruising grasp marks
	<ul style="list-style-type: none"> • Bruising grasp marks • Bruised Back, Buttocks • Linear bruising, outline of belt/buckles, scalds, and burns, Grasp marks

A.5 Most common forms of physical child abuse:

- Fingertip bruising - caused by the child being slapped.
- Thumb marks under the clavicles – bilateral.
- Bruising of the face or head.
- Bruising of the genitalia.
- Bruising on limbs - often fingertip marks.
- Linear bruising - from a belt or strap.



- Linear burns.
- Scalds and burns - from dunking or splashing.
- Adult bite marks.
- Cigarette burns of different ages
- Mouth injuries - torn lips, gums, and frenulum.
- Ear injuries.
- Bilateral black eyes - from a fist punch.
- Intraocular hemorrhage.
- Head injury - blows or shaking in young baby.
- Baby with non-moving limb – fractures.
- Abdominal injuries, e.g., ruptured liver.

A.6 Indicators of suspicious non-accidental injury:

- Child brought late for medical examination and treatment - medical neglect.
- Injuries of multiple and mixed type.
- Inappropriate history:
 - To the injury.
 - To the age of the child.
- A complicated or variable medical history.
- Inappropriate parental reaction - affect abnormal.
- Child's appearance and interaction with the parents are abnormal.
- Frequent visits to the surgery for trivial reasons.
- What the child says. (Record and date if appropriate)

A.7 Indicative behavioral signs of sexual abuse:

- Mood changes, tantrums, and aggression.



- Insecurity, fear of men.
- Sleep and eating disorders.
- Anxiety, depression, and despair.
- Withdrawal, secretiveness.
- Poor peer relations.
- Lies, stealing, arson.
- School failure, truancy.
- Running away from home.
- Suicide attempts, self-poisoning, self-mutilation.
- Unexplained possession of large quantities of money.
- Sexualized behavior, e.g.
 - Drawing from a sexual context.
 - Knowledge of adult sexual behavior.
 - Apparent sexual approaches to adults.

A.8 Indicative symptoms of emotional abuse:

- Lack of parent/child bonding - pushes child away, child clings then give up.
- Sanctions of self-esteem - endless criticism, negative all the time.
- Lack of special/quality time - parents' lack of time, inability to play.
- Sanctions of interpersonal skills - lack of befriending.
- Discipline and control - a big issue.

Remember:

- Ask openended questions.
- Do not investiga te.
- Record, date, and sign observati ons.



- Try to identify patterns



Appendix B – Protection Against Allegations of Abuse for Staff

To protect students and yourself, you should be a positive role model to all students. To be such a role model, you should behave in a mature, respectful, safe, fair, and considered manner. For example, you must ensure that you:

- Treat all students equally – build positive professional relationships with students.
- Be aware of personal space: any physical contact should be professional.
- Do not embarrass or humiliate students.
- Are not sarcastic, and do not make jokes of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
- Do not dress in a way that could lead a responsible adult to question your conduct, intentions, or suitability to care for other people's children.
- Do not contact, communicate, or meet with students outside of work (this includes email, text and other messaging systems including social networking sites) except for schoolwork and other professional reasons.
- Do not develop 'personal' or sexual relationships with students.

B.1 Do:

- Talk to your line manager/Head of School if you feel you could lose control of your behavior with a particular student or class.
- Intervene if you see another member of staff acting in a way that could give rise to allegations of physical or emotional harm. Report this incident immediately to the Head of School, do not ignore this behavior. In the Head of School's absence, the incident



should be reported to the Vice Principal who will inform the principal. If the concern is regarding the principal, then the Vice Principal will inform Taaleem Central Office.

- Report any situation immediately to the Head of School which you feel could give rise to an allegation against you or others.
- Ensure that you have parental permission to take photographs and ensure there is a clear educational aim for any photography or filming.
- Seek advice and support from the school counsellor if needed.

B.2 Do not:

- Cover up glass panels in doors. It is important that actions are seen.



- Behave in a way that could be perceived as physically intimidating, humiliating or out of control.
- Carry out acts that could be considered as favoritism e.g., giving birthday cards or gifts to a particular student outside the normal reward systems in school.
- Give lifts in your car on a one-to-one basis.
- Give out personal details, such as your phone number, mobile number, Facebook address or private email address.
- Store photos on your phone or personal devices/clouds of students, do use school devices where possible to take photos.



Appendix C – Questions Which Might Establish a Cause for Concern

Think of a child of whom you have concerns. Can you answer the following questions?

1. Is the child average weight/height?
2. Is the child clean and well kempt?
3. Does the child glow with health - do you know of any health problems?
4. Is attendance regular, are absences straightforward?
5. Does the child concentrate well?
6. Is the child achieving satisfactorily?
7. Is the child withdrawn, aggressive, and moody?
8. Does the child understand "taking turns"?
9. Can the child use individual experiences for creative work?
10. How does the child respond to adults?
11. Who are the child's friends?
12. Are those relationships equal?
13. Does the child have irritating habits?
14. What do you know about the child's home life?
15. What is your most worrying concern?

How many questions can you answer for any student in your care?

Appendix D – Order of Procedures for All Staff

Procedures for All Staff Within School

Concerns	Monitor
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<p>Suspicion/Allegation of Abuse</p> <ul style="list-style-type: none"> ○ Disclosure by young person ○ Report by another person ○ Anonymous communication ○ Your observation/s 		Record
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Consult with School Designated Safeguarding Lead	
School Designated Safeguarding Lead	Record

Action	
<p>Report concern to: or Secondary</p> <p>School DSL</p> <p>(Elementary Principal</p> <p>Principal)</p> <p>Do not investigate</p>	Record

Confirmation	
Any verbal referral must be followed by a completed form passed to Designated Safeguarding Lead	Record



Commitment		
You may be asked to attend the school's Child Protection Conference		Record

Review		
Provide additional information as appropriate		Record



Appendix E – Roles & Responsibilities of the Safeguarding Team

Task	Description	Person in charge
Designated Safeguarding Lead	<ul style="list-style-type: none"> The designated safeguarding lead is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role must be a senior member of the school's leadership team. Overall responsibility of Safeguarding and Child Protection in the whole school. Is aware of cases that are active in school, by attending meetings and checking ISAMS Well Being Manager when cases come through. Delegates responsibility when needed to other members of the team. Liaise with the governance group as required. 	Nadira Harb



Safeguarding Leads	<ul style="list-style-type: none"> Support the Safeguarding Core Group. 	<p><i>Jamie Efford, Elementary Principal</i></p> <p><i>Alicia Roberts, Secondary Principal</i></p> <p><i>Niamh Callanan, Head of KG</i></p> <p><i>Lee Holloway, Assistant Principal</i></p> <p><i>Jade</i></p> <p><i>Thomas, Phase Leader</i></p>
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Person in Charge (Overall responsibility)	<ul style="list-style-type: none"> This person must ensure that all aspects of safeguarding are adhered to in the school and that any concerns need to be addressed with the Person in Charge and followed up accordingly. 	Nadira Harb
Oversee all cases	<ul style="list-style-type: none"> This is the responsibility of the DSL. 	Nadira Harb
	<ul style="list-style-type: none"> The above staff have the responsibility to ensure cases have been followed up with and documented accordingly on ISAMS Well-Being Manager 	
Attendance at Taaleem Safeguarding meetings	<ul style="list-style-type: none"> To attend termly meetings as the Taaleem group and feedback to the larger group notes and updates. 	Nadira Harb
Ensuring Technology is appropriately protected and protects users from accessing inappropriate	<ul style="list-style-type: none"> To ensure all precautions are in place and updated when needed. To ensure IT is included in the policy and training. To update team on changes 	School IT team

materials



Admission of New Students	<ul style="list-style-type: none"> To ensure DSK has received forms in relation to Safeguarding for new students joining Follow up on any causes of concern (to request support from other team members when needed) To ensure the Admissions team is aware of what information to obtain, where to store it and how to pass on the information 	Dubai Schools DSK Admissions Manager
Leading meetings	<ul style="list-style-type: none"> Named person is to set the agenda • Keep notes for the meeting and store on the SharePoint. Ensure there is structure to the meeting and all agenda points are discussed in a timely order To ensure the meeting is set on the calendar weekly. 	Nadira Harb
H&S of Facilities	<ul style="list-style-type: none"> To ensure Health and Safety is discussed in meeting, and report any concerns to facilities To follow up with facilities any concerns reported 	Nadira Harb



Ensuring H&S during ECAs	<ul style="list-style-type: none"> • To ensure that outside of normal school hours the grounds are safe and equipped to cope with any issues • To ensure there is a person of contact if there is a concern • Ensuring that staff on site know what to do in a difficult situation 	Nadira Harb
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HR & Staffing Needs	<ul style="list-style-type: none"> To ensure new hires have been vetted adequately To ensure new staff are given the opportunity to be trained To ensure staff are aware of what to do in a whistleblowing incident To ensure if there is a concern that staff are aware of their role and responsibility and understand the Child Protection & Safeguarding Policy 	Nadira Harb
Police Liaison	<ul style="list-style-type: none"> Make connection with local Child Protection Officer in local Police station Be the contact person when there is a cause of concern 	Nadira Harb

Appendix F – Required Documents for Regular Visitors to DS-AI KHAWANEEJ

All employed staff, volunteers, ILSAs, ECA providers and External Agency Providers regularly accessing the school premises are expected to provide the school with copies of the following documents:

- Passport
- Visa
- Emirates ID – front and back
- Medical card



- Police check – dated within 3 months of commencing duties in the school
- Details of Sponsor



Appendix G – Body Maps for Recording Disclosures & Concerns

