

Child Protection & Safeguarding Policy 2023 – 2024



POLICY INFORMATION

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The Oxford School, Dubai



Child Protection & Safeguarding Policy



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At the Oxford school, we are committed to protect and safeguarding students and we expect all staff and visitors to the school to share this commitment. We will always act in the best interest of the student.

This policy has been developed in accordance with the principles established by the UAE government publications in relation to child protection and safeguarding. The Governing body takes seriously its responsibility to safeguard and promote the welfare of all children in the Oxford school and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Safeguarding and promoting the welfare of children means: protecting children from maltreatment; preventing impairment of children's health; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Where a child is suffering significant harm, or is likely to so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are suffering harm or at immediate risk. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. We consider that safeguarding is everybody's responsibility.

All teachers, including the Head teacher, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of the professional duties. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical, emotional, spiritual and moral development of the individual child.



Safeguarding is the responsibility that the school has to ensure that their employees and volunteers, partners, vendors, operations and programs do no harm to children, young people or vulnerable adults that they do not expose them to the risk of discrimination, neglect, harm and abuse; and that any concerns the school has about the safety of vulnerable people within the communities in which they work, are dealt with and reported to the appropriate authorities. It is also the

responsibility that the school has for protecting its employees and volunteers when they are vulnerable, for example, when ill or at risk of harm or abuse.

Child protection is a central part of but not separate to safeguarding. It is the process of protecting individual children identified as either suffering or at risk of significant harm as a result of abuse or program of work. It also includes measures and structures designed to prevent and respond to abuse.

The Oxford school recognises it has an obligation to put in place all reasonable safeguarding measures to ensure, as far as possible, the safety and protection of children, young people and vulnerable adults, including those with whom we work and those in the communities.



[3.1] Purpose:



The main purpose of this policy is to provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to. In addition to that, it is to ensure that common purpose exercises its duty of care to safeguard children & vulnerable adults and to provide clarity to all on how they should engage with children, young people and vulnerable adults when working

for, on behalf of, or in partnership with the Oxford school. It is also to help us make sure that employees, volunteers and other representatives are protected. It is intended to help us to have a common understanding of safeguarding issues, develop good practice across the diverse and complex areas in which we operate and thereby increase accountability in this crucial aspect of our work.

[3.2] Aims:

- ❑ To raise the awareness of all teaching and non-teaching staff members of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- ❑ To support the child's development in ways that will foster security, confidence and independence.
- ❑ To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- ❑ To emphasise the need for good levels of communication between all members of staff.
- ❑ To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- ❑ To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- ❑ To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory check and a central record is kept for audit.

[3.3] Statement of intent:

At the Oxford school, we intend to ensure that all members of the governing body, staff members and parents understand and fulfil their responsibilities, namely to ensure that:

1. There is a Child Protection & Safeguarding Policy.
2. The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed safer recruitment training.
3. The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the concerned legal authorities if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
4. At least a school senior leader has Lead Designated Child Protection Officer (DCPO) responsibility, the DCPOs undertake interagency training and also undertake DCPO 'new to role' and an 'update' course every 2 years.
5. All other staff members have Safeguarding training updated as appropriate.
6. Any weaknesses in Child Protection are remedied immediately.
7. A member of the Governing Body is, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
8. Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.
9. The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education.

Chapter [4]: Definitions:

Chapter [4]:

Definitions:

No.	Terminology	Definition of terminology
1	Safeguarding	Is what we do for all children. It includes: <ul style="list-style-type: none"> – Protecting children from maltreatment. – Preventing impairment of children's mental and physical health or development. – Ensuring that children grow up in circumstances consistent with the provision of safe and effective care. – Taking action to enable all children to have the best outcomes.
2	Child Protection	Is what we do for children who have been harmed or are at significant risk of being harmed. It is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
3	Wadeema's Law	A legal child rights law in UAE, stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination.
4	Children	Includes everyone under the age of 18.
5	Abuse	Is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. It is a violation of an individual's human and civil rights by any other person or persons. It can take the form of physical, psychological, financial or sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the health, survival, development or dignity of a child, young person or vulnerable adult.
6	Discriminatory abuse	abuse motivated by a vulnerable person's age, race, nationality, sex, sexual orientation, disability, or other personal characteristic.
7	Financial or material abuse	Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
8	Physical abuse	Includes hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm, misuse of medication, restraint, or inappropriate sanctions.
9	Psychological abuse	Includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks. Examples include not giving a vulnerable person 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 a vulnerable person, which may include interactions that are beyond a vulnerable person's developmental capability. It may involve serious bullying (including cyber bullying), or the exploitation or corruption of a vulnerable person.
10	Sexual abuse	Involves forcing, enticing or coercing someone to take part in sexual activities, whether or not the vulnerable person 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 a vulnerable person 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 can be carried out by adults or other children.

Chapter [5]: The Oxford School as a safe school:

11	Upskirting	Typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
12	Neglect	Is a form of abuse and 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. Appendix 1 defines neglect in more detail.
13	Designated Safeguarding Lead (DSL)	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
14	Deputy Designated Safeguarding Lead (DDSL)	Is a school leader who assists the Designated Safeguarding Lead (DSL) in all matters of safeguarding and child protection across the school.
15	Designated Child Protection Lead (DCPL)	Is the person who promotes children's wellbeing and protect them from harm or abuse.
16	Deputy Designated Child Protection Lead (DCPL)	Is a school leader who oversees & monitor children's wellbeing and protect them from harm or abuse.
17	Child Sexual Exploitation (CSE)	Is a form of child sexual abuse in which a person(s), of any age takes advantage of a power imbalance to force or entice a child into engaging in sexual activity in return for something received by the child and/or those perpetrating or facilitating the abuse.

Chapter [5]: The Oxford School as a safe school:

At the Oxford school, we ensure that all stakeholders understand and fulfil their responsibilities, namely to ensure that:

- ☐ There is a Child Protection Policy and the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- ☐ The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the local authorities if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- ☐ A senior leader has Lead Designated Child Protection Officer (DCPO) responsibility, the DCPOs undertake interagency training and also undertake DCPO 'new to role' and an 'update' course every 2 years.
- ☐ All other staff have Safeguarding training updated as appropriate.
- ☐ Any weaknesses in Child Protection are remedied immediately.
- ☐ A member of the Governing Body, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- ☐ Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.

The Lead DCPO, is a member of the Senior Leadership Team and the Deputy Designated Child Protection Officer is a member of support staff. These Officers have undertaken the relevant training, and, upon appointment will undertake 'DCPO new to role' training followed by biannual updates. The DCPO's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training to be renewed every (5) years. All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with. All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

All other staff and governors, have child protection awareness training, updated by the DCPO as appropriate, to maintain their understanding of the signs and indicators of abuse. All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through this policy handbook.

[6.1] Supporting our children:

Our school is committed to support all children by:

- ❑ Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- ❑ Supporting the child's development in ways that will foster security, confidence and resilience.
- ❑ Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- ❑ Educating them, as part of our curriculum, in regards to themes such as sex and relationships, radicalisation, sexual exploitation, E-Safety and Female Genital Mutilation.
- ❑ Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- ❑ Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- ❑ Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- ❑ Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- ❑ Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding students.
- ❑ Developing a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.

[6.2] Allegations of abuse made against other pupils (peer-on-peer or child on child abuse):

We recognise that children are capable of abusing their peers/other children and that this can happen inside or outside of school and online. Abuse will never be tolerated or passed off as "banter" or "part of growing up". We have a zero-tolerance approach. Examples of peer on peer/child on child abuse (but not limited to):

- Bullying (including cyberbullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse.
- Sexual violence.
- Sexual harassment.
- Causing someone to engage in sexual activity without consent (i.e. forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party).
- Consensual and non-consensual sharing of nudes and semi nudes.
- Upskirting.
- Initiation/hazing.

Most cases of students hurting other pupils will be dealt with under our academy behaviour policy, but this policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk.
- Is violent.
- Involves pupils being forced/coerced into drugs or alcohol.
- Involves criminal exploitation, such as threatening other children into criminal activity.
- Involves sexual exploitation, abuse, violence or harassment.

[6.3] Supporting staff members:

Staff are made aware of the importance of: making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and upskirting; dismissing or tolerating such behaviours risks normalising them. All staff will reassure victims that they are being taken seriously and will be supported/kept safe so that they never feel like they are creating a problem or feel ashamed for reporting. The wishes of the victim will be an important consideration. Staff receive training on how to manage a disclosure as the initial response is so important given that children may find it difficult to make a direct report. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DCPOs and to seek further support as appropriate.

[6.4] Allegations against staff:

- ❑ All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- ❑ All Staff should be aware of the School's guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- ❑ Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- ❑ We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the principal / head teacher.
- ❑ The principal / head teacher, on all such occasions, will discuss the content of the allegation with the Designated Officer.

[6.5] Supporting parents / Guardians:

- ❑ Parents need to know who they and their child should raise any concerns with. Parents of students of determination will additionally have to be aware of what arrangements the school has in place to safeguard their children and how these will be carried out – with respect to intimate care procedures, for example.
- ❑ We intend to increasing parents / guardian's engagement and awareness through running workshops for them throughout the year to support their understanding of safeguarding issues.
- ❑ The safeguarding team members are committed to cover essential topics such as online grooming, and perhaps sending parents informational video clips on various other issues throughout the year to encourage greater participation.
- ❑ The school assures that there are proper channels of communications are available for all parents to report any incident in regards to child protection / safeguarding.

Chapter [7]:

Online Safety:

[7.1] About the “Online Safety”:

1. Staff are made aware that technology is a significant component of safeguarding issues and abuse can take place concurrently online and in daily life. Online safety is an ongoing and interrelated theme.
2. The prevalence of issues arising through children's access to the online world is significant and all staff should be aware of associated risks and signs/symptoms. These are categorised as:
 - ❖ Content.
 - ❖ Contact.
 - ❖ Conduct.
 - ❖ Commerce.

3. This includes non-age-appropriate content, self-harm and suicide, sharing nudes or semi-nudes, cyberbullying, grooming, radicalisation, gaming (now identified by the World Health Organisation as a disorder), online gambling, inappropriate advertising and cybercrime. Our pupils will receive sessions to ensure they are aware of the risks associated above and how to report any concerns.
4. We will continue to follow advice from the KHDA other legal authorities in relation to online safety where children are being asked to learn online from home.
5. Staff will receive annual training around online safety including the signs/symptoms for the 4 C's above as well as the signposting available to students in order to build their online resilience. We will also work with parents/carers to support them in how to keep their children safe online.
6. Academies will complete an annual review/risk assessment of their online safety provision to ensure continued good practice.

[7.2] Online Safety at the Oxford school:

At the Oxford school, we highly recommend all our students and other stakeholders to:

- ☐ Keep personal information professional and limited.
- ☐ Keep privacy settings on.
- ☐ Practice safe browsing.
- ☐ Make sure the internet connection is secure.
- ☐ Use a secure VPN connection.
- ☐ Be careful what you download.
- ☐ Choose strong passwords.
- ☐ Make online purchases from secure sites.
- ☐ Be careful what you post.
- ☐ Be careful who you meet online.
- ☐ Keep your antivirus program up to date.

Chapter [8]: Mental Health and Private Fostering:

[8.1] Mental Health:

- ☐ Supporting all children's mental health is a key priority for the trust (and is specifically included within the school definition of 'safeguarding') and this includes preventing/acting on abuse caused by impairment of a child's mental health or development.
- ☐ All staff members are to be trained in the signs/symptoms of poor mental health and will record their concerns on the school wellbeing records using the mental health category as well as informing the DSL immediately if they perceive that the child is at risk of harm (including through self-harm or suicide).
- ☐ Poor mental health is an indicator of potential harm and potential adverse childhood experiences. Training for staff will include being aware of this link.
- ☐ Where staff have a mental health concern for a child where there are also safeguarding concerns then immediate action will be taken including the DSL liaising with the senior mental health lead.
- ☐ Specific reference to safeguarding in relation to mental health can be found in the school wellbeing policy.



[8.2] Private Fostering:

- ❑ A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.
- ❑ A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.
- ❑ Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- ❑ Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority.
- ❑ The school has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although the school has a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. The school will make it clear who has parental responsibility.
- ❑ The school staff members will notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority.
- ❑ On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered. The admissions officer should inform the safeguarding lead upon admission about such cases.

Chapter [9]:

Mobile phones and cameras:

1. In the EYFS and in primary key stages, no member of staff may use their own tablet, phone or other device to take photographs whilst children are present. The school tablets, phones, devices may only be used in the main classroom area (not toilets or changing rooms or where children are changing their clothes) during work time when they may want a record of a child's learning for assessment purposes.
2. Staff are allowed to bring their personal phones to the school for their own use but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.
3. Staff will not take pictures or recordings of students on their personal phones or cameras. This includes at performance events.
4. We are committed to the rules and regulations of KHDA, Ministry of Education & Ministry of Interior when taking and storing photos and recordings for use in the school.
5. If the parents request the school to have photos of their children during their participation in curricular or non-curricular activities, they should send a written consent to the head of section.
6. On admission, if the parent signs the consent part in the school-parent contract then the school is eligible to keep a record of the child's learning journey including his/her participation in different curricular and non-curricular activities.

Chapter [10]:

Prevention:

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- ❑ Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- ❑ Include regular consultation with children e.g. through student voice, participation in anti-bullying week, surveys etc.

- ❑ Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- ❑ Include safeguarding across the curriculum, including opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, consent, radicalisation, road safety, pedestrian and cycle training. Also focused work in Year 7 as part of transition to Secondary school and more personal safety/independent travel.
- ❑ Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Chapter [11]: Recognising abuse and taking action:

[11.1] Referral:

1. If it is appropriate to refer the case to local authority children's social care or the Police, the DSL will make the referral or support and guide the school staff member to do so.
2. If the school staff member makes a referral directly, he/she must inform the DSL as soon as possible.
3. The local authority will make a decision once they receive a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available and ensure outcomes are properly recorded.
4. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.
5. If at any point the school feels that the rationale/justification for the decisions made by social care do not ensure that the child is prevented from risk of harm then they will escalate their concerns in line with the social care escalation policy/procedure. This must be recorded on the school child protection / safeguarding records.

[11.2] Involvement:

Staff, trustees, Ambassadors and volunteers must follow the procedures set out in this policy in the event of a safeguarding issue.

[11.3] If a child is in immediate danger:

Make a referral to children's social care and/or the Police immediately if a child is in immediate danger or at risk of harm. Anyone can make a referral.

1. Tell the Designated Safeguarding Lead (DSL) as soon as possible if you make a referral directly.
2. The school safeguarding and child protection committee's work in partnership with other authorities in the best interests of the children. The school will, where necessary, liaise with Police, any relevant external authority, school doctor / nurse, and make a referral to children's social care authority. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team leader.

[11.4] If a child makes a disclosure to you:

If a child discloses a safeguarding issue to you, you should:

1. Listen to and believe them.
2. Allow them time to talk freely, ask open questions only and do not ask leading questions.
3. Stay calm and do not show that you are shocked or upset; tell the child they have done the right thing in telling you.
4. Do not tell them they should have told you sooner.
5. Explain what will happen next and that you will have to pass this information on.
6. Do not promise to keep it a secret.

Chapter [11]: Recognising abuse and taking

action:

7. Speak directly to the DSL/Deputy DSL immediately. Please contact a member of the leadership team if you are unable to find a member of the safeguarding team.
8. Record the conversation as soon as possible in the child's own words.
9. Stick to the facts and do not put your own judgement on it. The record must include dates and times to ensure there is an accurate record; alternatively, if appropriate and there is immediate risk of harm, make a referral to children's social care and/or the Police directly, and tell the DSL as soon as possible that you have done so.

[11.5] If you have concerns about extremism and radicalisation:

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause'.
2. The school has a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that all staff have access to appropriate training to equip them to identify children at risk.
3. The DSL will assess the risk of children in our academy being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our Local Safeguarding Partners.
4. If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to the local authority children's social care directly if appropriate (see 'Referral' above).
5. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral. This could include Channel, the government's program for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. If there are concerns that the child is at risk of harm then a referral must be made to children's social care regardless of whether a Channel referral is deemed appropriate.

[11.6] If a student makes an allegation of abuse against another student:

1. You must inform the DSL and record the allegation, but do not investigate it; The DSL may contact the local authority children's social care team and follow its advice, as well as the Police if the allegation involves a potential criminal offence; The DSL will put a risk assessment and support plan into place for all children involved (including consideration for before/after school activities) – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed; the wellbeing of all children involved is essential and the DSL will contact specialist mental health services, if appropriate.
2. Parents/guardians will be informed in a timely manner and wherever possible, children provided with an outcome for the allegation. The four likely scenarios for managing reports are: manage internally (i.e. through behaviour policy), Early Help referral, Social Care referral, reporting to the Police. Deliberately false/malicious allegations will be considered in line with the behaviour policy.
3. In relation to sexual violence and harassment: Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement, and being supported by other local authorities, such as children's social care and the police as required.
4. We will minimise the risk of peer-on-peer/child on child abuse by: challenging any form of derogatory or sexualised language or behaviour (as this can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future); being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys; ensuring our curriculum helps to educate students about appropriate behaviour and consent; ensuring pupils know they can talk to staff confidentially; ensuring staff are trained to recognise the signs of peer on peer abuse and know how to report their concerns; ensuring staff understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

[11.7] Other complaints:

- ❑ If concerns are raised by parents/guardians that relate to a possible safeguarding issue, the matter will be referred to the Designated Safeguarding Lead on the senior leadership team and will be handled in line with this Child Protection and Safeguarding Policy.
- ❑ If the concerns related to the premises, the principal would work collaboratively with the operations team to investigate the concerns further and take action if required.
- ❑ In the EYFS, there is a written procedure for dealing with concerns and complaints from parents and/or guardians, and will keep a written record of any complaints, and their outcome.
- ❑ Primary stages will investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within (10) days of having received the complaint.

[11.8] Notifying parents/carers:

- ❑ Where appropriate, we will discuss any concerns about a child with the child's parent/guardian. The DSL will normally do this in the event of a concern or disclosure.
- ❑ Other staff will only talk to parents about any such concerns following consultation with the DSL.
- ❑ If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- ❑ In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved unless this would impact upon any potential investigation or place any children at risk of harm.

Chapter [12]: Roles and Responsibilities:

[12.1] All school staff members:

1. All staff will read and sign to confirm their understanding of this policy and review this guidance at least annually. The DSL conducts PD sessions for all stakeholders and will be utilised for staff who do not work directly with children on a regular basis.
2. All staff should understand:
 - A. Our systems which support safeguarding, including the staff code of conduct policy, the role of the Designated Safeguarding Lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education.
 - B. The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment; the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
 - C. What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including statutory duties and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
 - D. The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE) and radicalisation.
 - E. How to raise a safeguarding concern or allegation in relation to a member of staff, volunteer or supply staff.

[12.2] The Designated Safeguarding Lead (DSL):

1. The DSL takes lead responsibility for child protection and wider safeguarding.
2. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
3. The contact details of the DSL and Deputy DSL can be found in this policy.
4. When the DSL is absent, the deputy/deputies will act as cover.
5. If the DSL and deputy/deputies are not available, the principal must arrange for appropriate cover (for example, during out-of-hours/out-of-term activities). This may include the DSL or deputy/deputies being contactable by phone and the lead member of staff having access to this. Staff should speak to the lead member of staff and/or take advice from Social Care if unable to speak to the DSL/DDSL.

6. The DSL will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters:
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
 - Contribute to the assessment of children; refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel program, Disclosure, and/or Police), and support staff who make such referrals directly.
 - Keep the principal informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
 - Link with the three local safeguarding partners and other external agencies as required. In relation to the Police, this will include consideration for 'When to call the Police'.
 - Take lead responsibility for promoting educational outcomes for counselors by knowing their safeguarding concerns and the impact these might have on attendance, engagement and achievement.
 - Understanding the views of children; encouraging a culture of listening/taking account their wishes and understanding the difficulties they may have in approaching staff about their issues.
 - Share a child's safeguarding information with the new provision within 5 days of them leaving and share in advance any additional information that is required to safeguard a child.
7. The role of DSL and Deputy DSL is explicit in the role holder's job description. The full description of their responsibilities is set out in this policy.

[12.3] Governance:

1. The Board of Trustees and the Executive Leadership team (ELT) will approve this policy at each review. In upholding their governance function the Group Education Director will hold the principal to account for its implementation.
2. The Group Safeguarding Lead will ensure the school contributes to multi-agency working in line with the statutory guidance working together to safeguard children. The school must understand their role in the new safeguarding partner arrangements in the local authority.
3. The Group Safeguarding Lead will monitor the effectiveness of this policy. They are responsible for liaising with the principal and designated safeguarding lead over all matters regarding child protection issues.
4. The Group Safeguarding Lead will liaise with the principal and the Designated Safeguarding Lead to produce an annual report.
5. The Group Education Director will act as the 'case manager' in the event that an allegation of abuse is made against the principal, where appropriate.
6. All staff are trained in the procedures to follow if they have a safeguarding concern/allegation in relation to a regional/national member of staff.

[12.4] Principal / Headteacher:

The principal, or where appropriate her/his deputy, is responsible for the implementation of this policy, including:

1. Ensuring that staff (including temporary/supply staff) and volunteers are informed of this policy as part of their induction; communicating this policy to parents when their child joins the school and via the school website.
2. Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
3. Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
4. Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff, volunteer or supply staff, where appropriate.
5. Ensuring the relevant staffing ratios are met, where applicable.
6. Ensuring that each child in the early year's foundation stage is assigned a key person.

[13.1] The 'Child Protection Unit' initiative:

Ministry of Education (MOE) has launched a 'Child Protection Unit' initiative for the benefit of students of government and private schools across the UAE. The initiative is aimed at protecting children from all forms of harm, negligence and abuse which they may experience at school or home and maintaining their safety with regard to their physical, psychological and educational aspects.

To report child abuse case, The school safeguarding designated lead or who is on his/her behalf needs to call either the MOE's Child Protection Unit on their dedicated number 80085 or the Ministry of Interior's Child Protection Centre on 116111 and to email the report to CPU@moe.gov.ae with all supporting documents, if any.

[13.2] Child protection committee and centre:

Ministry of Interior (MOI) established the Higher Committee for Child Protection in 2009 and the MOI's Child Protection Centre in 2011 to undertake the role of developing, implementing and customising the initiatives and processes aiming at providing safety, security and protection for all children living in the UAE or even those coming as visitors. The committee plays a key role in maintaining the safety of children, because achieving justice and protection for children is a shared responsibility.

[13.3] Hotlines:

Schoolchildren can use the hotline number 80051115 to communicate directly with Ministry of Education regarding any issue that may affect their learning process. Education specialists supervise the hotline.

[13.4] Anti-bullying:

The UAE's [Supreme Council for Motherhood & Childhood](#) in cooperation with [UNICEF](#), [Ministry of Education](#) and [Department of Education and Knowledge](#) in Abu Dhabi launched the [Guide for parents on anti-bullying](#). This guide helps parents identify if their child is a victim of bullying, or if he / she is bullying others and what can be done to stop it.

[13.5] Children's rights:

The UAE Federal Law No. 3 of 2016 concerning child rights, also known as Wadeema's Law, stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination. The law protects children against all forms of negligence, exploitation, physical and psychological abuses. In addition, smoking in public and private vehicles and indoor facilities where children

Wadeema's law

* HH Sheikh Mohammed bin Rashid Al Maktoum passes "Wadeema Law" in 13-11-2012. It is a new child protection legislation named after a victim of abuse.

* 'Wadeema Law' - named after an eight-year-old girl who is believed to have been tortured to death.

* The eight-year-old Wadeema died after months of physical abuse. Her father and his lover are accused of torturing and killing her and also abusing her seven-year-old sister.

* The legislation includes 72 articles which cover all children's rights guaranteed by international conventions.

are present is also prohibited under the law. Violators will be subject to penalties as set out by the law. The law allows childcare specialists to remove children from their homes against parents' wishes and without judicial permission in cases of imminent danger. In less severe cases, specialists may intervene by visiting the child regularly, providing social services and mediating a solution between the family and the child. Those who put children in danger, abandon them, neglect them, leave them without supervision, do not enrol them in school or register them upon their birth will be subject to a prison sentence or a fine or both. The law applies to all children up to the age of 18.

[13.6] Other Legal Reporting Channels:

No.	Authority	Contact information
1	Community Development Authority- CDA	800988
2	EWAA Shelter for Women and Children on hotline	8007283
3	Dubai Foundation for Women and Children	800111
4	Child protection centre in Sharjah	800700
5	Hemaya Foundation for Children and Women - Ajman	800446292
6	Aman Centre for Women and Children through RAK Police	072356666
7	Ministry of Education hotline	80051115

Chapter [14]: Policy Review:

This child protection and safeguarding Policy has been created on (March 31, 2022) by: Mr. Moustafa Mahmoud, Head of Inclusive Education and Safeguarding. It has been revised by: Ms. Daspo Yiappos, the principal of the Oxford school, Dubai, United Arab Emirates.

Annual review Date(s)	Amendment Date(s)	Review Committee	Signature(s)
May 15, 2022		<input type="checkbox"/> Principal. <input type="checkbox"/> SLT members. <input type="checkbox"/> Head of safeguarding. <input type="checkbox"/> Head of health & safety. <input type="checkbox"/> Operations manager.	
January 15, 2023		<input type="checkbox"/> Principal. <input type="checkbox"/> SLT members. <input type="checkbox"/> Head of safeguarding. <input type="checkbox"/> Head of health & safety. <input type="checkbox"/> Operations manager.	
May 15, 2023		<input type="checkbox"/> Principal. <input type="checkbox"/> SLT members. <input type="checkbox"/> Head of safeguarding. <input type="checkbox"/> Head of health & safety. <input type="checkbox"/> Operations manager.	
January 15, 2024		<input type="checkbox"/> Principal. <input type="checkbox"/> SLT members. <input type="checkbox"/> Head of safeguarding. <input type="checkbox"/> Head of health & safety. <input type="checkbox"/> Operations manager.	

[15.1] Appendix 1: Types of common abuse:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

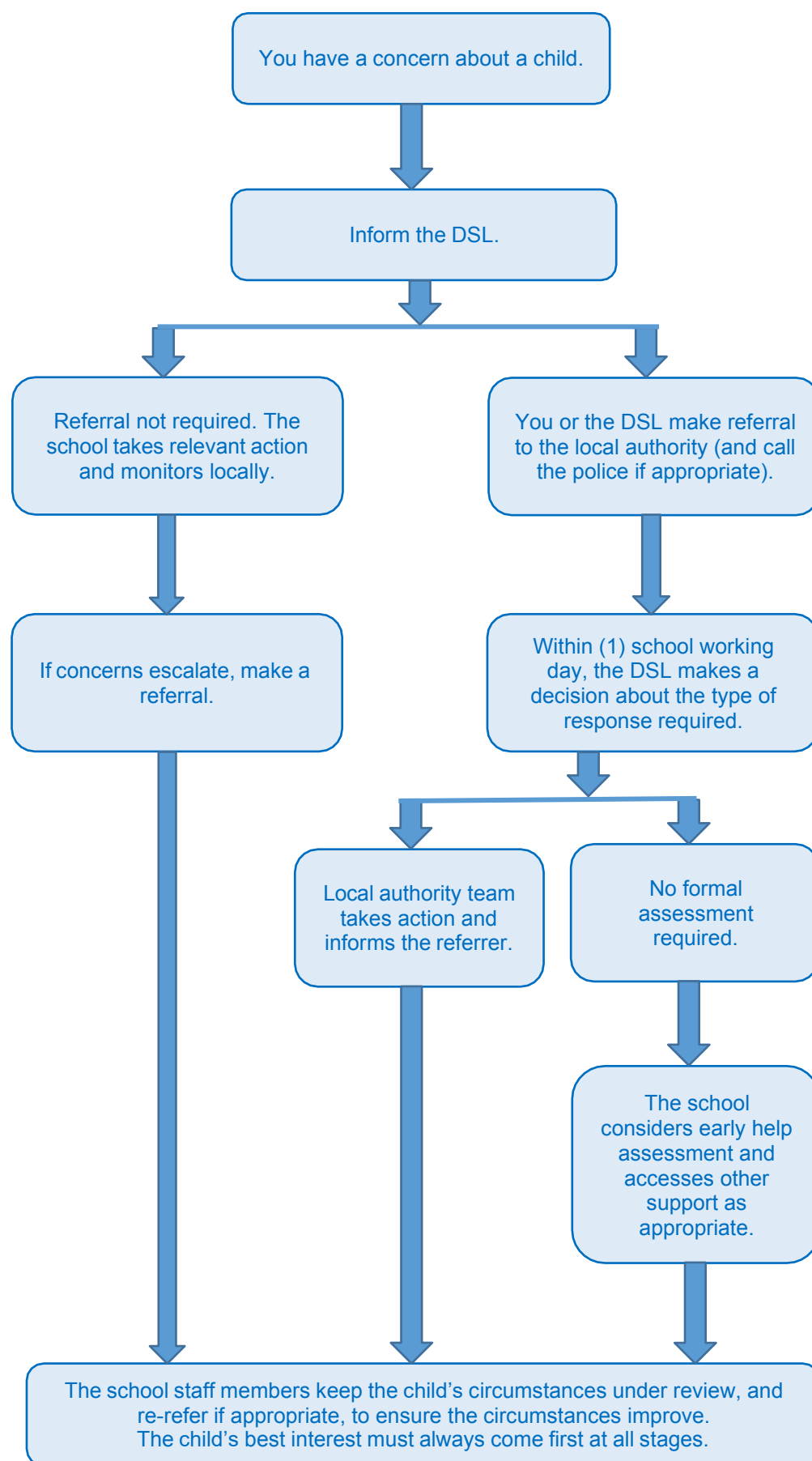
Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a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

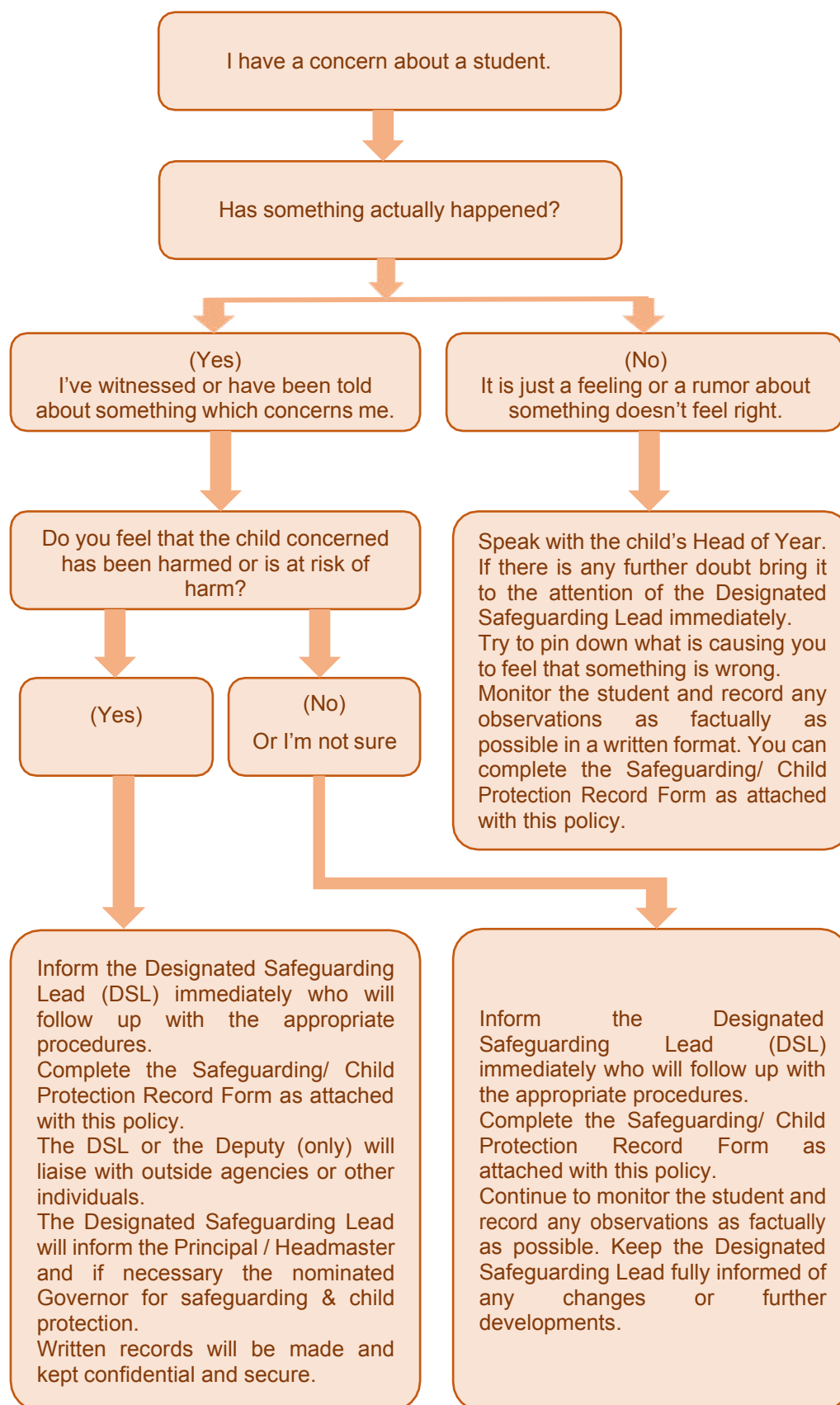
Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 cyberbullying), 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: 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: 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.

[15.2] Appendix 2: Flow chart, Procedures (no immediate danger):





Checking the identity and suitability of visitors

1. All visitors will be required to verify their identity to the satisfaction of staff at the school main gate and at the reception if required for a second time.
2. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
3. Visitors are expected to sign in and wear a visitor's badge.
4. Visitors in a professional capacity will have identity checked and we will obtain assurance that an appropriate check is in place alongside a letter of reassurance.
5. All visitors to our setting, including external organisations, will be accompanied by a member of staff in regulated activity at all times. We will carefully consider the suitability of input from external organisations including an assessment of the educational value, age appropriateness and relevant checks.
6. We will not invite into the school any individual/organisation who is known to disseminate extremist views and we will carry out appropriate checks to ensure that any individual/organisation using school facilities is not seeking to disseminate extremist views or radicalise students, parents or staff.

When appointing new staff

1. Verify their identity (best practice is checking their birth certificate).
2. Obtain (via the applicant) an enhanced disclosure certificate.
3. Verify their mental and physical fitness to carry out their work responsibilities.
4. Verify their professional qualifications, as appropriate.
5. Ensure they are not subject to a prohibition order if they are employed to be a teacher.
6. Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UAE. This could include criminal records checks for overseas applicants and a letter from the relevant professional regulating authority.
7. A risk assessment will be implemented if these checks are not obtainable to demonstrate alternative methods sought and other relevant evidence.
8. Check that candidates taking up a management position are not subject to a prohibition.
9. Ask for written information about previous employment history and check that information is not contradictory or incomplete.
10. We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

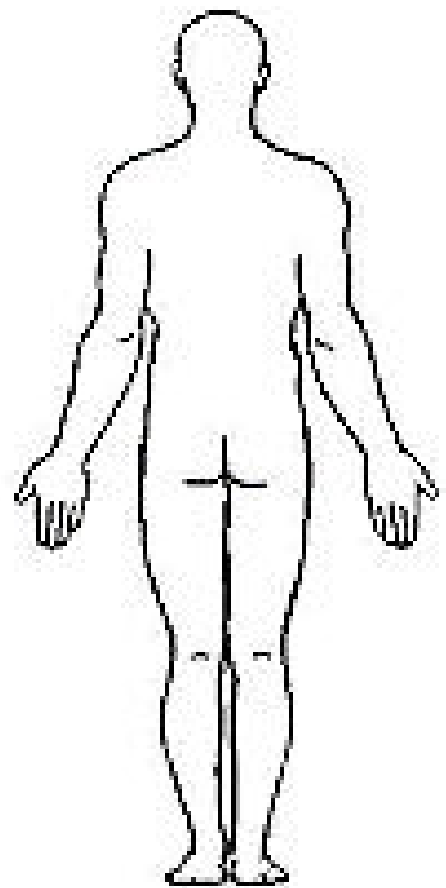
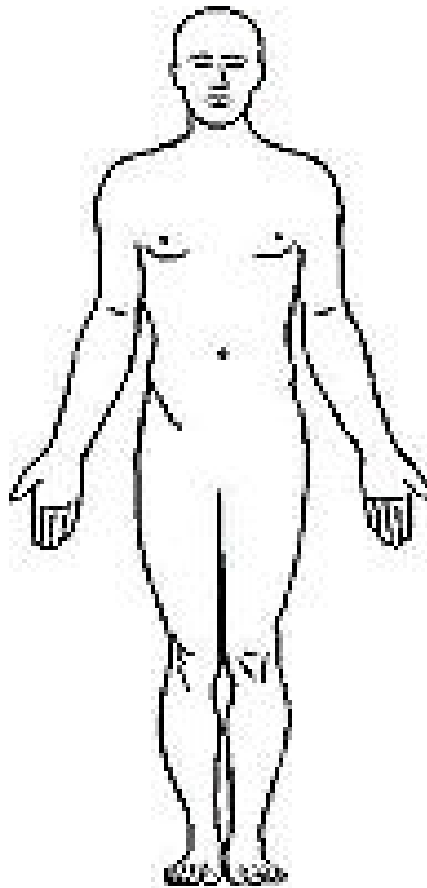
Volunteers

1. Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
2. Obtain an enhanced check information for all volunteers who are new to working in regulated activity.
3. Carry out a risk assessment when deciding whether to seek an enhanced check for any volunteers not engaging in regulated activity.

Chapter [15]: Appendixes:

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A close-up photograph of a person's open palm, facing the camera. The word "STOP" is written in blue ink across the center of the palm. The hand is positioned against a dark, textured background, possibly a piece of clothing or a wall. The lighting is soft, highlighting the skin texture and the ink.

[illegible]