



**DUBAI  
BRITISH  
SCHOOL**  
EMIRATES HILLS

# Child Protection & Safeguarding Policy

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Primary / Secondary/Principal	
Date of review	August 2024
Date of next review	August 2025

**Safeguarding is everyone's responsibility; this policy is therefore relevant to every member of the DBSEH school community.**

**The purpose of this policy is to keep students safe by:**

- Ensuring senior and middle leaders follow safer recruitment practice
- Ensuring safeguarding and child protection issues remain a priority for the school community and that students are aware of their rights and responsibilities and how to keep themselves safe
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting students who have been abused in accordance with the agreed safeguarding and child protection policy
- Creating a safe and supportive school environment that protects students from mental and/or physical harm
- Determining the roles and responsibilities of all stakeholders in safeguarding and child protection procedures.
- Coordinating with the relevant organisations to ensure up to date safeguarding policy and practice

**Because of the day-to-day contact with students, school staff are well placed to observe the outward signs of abuse. The school will therefore:**

- Promote student voice throughout all elements of school life to ensure that students feel confident that their voice is valued, respected and listened to
- Ensure staff build, facilitate and nurture positive relationships with students to ensure that they feel confident to approach a staff member with a concern
- Deliver explicit curriculum content for students to recognise and stay safe from abuse

**School leaders will:**

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Leads (DSLs) responsible for safeguarding children.
- Ensure that parents understand the responsibility placed on the school and staff for safeguarding children by setting out its obligations in the school policy, available to parents via the school website and parent portal.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters.
- Ensure that the DSLs are informed and involved at all stages of concern through constant dialogue with staff.
- Ensure all incidents of concerns are recorded on CPOMS, or if involving a staff member are logged with HR.
- Ensure all staff involved with identified children are informed and involved in monitoring and sharing information on a need-to-know basis.
- Develop and follow procedures where an allegation is made against a member of staff or volunteer (including historical allegations).
- Ensure safer recruitment practices are always followed.

**We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. The school will endeavour to support the child through:**

- The content of the curriculum.
- The school ethos promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- Liaison with other agencies that support the child.

## **Responsibility**

A DBSEH the Designated Safeguarding Leads for AY 2024-25 are:

### **FS & Primary**

- Hilary Murphy (Head of Foundation Stage)
- Amanda Strachan (Assistant Headteacher Primary)
- Lisa Smith (Deputy Headteacher Primary)
- Jacqueline Baxter (Head of Inclusion)
- Yvonne Wallace (Primary Headteacher)

### **Secondary**

- Emma Pennock (Head of Sixth Form)
- Sheridan Teasel (Deputy Headteacher)
- David Potts (Head of Secondary)

Brett Girven (Principal) is also DSL trained and supports the Safeguarding Leads as required.

(See Appendix 7)

Designated Safeguarding Leads are responsible for coordinating action within the school and liaising with outside agencies/professionals as appropriate. Their role includes:

- Following the agreed procedures when receiving reports of any concerns
- Knowing how to identify the signs and symptoms of abuse
- Providing advice and support to staff in matters of safeguarding and child protection
- Maintaining relevant records of incident reports on CPOMS and follow-up
- Ensuring all records are kept confidentially within CPOMS
- Knowing when and how to make a referral to outside agencies/ professionals
- Contributing to and monitoring a safeguarding and child protection plan
- Reporting cases of safeguarding and child Protection to the relevant authorities, as is mandatory in Federal Law no. 3 of 2016
- Informing those who have raised concerns that their concern is being dealt with. This may or may not include details of follow-up action taken, decided on a case-by-case basis.

Staff training related to safeguarding and child protection must be conducted for all new staff and existing staff should have a refresher training session at least every three years. People with particular responsibilities in relation to safeguarding and child protection issues should update their training every two years.

## **Abuse issues**

Staff training will be provided to ensure that instances of abuse are identified and that those involved are supported either using resources available within school or by referral to outside resources.

As harm may be caused by others or be self-inflicted, the various categories will be highlighted: emotional, neglect, physical and sexual. (See Appendix 1)

## Dealing with Disclosure of Abuse and Procedure for Reporting (See flowchart – Appendix 2)

If a staff member suspects or knows of any abuse of any child, the DSL must be informed immediately in person or via CPOMS. Even if the information is based on rumours of abuse, or there is a suspicion but no firm evidence, the DSL should be contacted regarding the concerns. Therefore, even if the incident does not seem serious it must be reported as it may be a small part of a much larger picture.

If a member of staff is told about abuse (disclosed to), any discussion with the child needs to be held with care and sensitivity and the child needs to be reassured that the matter will only be discussed with people who need to know.

### Do:

- Arrange a place and time where you can talk as soon as possible, preferably with another DSL present.
- Stay calm and reassuring and tell the child that she/he is right to tell someone.
- Let the child know that she/he is not to blame
- Allow the child to speak and keep questions to a minimum
- Let him/her know that you understand how difficult it is to talk about such experiences
- Explain that you will need to involve other people and why
- Keep a log of bruises or physical harm on a body map (see Appendix 4)
- Be supportive and give realistic encouragement
- Talk to someone about your feelings and seek support for yourself

### Do not:

- Promise confidentiality. Even if the child is not at risk there may be other children who are and therefore staff cannot promise confidentiality
- Make promises or reassurances you cannot keep
- Press for details or ask leading questions as this can affect subsequent investigations
- Ask the child to repeat the details unnecessarily
- React emotionally
- Interrupt or stop a child during a disclosure
- Underestimate your role as a trusted adult

**Staff should not investigate concerns or allegations themselves but** should report them immediately. The incident must be recorded on CPOMS and DSLs must be alerted. The record of the incident should include:

- Where, when and how the disclosure took place and the names of anyone present
- The date, time and place where the alleged abuse happened
- The names of those present when the abuse occurred if disclosed
- The account that was given of the allegations with nature of abuse and outcome, if known
- In the first instance, communication about such incidents should be directed only to the DSL team in order to protect all concerned

## Reporting and dealing with allegations of child-on-child abuse – also referred to as peer-on-peer abuse

Children can abuse other children. This is sometimes referred to as peer-on-peer abuse. This can happen in school, outside of school and online. It is important that all staff recognise the signs of peer-on-peer abuse, are able to identify it and respond to reports of it and disclosures appropriately. Staff must also recognise the importance of challenging inappropriate behaviours that are actually abusive in nature, particularly dismissing harassment as 'banter', 'boys being boys' or children 'having a laugh'.

Peer-on-peer abuse is likely to include, but will not be limited to:

- Bullying (including cyber, discriminatory and prejudice-based)
- Physical abuse (including hitting, biting, shaking, etc)
- Sexual violence and/ or sexual assault (including coercing someone to engage in sexual activity against their will – this may be a stand-alone act of a broader pattern of abuse)
- Distribution of indecent images and/ or videos

- Coercing or forcing someone to watch/ engage with indecent images and / or videos
- 'Upskirting' – which typically involves taking images under a person's clothing without their permission
- Initiation/ hazing-type 'rituals' which could involve activities linked to harassment, abuse, humiliation

### **Vulnerable Children**

Staff should be aware that there are additional safeguarding challenges which may exist for certain students and as a result they may be more vulnerable to abuse and/ or be unable to effectively communicate or report this. Students with SEND, SEMH needs, physical needs, expressive language and/ or communication difficulties, students who are isolated from their peers, those from disadvantaged backgrounds and/ or extended family structures may be more vulnerable to grooming, bullying or peer-on-peer abuse. School should regularly raise awareness with staff about early identification for these students. As an inclusive school reporting procedures may be tailored to appropriately meet the needs of all students.

### **Reporting and dealing with allegations of abuse against staff by staff**

The procedures apply to all staff. Those dealing with an allegation maintain an open mind and ensure that further action is not subject to delay.

The DSL will make an initial assessment of the allegation in consultation with the Principal and relevant Headteacher. The initial assessment should be on the basis of the information received and gives rise to a decision whether or not the allegation warrants further investigation and if so by whom.

Where the allegation is considered to be either a potential criminal act or indicates that a student has suffered, is suffering or is likely to suffer significant harm, the staff member will be removed from the school site immediately pending investigation.

The Principal will inform the Taaleem Safeguarding Lead.

For any allegations of abuse against the Principal, the relevant Headteacher will consult with the Taaleem Safeguarding Lead directly.

Staff training is provided to develop an awareness of procedures that protect staff from allegations of abuse. Staff should read and abide by the staff code of conduct at all times. Staff may not communicate with students via social media and must be aware of UK regulations on 'breach of trust' and that relationships with any students are not permitted.

National laws in the U.A.E. govern any legal action taken in cases of child abuse. However, staff should know that upon allegation they may also be prosecuted in their country of origin or residency (as in the case of the UK under the Sexual Offences Act 2003). Internet, email and mobiles constitute an important element of school life and their use is encompassed within these guidelines e.g. bullying via SMS or MSN.

### **Contacting the KHDA**

The KHDA will be notified of any suspected abuse around or on the school premises, or any associated school-contracted activity including buses, after school activities (internal and external), and school trips and residential.

## Parental divorce, child custody and associated court rulings

In cases of custodial issues, the school is committed to the wellbeing of its students, and therefore, the school shall strictly adhere to applying and enforcing final judgements, orders and/or rulings issued by the relevant UAE courts. The onus is on the parent(s) to notify and provide the school administration with all the relevant updates, orders and rulings of the courts up to the final judgement and wherever deemed necessary, the school may request that the parent(s) apply to the court and request that the relevant court correspond with the school directly.

For the avoidance of doubt, the school shall not become a party to any ongoing disputes between parents or make any determinations in this regard. We encourage parents to make decisions that are in the best interest of their child/children.

## Safer Recruitment

DBSEH takes a pro-active approach to the safer recruitment of all staff. Advertisements for staff recruitment always contain the following safer recruitment statement:

***'Dubai British School Emirates Hills is committed to safeguarding and promoting the welfare of all its students. A UK International Child Protection Certificate (ICPC) or equivalent enhanced police check is a pre-requisite for all appointments'***

All job descriptions will contain the following requirement irrespective of the position applied for:

***'Adhere at all times to the School's Safeguarding and Child Protection Policy ensuring all concerns are immediately passed on to the school's Designated Safeguarding Lead(s) (DSL).'***

All prospective employees are required to give the names and contact details of at least two referees, one of whom must be the person's current or most recent employer. Wherever possible, references will be requested in advance of interview. All references will be kept on file.

All shortlisted applicants are required to complete a self-declaration in line with 'Keeping Children Safe in Education' 2023.

Applicants who successfully pass the initial selection process following a completed application and vetting by HR must sit an interview with at least two members of the existing DBS EH team.

Notes of the applicant's interview answers should be collated by chair of the panel and stored and kept on file by HR.

*At least one member of the interview panel will have received Safer Recruitment training.*

In addition to assessing and evaluating the applicant's suitability for the post the interview panel will explore the following:

Their ability to support DBS EH's commitment to safeguarding and promoting welfare;  
Any gaps in the candidate's employment history;  
Any concerns or discrepancies' arising from the information provided by the candidate and/or referee.

An offer of appointment will be conditional, and all successful candidates will be required to provide the following:

- A passport as proof of identity;
- An ICPC or Police check form and receive satisfactory clearance/obtain a relevant police check;
- Provide proof of professional status/qualifications.

Upon offer of employment, we inform the individual that we may undertake social media checks as part of our safer recruitment strategy. All checks will be stored on the school's Single Central Register (SCR) which complies with all current regulations, and which contains records of all the required documentation and checks.

As part of their induction, all new members of staff will receive information on the school's Safeguarding Policy, as well as Level 1 Safeguarding Training from one of the school's Designated Safeguard Leaders before working with any children/young people in a regulated capacity.

Upon completion of the designated probationary period, all staff will continue to undergo suitability checks in the form of performance management format within school, annual appraisals and renewal of police checks.

## **APPENDIX 1**

### **Signs of possible Child Abuse**

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the student's whole situation and in combination with a range of other information related to the student and his/her circumstances. There can be an overlap between all the different forms of child abuse and all or several can co-exist.

### **Emotional Abuse**

Some level of emotional abuse is present in all forms of abuse. Persistent emotional ill treatment or rejection can cause serious effects on behaviour and emotional development and usually leads to a sense of low self-worth. It may involve inappropriate expectations (e.g. by age or ability), repeated criticisms that convey to a student that he or she is worthless or unloved. It may involve causing children frequently to feel unhappy, frightened or in danger.

### **Signs of possible emotional abuse**

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)
- Self-Harm
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

### **Neglect**

This refers to persistent or deliberate failure to meet a student's physical or psychological needs, protecting them from harm e.g. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give adequate response to a student's emotional needs.

### **Signs of possible physical neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

### **Physical Abuse**

This involves physical harm to a child e.g. hitting, shaking, scalding, and may be deliberate or a result of failure to take adequate precautions. It can also include the deliberate withholding of physical needs e.g. food. It can involve the abuse of dangerous substances and alcohol.



## Signs of possible physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment
- Fear of returning home
- Aggression towards others
- Running away
- kept covered in hot weather

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

## Sexual Abuse

This involves the student being forced or coerced into participating in or watching sexual activity. The apparent consent of the student is irrelevant. The acts may involve physical contact, penetrative or non-penetrative. They may involve non-contact activities such as involving children in looking at or in the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways. This includes under-age sex. Not all children are able to tell parents/adults that they have been assaulted and changes in behaviour may be a signal that something has happened. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

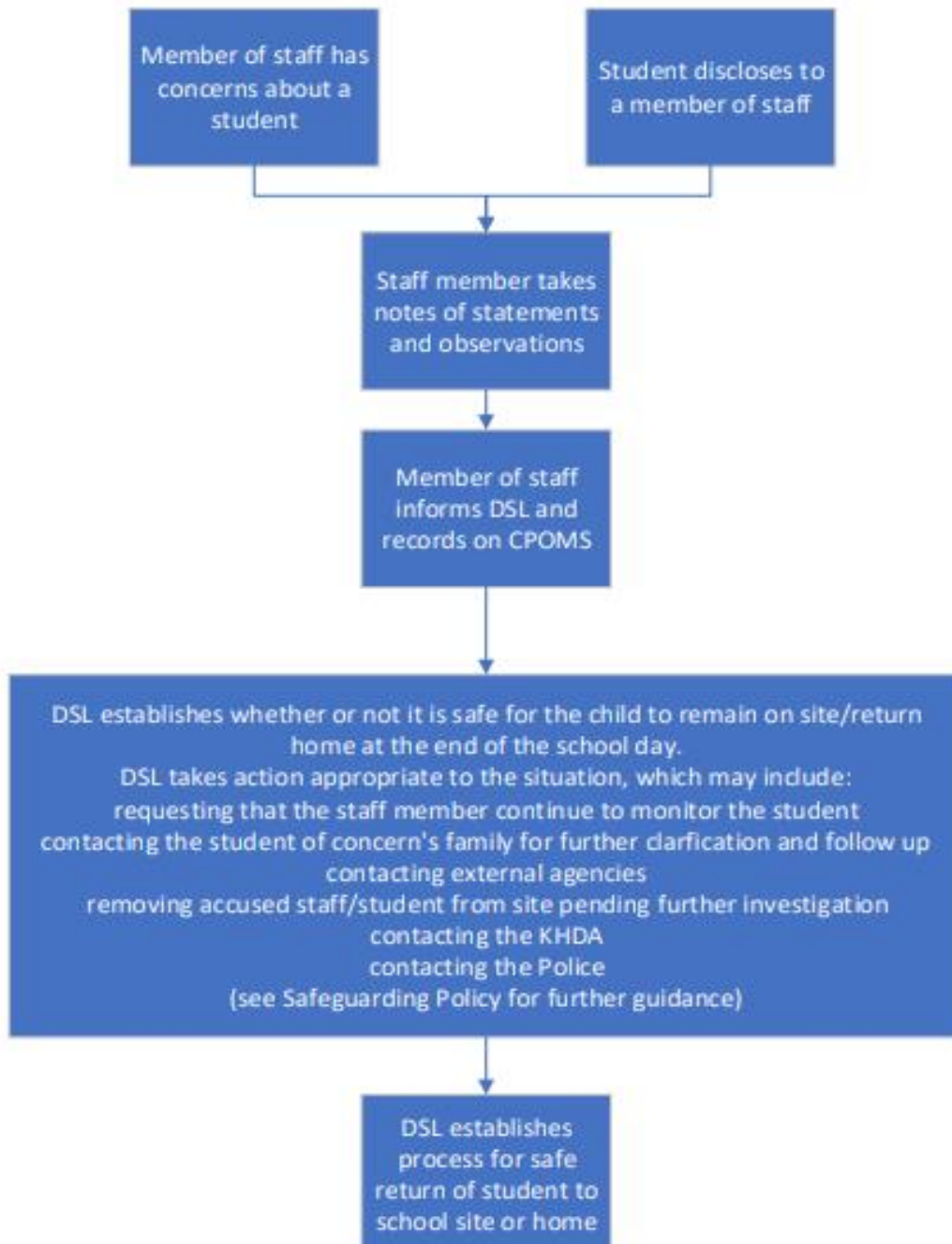
## Signs of possible sexual abuse

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Display of sexual knowledge beyond the student's years
- Unusual interest in the genitals of adults or children or animals
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Sexual promiscuity
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itching, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self-harm/suicide attempts

APPENDIX 2

What to do on suspicion, or disclosure, of abuse

**What to do on suspicion, or disclosure, of abuse**



## APPENDIX 3

### What happens after the initial report has been recorded on CPOMS?

- The staff responsible for safeguarding will liaise with each other to discuss next steps
- The safeguarding team should arrange a family conference where possible.
- The principal will liaise with the CO where necessary.
- CO/ Principal will liaise with the KHDA where necessary.
- If the child is at risk (e.g. self-harming, suicidal thoughts) the School must inform parents.

### Monitoring

The DSL will set a timescale for monitoring a child about whom a concern has been expressed (nominally 6 – 8 weeks but on a case-by-case basis). If no indicators are found or appear to develop, the monitoring will cease. If indicators and concerns continue, appropriate action will be taken and recorded.

As part of good practice, parents should be advised that their child is to be monitored and involved in the process as much as possible.

All information including the details of how the allegation was followed up and resolved together with a note of any action taken and decisions reached, should be updated on CPOMS and is only accessible to DSLs.

### Confidentiality and Information Sharing

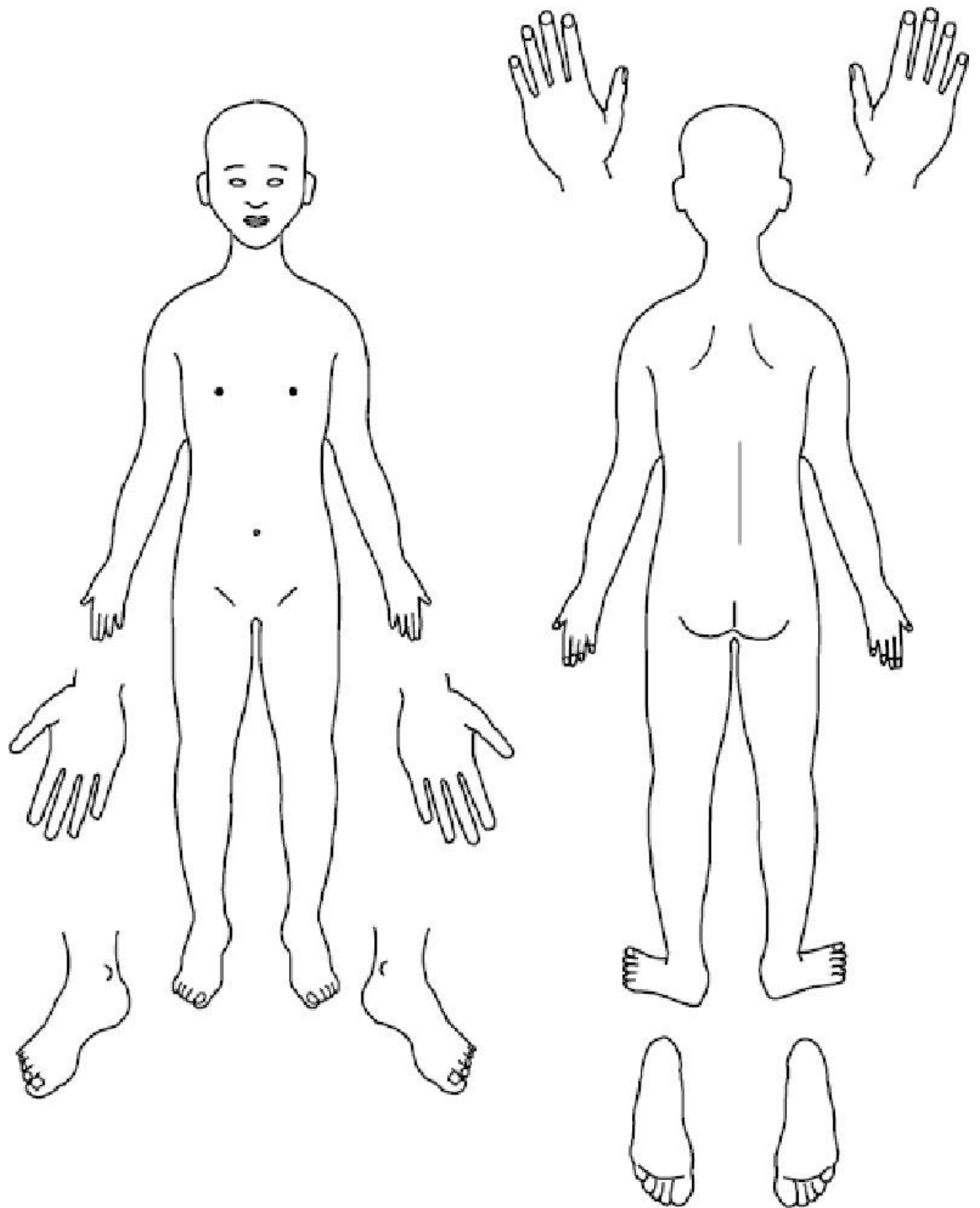
All confidential issues relating to children should be dealt with on a need-to-know basis. Therefore, only information relevant for a particular purpose should be passed on to the recipient, who in turn may not pass this information onto another individual, without consulting the safeguarding team.

Only relevant members of Staff need to know the details of concerns relating to a child in need i.e. the Designated Safeguarding Lead, Principal, Head of Inclusion, nurses and anyone involved in monitoring particular aspects of a child's behaviour. The affected child should also know which members of staff are in possession of what information, when it will be shared, why and with whom.

Remember that instead of disclosing information unnecessarily, it is fine to say that "a concern has been raised and it is being dealt with following the school's procedures".

Any note-taking needs to be cognisant of our context. The DSL will make contact and maintain open communication with parents. When a child or staff member leaves Dubai British School Emirates Hills, any safeguarding issues should be passed on to the new school in the form of a phone call to the new Principal from the Principal whenever possible.

BODY MAPS



Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Date of recording: \_\_\_\_\_

Your name: \_\_\_\_\_

## APPENDIX 5

### Additional means by which DBSEH students are kept safe

#### Medical Care

We have a full-time medical team on-site comprising a doctor and two nurses. They deal with a wide range of immediate medical needs whilst also providing care and monitoring for students with on-going medical conditions. The team also carry out a range of health checks (height/weight, etc) to ensure students' physical development is monitored. They liaise regularly with staff and parents to ensure a high level of student care and they are trained to raise safeguarding / CP issues in line with this policy. Aside from this team we have a number of first-aid trained staff to ensure students are safe around school and whilst attending educational visits or sports fixtures.

#### Behaviour

We have a clear and robust behaviour policy which promotes pro-social values and employs a restorative approach to resolving behaviour incidents when they arise. We proactively work to prevent bullying, and we intervene early with students and parents when such behaviour or its precursors become apparent. All information relating to these actions is recorded on CPOMS (processes) and Classcharts (consequences).

#### ASPIRE / PSHE Curriculum

Our ASPIRE / PSHE curriculum, delivered through dedicated lessons, assemblies and events promotes many aspects of healthy relationships and the values of tolerance, respect, fairness, kindness and integrity. Students are enabled to proactively manage their wellbeing and are encouraged to share their concerns (e.g. through YouHQ) and receive pastoral or counselling support whenever it is needed.

#### Counselling Support

We have two dedicated full-time school counsellors who meet with individual students, liaise with parents and signpost to external support as required. They provide confidential face-to-face and virtual communication to ensure students have continuous line of support.

#### Inclusion Policy & Practice

We have a comprehensive inclusion policy which underpins the work of a highly-skilled Inclusion Team. This team provides for a wide range of learning and social/emotional needs to ensure our most vulnerable students are able to thrive.

#### Health & Safety

We implement and review a range of H&S policies designed to ensure the safety of all students and staff in a wide variety of contexts from swimming pool use to evacuation and lockdown procedures. The policies are overseen by Taaleem Central Office and operationally monitored by our Operations and Senior Leadership teams.

#### E-Safety

We proactively educate students (PSHE/ASPIRE lessons and assemblies) and parents (coffee mornings / workshops) about the pitfalls of social media and internet use including access to inappropriate materials, screen time and cyberbullying among others. We also address instances of device misuse, cyberbullying or accessing inappropriate materials through our behaviour policy.

## APPENDIX 5

### SAFEGUARDING AND CHILD PROTECTION: KEY INFORMATION

Role	Name
All DSLs report to the Principal	Brett Girven
Designated Safeguarding Lead – FS & Primary	Yvonne Wallace Head of Primary
Primary Designated Safeguarding Lead – FS & Primary	Lisa Smith Deputy Headteacher
Primary Designated Safeguarding Lead – FS & Primary	Amanda Strachan Assistant Headteacher
Primary Designated Safeguarding Lead – FS & Primary	Hilary Murphy Head of Foundation Stage
Designated Safeguarding Lead – Secondary	Emma Pennock Head of Sixth Form
Designated Safeguarding Lead - Secondary	Sheridan Teasel Deputy Headteacher
Designated Safeguarding Lead - Secondary	David Potts Head of Secondary
Designated Safeguarding Lead – whole school	Jackie Baxter Head of Inclusion
Taaleem Safeguarding Lead	Glen Radojkovich Director of Dubai Taaleem Group

#### Reporting a concern in the UAE:

Ministry of Interior Child Protection Centre:

Hotline number 116111 <http://www.moi-cpc.ae/en/default.aspx?Hemayati>' (Arabic for protect me) app

Other channels:

- Community Development Authority- CDA on hotline: 800988
- EWAA Shelter for Women and Children on hotline: 8007283
- [Dubai Foundation for Women and Children](#) on 800111

## APPENDIX 6

### Useful Documents

DBSEH Behaviour for Learning Policy

PSHE (Aspire) Curriculum

#### **'Keeping Children Safe in Education (September 2024)**

[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

#### **'What To Do If You're Worried A Child Is Being Abused' ( ) DfE March 2015**

<https://www.gov.uk/government/collections/statutory-guidance-schools>

#### **'Working Together to Safeguard Children' July 2018**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942454/Working\\_together\\_to\\_safeguard\\_children\\_inter\\_agency\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)

#### **'Information Sharing: Practitioners' Guide' July 2018**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

#### **Guidance for Safer Working Practice (May 2019)**

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/13ecce28-e8f2-49e9-83c6-c29337cd8071~110/original?tenant=vbu-digital>

### Useful Websites

#### **Keeping Children Safe Online**

[www.ceop.gov.uk](http://www.ceop.gov.uk)

[www.missdorothy.com](http://www.missdorothy.com) [www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)

#### **Bullying & child abuse**

[www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

[www.kidscape.org.uk](http://www.kidscape.org.uk) [www.childline.org.uk](http://www.childline.org.uk) [www.nspcc.org.uk](http://www.nspcc.org.uk)

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