


SAFEGUARDING AND CHILD PROTECTION POLICY		 SUNMARKE SCHOOL <small>Where Amazing Happens™</small>	
Applicable to	<input checked="" type="checkbox"/> Schools <input type="checkbox"/> Nurseries		
Teams / Individuals	<input checked="" type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Administration Staff		
Publishing Channel	<input checked="" type="checkbox"/> Parents' VLE <input checked="" type="checkbox"/> Staff Dashboard <input checked="" type="checkbox"/> Website <input type="checkbox"/> Dept. Micro-site		
Linked Policies	Behaviour for Learning Policy Positive Relationships Policy Counselling Policy Inclusion Policy E-Safety & BYOD Policy Health & Safety Policy Inclusion Policy Complaints Policy Positive Education and Emotional Wellbeing Policy Intimate & Personal Care Policy Lost Child Policy Information & Data Protection Policy		
Linked Documents	Safeguarding and Child Protection Procedures Safeguarding and Child Protection Team Poster Code of Conduct for Education Professionals in General Education Keeping Children Safe in Education		
Updated By	Latest Publish Date	Monitoring Cycle	
Dr Neil Hopkin	August 25	Annual	
Version No.	Amendments		
1.0	BOD replaced by DOE Amy Kellogg replaced by Dr Neil as Chair of Governor Richard Bishop -Acting Safeguarding Lead		
1.1	Logo Update		
1.2	Linked policies & documents, Appendix 1 process flow update, Appendix 2 clarifications, Safeguarding & Child Protection team poster personnel, Appendix 3 clarifications		
1.3	Reviewed for accuracy. No changes.		
1.4	Minor formatting, Appendix 2 & 3 Safeguarding & Child Protection Team update		

POLICY BRIEF AND RATIONALE

Sunmarke school is fully committed to promoting children's rights, notably their right to be protected from harm, abuse, and exploitation and to be involved in any decisions that directly affect them.

We are committed to developing the children's understanding of their rights and responsibilities as global citizens, in line with The United Nations Convention on the Rights of the Child to which the UAE is a signatory. The term 'children' includes everyone under the age of 18.

We at FORTES believe that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them. We recognise that the welfare of the child is paramount, as enshrined in the Children Act 1989 (UK), Wadeema's Law 2016 (UAE) and Keeping Children Safe in Education (UK).

As per Wadeema's Law, all residents, including educators, are mandated reporters, meaning they are legally required to report any suspected cases of child abuse or neglect to the appropriate authorities. This may include notifying the Child Protection Centre of the Ministry of Interior, Dubai Police, or other relevant bodies depending on the nature and severity of the case.

In Dubai, additional child protection measures were introduced as part of the Dubai Strategic Plan, which calls for providing proper social services to meet the needs of the local community. The UAE government has also established a Child Protection Centre under the Ministry of Interior, which operates a dedicated hotline (116-111) for reporting child protection concerns.

Given the specific context in Dubai and the broader UAE, our school will adhere strictly to these local laws and guidelines, ensuring that all child protection concerns are reported promptly and handled in accordance with UAE regulations. In the most extreme cases where the child is at immediate risk, direct referral to the Dubai Police or the Ministry of Interior's Child Protection Centre is required.

Our school's safeguarding procedures are designed to work in harmony with UAE laws, ensuring the protection of all students under our care. The use of the CPOMS system facilitates accurate and secure record-keeping and reporting, in line with the expectations set out by UAE authorities.

All children, regardless of age, disability, gender, heritage, religious belief, sexual orientation, or identity, have a right to equal protection from all types of harm or abuse.

Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs and other issues.

Working in partnership with children, young people, their parents, carers, and other agencies is essential in promoting young people's welfare.

PURPOSE

An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

There are three main elements to our child protection policy:

- a) Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to students.
- b) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- c) Support to students who may have been abused.

This policy applies to all students, staff, governors, volunteers, and visitors to Sunmarke School.

This school recognises it is an agent of referral and not of investigation.

SCHOOL POLICY

We recognise that for our students, high self-esteem, confidence, supportive friends, and clear lines of communication with a trusted adult help to prevent abuse. This is fundamental and key to our Positive Education ethos.

Our school will therefore:

- a) Establish and maintain an environment where students feel safe and secure, where they are encouraged to talk and are listened to.
- b) Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSED, which equip students with the skills they need to stay safe from abuse. Assemblies, Form Time, and the Positive Education curriculum are the key means of delivery.
- d) Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from outside agencies.

FRAMEWORK and DUBAI CONTEXT

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Designated Safeguarding Lead.

In Dubai and the United Arab Emirates there was no infrastructure of Educational Safeguarding and/or Social Care Services. Following cases which caused concern in the Emirati community, Sheikh Mohammed bin Rashid al Maktoum, supported the introduction of a federal law on child protection “to ensure a secure and stable future for children in the U.A.E.”

In April 2012, Dubai “embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need.” The policy “aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai.” The Dubai Strategic Plan 2015 calls for the provision of “proper social services to meet the requirements of the local community.”

In November 2012, the UAE Cabinet approved “Wadeema’s Law” to “protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality.” [Federal Law 3/2016]

In present circumstances, the lack of infrastructure means that the school’s scope for onward referral is very limited. The Dubai Consulate or Embassy of the child’s country of nationality could be one option. Professional counsellors, consultants, psychologists could also be considered, but there would be financial implications. In the most extreme cases, it could be that direct referral to the Police would be indicated.

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect and safeguard them. There are, however, key people within the school who have specific responsibilities under safeguarding and child protection procedures. The names of those carrying out these responsibilities for the current year are listed on Appendix 2 of this document.

It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals if practicable through the Board of Directors to external services. If for any reason the **Designated Safeguarding Lead** is unavailable, staff will contact the Designated Safeguarding Lead for one of the other phases. In the absence of all three, staff will contact the Principal directly. Additionally, it is the role of the Designated Safeguarding Lead 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.

The Board of Directors and school leadership team are responsible for ensuring that the school follows safe recruitment processes. As part of the school’s recruitment and vetting process, enhanced International Child Protection Certificates are requested and local intelligence checks (countries of residence in the previous five years) will be sought on all staff that have substantial and unsupervised access to children.

The role of the nominated Designated Safeguarding Lead is to ensure that the school has an effective policy, that the Guidelines are complied with and to support the school in this aspect.

The Board of Directors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The Designated Safeguarding Lead and the Principal provide an annual report for the Board of Directors and Advisory Committee detailing any changes to the policy and procedures; training undertaken by all staff and Directors and other relevant issues.

PROCEDURES

All action is taken in line with the following guidance:

- a) Local Safeguarding Guidelines and Local Child Protection Procedures (where available). A copy of these documents is held by the Designated Safeguarding Lead and published on the school's dashboard.
<https://u.ae/-/media/Information-and-services/Social-Affairs/En-Federal-law32016childrenrightsEn-Wadeemas-law.ashx?la=en>

- b) Working Together to Safeguard Children
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- c) DfE (KCSIE) - Keeping Children Safe in Education - Statutory guidance for schools and Schools
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Sexual Violence and Sexual Harassment between Children

<https://learning.nspcc.org.uk/media/2622/sexual-violence-harassment-guidance-2021-caspar-briefing.pdf>

- e) UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2024)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible_pdf

Staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings, and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff, however the leadership team will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead and Deputies.

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (see cover sheet) or a Deputy (see Annex 4) – either in person or via CPOMS (the school's online reporting platform). In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

The Designated Safeguarding Lead or one of their Deputies will immediately refer cases of suspected abuse or allegations in accordance with the procedures outlined within this policy.

The school will always undertake to share an intention to refer a child with the parents unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be

taken.

Parents can obtain a copy of this Child Protection policy on the Sunmarke School VLE or request one directly from the school. This policy will also be made available on the school's website.

TRAINING AND SUPPORT

The Principal and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training each year.

The school will ensure that the Designated Safeguarding Leads also undertake advanced training every two years (previously Level 3 – external training), to keep knowledge and skills up to date.

Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities. Relevant roles will undergo intermediate training (previously Level 2 – online training). Others will undertake basic training (previously Level 1 – in-house training) run by the DSL and (if required) an interpreter, to allow for greater understanding.

NB: External Providers for After School Activities will undergo basic training.

All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook. Policies are all available on MS Teams: All Staff – Safeguarding and Child Protection.

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student, nor should they agree with a student to keep a secret, as where there is a child protection concern this must be reported to the Designated Senior Leader and may require further investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records

should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time, and location. All information should be recorded online via CPOMS, the staff will include the action taken.

These file notes are kept in a confidential file/on a secure server, which is separate from other files, and stored in a secure place by the Designated Safeguarding Lead. In the same way notes must be kept of any student who is being monitored for child protection reasons.

All members of staff should record any information that they think may contribute to the bigger picture. If a member of staff believes 'something is not quite right' there is a high possibility of truth, and many little concerns may prompt the Designated Senior Leader to monitor the student.

If a student transfers from the school, these files will be downloaded and copied for the new establishment and forwarded to the student's new school marked confidential and for the attention of the receiving school's Child Protection Officer – with consent of the student's Parents.

ATTENDANCE AT SAFEGUARDING & CHILD PROTECTION CONFERENCES

It is the responsibility of the Designated Senior Leader to ensure that the school is represented, or a report is submitted to any child protection conference called for children on their school roll or previously known to them.

When a child is subject to a safeguarding or child protection concern at Sunmarke School, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare, and presentation.

SUPPORTING STUDENTS AT RISK

Our school 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.

This school may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support students through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) 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.
- c) The implementation of the school's behaviour management policies.
- d) A consistent approach agreed by all staff which will endeavour to ensure the student knows that

some behaviour is unacceptable, but s/he is valued.

- e) Regular liaison with other professionals and agencies who support the students and their families, including access to the school's counsellors.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- h) Recognition that statistically children with behavioural 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.
- i) 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.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UAE for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterized in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Staff should be aware that sexual exploitation can take many forms and that students may not exhibit external signs of abuse; therefore, staff must be vigilant for the less obvious signs: seeming to have extra money to spend, moving away from established friendship groups, lots of new electronic equipment, appearance of dress, emotional state, and use of sexualized language.

CSE is a key element of safeguarding concerns therefore the member of staff must refer the matter to the DSL immediately. Once this is done the DSL will be in contact with Dubai Police or the Child Protection Centre as necessary. Contact with parents should be made, unless doing so would put the child at further risk.

Allegations against other pupils which are safeguarding issues (peer on peer abuse)

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting.

It should be considered as a safeguarding allegation against a student if some of the following features are present.

The allegation: -

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

PROCEDURE FOR DEALING WITH ALLEGATIONS OF PEER-ON-PEER ABUSE

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead should contact the Dubai Police or Child Protection Centre to discuss the case (after approval from the Director of Education).

The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral. The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the secure Safeguarding records (CPOMS).

If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

FEMALE GENITAL MUTILATION

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriable.

The practice is not required by any religion.

FGM is a deeply rooted practice, widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. It serves as a complex form of social control of women's sexual and reproductive rights.

The exact number of girls and women alive today who have undergone FGM is unknown, however, UNICEF estimates that over 200 million girls and women worldwide have undergone FGM.

While FGM is concentrated in countries around the Atlantic coast to the Horn of Africa, and areas of the Middle East like Iraq and Yemen, it has also been documented in communities in:

Colombia; Iran; Israel; Oman; The United Arab Emirates; The Occupied Palestinian Territories; India; Indonesia; Malaysia; Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America, and Australia.

Staff will have access to online training on FGM and should speak with the Safeguarding Lead if they have any concerns.

FAITH OR BELIEF-BASED VIOLENCE

Staff are made aware of certain kinds of child abuse linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

Beliefs are not confined to one faith, nationality, or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu, and pagan faiths among others. Not all those who believe in witchcraft or spirit possession harm children. Data on numbers of known cases

suggests that only a small minority of people with such beliefs go on to abuse children. Under-reporting of abuse is, however, likely. Data may also reflect closer scrutiny of communities in which cases typifying this kind of abuse have been seen.

Staff are advised to ensure, through close and strong relationships with their students, that they report anything which may be linked to faith or belief-based violence to the Designated Safeguarding Lead.

CHILDREN MISSING EDUCATION (CME)

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

2. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life.

3. Effective information sharing between parents and schools is critical to ensuring that all children of compulsory school age is safe and receiving suitable education.

4. Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so.

5. School must monitor pupils' attendance through the daily register. The school will inform local authorities of the details of pupils who fail to attend regularly or have missed ten school days or more without permission. School should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority – this may prevent a child from being promoted at the end of the year within the Emirate of Dubai, not just this school.

6. The school will collect at least three contact details from Parents: Two different contacts from within Dubai and one from the child's home country. This will allow the school sufficient options to establish the whereabouts of a child on the second day of absence.

NB: Private Fostering, Prevent & County Lines

The school is aware of UK guidance on private fostering, prevent duty and County Lines and the DSL may consult UK policy if necessary. These policies, however, are not applicable or statutory in either the UAE or the Emirate of Dubai.

SAFE SCHOOL, SAFE STAFF

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Currently, in Dubai this would mean Dubai Police only). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews are not.

If for any reason it is decided that a referral is not appropriate, it will be necessary to address matters in accordance with the school's complaints/disciplinary procedures.

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school premises, the Board of Directors (through the Designated Safeguarding Lead for After School Activities) will seek assurance that the body

concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and that staff have undergone basic Child Protection training within the last two years.

WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are expected to fully comply, at all times, with the **Code of Conduct for Education Professionals in General Education**.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to a member of the School's Senior Leadership Team.

If a member of staff has concerns about the conduct of a member of the School's Senior Leadership Team (other than the Principal) they should contact the Principal.

If a member of staff has concerns about the conduct of the Principal, they should contact the Director of Education.

APPENDIX 1: Safeguarding and Child Protection Process Flow Chart

Step 1: Concern Raised

- *Who: Parent, Teacher, Staff Member, or Other Adult*
- *Action: If you have a concern about a child's safety, it should be reported immediately. Explain to the child that you will have to pass on your concerns to appropriate school leaders who will seek to help. Never promise to keep a secret. Listen carefully but ask no questions at all or keep them to the minimum to ascertain facts only.*

Step 2: Initial Reporting

- *Who: Class/Form Tutor*
- *Action: Concerns should be logged directly into CPOMS, the school's secure online safeguarding system. If CPOMS access is not possible, report directly to the Designated Safeguarding Lead (DSL) or Deputy DSL in person. No photographs should be taken of any injuries. Do not speak to anyone other than the DSL or Principal about this disclosure.*

Step 3: Escalation to Safeguarding Team

- *Who: Designated Safeguarding Lead (DSL) or Deputy DSL*
- *Action: The DSL/Deputy DSL reviews the CPOMS report and decides on the appropriate action. This could involve further investigation, contacting parents, or involving external agencies like Dubai Police or the Child Protection Centre.*

Step 4: Referral to External Agencies

- *Who: Designated Safeguarding Lead (DSL)*
- *Action: If the concern warrants, the DSL will contact external agencies such as Dubai Police or the Child Protection Centre. Referrals are logged in CPOMS, including actions taken and outcomes.*

Step 5: Parental Involvement

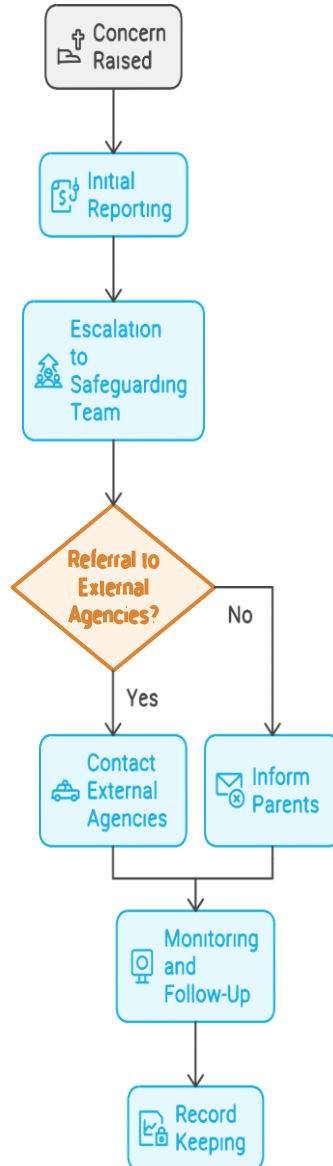
- *Who: Designated Safeguarding Lead (DSL)*
- *Action: The DSL informs the parents of the concern, unless doing so would place the child at further risk. This communication is also recorded in CPOMS.*

Step 6: Monitoring and Follow-Up

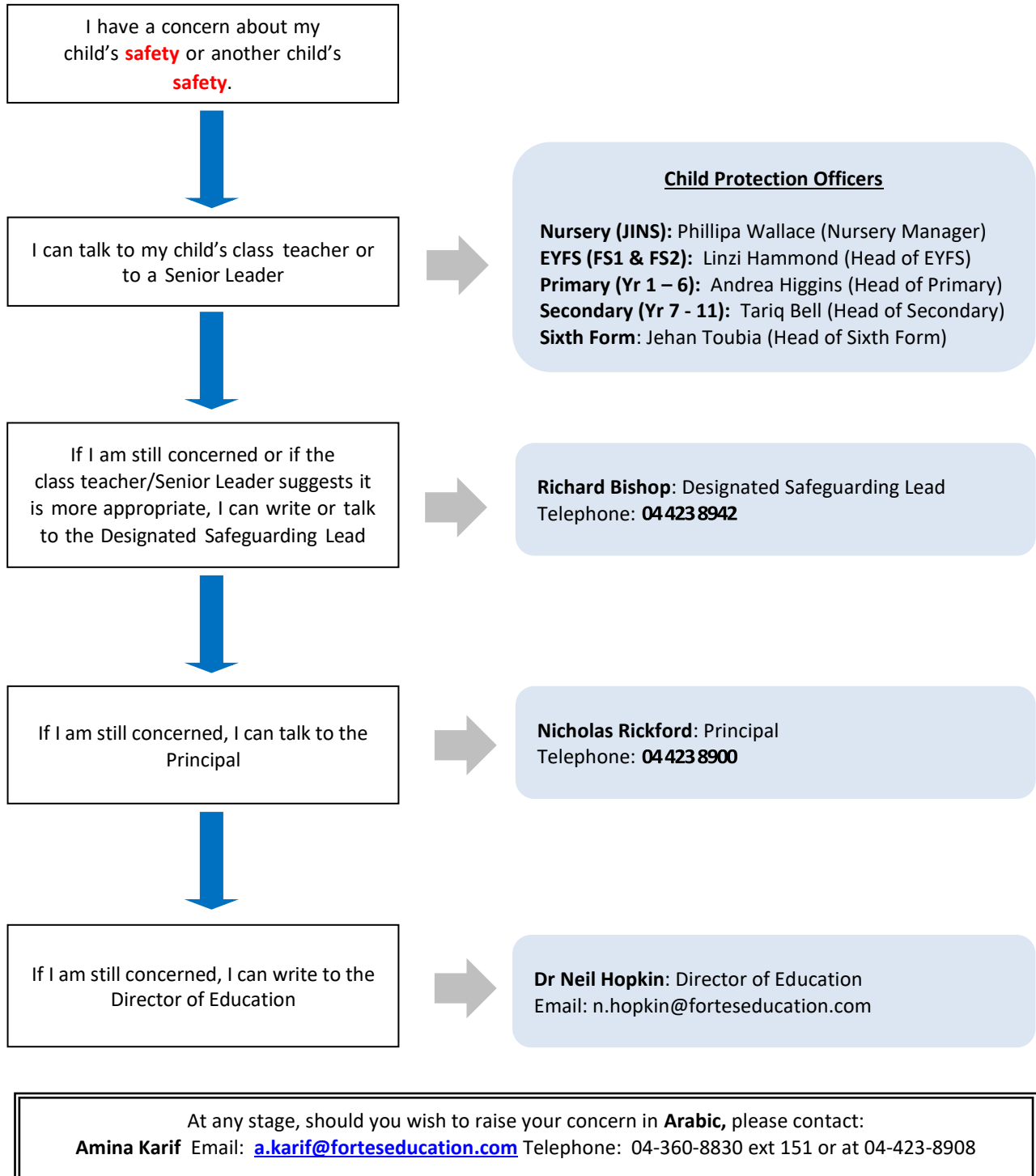
- *Who: Designated Safeguarding Lead (DSL) and Relevant Staff*
- *Action: The DSL, along with relevant staff, monitors the situation. Updates and any further actions are documented in CPOMS. Regular reviews are conducted to ensure the child's safety and well-being.*

Step 7: Record Keeping

- *Who: All Staff Involved*
- *Action: All safeguarding records, including referrals, outcomes, and parental communication, are securely stored in CPOMS. No physical copies are kept. If a student transfers to another school, relevant records are securely transferred via CPOMS, with the parents' consent.*



APPENDIX 2: How a Parent/Adult Can Raise a Child Safety Concern



APPENDIX 3: Statement of School Policy on Confidentiality

**This document is included as an appendix to support the Safeguarding Policy.
It is not intended as a policy in its own right.**

The welfare of our students will always be our central concern. Students are actively encouraged to raise personal and general concerns with members of staff and seek advice in confidence. It is important to note, however, that such discussions, whilst remaining confidential in nature, must take into account a full appreciation of our duty of care. This will mean that information may have to be shared with senior members of staff or parents on a need-to-know basis - not as a breach, but as an extension of the confidence given. This aspect of the policy will apply if there is a risk of an individual becoming a danger to himself/herself or others. In such a situation a student will be counselled and, if at all possible, persuaded that it is desirable for confidence to be shared with others. Staff, children and parents must all be made aware of these limitations to confidentiality in the context of safeguarding. Should any information be required to be shared, the school will keep note of the reason for needing to share this information, and with whom it was shared.

Best practice indicates that:

- “The welfare of the child is the paramount consideration”.
- Children are best cared for in their own family. (The term “family” being widely defined).
- Schools have a responsibility to make their child protection policy known to both parents and teachers so that it is clear that, should a child’s needs appear to indicate it, referral will be made to, or advice sought from external agencies and/or authorities as part of the school’s wellbeing policy.

POLICY REVIEW

The Designated Safeguarding Lead, or in their absence a member of the School’s Senior Leadership Team, is responsible for ensuring the annual review of this policy.

SAFEGUARDING & CHILD PROTECTION TEAM

When members of the school or community have **urgent** and **immediate** concerns for the safety and welfare of a child or young person during school hours, they should make an immediate referral to a member of the Safeguarding & Child Protection Team. Alternatively you can speak with any accessible member of the Senior Leadership Team.

Where possible, concerns from staff should be reported via CPOMS.



Nicholas Rickford
Principal



Dr Neil Hopkin
Chair of Governors

Contact the school on:

 **+971 4 4238900**

 **childprotection.sms@forteseducation.com**



Richard Bishop
Safeguarding Lead
Whole School



Philippa Wallace
Nursery



Linzi Hammond
EYFS



Andrea Higgins
Primary



Tariq Bell
Secondary



Jehan Toubia
Sixth Form




Assile Al-Amili
Arabic Language



Sue Ann Navarro
Operations


Out of School Hours


UAE Ministry of Interior - Child Protection Centre

 116-111


 www.moi-cpc.ae

Ministry of Education - Child Protection Unit

 800-85


 www.moe.gov.ae

Community Development Authority - Child Protection Hotline

 800-98

 www.cda.gov.ae

The Dubai Foundation for Women and Children (DFWAC)

 800-111

 www.dfwac.ae

24 Hours

Just call, we are all ears!

116111

Child Protection Hotline

UNITED ARAB EMIRATES
MINISTRY OF INTERIOR

UAE Child Protection Centre
مركز حماية الطفل في دولة الإمارات العربية المتحدة
UAE Child Protection Centre
مركز حماية الطفل في دولة الإمارات العربية المتحدة

You are safe with us
116111
Child Protection Hotline

You can submit an online report through the website:
www.moi-cpc.gov.ae

Fax: 02 3333998 : فاكس Tel: 02 3333999 : هاتف

www.moi-cpc.gov.ae www.safechild.ae
childprotection@moi-cpc.gov.ae

[MOIUAE](https://www.facebook.com/MOIUAE) [MOIUAE](https://www.youtube.com/MOIUAE) [MOIUAE](https://www.instagram.com/MOIUAE) [MOIUAE](https://www.google.com/MOIUAE)

www.moi.gov.ae

Out of School Hours

UAE Ministry of Interior – Child Protection Centre
Telephone 116-111
www.safechild.ae

The Dubai Police Child Protection Hot
Telephone 800-243
www.dubai.police.gov.ae

The Dubai Foundation for Women and Children (DFWAC)
Telephone 800-111
www.dfwac.ae

Hotline definition:

Hotline is a service provided by the Ministry of interior. It is a toll free number to receive the calls and report incidents of child abuse or neglect.

Reporting Abuse:

- ❖ Your abuse reporting is considered an important process to prevent the abuse and to protect children from further potential risks. Suspected abuse reporting constitutes a request for investigation only.

Reporting should be made once a rational and

- ❖ logical reason as an evidence for a child who has been abused, neglected or subject to a risk.

How to report:

- ❖ You can report an incident of suspected child abuse and neglect by contacting the child protection hotline number : 116111



We
Assure:
Privacy
Confidentially



According to Article (43) from Federal law No.(3) of 2016 concerning Child Rights law "Wadeema"

Every person at the age of majority shall provide assistance to any child asks for reporting to the competent authorities of his suffering or his brother's or any other child in one of the cases set out in Article (33) hereof.

According to Article (33) from Federal law No. (3) of 2016 concerning Child Rights law "Wadeema"

The following actions shall be considered a threat to the child's physical, psychological, moral and mental safety, and has the right to be protected from:

- 1 - Loss of parent(s) or guardians.
- 2 - When a child suffers from abandonment, neglect and homelessness.
- 3 - Continous negligence in upbringing & care.
- 4 - When he used to be abused.
- 5 - Child sexual abuse and exploitation.
- 6 - Child exploitation by illegal organizations in organized crimes and acts of violence or force him to do the same.
- 7 - Exposing a child to begging or economical exploitation.
- 8 - Lack of care by parents or gurdians for upbringing and care of the child.
- 9 - Abduction, sale or trafficking of child for exploitation.
- 10 - Mental or psychological disability of a child which may affect his perception.

Staff

Web Address: www.CPOMS.co.uk

Apps: [Apple](#) [Android](#)

Username: Your email address

Password: Self-selected at registration

Forgotten passwords can be reset with username & email address.

Help and Support: Additional guidance documents available on the 'Support' tab once you log in or contact the Designated Safeguarding Lead