



REPTON  
DUBAI

Whole School  
Safeguarding Policy  
2023-2024

Updated: 08/2022 ADR  
Reviewed: 09/2023

Designated Safeguarding Lead in Repton School

Name: Gillian Hammond

Contact Number: Extension 319

[principal@reptondubai.org](mailto:principal@reptondubai.org)

Designated Safeguarding Lead in the Junior School

Name: Charlie Jacques

Contact Number: Extension 443

[charles.jacques@reptondubai.org](mailto:charles.jacques@reptondubai.org)

Designated Deputy Safeguarding Lead in the Junior School

Name: Sharon Kortekaas

Contact Number: Extension 347

[sharon.kortekaas@reptondubai.org](mailto:sharon.kortekaas@reptondubai.org)

Designated Safeguarding Lead in the Senior School

Name: Jackie Lee

Contact Number: Extension 418

[jacqueline.lee@reptondubai.org](mailto:jacqueline.lee@reptondubai.org)

Designated Deputy Safeguarding Lead in the Senior School

Name: Sean McDermott

Contact Number: Extension 438

[sean.mcdermott@reptondubai.org](mailto:sean.mcdermott@reptondubai.org)

Nominated Governor for Safeguarding

Name: Lizzie Varley

[lizzie.varley@cognita.com](mailto:lizzie.varley@cognita.com)

Key contacts within the school

Name: Farina Ghaznavi (Doctor)

[farina.ghaznavi@reptondubai.org](mailto:farina.ghaznavi@reptondubai.org)

Name: Senior School Medical Centre

Contact Number: Extension 353

Name: Junior School Medical Centre

Contact Number: Extension 355

# Contents Page

## **1.0 Introduction**

- 1.1 Keeping Children Safe In Education (KCSIE) – 2022
- 1.2 Policy Statement
- 1.3 The role of the school
- 1.4 Framework and Dubai Context
- 1.5 Procedures
- 1.6 Support
- 1.7 The Three Main Elements to the Safeguarding Policy
- 1.8 Prevention
- 1.9 E-Safety
- 1.10 Additional Policy Documents

## **2.0 What is Abuse?**

- 2.1 Physical Abuse
- 2.2 Emotional Abuse
- 2.3 Sexual Abuse
- 2.4 Neglect
- 2.5 Child sexual exploitation
- 2.6 Honour-Based Violence (HBV)
- 2.7 Female Genital Mutilation (FGM)
- 2.8 Child on child abuse
- 2.9 Sexual violence and sexual harassment between children in school
- 2.10 What is Sexual violence and sexual harassment?
- 2.11 Self-harm
- 2.12 Additional concerns: Bullying
- 2.13 NSPCC Signs of Abuse

## **3.0 Roles or Responsibility**

- 3.1 Role of Designated Safeguarding Lead (DSL)
- 3.2 Role of Deputy Designated Safeguarding Lead (DSL)
- 3.3 Role of the Governor
- 3.4 Form Teacher / Tutor
- 3.5 Subject Teachers
- 3.6 Keeping yourself safe
- 3.7 Physical contact
- 3.8 Foundation stage children
- 3.9 Professional Confidentiality
- 3.10 Allegations involving school staff - Whistleblowing
- 3.11 Professional Confidentiality

## **4.0 Disclosure**

- 4.1 Reporting a safeguarding concern – Flow chart
- 4.2 Supporting the pupil at risk
- 4.3 Record Keeping
- 4.4 Supporting SEND and children with additional vulnerabilities
- 4.5 Lost child procedure
- 4.6 Late collection

## **5.0 Safer Recruitment Procedure – Single Central Register**

- 5.1 Advertisement of Position
- 5.2 Safer Recruitment
- 5.3 Employment Application Form
- 5.4 Criminal Records Check
- 5.5 References
- 5.6 Explanation of Gaps in CV
- 5.7 Adults working with children who are not employed directly by school
- 5.8 Shadow Teachers
- 5.9 Volunteers
- 5.10 Visitors
- 5.11 Use of the school premises by other organisations

## **6.0 UAE Regulations and Support**

- 6.1 Ministry of Interior (MoI)
- 6.2 Dubai Foundation for Women and Children (DFWAC)
- 6.3 Community Development Authority (Centre)
- 6.4 Monitoring of Low Level Child Protection Concerns in School
- 6.5 Monitoring the Home Circumstances

## **7.0 Information Sharing**

## **8.0 Supporting Policies**

## **9.0 Child Protection referral form**

## **10.0 Request For Child Protection Records**

## **Appendix 1 - Summary of key changes KCSIE 2022**

## **Appendix 2 -Self Harm Flow charts**

## **1.0 Introduction**

The School fully recognises the contribution it makes to Child Protection. UAE Federal Law No. 3 of 2016 concerning children's rights, also known as 'Wadeema's Law', protects children against all forms of negligence, exploitation, and physical and psychological abuse. All staff are committed to safeguarding and promoting the welfare of children, thereby protecting them from such abuse. This policy exists to protect children of all ages from these four main kinds of abuse.

### **1.1 Keeping Children Safe In Education (KCSIE) – 2022**

*"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."*

Department for Education 2022

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

### **1.2 Policy Statement**

The purpose of this policy statement is:

- To protect children and young people who receive Repton School's services from harm. This includes the children of adults who use our services
- To provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.
- This school recognises it is an agent of referral and not of investigation.
- This policy applies to anyone working on behalf of Repton School Dubai including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

### **1.3 The Role of the School**

The School will take all reasonable measures in the best interests of the children in our care to:

- Ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with COBIS guidance
- Ensure that where staff from another organisation are working on their own with our pupils, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff
- Be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil, noting that bullying may be a child protection matter
- Adopt a contextual approach to safeguarding and consider whether wider environmental factors that may be present in a child's life could be a threat to their safety and welfare
- Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his agreed child protection plan
- Design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- Deal appropriately with concerns which indicate that a child is in need of early help or additional support
- Be alert to the medical needs of children with medical conditions; including those suffering from mental health issues
- Operate robust and sensible health and safety procedures
- Teach pupils about safeguarding, including peer on peer abuse for example through use of online resources, through the curriculum and Personal, Health and Social Education (PHSE)
- Take steps to ensure that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material on-line
- Take all practicable steps to ensure that School premises are as secure as possible
- Have procedures in place for dealing with children that go missing from education; see section 4.5
- Be alert to the threats of specific safeguarding issues as outlined by Keeping Children Safe in Education, such as Child Sexual Exploitation and Neglect
- Have procedures in place to fulfil the School's Prevent Duty, to identify children at risk of radicalisation and extremism, protect them and making referrals as appropriate.
- Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area
- Keep this and related policies up-to-date and in accord with the statutory guidance.

#### **1.4 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 and the Deputy Designated Safeguarding Lead.
- In Dubai and the United Arab Emirates there is an emerging infrastructure of Educational Safeguarding and/or Social Care Services. Following cases which caused concern in the Emirati community, Sheikh Mohammed, the Ruler of Dubai, supported the drafting of Federal law No. 3 regarding child protection “to ensure a secure and stable future for children in the U.A.E.”
- In April 2012, it was reported that Dubai had “embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need.” The policy “aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai.” The Dubai Strategic Plan 2015 calls for the provision of “proper social services to meet the requirements of the local community.”
- In November 2012, the UAE Cabinet approved “Wadeema’s Law” to “protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality.”
- In present circumstances the school’s scope for onward referral is somewhat limited. The Dubai Foundation for Women and Children and the Child Protection Centre are two options. 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.

## **1.5 Procedures**

We will follow, as closely as possible, sound safeguarding procedures as used in the UK, taking into account local procedures and any support agencies that are available and deemed appropriate by the school.

The school will ensure it has senior members of staff who are nominated as safeguarding persons for each section of the school, who have undertaken appropriate training. The school will acknowledge the level of support and training required by the post holders.

All action is taken in line with the following guidance;

Local Safeguarding Guidelines/Child Protection Procedures – UAE Ministry of Interior

<http://www.moi-cpc.ae/en/default.aspx>

<https://government.ae/en/information-and-services/social-affairs/children>

Federal Law No. 3 of 2016

[http://ejustice.gov.ae/downloads/latest\\_laws2016/union\\_law\\_3\\_2016\\_children\\_rights\\_En.pdf](http://ejustice.gov.ae/downloads/latest_laws2016/union_law_3_2016_children_rights_En.pdf)

“What To Do If You’re Worried A Child Is Being Abused” (March 2015) published by HM Government

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

DfE (KCSIE) - Keeping Children Safe in Education - Statutory guidance for schools and colleges – (September 2020)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **1.6 The Three Main Elements to the Safeguarding Policy**

**Prevention** through the teaching and pastoral support offered to children. The promotion of a positive, supportive, and secure environment that encourages self-esteem and values all individuals.

**Procedures** for identifying and reporting cases, or suspected cases, of abuse. The promotion of observance and a sense of responsibility, to report all concerns regarding a pupil's safety or welfare to the designated person for child protection, or in the absence of this person, to one of the designated persons detailed on the front of this document.

**Support** for children and staff who may have been abused. The school will support the child, parents, teachers, and any other party involved with a safeguarding concern. The school will debrief all parties involved and this will be recorded on the safeguarding referral form

Our policy also applies to all staff and volunteers working in the school, and governors.

## **1.7 Prevention**

The school recognises that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult can help prevention.

Therefore, the school will:

- Run an annual Child Protection (CP) orientation session for parents in the first month of the new academic year
- Run a CP rights programme to make children aware of how to report something that makes them frightened or unhappy
- Ensure that children know there are adults in the school who they can approach if they are worried or in difficulty
- Run an annual survey of parents and children to gauge awareness and satisfaction with the CP policy
- Share policy with all parents, staff members and display all information on Safeguarding notice boards in the staff room and the school reception
- Train all staff on the school's safeguarding procedures before they start working with children and annually.
- The school's Behaviour Policy emphasises the need to support children.
- As per the Social Media Policy, children should only be referred to by their first name.

## **1.8 E-Safety**

The School is committed to raising awareness of the need for E-Safety in a technologically advancing world. The practice and education within the school aims to inform children, staff and parents of the need for safety in regards to content, contact and conduct when accessing the internet, social media, or other forms of e-communication. Our membership of the National Online Safety Group provides excellent and up to date resources to support student and parent education and also relevant staff CPD.

## **1.9 Additional Policy Documents**

Further policies contribute to the total care of children: Anti Bullying Policy, Behaviour Policy, E-Safety Policy, Social Media Policy, Volunteer Helpers in School Policy, and various Health/Medical related policies.



## 2.0 What is Abuse?

The ill-treatment or neglect of a child that causes injury, suffering or distress is abuse.

### 2.1 Physical Abuse

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to the child. Fictitious illness by proxy may also be considered as abuse.

#### ***Physical signs to look out for include:***

- Injuries, which the child cannot explain, or explains unconvincingly.
- Injuries, which have not been treated or treated inadequately.
- Injuries on parts of the body where accidental injury is unlikely, such as the cheeks, chest or thighs.
- Bruising which reflects hand or finger marks.
- Cigarette burns, human bite marks.
- Broken bones (particularly in children under the age of two).
- Scalds, especially those with upward splash marks where hot water has been deliberately thrown over the child, or 'tide marks' – rings on the child's arms, legs or body where the child has been made to sit or stand in very hot water.

#### ***Behavioural signs to look out for include:***

- A child who is reluctant to have parents/carers contacted.
- Aggressive behaviour or severe temper outbursts.
- A child who runs away or shows fear of going home.
- A child who flinches when approached or touched.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.
- Covering arms and legs even when hot.
- Depression or moods, which are out of character with the child's general behaviour.
- Unnaturally compliant behaviour towards parents/carers or carers.

### 2.2 Emotional Abuse

**Emotional Abuse** is the persistent emotional ill-treatment of a child, causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve the exploitation or corruption of children, or causing children to feel frightened or in danger.

#### ***Physical signs to look out for include:***

- A failure to grow or to thrive (particularly if the child thrives when away from home).
- Sudden speech disorders.
- Delayed development, either physical or emotional.

#### ***Behavioural signs to look out for include:***

- Compulsive nervous behaviour such as hair twisting or rocking.
- An unwillingness or inability to play.
- An excessive fear of making mistakes.
- Self-harm or mutilation.
- Reluctance to have parents/carers contacted.

- An excessive deference towards others, especially adults.
- An excessive lack of confidence.
- An excessive need for approval, attention and affection.
- An inability to cope with praise.

### 2.3 **Sexual Abuse**

**Sexual Abuse** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non - penetrative acts. They may include non-contact activities, such as involving children in looking at or being part of the production of pornographic material, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

***Physical signs to look out for include:***

- Pain, itching, bruising or bleeding in the genital or anal areas.
- Any sexually transmitted disease.
- Recurrent genital discharge or urinary tract infections without apparent cause.
- Stomach pains or discomfort when the child is walking or sitting down.

***Behavioural signs to look out for include:***

- Sudden or unexplained changes in behaviour.
- An apparent fear of someone.
- Running away from home.
- Nightmares or bed-wetting.
- Self-harm, self-mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating problems such as anorexia or bulimia.
- Sexualised behaviour or knowledge in young children.
- Sexual drawings or language.
- Possession of unexplained amounts of money.
- The child taking a parental role at home and functioning beyond their age level.
- The child not being allowed to have friends (particularly in adolescence).
- Alluding to secrets, which they cannot reveal.
- Telling other children or adults about the abuse.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.

### 2.4 **Neglect**

**Neglect** is the persistent failure to meet the child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. It may involve the parent or carer failing to provide adequate food, shelter or clothing, failing to protect the child from physical harm or danger, or failing to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness towards, a child's basic emotional needs.

***Physical signs to look out for include:***

- Being constantly hungry and sometimes stealing food from others.
- Being in an unkempt state; frequently dirty or smelly.
- Loss of weight or being constantly underweight.
- Being dressed inappropriately for the weather conditions.

- Untreated medical conditions – not being taken for medical treatment for illnesses or injuries.

***Behavioural signs to look out for include:***

- Being tired all the time.
- Frequently missing school or being late.
- Failing to keep hospital or medical appointments.
- Having few friends.
- Being left alone or unsupervised on a regular basis.
- Compulsive stealing or scavenging, especially of food.

## **2.5 Child sexual exploitation**

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not necessarily exhibit any external signs of this abuse. Child sexual exploitation may be entirely on-line or on-line to facilitate off-line abuse. Child sexual exploitation may be perpetrated by adults or by other children (peer on peer abuse).

***Possible signs of child sexual exploitation include:***

- Living in a chaotic or dysfunctional household
- History of abuse
- Gang association either through relatives, peers, intimate relationships or neighbourhood
- Lacking friends from the same age group
- Having difficulties coming to terms with their sexual orientation or unable to disclose sexual orientation to their families
- Learning disabilities
- Young carer or recent bereavement or loss
- Low self-esteem or self-confidence
- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Poor mental health
- Self-harm or thoughts of or attempts at suicide

## **2.6 Honour-Based Violence (HBV)**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

## **2.7 Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, or indeed any form of HBV. There is a range of potential indicators that a child or young person may be at risk of FGM or of a forced marriage, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

### ***Possible indicators of FGM include:***

- A female child is born to a woman who has undergone FGM
- A female child has an older sibling or cousin who has undergone FGM
- A female child's father comes from a community known to practise FGM
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children
- A woman/family believe FGM is integral to cultural or religious identity
- A girl/family has limited level of integration within UK community
- Parents/carers have limited access to information about FGM and do not know about the harmful effects of FGM or UK law
- A girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- A girl talks about a long holiday to her country of origin or another country where the practice is prevalent
- Parents/carers state that they or a relative will take the girl out of the country for a prolonged period
- A parent or family member expresses concern that FGM may be carried out on the girl
- A family is not engaging with professionals (health, education or other)
- A family is already known to social care in relation to other safeguarding issues
- A girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- A girl talks about FGM in conversation, for example, a girl may tell other children about it: so it is important to take into account the context of the discussion
- A girl from a practising community is withdrawn from PSHE education or its equivalent
- A girl is unexpectedly absent from school
- A girl has attended a travel clinic or equivalent for vaccinations and/or anti-malarial.

## 2.8 Child on Child abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Staff must recognise that peer on peer abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Peer on peer abuse is often gender related with girls more likely to be victims and boys more likely to be perpetrators but all peer on peer abuse is unacceptable and will be treated seriously.

## 2.9 Sexual violence and sexual harassment between children in school

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be 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”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## 2.10 What is Sexual violence and sexual harassment?

### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

## **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>108</sup> It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats.

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the school guidance on dealing with such disclosures and contact the DSL immediately.

## 2.11 Self-harm

Self-harm can take many physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. In addition, once they start, it can become a compulsion. That is why it is so important to spot it as soon as possible and do everything you can to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions. It is a way of coping. So whatever the reason, it should be taken seriously. There are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with family or friends.

The feelings that these issues bring up can include:

- low self-esteem and low confidence
- loneliness
- sadness
- anger
- numbness
- lack of control over their lives.

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that is behind it. It can also make a young person feel they are in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they have done or have been accused of doing.

### **Physical signs of self-harm**

These are commonly on the head, wrists, arms, thighs and chest and include:

- cuts
- bruises
- burns
- bald patches from pulling out hair.

Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it is really hot.

### **Emotional signs of self-harm**

The emotional signs are harder to spot and do not necessarily mean that a young person is self-harming. However, if you see any of these as well as any of the physical signs then there may be cause for concern.

- depression, tearfulness and low motivation
- becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs.

See Appendix 2 – Flow charts for dealing with self-harm

### **2.12 Additional concerns: Bullying**

Whilst bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable distress and/or anxiety. Explaining verbal or physical abuse away as being 'banter' is not acceptable. Indeed, in some cases bullying is potentially abuse and must be regarded in this light. Please refer to our Anti-Bullying policy for further information. Bullying behaviour can raise safeguarding concerns, and when it does so procedures in this policy will be followed.

### **2.14 NSPCC Signs of Abuse**

#### **All Ages**

- Talks of being left home alone or with strangers
- Poor bond or relationship with a parent, also known as attachment
- Acts out excessive violence with other children
- Lacks social skills and has few, if any, friends
- Regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly
- Shows an inexplicable fear of particular places or makes excuses to avoid particular people
- Knowledge of 'adult issues' such as alcohol, drugs and/or sexual behaviour that are inappropriate for their age or stage of development
- Angry outbursts or behaving aggressively towards other children, adults, animals or toys
- Becoming withdrawn or appearing anxious, clingy or depressed
- Self-harming or thoughts about suicide
- Changes in eating habits or developing eating disorders
- Regularly experiencing nightmares or sleep problems
- Regularly wetting the bed or soiling their clothes
- Running away or regularly going missing from home or care
- Not receiving adequate medical attention after injuries

#### **Under 5s**

- Doesn't cry or respond to parent's presence or absence from an early age
- Reaches developmental milestones late, such as learning to speak, with no medical reason
- Significantly underweight but eats well when given food

#### **5 – 11 Year-olds**

- Becomes secretive and reluctant to share information
- Reluctant to go home after school
- Unable to bring friends home or reluctant for professionals to visit the family home
- Poor school attendance and punctuality, or late being picked up
- Parents show little interest in child's performance and behaviour at school
- Parents are dismissive and non-responsive to professional concerns
- Is reluctant to get changed for sports etc.
- Wets or soils the bed

#### **11-16 year-olds**

- Drinks alcohol regularly from an early age
- Risky behaviour such as substance misuse or criminal activity
- Is concerned for younger siblings without explaining why
- Becomes secretive and reluctant to share information
- Talks of running away
- Shows challenging/disruptive behaviour at school
- Is reluctant to get changed for sports etc.



### **3.0 Roles or Responsibility**

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 & child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes (refer to Safer Recruitment Policy). As part of the school's recruitment and vetting process all possible external agencies and intelligence checks will be sought on all staff that have substantial and unsupervised access to children.

The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy, that the Guidelines are complied with and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

#### **3.1 Role of Designated Safeguarding Lead (DSL)**

- a. Both the Senior and Junior school with have a DSL.
- b. Ensure that all staff know:
  - The names of the designated Safeguarding persons
  - That they have an individual responsibility for reporting child protection concerns
  - The procedures identified within the school safeguarding policy
- c. Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.
- d. Ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out the school's pastoral role in the prospectus.
- e. Provide safeguarding training for all staff members and support agencies within the school.
- f. Have effective links with relevant local agencies and persons and co-operate as required with enquiries regarding child protection matters.
- g. Keep written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter or take it further. Where there is cause to take the matter further, Safeguarding Officers must ensure that the case is discussed with all relevant parties and that there are set procedures for reporting and following up concerns.
- h. Ensure that all records are kept in securely locked locations in respective sections of the school. Update these records as and when new information or incidents occur. Ensure that respective teachers across the school are aware of any children of concern.
- i. Adhere to the procedures set out by the Head Teachers when an allegation is made against a member of staff.
- j. Ensure that Head Teachers in the respective areas of the school are aware of and are conducting the appropriate checks on all new members of staff and on-site personnel.

- k. Ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe, and unwise behaviour and assist staff to monitor their own standards and practice.
- l. Monitor child protection awareness in the school and ensure that due diligence is given to safeguarding issues.
- m. Safeguarding officers across the school discuss Child Protection matters within the school. The Deputy Head of Pastoral Care in Junior School and Deputy Head Pastoral Senior School will meet regularly with the School Doctor to discuss Child Protection issues.
- n. Liaise/guide and support staff within their respective areas of the school to ensure that *pupils* have the correct information with regards to Child Protection and are aware of the many adults that are ready to provide support and advice when it is needed.
- o. Ensure that designated notice boards around the school display names and telephone numbers of Safeguarding Officers and related persons who can be contacted in an emergency, or if a child or member of staff feel the need to raise a concern or seek help.

### **3.2 Role of Deputy Designated Safeguarding Lead (DDSL)**

- a. The Deputy DSL is a member of the school's senior leadership with the status and authority to carry out the duties of the posts of Deputy DSL.
- b. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down above.
- c. Both the Senior and Junior school will have a Deputy DSL

### **3.3 Role of the Safeguarding Governor**

- a. The Governor has corporate responsibility for all safeguarding matters relating to the pupils of the school.
- b. The Governor will read and achieve a secure understanding of the current *Keeping Children Safe in Education* (KCSIE) Part 1 and Annex A.
- c. Governors have specific responsibilities for: ensuring that all staff and those working in the school (teaching, non-teaching, contractors, agency staff and volunteers) are informed of the content and have achieved a secure understanding both of this policy and of KCSIE Part 1; checking the staff's understanding and implementation of the policy and KCSIE; and ensuring that all staff are aware of the referral process and how to implement safeguarding protocols.
- d. Governors will promote a climate in which the best interests of the child is paramount and in which it is understood that safeguarding is the responsibility of all.
- e. To these ends:
  - Attend 2 safeguarding meetings per term
  - They shall ensure that this policy is reviewed in detail and approved by them at least annually.
  - They shall monitor the policy, procedures and the efficiency with which they are implemented.
  - They shall ensure that there are clear job specifications for the DSLs and Deputy DSLs.

- They shall ensure that all those working in the school understand their own safeguarding duties and responsibilities.
- They shall lead an investigation in the event of a safeguarding-related allegation against the Headmaster.
- They shall receive from the DSL a safeguarding report at each meeting of the governors.
- They shall receive appropriate and regular training to assist them in the proper fulfilment of their corporate responsibilities for safeguarding.
- They shall receive appropriate safeguarding induction training.
- They shall ensure that arrangements are in place so that there is always a member of staff with appropriate training and status on site during the working day to deal with safeguarding matters.
- They shall ensure that at least the Headmaster or DSL attends any formal meeting of governors at which safeguarding matters are discussed.

### **3.4 Form Teacher/Tutor**

This guidance is issued within this policy for the protection of both staff and children. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

A Form Teacher/Tutor is regarded as the student's first point of contact. Form Teachers/Tutors meet their tutees twice per day – At morning and afternoon registration.

It important that high quality student-teacher relationships are established which would lead to a student in difficulty discussing issues of concern with his/her Form Tutor.

### **3.5 Subject Teachers**

Children at Repton School enjoy excellent relationships with Teachers. Depending on the Year Group and subject time allocation, students may spend more time each week with a particular Subject Teacher than with the Form Teacher/Tutor. These circumstances may create the conditions for discussing sensitive issues.

Repton Dubai takes the view that what is important in delicate situations is that there is an adult at the school with whom a child in difficulty can talk. The teachers approached should clearly understand that they are receiving a child's concerns and this information must be passed to a member of the Safeguarding Team.

The signs listed in section 2.0 may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action. It must be remembered that even an explicit disclosure by a child may be untrue. Children may sustain injury by accident or design in order to implicate someone else.

Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and so very difficult to confront.

All abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

### **Tutors/Teachers Checklist**

- Be aware of the possibilities which exist for child abuse and to be conversant with the School's practice and policy on Safeguarding/Child Protection.
- Teachers are not expected to be experts at diagnosis.
- In dealing with a child protection issue, remain as objective as possible. Never assume that you "know" which categories of children are at risk.
- Record information, verbatim, if possible. Example forms are included as part of the Safeguarding/Child Protection Policy and can be obtained from a member of the Safeguarding Team.
- Do not prompt, lead or suggest information to the child.
- Seek corroboration of details from third parties should this be possible.
- Refer concerns to the Designated Safeguarding Lead or in their absence, other key staff, immediately.
- In the case of allegations brought against a colleague, refer the incident to the Designated Safeguarding Lead who will then refer this to the Headteacher immediately.

### **3.6 Keeping yourself safe**

- Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for children to talk to you about any concerns they may have.
- Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room.
- Recognize that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse.
- On residential trips, children and staff must have separate sleeping accommodation.
- Avoid situations that compromise your relationship with children and are unacceptable within a relationship of trust.
- Take pictures of pupils from a school camera/iPad for school purposes only. Do not take pictures of pupils from your personal phone and never post pictures online.
- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff are advised to avoid transporting a single child in a vehicle except in case of an emergency.
- Remember that someone else may misinterpret your actions, no matter how well intentioned.
- Do not have inappropriate physical or verbal contact with children. Avoid suggestive remarks or gestures, even in jest.
- Do not jump to conclusions about others without checking the facts.
- Do not rely on your good name to protect you.
- Do not believe "it could never happen to me".

This is in compliance with:

- UAE Federal Law NO. 3 of 2016 on Child Rights
- UAE Federal Law No. 3 of 1987 on Penal Code
- The DFES Guidance, *Safeguarding Children and Safer Recruitment in Education* (UK)

### **3.7 Physical contact**

Appropriate touches include:

- Providing comfort for a distressed pupil
- When a pupil is being congratulated or praised (on shoulder)
- Demonstrating how to use a musical instrument/ hold a pencil correctly
- Demonstrating exercises or techniques during PE
- To give first aid
- Toilet accidents

#### Important Reminders

- Never assume that a child will accept a touch as a friendly gesture.
- Children come from different backgrounds and cultures with different sensitivities to touch and physical space.
- Inappropriate physical contact is never permitted

**It is not recommended to initiate physical contact and members of staff should use professional judgment and may be held accountable for their actions.**

**Good practice is to always inform the line manager following close contact with a student.**

### **3.8 Foundation stage children**

First School Experiences can be very upsetting for some children. Occasionally children may feel like they want to go home. They may try to leave the classroom. The main aim of the teachers is to

- Protect the children from harm
- Provide comfort (if the child is happy with this)

### **3.9 Professional Confidentiality**

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.

### **3.10 Allegations involving school staff - Whistleblowing**

Allegations against staff, volunteers or the DSL should be reported to the Principal.

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Headmaster. A record of the concerns must be made, including a note of any witnesses to the incident or allegation.

In the event of an allegation against the Headmaster, this should be reported to the DSL, who will contact the schools Safeguarding Governor; Mrs Gillian Hammond [principal@reptonabudhabi.org](mailto:principal@reptonabudhabi.org)

## 4.0 Disclosure

All staff will have access to and must familiarise themselves with the Safeguarding Staff Information Booklet. This booklet contains information about:

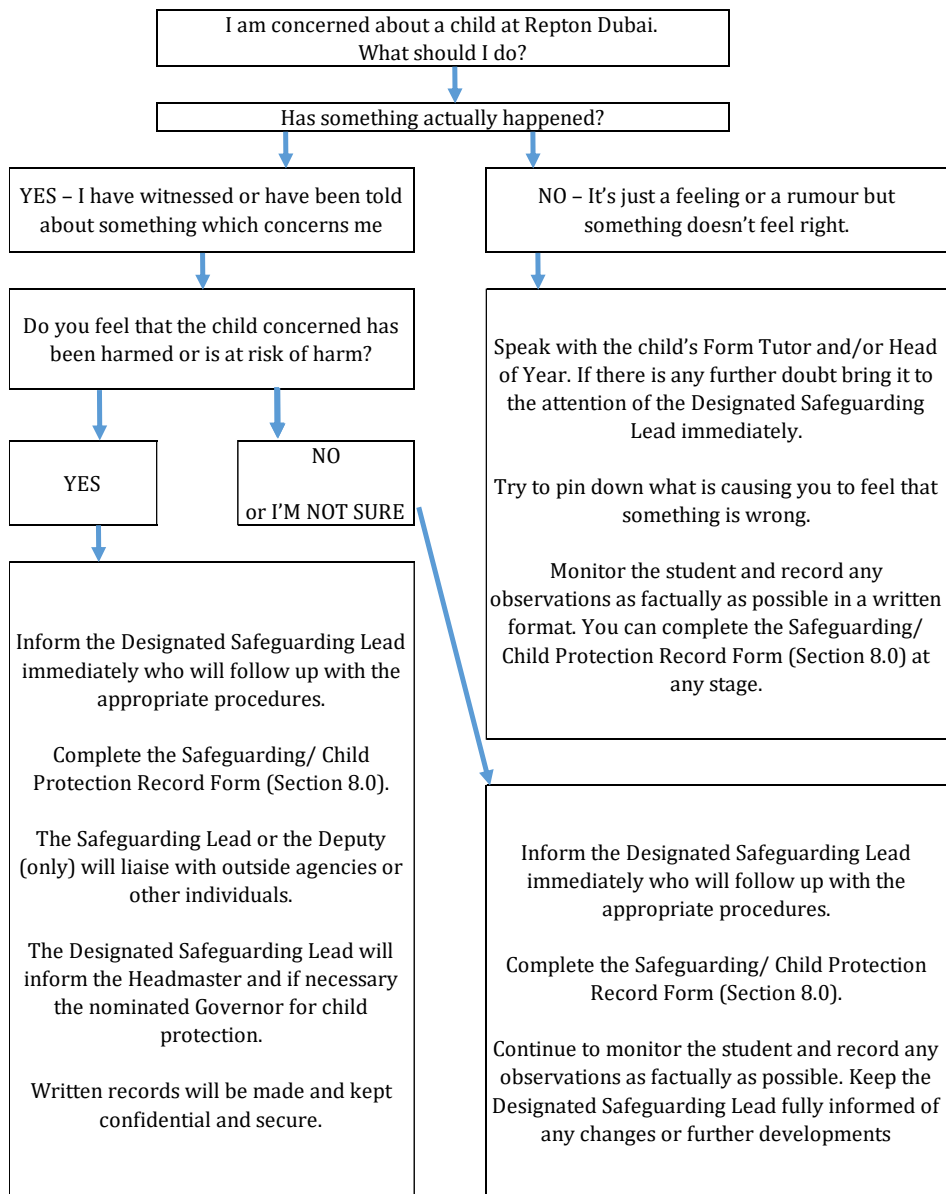
- The role of staff
- Allegations and disclosures
- How to respond and talk to a person at risk
- Recording allegations, disclosures or concerns – all verbal conversations should be promptly recorded in writing on a Child Protection Referral Form, which are online or held by the SLDs named at the front of this policy
- All Child Protection Referral Forms must be given promptly to any SLD named on the front of this policy
- Information on the four types of abuse (physical, emotional, sexual and neglect) and how to recognise them
- Information on whistleblowing and barriers preventing children and staff from reporting suspected abuse
- Additional support in Appendix 2

Do	Don't
<ul style="list-style-type: none"><li>• Take what you are being told seriously</li><li>• Listen carefully – do not interrupt</li><li>• Acknowledge what you have been told</li><li>• Remain calm</li><li>• Reassure – tell them they have done the right thing</li><li>• Tell them you have to pass the information on, who you will be telling and why</li><li>• Pass the recorded information on immediately to your DSL.</li></ul>	<ul style="list-style-type: none"><li>• Attempt to investigate</li><li>• Look shocked or display disbelief</li><li>• Probe</li><li>• Speculate</li><li>• Pass any opinions about the alleged perpetrator</li><li>• Make negative comments</li><li>• Keep secrets</li><li>• Show emotion or openly cry</li><li>• Delay in getting help</li></ul>

#### 4.1 Reporting a safeguarding concern – Flow chart

As a school, in accordance with UAE Child Protection Law, we are obliged to report safeguarding concerns. A case should only be reported by The Headmaster, The Head teacher of the Junior School or Senior School, or the Deputy Head of the Junior School or Senior School.

The case will be reported to the Child Protection Centre (CPC) 800 988.



## **4.2 Supporting the pupil at risk**

**The School recognises** that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging and defiant and they may be withdrawn.

**The School will endeavour to support the child through:**

- The content of the curriculum to encourage self-esteem and self-motivation
- The school ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued
- The school's Behaviour Policy, which emphasises the need to support children. All staff agree on a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's sense of self-worth
- Liaising with other agencies who support the pupil such as the medical profession
- Keeping records and notifying the Headmaster and any other relevant parties as soon as there is a recurrence of a concern

When a pupil with child protection concerns leaves the school, we will transfer information to the next school. If the school does not know where the pupil has moved to, we will contact the KHDA and inform our governors of the situation.

## **4.3 Record Keeping**

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 records will be dated and signed and will include the action taken.

These file notes are kept securely on a shared platform called CPOMS that ensures a high level of security and confidentiality.



#### **4.4 Supporting SEND and children with additional vulnerabilities**

People of determination and children with SEND can be more vulnerable to exploitation and abuse and should have enhanced access to support systems. They may be more isolated from their peers and may find it difficult to express concern. No concern should be overlooked or passed off as a symptom of SEND, including (not an exhaustive list):

- Communication
- Toileting
- Understanding right and wrong
- Physical build
- Unusual or over-physical attachments to staff members and peers

Staff must be hyper-vigilant to the needs and concerns of these children who are among the most vulnerable.

Additional barriers can exist in identifying neglect and harm for some groups of children.

#### **4.5 Lost child procedure**

In order to minimise the possibility of a child getting lost, all staff need to be vigilant in maintaining a check on the number of children in their care.

This means that, in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place.

The practice will ensure that if a child should go missing, it is quickly discovered.

In the event of a missing child, the Reception/Teacher should report the loss immediately to the SLT, Head of Year, and Facilities Management.

This will include any or all of the following:

1. Alert other members of staff and deploy appropriately whilst maintaining adequate supervision of the remaining children
2. Question children
3. Locate the child's photo on Engage and Conduct thorough search of the buildings and outdoor area
4. If the child has not been found within 10 minutes:
  - HT to phone Parents
  - DHT to phone Police to notify and seek guidance
5. Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone

#### **4.6 Late collection**

Please refer to late collection policy.

## **5.0 Safer Recruitment Procedure – Single Central Register**

The School operates safe recruitment procedures. A Single Central Register (SCR) of appointments is rigorously maintained. All employees, governors, supply staff, volunteers and others working within the school are checked in accordance with the full requirements of the SCR before starting work and the details of these checks are recorded in the SCR.

In line with Keeping Children Safe in Education (KCSIE), the School prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required.

Our safeguarding checks apply to all those who may be in contact with or work nearby children: teaching and non-teaching staff – full-time, part-time and temporary – peripatetic musicians, sports coaches, counsellors, contractors employed by the school directly, governors and anyone else with access to the pupils of the school. (These checks may be carried out by a 3<sup>rd</sup> party provider)

Through risk assessments the school also ensures that appropriate checks have been made upon the staff of other organisations working with our pupils on external trips and visits.

In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to children, then a risk assessment will be carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.

Any member of staff working with children aged under eight during pre- or after-school childcare will be required to make a ‘disqualification by association’ declaration, indicating that no one living or working in their households has any disqualification from unsupervised access to children. These checks are recorded in the SCR.

### **5.1 Advertisement of Position**

Advertising of the post on the school's website would state “Repton is committed to safeguarding and promoting the welfare of all children.”

### **5.2 Safer Recruitment**

At least one person on the interview panel will have completed ‘Safer Recruitment Training’

### **5.3 Employment Application Form**

The HR officer requests all candidates to complete an application form fulfilling the following requirements:

- Signed Criminal Background Declaration
- Signed Verification of Medical Fitness to work with children
- Complete details of previous work experience and professional qualifications
- Child Protection Disclaimer to be signed by the candidate
- Staff working with children under the age of 8 will sign a ‘disqualification by association’ declaration

#### **5.4 Criminal Records Check**

All staff recruited to work at the School must provide evidence of a police check to ascertain their suitability to work with children.

- UK (DSB or ACRO/ICPC)
- UAE (Criminal Record Check)
- Canada (RCMP)
- Australia (National Police History Check)
- Ireland (Police Certificate of Good Character)
- India (Police Clearance Certificate from Embassy of India or certificate from the local senior superintendent/commissioner or senior official of police)
- In case of local hire, the candidate must provide a local police check

#### **5.5 References**

This must be supported by the three confidential references from previous employers, including one from the last employer, which must specifically state that they have no reason to suspect any wrong doing or harbour any concerns regarding the candidate's suitability to work with children.

#### **5.6 Explanation of Gaps in CV**

All prospective employees are required to submit a copy of their complete CV and a covering letter. These will be checked by the HR manager, and any gaps or discrepancies will be followed up.

#### **5.7 Adults working with children who are not employed directly by school**

- Contractors
- Mace Macro - Cleaning Team and Security Team
- Gulf Star
- STS- School Bus Service

Our contractors will supply written confirmation to the school that all relevant checks have been satisfactorily completed. Identity checks will be carried out when the staff arrive at school.

#### **5.8 Shadow Teachers**

Shadow teachers are appointed by parents for student with different needs and they are coordinated by the school's Head of Inclusion and Deputy Head. The school will confirm:

- The shadow teacher's suitability to work with children and young people
- Any disciplinary warnings, including time-expired warnings, relating to safeguarding of children and young people.
- The candidate will submit these documents to an HR officer at school (Passport copy, Visa copy, Emirates ID copy and a Police check)

## **5.9 Volunteers**

All parent volunteers who support and help during trips, library, reading, and other programmes are never alone with children. The DSL, SLT and Health and Safety officer are informed of any volunteers in school, and their timings and location within the school are specified.

## **5.10 Visitors**

- Book Fair
- People conducting programs
- Guests in school

Identity checks are carried out at the reception when the visitors arrive at the school.

Visitors are never left un supervised

## **5.11 Use of the school premises by other organisations**

Where services or activities are provided separately by another body, using the school premises, the Director of Outdoor Education will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## **6.0 UAE Regulations and Support**

### **6.1 Ministry of Interior (MoI)**

In the event of an incident occurring, the school must report it directly to the Ministry of Interior (MoI) Child Protection Centre within 24 hours of suspicion.

- Hotline: 116111
- MOI- CPC Federal Toll free Hotline
- Email: [childprotection@moi-cpc.gov.ae](mailto:childprotection@moi-cpc.gov.ae)
- Online Referral: <http://www.moi-cpc.ae/en/Report.Abuse.aspx>

### **6.2 Dubai Foundation for Women and Children (DFWAC)**

DFWAC is the first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse and human trafficking. It was established in July 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services in accordance with international human rights obligations. The foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually and emotionally abused women and children, prevent ongoing abuse and the escalation of violence, and promote social awareness through education and outreach.

#### **Services offered:**

- A safe shelter
- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance

Helpline 800 111 or email [help@dfwac.ae](mailto:help@dfwac.ae)

Website – [www.dfwac.ae](http://www.dfwac.ae)

Only the Headteacher or the Designated Safeguard Lead should call the emergency services

### **6.3 Community Development Authority (Centre)**

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The centre, under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.

### **Services offered:**

- Providing instant support and intervention for urgent and serious cases
- Providing psychological and social support for the children and their families with qualified social workers at the Child Protection Department
- Helping the children and their families overcome the challenges they face by guiding them to the proper methods for dealing with children or teenagers
- Providing a safe environment for conducting visitation if the child's parents are divorced
- Undertaking field visits to cases that require the presence of a social worker
- Providing family counselling that covers both social and psychological support for potential delinquents and children exposed to family feuds
- Raising awareness of all members of the community in all sectors

Helpline 800 899

Email: [child@cda.gov.ae](mailto:child@cda.gov.ae)

Website:

<https://www.cda.gov.ae/en/socialcare/childrenandyouth/Pages/ChildProtectionCentre.aspx>

## **6.4 Monitoring of Low Level Child Protection Concerns in School**

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

## **6.5 Monitoring the Home Circumstances**

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

- which aspects of the student should be monitored;
- who should be involved in the process and what their responsibilities should be;
- a date at which time a review will take place (approx. 4–6 weeks).

Consultation with the parents will need to take place at this time but needs to be undertaken carefully so as not to arouse any suspicions on their part. The reason for this is twofold: if abuse is taking place it may cause a change in patterns of behaviour, etc., which may prolong the evidence gathering which would bring about referral and, secondly, there may be no cause for concern at all and 'clumsy monitoring' would serve only to upset those involved.

The focus in such contacts with parents will be on the individual's work and behaviour and thus eliciting further information from parents/carers.

Records must be kept in a separate file to the other School records. The written record must contain only observable behaviour and verbatim accounts and again not be interpretative or speculative. These records may be required as evidence.

### **Review**

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

- Grounds for further action.
- If it is decided not to refer the issue, it must be indicated on the record that monitoring took place, the date of the decision not to refer and the reasons for this decision.

- If further monitoring is warranted, a new review date must be set. It is likely that this should be a brief period of time and if the results of the subsequent review are inconclusive the issue will be referred.

## **7.0 Information Sharing**

This is concise guidance for sharing recorded information about children or young people who harm themselves or are perceived to be at risk of self-harm including suicide.

### **1. Purpose of Sharing Information**

The purpose of sharing information is to ensure young people in need and in particular young people who harm themselves or are perceived to be at risk of self-harm including suicide are given the help and support they are entitled to.

### **2. What will be shared?**

Information shared will be no more than is necessary. All information will be handled with respect and care. Unrecorded observations, which may not at first seem significant, will be freely shared on a need to know basis within statutory agencies and between professionals in the interests of the child.

Information should be recorded if it is significant.

### **3. Consent**

The school will record the competent child's consent to share recorded information. Fresh consent should be sought if the existing consent does not cover the proposed sharing or there has been a break in involvement. The child should be told what information may be shared and why it would be shared and the consequences of sharing.

### **4. Sharing without Consent**

Informed consent should be sought from the competent child to share recorded information unless;

- The situation is urgent and there is not time to seek consent; or
- Seeking consent is likely to cause serious harm to someone or prejudice the prevention, detection of serious crime.

If consent to sharing recorded information is refused by the competent child, or can/should not be sought from the child, information should still be shared in the following circumstances;

- There is reason to believe that not sharing is likely to result in serious harm to the child or someone else or is likely to prejudice the prevention or detection of serious crime; and
- The risk is sufficiently great to outweigh the harm or prejudice to anyone that may be caused by the sharing; and
- There is a pressing need to share the information.

### **5. When is a child "competent" to give consent?**

Anyone under the age of 18 is a child. A judgement must be made as to whether a particular child in a particular situation is competent to consent or refuse consent to sharing information. Consideration should include the child's chronological age, mental and emotional maturity, intelligence, vulnerability and comprehension of the issues. A child at serious risk of self-harm may lack emotional understanding and comprehension (Fraser guidelines could be used).

NSPCC Fact sheet on Fraser guidelines.

### **6. Families**

Partners should keep parents informed and involve them in the information sharing decision even if a child is competent or over 16. However, if a competent child wants to limit the information given to his parents or does not want them to know it at all; the child's wishes should be respected, unless the

conditions for sharing without consent apply. Where a child is not competent, a parent with parental responsibility should give consent unless the circumstances for sharing without consent apply.

## 8.0 Supporting Policies

The school has policies on Attendance, Behaviour, Bereavement, Anti-Bullying, Volunteer Helpers in School, and Pupil Health. These policies all serve to support and enhance the Safeguarding Policy. It is the responsibility of the staff to familiarise themselves with these policies and to use them in all of their dealings with children and staff members at the school.

Linked Policies	Health and Safety E-Safety Policy Behaviour Policy and Anti Bullying Procedure Lateness, Absence and Late Collection Policy Lost Child Policy Boarding Safeguarding Policy
Published to	All Staff on Shared Drive Parents on Engage, Website and Safeguarding Notice board

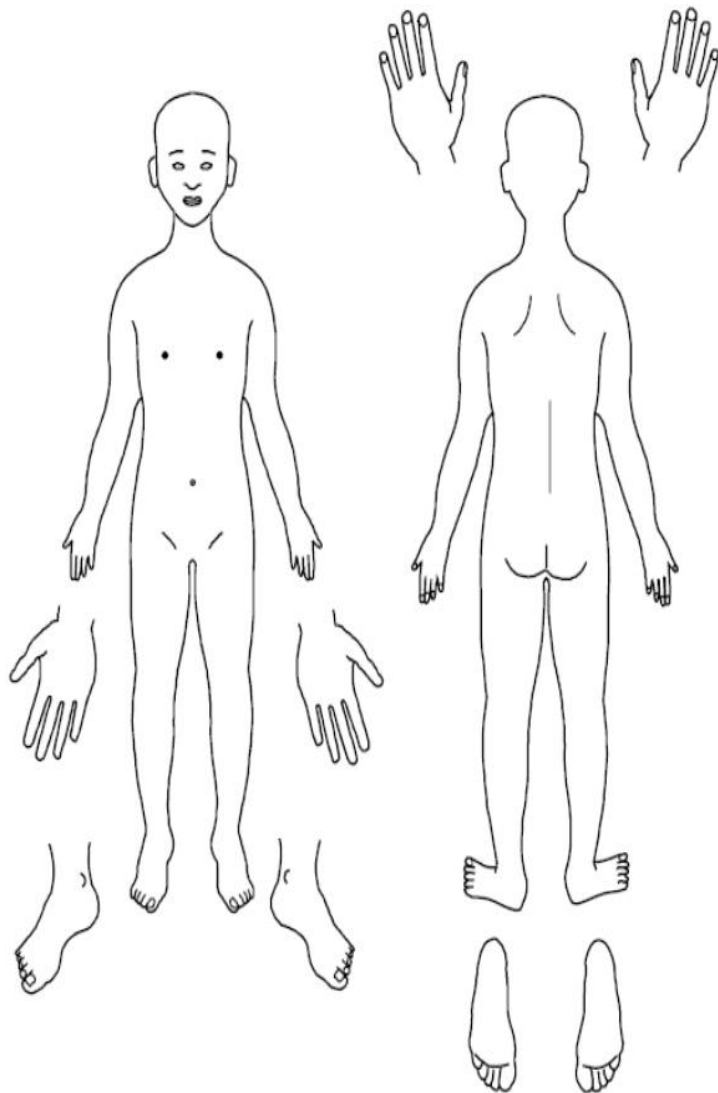


**0 Child Protection referral form**

\*The Below has been replaced by our use of the CPOMS platform where staff record and flag possible child protection concerns. This form may be used to record and pass on direct student disclosures.

Name of child:	Year:      Form:
Date:	Person/People involved:
Day Incident occurred S/M/T/W/T/F/S	
Nature of concern: be specific/be detailed/write down persons words or attach any notes	

Action taken:	
Resolution:	
Who is aware of incident:	Signed:
Feedback to person reporting:	Signed:



## 10.0 Example Junior School Request For Child Protection Records

### Request for Child Protection Records

To whom it may concern,

In accordance with child protection procedures, it is a requirement that when a pupil changes school, any child protection records held should be transferred to the new school. I would therefore be grateful to receive any safeguarding or child protection information concerning the following pupil(s) who are joining Repton:

Childs Name

Please complete this online declaration form:

[https://forms.office.com/Pages/ResponsePage.aspx?id=TT-OzCSW\\_Ei57HpClfgr7DxG0NoC6RNisFCa\\_YOq7ZUNVVRQlFYQVlzQVcwSkIPTU9aU1VaSVI4Uy4u](https://forms.office.com/Pages/ResponsePage.aspx?id=TT-OzCSW_Ei57HpClfgr7DxG0NoC6RNisFCa_YOq7ZUNVVRQlFYQVlzQVcwSkIPTU9aU1VaSVI4Uy4u)

Any relevant documents can be forwarded to me by email on [Charles.jacques@reptondubai.org](mailto:Charles.jacques@reptondubai.org)

If there are any particular welfare concerns that the school needs to be made aware of, I would be happy to discuss them with you and can be contacted by telephone on + 971 4 426 9341

Kind regards,



**Charlie Jacques**

Deputy Head Pastoral

Apple Teacher and Seesaw Pioneer

**Repton Dubai School**

p +9714269376 e [charles.jacques@reptondubai.org](mailto:charles.jacques@reptondubai.org)

w [www.reptondubai.org](http://www.reptondubai.org)

a Nad Al Sheba 3, Dubai, UAE PO Box 300331



*This e-mail message, including any attachments, is for the sole use for the intended recipient and may contain confidential and privileged information. Any unauthorised review, use, or distribution is prohibited. If you are not the intended recipient, please destroy all copies of the message.*

# Request for Child Protection Records Repton School Dubai

In accordance with child protection procedures, it is a requirement that when a pupil changes school, any child protection records held should be transferred to the new school.

I would also be grateful if you could include any disclosures of, or safeguarding concerns related to:

- Self-harming behaviour and/ or disordered eating
- Involvement in bullying
- Mental health – pupil and/or family
- Acrimonious family relations
- Referrals to the Abu Dhabi/Dubai Child Protection Centre or UK Child Social Services
- General safeguarding concerns.

In order to provide appropriate support, if there are any particular welfare concerns of which we need to be aware, I would be happy to discuss them. I can be contacted by email on [charles.jacques@reptondubai.org](mailto:charles.jacques@reptondubai.org) or by telephone on + 971 4 426 9341

Kind regards,

Mr. C Jacques  
Deputy Head Pastoral and Designated Safeguard Lead

\* Required

1. Please enter the child's full name that was in the email. \*

2. Please enter the child's date of birth \*

3. Please enter the name of your school \*

4. There are safeguarding/child protection records for this child. \*

Yes

No

Submit

## **Summary of key changes KCSIE 2022**

### **Safeguarding update – KCSIE 2022 (effective 01/09/22)**

#### **Increased focus on Online safety and how it should be included in CP training...**

24. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. Regular review of online school safety measures (annual – risk register checking)

#### **Further detail on Child-on-child abuse**

32. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

33. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

34. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

35. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

### **Reference to the GDPR and safeguarding reporting**

119. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

### **Reminder about SCR best practice**

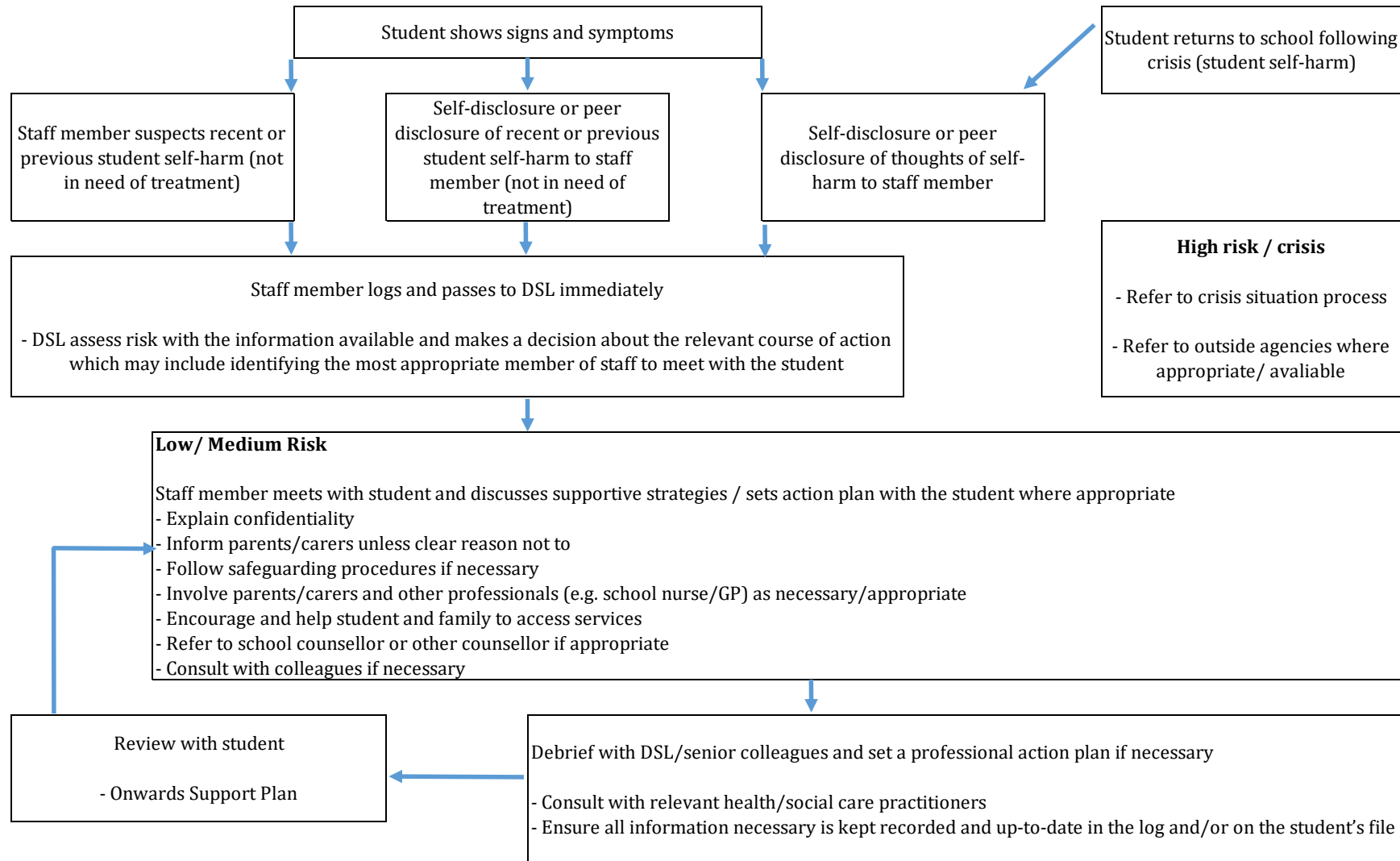
The importance of a single, central record of staff with access to children to ensure all safety checks have been conducted

### **Further detail on the importance of recording and sharing low level concerns:**

425. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

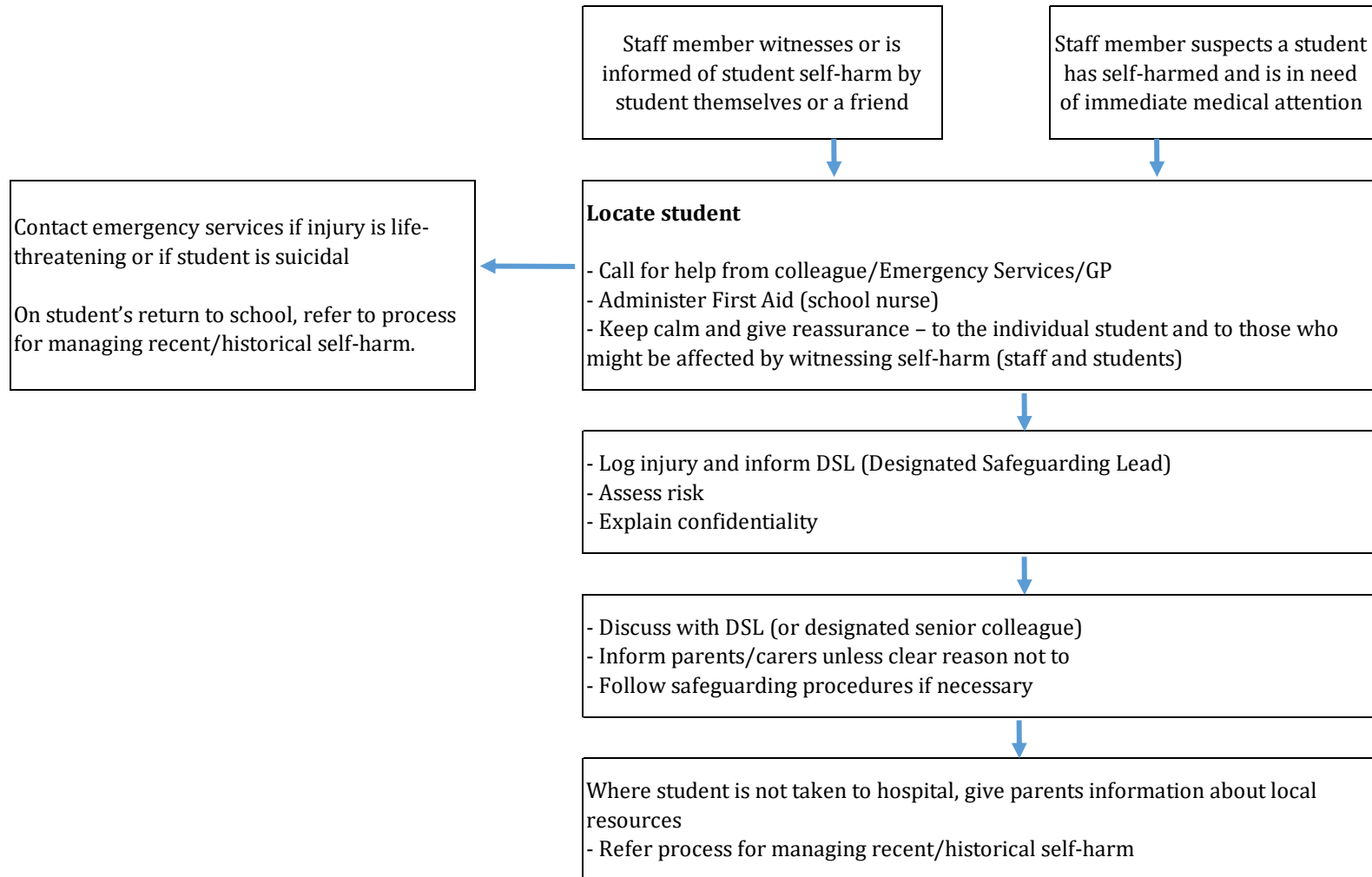
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
  - being over friendly with children
  - having favourites
  - taking photographs of children on their mobile phone, contrary to school policy
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating pupils.

**1. Process for managing self-harm (not in need of medical attention and return to school)**



## Flow Charts

### 2. Process for managing self-harm in a crisis situation.





## Responding to Child Protection Disclosures

### Disclosures

- Receive what is said.
- It is important that you remain objective.
- Until other agencies are brought into operation, the child is simply alleging that something has taken place. It may be the case that the child has an ulterior motive in making an allegation.
- Accept what you are told. It is not your responsibility to investigate its truth or otherwise or decide if the information is correct.
- Listen without displaying shock or disbelief. To do so could affect the child and prevent the disclosure of information.
- Reassure the child.
- Acknowledge the child's courage and strength in deciding to disclose the information. The step of disclosure is in itself often the most difficult for a young person to take and will have been the subject of a great deal of thought before being anywhere near confident of doing so.
- Remind them that they are not to blame for what is happening. The child is the victim and often has a very low self-esteem because of this. However, do remember that the alleged perpetrator is often a person that the child loves and respects so to criticise their conduct will be counter-productive. It is vitally important to suspend any form of judgment.
- Do not promise confidentiality. Given that the safety of the child is paramount, a member of staff cannot give the cast iron assurance that the information presented does not need further investigation. To offer such a commitment and to renege on it would break the trust between the student and the School. This would become a complicating factor in having to work with the parents and children at a later date should abuse be proven.
- Do not promise that everything will be all right. This most obviously may not be true and to raise expectations can be as devastating as the outcome of the allegations.
- React. This is the most skilled part of the initial disclosure of allegation.
- Respond to what the student has said but do not interrogate. Avoid leading questions such as: "Was it your father?" "Did this take place on Tuesday when you were away?" Questions posed in this way could be used by defence counsel in a subsequent court case to show that the staff member "contaminated" the child's evidence.
- Questions must be open ended: "Do you want to tell me anything else? And? Yes? Can you remember any more details? Could you go over the detail again to see if you have forgotten anything?"
- Reflect/seek clarification, as outlined in the last question. If the situation allows, "Can I be clear about the detail of what you are saying?" This is recommended so that you are able to decide whether this is a child protection issue or not.
  - There is a careful judgment to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, whilst making sure that you do not inadvertently lead the child, perhaps by assumption and unintentionally, by the nature of the question.
  - For example, asking "Were you sitting up or lying down when this happened?" contains the answer to the question.

There is a careful judgment to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, whilst making sure that you do not inadvertently lead the child, perhaps by assumption and unintentionally, by the nature of the question.

For example, asking “Were you sitting up or lying down when this happened?” contains the answer to the question.

Explain what you intend to do next. This will focus on the process the School adopts and contacting the designated person within the School. It may also mean an outline of the referral process given the nature of the allegation.

### **Recording**

- Make brief notes as soon as possible after the meeting. This may be possible in the meeting itself but it would be advisable to ask permission of the child in the first instance.
- Write up your notes in full to include time, date, place, and sign them.
- Describe observable behaviour, e.g. was shaking, continued to cry, constantly moved around the room. (Do not interpret these features.)
- Record the actual words spoken by the child wherever possible.
- School Records of Child Protection Issues should be kept on file for three years beyond the leaving age of the child.