



Safeguarding and Child Protection Policy

Reviewed: August 2023

Introduction

At Repton Al Barsha, we recognize the distinction between child protection and safeguarding and understand that both are essential in ensuring the safety and well-being of our students. While the terms are often used interchangeably, it is important to understand the specific focus and scope of each policy:

Safeguarding

Safeguarding Policy takes a broader approach and encompasses a wider range of issues that may affect the overall well-being and safety of children. It involves proactively creating a safe environment and promoting the welfare of students by addressing potential risks and vulnerabilities. The safeguarding section of the policy emphasizes the following:

- Establishing a culture of vigilance and awareness within the school community to identify and mitigate risks.
- Ensuring robust procedures and policies are in place to prevent potential harm, such as implementing appropriate security measures and safe recruitment practices.
- Promoting positive behavior, emotional well-being, and mental health support for students.
- Providing education and awareness programs to empower students to stay safe, including online safety, healthy relationships, and personal safety.
- Encouraging early intervention and support for students who may be at risk of harm or experiencing difficulties.

Child Protection

Child Protection primarily focuses on preventing and responding to cases of abuse, neglect, and harm. It outlines procedures and protocols to identify, report, and take appropriate action in situations where a child may be at risk of significant harm or is already experiencing harm. The child protection section policy emphasizes the following:

- Clear definitions of abuse, including physical, sexual, emotional, and neglectful forms.
- Procedures for recognizing signs and indicators of abuse and how to respond to concerns.
- Reporting mechanisms for staff and the designated safeguarding lead (DSL).
- Collaboration with external agencies, such as child protection services, to support investigations and interventions.
- Strategies for safeguarding the child and promoting their well-being during and after any necessary intervention.

It is important to note that the Child Protection and Safeguarding are complementary and interconnected. While child protection primarily focuses on responding to cases of abuse and harm, safeguarding encompasses a proactive and preventative approach to create a safe and nurturing environment for all students.

The designated safeguarding lead (DSL), in collaboration with the senior leadership team and governing body, plays a pivotal role in ensuring the effective implementation and integration of both policies throughout the school community. They provide guidance, support, and oversight to ensure the welfare and protection of all students while promoting a culture of safeguarding and well-being.

Child Protection

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. The School also recognises that **National Child Protection Policy in Educational Institutions in United Arab Emirates 2022**, acts as guidance for our own policy to protect and enhance children's welfare.

The principles of this policy are based on Ministry of Education:

- The child's best interests
- Moral, behaviour and professional values
- Child protection
- Principle of protecting the child's privacy and confidentiality of information

What is Abuse?

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

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.

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.

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.

Signs of Abuse for 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



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- 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.

Procedures

We will follow sound procedures for reporting any concerns relating to child protection, and not limited to those listed above; considering local procedures and any support agencies that are available and deemed appropriate by the school. We exclusively use CPOMS in order to report and monitor child protection cases.

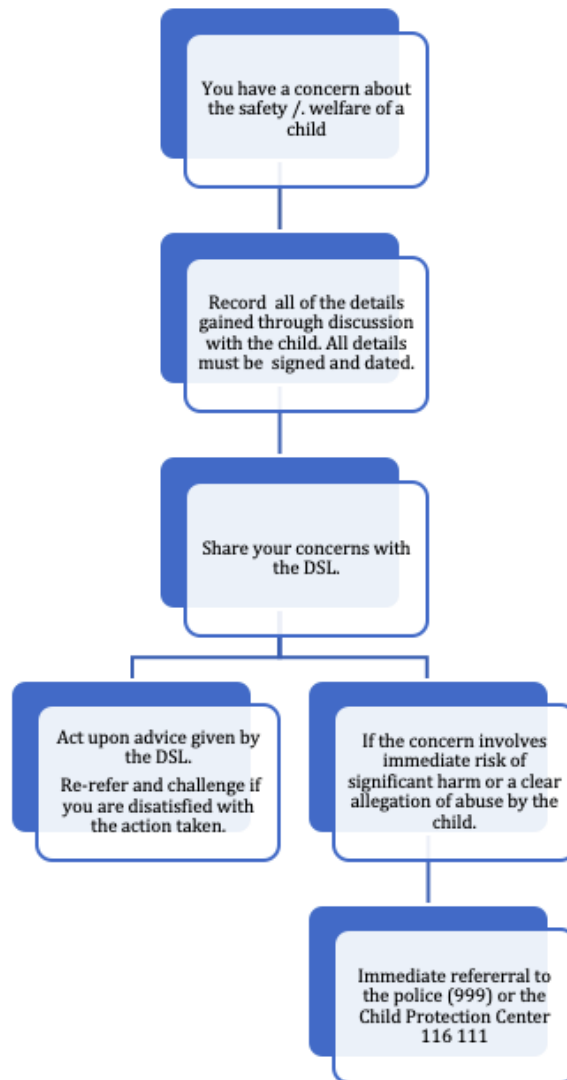
The school will ensure it has members of staff who are nominated as safeguarding persons for each section of the school and who have undertaken appropriate training. The school will acknowledge and provide the appropriate level of support and training required by the post holders.

Support

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 in the child protection and safeguarding file on CPOMS.

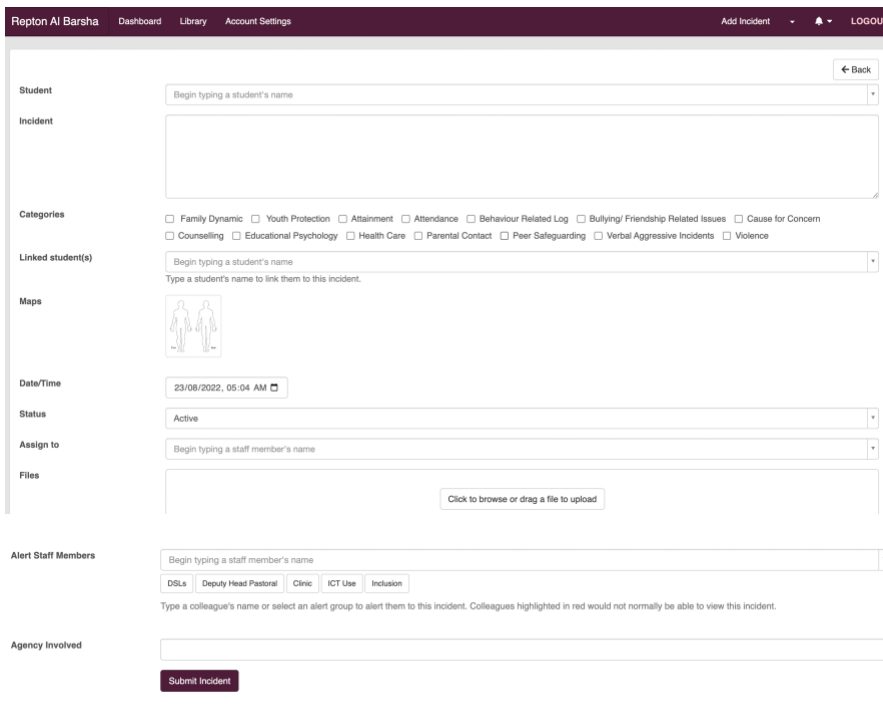
Reporting a Safeguarding Concern

As a school, in accordance with UAE Child Protection Law, we are obliged to report safeguarding concerns. This will be done on CPOMS at all times and the log of incidents kept safe by the members of the safeguarding team and DSLs. If it is not possible to access CPOMS at the desired time, staff members must write down the events reported, sign and date, then report to their pastoral lead in school (HoY or DSL). The HoY or DSL must then upload the information to CPOMS and relevant action is taken.



Use of CPOMS

All safeguarding concerns reported at Repton Al Barsha must be evidenced using CPOMS. The Safeguarding Team are notified and aware then able to monitor and take action where necessary. CPOMS is a secure and rigorous system that is recognised internationally and a consistent system for all members of the teaching staff can use. If a member of staff in school does not have access to CPOMS they must write down the information, date and sign it, then submit it to the class teacher, HoY or DSL.



Safeguarding

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.

This policy applies to all staff and volunteers working in the school and governors.

Prevention

The school recognises that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult can help prevent, which must be our main objective.

Therefore, the school will:

- Share the Safeguarding Policy with all parents (via the website) and staff members (links to documents provided) and display information regarding safeguarding on notice boards in the staff room, in each classroom and in the school reception areas

- Run an annual Safeguarding and Child Protection orientation session for parents in the first term of the new academic year
- Run an annual parent survey to gauge awareness of CP procedures
- 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
- Train all staff on the school's safeguarding procedures before they start working with children
- Ensure that the school's Behaviour Policy emphasises the need to support children.

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.

Additional Supporting Policy Documents

Further policies contribute to the total care of children:

- Bullying Prevention
- Behaviour
- Internet Safety
- Late collection
- Health and Safety
- Social Media
- Volunteer Helpers in School
- Various Health/Medical related policies

The Role of the Designated Safeguarding Lead (DSL)

- 1) Ensure that all staff know:
 - a) The names of the Designated Safeguarding Leads and the Child Protection Team
 - b) That they have an individual responsibility for reporting child protection concerns
 - c) The procedures to follow as identified within the school safeguarding policy
- 2) 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.
- 3) Ensure that parents understand the responsibilities placed on the school and staff in relation to child protection, by setting out the school's pastoral role in the prospectus.
- 4) Provide safeguarding training for all staff members and support agencies within the school.
- 5) Have effective links with relevant local agencies and persons and co-operate as required with enquiries regarding child protection matters.
- 6) 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.



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- 7) Ensure that all records are kept in a securely locked location if on paper. Update these records as and when new information or incidents occur. Online records and kept safe by qualified DSLs and DDSLs. Ensure that respective teachers across the school are aware of any children of concern.
- 8) Adhere to the procedures set out when an allegation is made against a member of staff.
- 9) Ensure that SLT are aware of and that appropriate checks on all new members of staff and on-site personnel
- 10) 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.
- 11) Monitor child protection awareness in the school and ensure that due diligence is given to safeguarding issues.
- 12) Safeguarding officers across the school discuss Child Protection matters within the school. The DSLs, DDSLs and school nurse will meet weekly to discuss Child Protection issues.
- 13) 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.
- 14) Ensure that designated notice boards around the school display names and telephone numbers of DSLs 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.

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 Principal. 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 Principal, this should be reported to the safeguarding governor.

The school will inform any relevant local authorities (within one month of leaving the school) any person (whether employed, contracted, a volunteer or student) whose services are no longer used because they are considered unsuitable to work with children.

Guidelines for Staff

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.

Keeping the Community and 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 Keeping Children Safe in Education 2022 document, UK

If a Disclosure is Made to you:

Do:

- Take what you're being told seriously
- Listen carefully - don't interrupt
- Acknowledge what you have been told
- Remain calm
- Reassure them that they have done the right thing
- Tell them that you have to pass the information on, who you will tell and why
- Record the information and pass it on immediately to the DSL

Don't:

- Attempt to investigate
- Look shocked or display disbelief
- Probe
- Speculate
- Pass opinions about the alleged perpetrator
- Make negative comments
- Show emotion or openly cry
- Delay in getting help
- Talk to the parents directly unless confirmed by a HoY or DSL.

What does the DSL need to know from you?

The Child	<ul style="list-style-type: none">•Child's full name.•Your relationship with the child.•What else do you know about this child that may be relevant?
The Details	<ul style="list-style-type: none">•Where were you when the child disclosed this to you?•Date and time of the disclosure.
The Disclosure	<ul style="list-style-type: none">•Was anyone else with you? Who?•What exactly did the child say? Use their words and descriptions.
Further Evidence	<ul style="list-style-type: none">•Did the child reveal an injury / visible mark?•Where was it on the body? What was the colour / size / appearance?
Your Reaction	<ul style="list-style-type: none">•What did you say or do?•What did you tell the child would happen next?

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 – **See Intimate Care Policy**

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

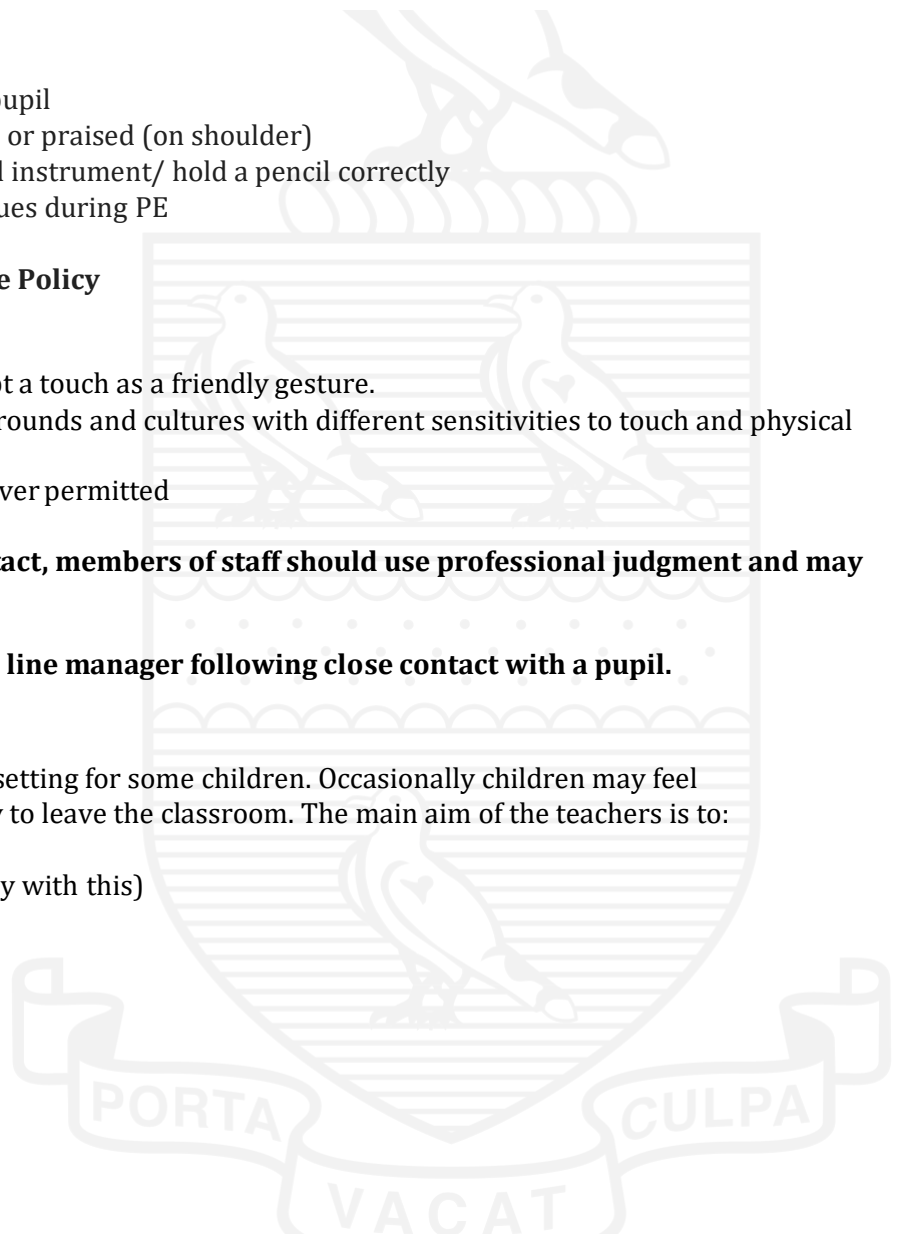
Staff should not initiate physical contact, members of staff should use professional judgment and may be held accountable for their actions.

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

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)





Lost child procedure

Please refer to **Lost Child Procedure** policy.

Late collection

Please refer to **Late Collection** policy.

Supporting Pupils 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 Principal 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 requested information to the next school.

Supporting Pupils of Determination (POD) and Vulnerable Children

People of determination and children with additional vulnerabilities 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 additional vulnerabilities, 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.

UAE Regulations and Support Ministry of Interior (MOI)

In the event of an incident occurring, the school must report it directly to the MOI Child Protection Centre within 24 hours of suspicion.

- Hotline: 116 111
- Email: childprotection@moi-cpc.gov.ae
- Online Referral: <http://www.moi-cpc.ae/en/Report.Abuse.aspx>



Social Support Centre

- 24-hour hotline: 800 2626

If the child is in immediate danger (risk of serious harm), the police should be called on 999, followed by reporting to the MOI- Child Protection Centre within one hour upon discovery.

- Emergency: 999
- Social Support Centre: 800 5354
- Training Department: 800 3333

Only the Principal, Deputy Head or the Designated Safeguarding Lead should call the emergency services.

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 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 800 988

Email: child@cda.gov.ae Website:

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

Dubai Foundation for Women and Children (DFWAC)

DFWAC is a not for 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 and counselling
- Legal, consular and immigration assistance

Helpline 800 111 or email help@dfwac.ae Website – www.dfwac.ae

Safer Recruitment

The School operates safe recruitment procedures and all members of the SLT have completed Safer Recruitment Training.

Advertisement of Position

Advertising of posts states “Repton Al Barsha is committed to safeguarding and promoting the welfare of all children.”

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

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

References

Applications must be supported by 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. Verifications calls are then made to 2 references to confirm that they have indeed sent the references for the new staff member and all details are correct, ensuring they are safe to work with children.

Explanation of Gaps on CVs

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.



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
- School Catering Provider

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. These staff members will attend Safeguarding training for the school.

Individual Learning Support Assistants (ILSA)

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

- The ILSAs 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.

Volunteers

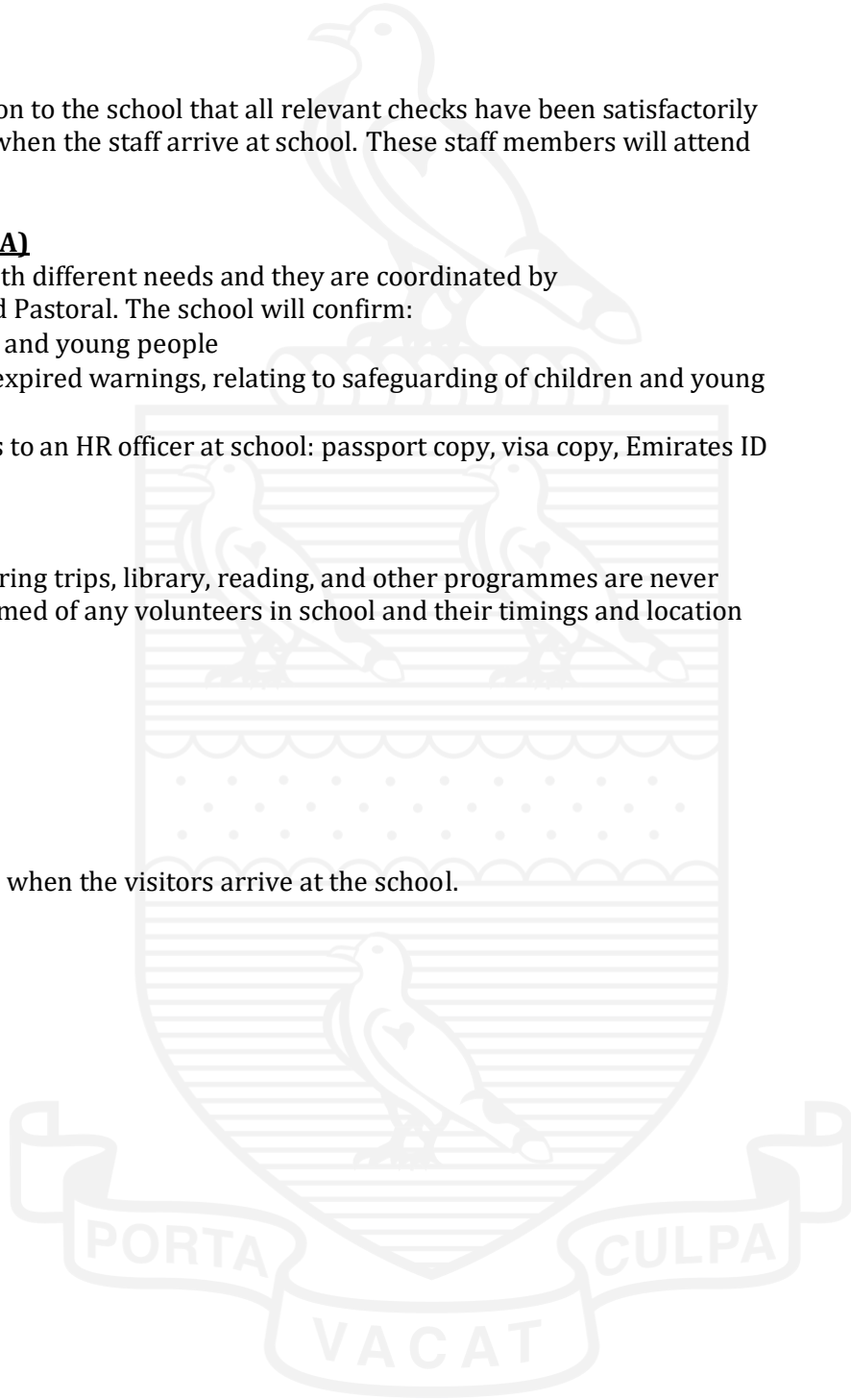
All parent volunteers who support and help during trips, library, reading, and other programmes are never alone with children. The DSL and SLT are informed of any volunteers in school and their timings and location within the school are specified.

Visitors

- Book Fair
- People conducting programs
- Guests in school

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

Next Review: August 2024





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List of contacts

Designated Safeguarding Lead

Name: Benjamin Fox (Junior School)

Contact Number: 04 818 8602 (Extension number 602)

bfox@reptonalbarsha.org

Name: Tom Asbury (Senior School)

Contact Number: 04818 8602

tasbury@reptonalbarsha.org

Deputy Designated Safeguarding Leads

Name: Aidan Godwin, Maha Al Hasan & Nicole El Sayegh

agodwin@reptonalbarsha.org

malhasan@reptonalbarsha.org

nelsayegh@reptonalbarsha.org

Nominated Governor for Safeguarding

Name: Charles Jacques

Contact Number: 04 440 3443

charles.jacques@reptondubai.org

School Clinic

Dr Mussabir Moon

mmoon@reptonalbarsha.org

Nurse Janice Hurlin

jhurlin@reptonalbarsha.org

Nurse Michelle Jinson

mjinson@reptonalbarsha.org

Clinic Contact Number: 04 818 8635 (Extension number 635)