



Safeguarding and Child Protection Policy

Academic Year: 2026–2027

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1. Purpose and aims

The purpose of this Safeguarding Policy is to ensure every child who is a registered student at the School is safe and protected from harm. This means we will always work to:

- provide help and support to meet the needs of children as soon as problems occur.
- protect children and young people at the School from maltreatment, whether that is within or outside the home or online.
- prevent impairment of our children's and young people's mental and physical health or development.
- ensure that children and young people at the School grow up in circumstances consistent with the provision of safe and effective care.
- undertake that role so as to enable children and young people at the School to have the best outcomes, optimum life chances and enter adulthood successfully.
- provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of our children and young people.
- ensure consistent good practice across the School.
- demonstrate the School's commitment with regard to safeguarding our children and young people.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children and young people at the School.

The School fully recognises the contribution it can make to protecting children from harm and supporting and promoting the welfare of all children and young people who are registered students at the School. The elements of our policy are prevention, protection and support.

This policy applies to all students, staff, parents, governors, volunteers and visitors and is available in paper and electronic format via the School website.

The School recognises the importance of having a whole-school safeguarding culture. This means that safeguarding should not be seen as a discrete set of procedures but should be considered and embedded in all areas of the School's operations. Everyone has a responsibility to actively contribute to safeguarding and protecting the physical and mental wellbeing of children and young people.

Review

This policy will be reviewed in full by the Governing Body on at least an annual basis. (Next Review will be August 2027).

2. School ethos

2.1 The child's welfare is of paramount importance. The School will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Students at the School will be able to talk freely to any member of staff at the School if they are worried or concerned about something in which they are directly involved or which they have witnessed.

2.2 All staff and regular visitors will, either through training or induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child, and we will not keep secrets. Every child will know what the adult will have to do with any information they (the child) have chosen to disclose.

2.3 Throughout our curriculum, we will provide activities and opportunities for students to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our students to develop essential life skills.

2.4 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

3. Roles and responsibilities

It is the responsibility of every member of staff, volunteer and regular visitor to the School to ensure that they carry out the requirements of this procedure and, at all times, work in a way that will safeguard and promote the welfare of all of the students at the School.

3.1 The Governing Body

The Governing Body is accountable for ensuring the effectiveness of this policy and the School's compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of our students, we also have a named Governor who takes a particular interest in safeguarding within the School and a Child Protection, Safeguarding and Wellbeing sub-committee, which supports the monitoring of safeguarding arrangements.

The Governing Body will ensure that:

- The Safeguarding Policy is in place and is reviewed annually, is referred to in the School prospectus and has been written in line with the requirements of the relevant legislation and guidance.

- A member of the Governing Body is appointed as the Designated Safeguarding Governor (Named Governor for Safeguarding), who will work with the Designated Safeguarding Lead (DSL) to ensure that the appropriate procedures are followed at all times.
- A member of the Senior Leadership Team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the DSL.
- All staff have undertaken appropriate child protection training.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- Appropriate measures are in place to respond to children going missing in education, to identify the risk of abuse and prevent them from going missing again.
- Safer recruitment practices are followed in accordance with the requirements of statutory guidance for schools.
- The School recognises the importance of sharing information with multi-agency partners, complying with its data protection requirements but ensuring that fears over sharing information do not stand in the way of safeguarding children.
- Safeguarding matters form part of the agenda of every termly Board meeting.
- They remedy without delay any weaknesses in regard to the School's safeguarding arrangements that are brought to their attention.

The Governing Body will receive a safeguarding report at least once a year which will identify any specific areas for improvement and record the training that has taken place, the number of staff attending and any outstanding training requirements for the School. It will not identify individual students. Governors will ensure appropriate internal assurance of safeguarding provisions is conducted.

The Governing Body plays a crucial role in ensuring a robust safeguarding culture and will take an active and ongoing interest in developments relating to safeguarding and

student wellbeing. In all their decisions, governors will consider the implications for safeguarding.

Governors will undertake regular safeguarding training, and this will form part of the induction process for new governors joining the Governing Body.

3.2. The Principal

The Principal is responsible for:

- Identifying a member of the Senior Leadership Team to be the DSL.
- Identifying an alternate member of staff to act as the DSL in his/her absence.
- Ensuring that policies adopted by the Governing Body are fully implemented and followed by all staff.
- Ensuring the curriculum supports effective safeguarding and student wellbeing, giving full consideration to statutory guidance.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistleblowing procedures.

3.3 The DSL

Any concern about a student's safety or welfare must be recorded in writing and given, and/or immediately reported verbally, to the DSL.

Through appropriate training, knowledge and experience, the DSL will liaise with the Ministry of Interior, other local safeguarding partners, the Knowledge and Human Development Authority (KHDA) Designated Officer and other agencies where necessary,

and make prompt referrals of suspected abuse and share information with relevant agencies when appropriate to do so.

The DSL will ensure that the School is represented at child protection meetings with authorities and will be responsible for ensuring that all staff members and volunteers are aware of the Safeguarding Policy and the procedure they need to follow.

The DSL will maintain written records and child protection files in the School management system, ensuring that they are kept confidential and stored securely in accordance with this Policy. They will contain all relevant details regarding a situation arising and will explain why/why not a decision for action/no further action has been taken.

The DSL will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the School. The DSL will provide confidential support and guidance to any staff member who seeks advice on child safeguarding issues.

The DSL will ensure that the Principal and Designated Safeguarding Governor are informed in a timely manner of any alleged, suspected or reported child safeguarding issue.

The DSL will ensure that all students who have external support workers have someone overseeing their progress, recognising the importance of supporting their educational progression alongside their physical and mental wellbeing.

Further information about the role and responsibilities of the DSL is set out in Appendix 8.

4. Recognising abuse

4.1 To ensure that students are protected from harm, staff need to understand what types of behaviour constitute abuse and neglect. There are four main categories of abuse: physical abuse, emotional abuse, sexual abuse (and child sexual exploitation), and neglect. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. It is also important to recognise that in some cases a child can be impacted by abuse that occurs where they see, hear or experience its effects.

4.2 Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates symptoms of or deliberately induces illness in a child (this used to be called Munchausen's syndrome by proxy but is now more usually referred to as fabricated or induced illness).

4.3 Emotional abuse is the persistent emotional maltreatment of a child, such as to cause 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 for meeting the needs of another person. It may feature age- or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitations to exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children to frequently feel frightened or in danger,

or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.4. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, 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 in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

4.5 Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

4.6 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate caretakers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Indicators of abuse and what you might see; guidance for staff

4.7 Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

4.8 Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused. A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their schoolwork

- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about, drugs or alcohol
- have a boyfriend or girlfriend older than them
- appear with unexplained gifts or expensive new possessions
- display sexual knowledge or behaviour beyond that normally expected for their age.

4.9 Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

4.10 It should be recognised that harm can be caused by children witnessing abuse, not just as the direct victims of it. For example, witnessing domestic abuse will be a relevant safeguarding matter and any such concerns raised by a student should be reported and considered.

5. Mental health

5.1 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

5.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe students’ day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

5.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. This is also true of those who may have witnessed it, as well as the impact on siblings of the abuse or neglect of a child.

5.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and reporting the concern to the DSL or a deputy.

5.5 Senior pastoral staff are trained in mental health first aid and tutors are helped to understand the challenges faced by students in their cohorts which may have an impact on mental wellbeing, for example the transition to secondary school for those in Year 7.

5.6 Through the pastoral curriculum, the School will raise awareness of common mental health conditions, potential strategies to support good mental health, and promote open discussion.

6. Particular safeguarding issues

Child-on-child abuse

6.1 Child-on-child abuse (also referred to as peer-on-peer abuse, recognising that those involved may not necessarily be peers) or bullying between young people is a very serious issue that can cause considerable harm, anxiety and distress. This abuse may

involve one victim and one perpetrator, or multiple victims and perpetrators (and any combination thereof). Child-on-child abuse can also take many different forms including, but not limited to:

- Bullying (including cyber-bullying).
- Physical violence.
- Sexual violence and sexual harassment.
- Non-consensual sharing of nudes and semi-nude images and/or videos
- Initiation/hazing rituals or violence.

6.2 All incidences of bullying should be reported and will be managed through the School's anti-bullying procedures. All students and parents receive a copy of the School's Bullying Policy on joining the School and the subject of bullying is addressed at regular intervals in the School curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and/or DSL will consider implementing safeguarding procedures.

6.3 Staff are aware that young people can be particularly vulnerable to abuse by other children through online and social media, and by the transfer and sharing of information and images via electronic devices. Any students found to be involved in cyber-bullying will be dealt with strictly under the terms of the School's bullying and student discipline policies.

6.4 Sexual violence and sexual harassment, which can overlap on a continuum of abuse, will never be tolerated at the School. Staff will challenge any such behaviour and communicate its unacceptability. Inappropriate or abusive sexual behaviour should never be dismissed as a joke, 'banter', or viewed as a natural or inevitable part of growing up.

6.5 'Sexting' is the term used for the sending of sexually explicit text or the sharing of inappropriate images via electronic devices, primarily mobile phones. When an incident of this nature comes to the attention of a member of the School's staff it will be referred to the DSL as soon as possible for investigation and a decision made regarding the involvement of outside agencies, if it is necessary to do so.

6.6 Child-on-child-abuse will be dealt with very seriously in line with the provisions of section 8 of this policy, but in particular:

- Students will be advised on how they can report any incident of abuse or harassment.
- When making a disclosure, the student or students will be reassured that they will be supported, kept safe and that their disclosure will be fully investigated.
- The incident will be referred to the DSL as soon as possible.
- An investigation into the matter will be carried out by interviewing the relevant member(s) of staff and the student(s) involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- Reasonable steps will be taken to manage the situation and mitigate any risks to both the student(s) making the disclosure and the student(s) alleged to have perpetrated the abuse.
- The School will pay close attention to the wishes of a victim of child-on-child abuse and factor these into its considerations of the next steps following an investigation.
- At any point in the process if there is a concern that a young person has been harmed or is at risk of harm, a referral may be made to children's social care and/or the police as appropriate.

Children missing from education

6.7 A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect and such children could be at risk of being victims of harm or exploitation.

6.8 The School has in place procedures (set out in the School's student Attendance Policy) for recording and dealing with unauthorised absences which are consistently and rigorously applied so as to minimise any disruption to the child's education, to reduce any further absences and to detect any underlying causes of them.

6.9 To aid efforts to investigate unauthorised absence the School ensures, wherever possible, to have at least two emergency contact numbers for each student.

6.10 The School will work with the KHDA to reduce the risk of any child being missing from education.

6.11 Where a student has not returned to School for five days after an authorised absence or is absent from School for ten consecutive days without authorisation, the School will co-operate with and make enquiries jointly with the KHDA as to the student's whereabouts.

Students with SEND

6.12 It is recognised that students with special educational needs and disabilities, including medical conditions, may face additional safeguarding challenges (this could involve issues concerning missing education, child-on-child abuse, personal care or the lack of understanding of others' motives). Staff are trained to understand the need to

look beyond a student's condition for signs of abuse and be aware of the particular issues students with special educational needs and disabilities (SEND) can face in order that they can provide the appropriate extra level of vigilance and support.

6.13 Autism spectrum disorder (ASD) and slow processing issues remain the most common special educational needs (SEN) factors amongst students, but other factors such as visual impairment, hearing impairment, attention deficit hyperactivity disorder (ADHD) and speech and language issues are also present. Training is provided to assist staff to support these students, maintaining their full involvement in the academic and extra-curricular life of the School. All students with SEND have a personal inclusion report, drawn up by the Director of Inclusion in consultation with the student and their parents, to ensure staff understand their particular challenges and what strategies they respond positively to.

6.14 Strategies are employed to ensure that students with SEND are supported in their progress and communications with their peers and adults, for example personalised inclusion strategies for the classroom, peer/staff mentoring, counselling, and access to external specialists – preventing social isolation and helping identify concerns.

6.15 Information is shared regularly with parents, recognising that some conditions may result in increased safeguarding risks outside of School, such as in an online environment. Where necessary, parents are supported to acknowledge that their son has a special need or disability and to seek further professional medical input, as required, to ensure an accurate diagnosis and effective management of the condition.

Personal devices, mobile devices and online safety

6.16 Where the School provides students with access to the internet, such as through their personal devices or one of the School's PCs, appropriate security and filtering systems will be in place to protect them from harmful content so far as is possible. Students and staff will be expected to follow the provisions of the Information and Communication Technology Policy to support these efforts and to help keep School systems secure.

6.17 Where students are learning from home, staff must remain particularly aware of the signs of cyberbullying and other online risks. The School's filtering and monitoring software will remain in use on School devices during this time to safeguard and support students.

6.18 Contact between staff and students online should be conducted via School platforms. Staff should refer to the Code of Conduct for further information on communication with students and their use of social media.

6.19 There are risks associated with students accessing inappropriate material via mobile devices with 3G, 4G or 5G internet access. This technology makes it theoretically possible to circumvent the security and child protection arrangements in place on the School's network. Staff will therefore remain vigilant and enforce the School's policies on mobile phone usage in the School – which are that phones can only be used to make a call in the Front Office or to aide Sixth Form students in supervised private study periods. Using a mobile device at any other time will be dealt with under the School's student Discipline Policy and may lead to the device being confiscated and searched, where there is reasonable justification for this.

6.20 Information and guidance around online safety more broadly will be delivered to students through the Personal Development Time and Digital Literacy curriculum, helping raise awareness of the potential dangers associated with online activities and equipping them with strategies to use technology safely. These matters will be covered across different year groups, in order that students:

- understand the safe use of social media and the internet.
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
- recognise inappropriate content, contact and conduct.
- take responsibility for their online activity.
- know how to report a range of concerns.
- are aware of the consequences of issues such as cyber-bullying, inappropriate downloading or uploading of photographs, the illegality of sharing inappropriate nude pictures of those under 18, making threatening, abusive, defamatory or humiliating remarks on social media platforms, such as Facebook, X, Instagram, TikTok, WhatsApp, Snapchat or You Tube; and
- understand how their use of social media, and other online activities, can affect their mental health and wellbeing and that of other people.

6.21 Appropriate monitoring and filtering will be put in place to ensure that students are kept safe. This will be reviewed at least annually, while staff and an appropriate governor will undertake training to ensure that they are aware of their responsibilities. The DSL will take overall responsibility as outlined in Appendix 8.

First aid

6.22 If a student or member of staff is unwell or an accident occurs, the School's primary first aider or, in their absence, an authorised first aider, should be informed immediately.

If it is appropriate for treatment or recuperation to occur at School, the person injured or feeling unwell should report to the School's reception where a first aider will be called.

6.23 Every staff member is expected to:

- ensure that all students receive first aid when injured at the earliest opportunity by calling for one of the named first aiders.
- act quickly when an incident occurs to ensure the safeguarding of a student.
- take responsibility for assisting a student wherever an incident occurs, be that a classroom, corridor, playground or in the vicinity of the School.
- in the case of a medical emergency a member of staff at the scene should call the emergency services in order that they can provide the requisite information for the call to be triaged and to support immediate and ongoing first aid. The Front Office should also be notified, if possible, simultaneously by another person, so that the primary (or another suitably qualified) first aider can be summoned and arrangements can be put in place to manage the situation, such as enabling access for the emergency services to the site, or notifying the patient's emergency contacts.
- ensure that suitable first aid equipment is taken on any School trip or visit.
- accurately record any case of injury or accident using the School's accident report form.
- ensure that they are familiar with the provision of care for those with ongoing medical conditions, including measures concerning the safe administration and storage of medicines, which can be found in the School's Special Educational Needs and Disability Policy.

(Full details are included in the First Aid and Medical Room Procedures)

7. Contextual safeguarding

7.1 Safeguarding incidents and risks can be associated with factors outside the School and/or can involve other children who are not part of the School community. All staff, but especially the safeguarding team, should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety or welfare.

7.2 The School recognises that for contextual safeguarding to be most effective, the sharing of relevant information on a multi-agency basis – where in the interests of the child – will be important in enabling the consideration of all the evidence.

7.3 Staff will be aware that safeguarding risks from outside of the School may become relevant to support students' wellbeing within it, informing the pastoral curriculum and support systems on offer.

7.4 The School's Personal Development Time (PDT) curriculum provides opportunities to teach students about age-appropriate safeguarding issues. The curriculum will be reviewed annually by the School's pastoral team to ensure its relevance.

8. Training and induction

8.1 When new staff, volunteers or regular visitors join the School they will be informed of the safeguarding arrangements in place. They will be given a copy of the School's Safeguarding Policy and told who the DSL is. They will also be provided with the recording form, given information on how to complete it and who to pass it on to.

8.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at the School and the remit of the role of the DSL.

8.3 All staff will be asked to familiarise themselves with local regulations. Staff will also be required to confirm they have read and will abide by the provisions of the School's Code of Conduct for Staff and Governors, the School's student Discipline & Attendance Policy.

8.4 New staff who have not had any child protection/safeguarding training or staff who have had training more than three years ago will receive an introduction to safeguarding before being trained with the rest of the staff team at least every three years.

8.5 All regular visitors and volunteers to the School will be given a set of our safeguarding procedures; they will be informed of the names of our DSL and alternate staff members and what the recording and reporting process is. (See Appendix 2).

8.6 All members of staff will undertake appropriate safeguarding training at least once every three years, with current practice being that all staff complete annual online refresher training.

8.7 The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection meetings will attend a specialised training course at least once every two years.

8.8 The Governing Body will also undertake appropriate regular training and have access to key information, to ensure they are able to carry out their duty to safeguard all of the children at the School.

8.9 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. The DSL will also provide regular safeguarding updates for staff.

9. Procedures for managing concerns

9.1 The DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concerns in the School. If the DSL is not available, a deputy DSL should be contacted regarding any concerns.

9.2 It is not the responsibility of other School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy and its appendices. Any member of staff or visitor to the School who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to a member of the safeguarding team. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

9.3 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1) or a suitable format. The procedures set out in Appendices 3-4 should be followed.

9.4 Following receipt of any information giving cause for concern, the DSL will consider what action to take and will seek advice from KHDA or other authorities as required. All information and actions taken, including the reasons for any decisions made, will be fully documented. A decision will be made on whether a referral will be made to the Ministry of Interior.

9.5 Confidentiality must be maintained and information relating to individual students/families will be shared with staff on a strictly need-to-know basis.

10. Working with parents and carers

10.1 The School is committed to working in partnership with parents to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

10.2 When new students join the School, parents will be informed that we have a Safeguarding Policy. A copy will be provided to parents on request, and it will also be available to them on the website. Parents will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make an external referral.

10.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

10.4 We will seek to share with parents any concerns we may have about their child unless doing so may place a child at an increased risk of harm. A lack of parental engagement or agreement regarding the concerns the School has about a child will not prevent the DSL making a referral in those circumstances where it is appropriate to do so.

11. Child protection meetings

11.1 Staff members may be asked to attend a meeting with KHDA or other authorities on behalf of the School in respect of individual children. The person representing the School at these meetings will be the DSL or another member of the safeguarding team chosen by the DSL. In any event, the person attending will need to have as much relevant and up to date information about the child as possible.

11.2 All reports will be prepared in advance in accordance with any guidance provided. The information will normally be shared with parents, but the School reserves the right to withhold material where such withholding is clearly justified in the child's interests. It will include information relating to the child's physical, emotional and intellectual development and the child's presentation at School. In order to complete such reports, all relevant information will be sought from staff working with the child at the School.

11.3 Clearly such meetings can be upsetting for parents. We recognise that we are likely to have more contact with parents than with other professionals involved. We will work in an

open and honest way with any parent whose child has been referred to external agencies. Our responsibility is to promote the protection and welfare of all children, and our aim is to achieve this in partnership with our parents.

12. Records and information sharing

12.1 If staff are concerned about the welfare or safety of any child at the School, they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed on to the DSL without delay. The School will follow the communication and record-keeping procedures set out in Appendix 5.

12.2 Any safeguarding information recorded will be kept securely and separately from the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be kept in the designated electronic file and will be kept up to date. Records of concerns, copies of referrals, invitations to child protection meetings and reports will be stored here.

12.3 Child protection information will only be shared within the School on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Beyond the School, appropriate decisions will be made to balance the importance of confidentiality with the importance of working collaboratively with other agencies when supporting students and their families. The principles of necessity, relevance and proportionality will guide us in this respect.

12.4 When a safeguarding concern has arisen and a decision has been made to make a referral to external agencies, we will engage with the student's family to explain who we

are sharing information with and why we are doing so, other than in the rare circumstances where involving parents would constitute a significant risk of harm to the child.

13. Safer recruitment

13.1 At all times the Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with local requirements and the requirements of 'Keeping children safe in education: Statutory guidance for schools and colleges, 2024'.

13.2 All job adverts will include a safeguarding statement, noting the School's commitment to protecting the welfare of children and making clear that all staff and volunteers must share this commitment. It will explain that candidates must be willing to undergo child protection screening, including checks with past employers and the Disclosure & Barring Service (DBS) (or international equivalent).

13.3 We will ensure that 'safer recruitment' training is undertaken by sufficient staff to cover all appointments. The Principal and at least one member of the Governing Body must be so trained. At least one person on the interview panel for each recruitment exercise will be trained via an accredited safer recruitment course.

13.4 At the School, we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original attested academic certificates and information covering each candidate's full career history. We do not accept testimonials and insist on taking up to two references prior to the interview. Referees are asked explicitly about the candidate's suitability to work with children and young people and all interviews include a discussion of safeguarding matters. We will further question the

contents of application forms if we are unclear about them and will undertake further checks, online included, if necessary. In the event that two qualifying references have not been received, an additional risk assessment would need to be completed by the Principal prior to any candidate working at the School.

13.5 We will undertake enhanced (with barred list) DBS checks for all new staff and for UK qualified teachers make checks with the Teaching Regulation Agency (TRA) with regards to teaching staff to establish whether they are subject to a prohibition order. Prohibition from teaching checks will be conducted for all visiting teachers, such as peripatetic music teachers.

13.6 Pre-employment checks will include identity checks (requiring birth certificates, photo identification, and proof of address) as well as proof of the right to work in the UK. Checks relating to identity, criminal records and qualifications will be made overseas, as required, to ensure that all the necessary information has been gathered.

13.7 The School will conduct online checks to review the digital footprint of shortlisted candidates. A document is in place to provide guidance for the member of staff completing the check, noting that they should be someone not otherwise involved in the recruitment decision. This ensures that the procedure is applied equally between candidates. The search accesses only publicly available information. Notes are made if information uncovered suggests that the candidate:

- is unqualified for the role.
- has inconsistencies in their employment history.
- poses a potential safeguarding risk; and/or
- risks damaging the reputation of the School.

If there is evidence of unsuitability, this will be considered by the Principal and may result in the candidate not being offered the position.

13.8 Once appointed, new members of staff must complete safeguarding training (level 2) ahead of their commencement, and the School's safeguarding arrangements will also form part of their induction programme.

13.9 Enhanced DBS/Equivalent checks will be required for anyone carrying out regulated activity at the School, including visiting teachers and those running extra-curricular activities.

13.10 The School will need to see the enhanced DBS certificate of employees and volunteers and will confirm this in the Single Central Record. The School will require all staff and relevant volunteers to complete a new DBS check at least every five years.

13.11 For all new volunteers a risk assessment should be conducted to consider the appropriate level of background checks (e.g. enhanced DBS) and the measures to be taken to manage any risks. A definition of regulated activity and the different levels of DBS checks can be found in the Appendix.

13.12 Along with obtaining enhanced DBS checks, new members of the Governing Body should be checked, to prevent the person from taking part in the management of a school.

13.13 We will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements. This register is regularly monitored by the Principal. A

member of the governors' Child Protection, Safeguarding and Wellbeing Committee will undertake an annual review of the Single Central Record and safer recruitment procedures as part of the Governors' Annual Review of Safeguarding.

13.14 Where not completing DBS and associated identity checks directly, the School will require third-party contractors to provide assurance that all members of their staff working on the School's premises have undergone the relevant identity and safeguarding checks, and that they are suitably professionally qualified and trained for the work they are undertaking. For example, confirmation of a clear check should be routinely requested from third-party contractors, such as cleaners, caterers and security personnel and this will be recorded on the SCR.

14. Safer working practice

14.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

14.2 There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. The Code of Conduct for Staff and Governors provides guidance in relation to activities such as demonstrations in PE/Games and the School's student Discipline Policy sets out the parameters for the use of restraint and reasonable force, should a situation require it as a last resort.

14.3 All staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should

understand that it is an offence for a person over the age of 18 to have a relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any inappropriate activity between a member of staff and a child under 18 may be a criminal offence.

14.4 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in School, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

14.5 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

14.6 Staff who interact with students online (for example, if they or students have to work remotely) will continue to look out for signs that they may be at risk. If a staff member is concerned about a student, that staff member will follow the approach set out in this policy and report that concern to the DSL or to a deputy DSL.

14.7 Staff may be expected or encouraged to interact directly with students online or in groups. In these circumstances, staff must remain professional in their conduct at all times. Staff should be guided by the requirements of the School's Code of Conduct for Staff and Governors to ensure that communications remain appropriate. Staff should use School systems to communicate with students, for example School email addresses. To enable effective home learning, staff are requested by the School to utilise other online

platforms to facilitate academic enrichment and pastoral provision. The principles of child protection will continue to be implemented in these situations. Clear guidance on how to teach via MS Teams, with a focus on safeguarding, has been provided for all teaching staff. Staff should end and rearrange an online meeting if they would otherwise be alone (online) with a single student.

14.8 All staff and students should give full regard to online safety, security, privacy and data protection when conducting online activities.

14.9 When leading an online session, the teaching staff should remind students of the need for appropriate conduct. Teaching staff should also immediately terminate an online session if they are concerned that student safety may be at risk.

15. Managing allegations against staff and volunteers

15.1 Our aim is to provide a safe and supportive environment that secures the well-being and the very best outcomes for the children at the School. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

15.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all involved. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

15.3 We will take all possible steps to safeguard our children and to ensure that the adults in the School are safe to work with children. We will always ensure that the relevant authorities' guidance is adhered to and will seek appropriate advice from KHDA.

15.4 All disclosures of information which relate to suspected wrongdoing at work are considered to be whistleblowing; for further details of how this is managed and for the measures taken to support whistle-blowers, reference should be made to the School's Whistleblowing Policy. If you have a concern about a member of staff or a volunteer in connection with a safeguarding issue, even if that concern might be considered 'low level', you must follow the procedure set out in Appendix 4.

15.5 If an allegation is made or information is received about an adult who works in or volunteers at the School (including supply staff) which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the DSL and the Principal immediately. Where a staff member (including supply staff and volunteers) has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children this is to take into account situations where a person's behaviour outside of School may suggest transferable risk. This may be an incident that occurred outside of School that did not involve children but could impact on their suitability to work with children.

15.6 If an allegation is made relating to an incident that happened when an individual or organisation was using the School's premises for the purposes of running activities for children, the School's safeguarding policies and procedures, including informing the authorities, would be followed.

15.7 Should an allegation be made against the Principal; this must be reported to the Chairman of Governors. In the event that the Chairman of Governors is not contactable on that day, the information must be passed to and dealt with by either the Deputy Head of Senior School (Pastoral) or the Vice-Chairman of Governors.

15.8 The Principal or Chairman of Governors, as appropriate, will seek advice from KHDA within one working day. No member of staff or the Governing Body will undertake further investigations before receiving advice.

15.9 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chairman of Governors should contact the KHDA.

16. Other relevant policies

16.1 To underpin the values and ethos of the School and our intent to ensure that students at the School are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Bullying
- Code of Conduct for Staff and Governors
- Data Protection
- Dealing with issues relating to parental responsibility
- Drugs
- Educational Visits
- Emergency Procedures
- Equal Opportunities
- First Aid and Medical Room Procedures
- Health and Safety

- Information and Communication Technology
- Mental Health and Wellbeing
- Student Attendance
- Student Discipline
- Risk Management
- Special Educational Needs and Disabilities (SEND)
- Whistleblowing

17. Statutory framework

This Policy has been developed in accordance with the following legislation and guidance:

Legislation

Federal Law No. 3 of 2016 on Child Rights (WADEEMA'S LAW)

Next Governing Body Review: June 2027

Safeguarding Policy Appendix 1: Recording form for safeguarding concerns

In the event of a safeguarding concern arising about a child in the School, or a disclosure being made by a child, the person raising the concern and/or who has heard the disclosure should contact the DSL, David Ryan or a member of the safeguarding team. Having done so, they should either a) send an e-mail report of the concern to the DSL or b) use the following form and send it to the DSL at safeguarding@QEDubaiSportsCity.ae

Your name and role in School: Your e-mail address:	
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Full name of child:	Date of birth	Year/Tutor group:

Date and time of concern/disclosure	Was anyone else with you? Who?

Nature of concern/disclosure	
Please include where you were when the child made a disclosure; what you saw; who else was there; what did the child say or do and what you said.	
Was there an injury? Yes/No	Did you see it? Yes/No
Describe the injury:	

Has this happened before, and did you report the previous incident?
Your signature:
Date:

Safeguarding Policy Appendix 2: Safeguarding induction sheet for new or supply staff and regular visitors or volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at the School we take this responsibility seriously. If you have any concerns about a child or young person in the School, you must share this information immediately with the DSL or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached here. Please ensure you complete all sections as described.

If you are unable to locate one of the designated professionals, ask the staff at reception to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal, you should pass this information on to the Chairman of the Governing Body.

The people you should talk to in School are:

- DSL - Head of Prep School and Head of Senior School
- Deputy Head Primary/Secondary (Pastoral)
- Deputy Head Primary/Secondary (Academic)
- Heads of Year
- Named Safeguarding Governor
- Chair of Governors

At Queen Elizabeth's School, Dubai Sports City, we strive to safeguard and promote the welfare of all of our children.

Safeguarding Policy Appendix 5: Procedure in the event of suspected abuse

- If a member of staff has concerns about a possible safeguarding issue, they should:
- immediately report the matter to the DSL or, in his absence, one of the other designated members of staff (see section 2 above).
- promptly make, and keep safe, an accurate written record of any incident(s).
- NOT discuss the matter with any other person (unless the member of staff reporting the concern is the DSL).
- NOT make a promise to a child or to any other person to keep information confidential.

The DSL, in conjunction with the Named Safeguarding Governor, if necessary, will then consider whether it is appropriate to make a referral to the authorities in all circumstances. A referral must be made if it is believed that a child is suffering or is at risk of suffering significant harm.

The first priority is the safety of the child about whom a concern has been raised. For this reason, the DSL will consider whether it is necessary to contact parents/guardian and/or other agencies.

In the event of suspected child-on-child abuse when both children are students at the School, staff should follow the above procedures, and in addition:

- Adopt a stance of supportive neutrality towards both individuals. This may be difficult as there will be strong pressure from both sides to validate their version of events.
- Make it clear that, because there is conflicting evidence, you are obliged to keep an open mind with regard to the accuracy of any allegations or denials made.

Safeguarding Policy Appendix 4: Procedure in the event of an allegation against a member of staff

If you consider that a member of staff may have acted improperly towards a child, you should immediately make a disclosure to the DSL or the Principal (or, if the allegation is regarding the DSL or the Principal, to the Chairman of Governors). The same action should be taken with respect to a concern about the conduct of volunteers and those working in the School as supply staff.

You must:

- make a written, signed and dated account of the alleged incident(s) as soon as possible; and
- record any information about the times, dates, names and locations of potential witnesses.

The DSL or Principal will inform the Named Governor for Safeguarding and the Chairman of Governors, as required.

They will consider whether it is appropriate to make a referral to the authorities in all circumstances. A referral must be made if it is believed that a child is suffering or is at risk of suffering significant harm. Where a referral is made and the police or other authorities become involved, the DSL will consult these agencies as to what information about the case is shared with the interested parties.

The Principal will also urgently consider the substance of the allegation and take the following actions if appropriate:

- suspend the member of staff, pending an investigation, if this is the best way to ensure that children are protected, or to prevent evidence from being tampered with.

- plan to ensure that there is no ongoing risk to students, whilst enabling the member of staff to continue working whilst the allegation is investigated.
- initiate internal disciplinary procedures (if abuse is not suspected but the allegation is prompted by inappropriate behaviour on the part of the member of staff); or
- take no action against the member of staff (if the allegation is entirely without foundation).

The DSL, Principal and Chair of the Governing Body will also consider whether, how and when to inform the child's parents or guardians of the allegation. Throughout the process the School will consider the stress that such an investigation can cause to all parties involved. The School will inform the member of staff against whom the allegation has been made of the process as soon as practicable and explain that they are entitled to representation by their union or the support of a colleague. A named member of staff should be appointed to keep the person who is the subject of the allegation informed of the progress of the case. Social contact between the accused and colleagues should not routinely be prohibited, unless there is evidence to suggest this could be prejudicial to the investigation.

The outcome of investigations into allegations of abuse against a member of staff, or indeed another member of the School community, should be categorised as one of the following:

Substantiated: there is sufficient evidence to prove the allegation.

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive (in which case the person making the accusation may be subject to the provisions of the Whistleblowing or student discipline policies).

False: there is sufficient evidence to disprove the allegation.

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Unfounded: to reflect cases where there is no evidence or proper basis that supports the allegation being made.

Whilst there can be a range of different outcomes reflecting the nature and circumstances of the case, there is a legal requirement for the School to notify the KHDA where it thinks that an individual has harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Low level concerns:

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 may have acted in a way that is, for example:

- inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- over-friendly with students.
- having favourites.
- engaging with a student on a one-to-one basis in a secluded area, or behind a closed door.
- shouting at or belittling a student.
- using inappropriate sexualised, intimidating or offensive language.

With whom should colleagues share a low-level concern?

If a member of staff considers that a fellow member of staff, or someone working on behalf of the school, may have acted improperly towards a child, they should immediately make a disclosure to the DSL or the Principal as soon as is reasonably

possible and, in any event, within 24 hours of becoming aware of it. That said, it is never too late to share the concern.

If a low-level concern relates to the behaviour of the Principal, it should be referred to the Chair of Governors.

Self-reporting:

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, a member of staff may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the School's Staff Code of Conduct. Self-reporting under these circumstances can be positive for a number of reasons, and all self-referrals will be dealt with sensitively and appropriately.

Safeguarding Policy Appendix 5: Communication and record-keeping

The School has a statutory duty to record concerns about the health and welfare of its students. There are strict legal conditions on the status of such records, including situations in which these records should be shared with, or passed over to, other agencies.

In the event that an issue relating to safeguarding is alleged, reported or suspected, the DSL must:

- record in writing the nature of any concerns and the origin of them.
- ensure that this information is stored centrally, securely, and separately from other School records.
- ensure any note or report received from any source is retained and stored with other records of the incident.
- ensure that there is restricted access on a need-to-know basis to this centrally held file.

In the event that there are reasonable concerns about a student, the DSL will:

- inform the student's Year Head (and no other member of staff unless otherwise agreed with the Principal).
- ensure that any information necessary to ensure the student's safety and effective pastoral care is shared with other members of staff on a need-to-know basis only.
- update school management systems with an entry noting the safeguarding concern.
- work with the student's Year Head to develop, document and implement a plan for managing and monitoring the situation for as long as safeguarding concerns remain.

Those members of the safeguarding team entering information into the school management system should ensure that records include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

Safeguarding Policy Appendix 6: The role of the DSL

The over-arching role of the DSL is to help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that students are experiencing, or have experienced, with teachers and School leadership staff. The role includes ensuring that the School, and relevant staff, know who these students are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that students in this group might face and the additional academic support and adjustments that they could make to best support these students.

Managing referrals

Any concern for a student's safety or welfare must be recorded in writing and given to the DSL.

The DSL will:

- refer cases of suspected abuse to the authorities (e.g. police / KHDA / Ministry of Interior)
- ensure that the school is represented at child protection meetings and will be responsible for ensuring that all staff members and volunteers are aware of the Safeguarding Policy and the procedures they need to follow.
- have a working knowledge of how the authorities conduct child protection meetings and be able to attend and contribute to these effectively when required to do so.
- refer cases where a crime may have been committed to the police, ensuring the presence of an appropriate adult where it is appropriate to do so.

Working with others

The DSL will:

- liaise with the Principal to inform them of issues,
- ensure that the Principal and Designated Safeguarding Governor are informed in a timely manner of any alleged, suspected or reported child safeguarding issue.
- as required, liaise with the authorities case manager for child protection concerns in cases which concern a staff member.
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- act as a source of support, advice and expertise for all staff.
- provide confidential support and guidance to any staff member who seeks advice on child safeguarding issues.
- ensure each member of staff has access to, and understands, the School's Safeguarding Policy and procedures, especially new and part time staff.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Record keeping and child protection file

The DSL will:

- maintain written records and online child protection files to ensure that they are kept confidential and stored securely in accordance with this policy.

- in addition to the child protection file, also consider if it would be appropriate to share any information with a new school or educational setting in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives at their new educational setting.

Training

The DSL will:

- undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. This might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments).
- through appropriate training, knowledge and experience, liaise with local safeguarding partners, the KHDA Designated Officer and other agencies where necessary, and make prompt referrals of suspected abuse.
- obtain access to resources and attend any relevant or refresher training courses.
- ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the School.
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe.
- be alert to the specific needs of children in need, those with special educational needs and young carers.
- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School.

Policy updating

The DSL will:

- ensure the School's Safeguarding Policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly, in line with statutory guidance and the requirements of the School.

Raising awareness

The DSL will:

- ensure the School's child protection policies are known, understood and used appropriately.
- ensure the Safeguarding Policy is available publicly.
- ensure parents are aware of the fact that referrals about suspected abuse or neglect may be made, and the role of the School in such referrals.

Online safety/monitoring and filtering

The DSL will:

- oversee the process of monitoring and filtering, including ensuring that roles and responsibilities are assigned to the appropriate person to safeguard students in the School.
- check the system for monitoring and filtering frequently, to give assurance that the systems are functioning as they should.

- make recommendations on how filters are applied according to the risk profile of students at the school and in response to any issues that occur.
- direct the response to any safeguarding concerns that arise.
- organise the appropriate briefing and training of staff in terms of online safety and monitoring and filtering.
- ensure that summary reports are created and analysed to consider if further action is needed.
- ensure that the effectiveness of the School's systems is reviewed at least annually.

Availability

During term time the DSL should always be available (during working hours) for staff in the School to discuss any safeguarding concerns.

Safeguarding Policy Appendix 6: Local safeguarding contacts

Reporting a concern in the UAE:

Ministry of Interior Child Protection Centre: Hotline number 116111

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

KHDA: 8005432

Other channels:

Community Development Authority (CDA) on hotline: 800988

EWAA Shelter for Women and Children on hotline: 8007283

Dubai Foundation for Women and Children on 800111