

Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Child Protection Policy 2022-2023

Child Protection Policy 2021 - 2022

Safa Community School

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Key personnel

The Senior Designated Child Protection Officer is:

Mathew Ashton mashton@safacommunityschool.com

The designated staff have a combination of Level 3 Safeguarding qualifications:

Leanne Fridd (Principal) principal@safacommunityschool.com

Mike Davies (Head of Secondary) headofsecondary@safacommunityschool.com

Jemma Hudson (Head of Primary) headofprimary@safacommunityschool.com

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Linda Marmion (Assistant Principal Y1-2) lmarmion@safacommunityschool.com

Mark Tiley (Assistant Headteacher Y3-4) mtiley@safacommunityschool.com

Dawn Wearing (Assistant Headteacher Y5-6) dwearing@safacommunityschool.com

Adrienne Deacon (Assistant Headteacher KS4) adeacon@safacommunityschool.com

Emmet Glackin (Deputy Head - Head of Upper School) eglackin@safacommunityschool.com

Safeguarding Governor - Zara Harrington - principal@safabritishschool.com

Key Contacts - Hotlines and Websites

Mahmoud Arif (KHDA) - 043643622

Ministry of Interior Hotline - 116111

Ministry of Interior Child Protection Centre's [Website](#)

Hemayati App

Community Development Authority - CDA Hotline - 800988

EWAA Shelter for Women and Children Hotline - 8007283

Dubai Foundation for Women and Children - 800111

Ministry of Education Hotline - 80051115

1.0 Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are safe and feel safe make more successful learners
- Policies will be reviewed annually, unless an incident, new legislation or guidance suggests the need for an earlier date of review
- All children, regardless of age, gender, ability, culture, race, language or religion have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior leadership of the school who will follow this policy guidance in doing so

Statutory Framework (Guidance and reference)

- The Education Act 2002
- Keeping Child Safe in Education September 2022
- Working Together To Safeguard Children June 2018
- Serious Crime Act 2015

- Sexual Offences Act 2003
- Education Regulation 2006
- Children's Act 1998
- The Children and Social Work Act 2017
- The Equality Act 2010
- The Children and Families Act 2014
- The Human Rights Act 1998
- National Child Protection Policy in Educational Institutions in United Arab Emirates

Aims:

- To provide all staff (including volunteers, parents, contractors etc) with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment to safeguarding children

The school recognises the moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Child Privacy and Rights

Every child should be treated with respect, consideration and dignity. They have the right to privacy and confidentiality.

Definitions

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care, undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Neglect: the persistent or severe neglect of a child that results in impairment of health or development.

Physical Abuse: actual or likely physical injury to a child, or failure to prevent physical injury or suffering.

Sexual Abuse: actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that violate social taboos or family roles.

Emotional: actual or likely severe adverse effects on the emotional and behavioural development of a child by persistent or severe emotional ill treatment or rejection.

Peer to Peer abuse: any act from one student to another that may cause harm or distress.

Potential Abuse: situations where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.

2.0 Roles and Responsibilities

2.1 Class Teachers

Class teachers will, in most cases, be the first person that a concern is raised by. They will speak immediately to the Senior Designated Child Protection Officer (SDCPO) about their concerns and collate detailed, accurate and secure written records of concerns. Confidentiality is of utmost importance.

2.2 The School Nurse

Their role is to ensure that relevant information obtained in the course of their duties is communicated to the SDCPO. Injuries, frequent visits and concerns will be recorded. Confidentiality is of utmost importance. These are internally recorded and shared with the DSL regularly.

2.3 Responsibilities of all staff

All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the students in their school. In doing so they should seek advice and support as necessary from the SDCPO.

Staff are expected to provide a safe and caring environment, in which children can develop the confidence to voice ideas, feelings and opinions.

Children should be treated with respect within a framework of agreed and understood behaviour.

All school staff are expected to:

- Treat all children with respect
- Set a good example by conducting themselves appropriately
- Involve children in decision-making which affects them
- Encourage positive and safe behaviour among children
- Be a good listener
- Be alert to changes in child's behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understand the school's safeguarding and guidance documents on safeguarding issues
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintain appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse
- Be aware of signs and symptoms of abuse
- Report concerns to the SDCPO
- Keep clear, dated, factual and confidential records of child protection concerns
- Never discuss any child protection concerns with anyone outside of the Child Protection Team
- The school has ensured that the SDCPO:
 - Is appropriately trained
 - Acts as a source of support and expertise to the school community
 - Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
 - Attends and/or contributes to child protection conferences

- Develops effective links with relevant statutory and voluntary agencies
- Ensures that the child protection policy is updated annually
- Liaises with the Principal and Head teacher as appropriate
- Keeps a record of staff attendance at child protection training
- Makes this policy available to parents
- The SDCPO is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above

2.4 The Principal and Headteacher:

- Ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- Allocate sufficient time and resources to enable the SDCPO and Child Protection Team to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings

3.0 School Procedures

Any member of staff concerned about a child must inform the SDCPO or a member of the Child Protection Team immediately. ***This must be reported on Edu Key.***

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and factual account of the observations ensuring no emotion or personal feelings are included, these should be reported via the online concerns form.

If immediate action is required the SDCPO will liaise with the Principal and Headteacher (Primary or Secondary).

Particular attention will be paid to the attendance and development of any child who has been identified as at risk.

3.1 How to report a concern

In the event a staff member has a high level concern they wish to report they should seek the DSL or another member of the Safeguarding team to report to in person immediately. All concerns should be reported via the Safeguarding application on <https://edukeyapp.com/>. Once the safeguarding application is accessed the concern can be reported via the online concerns form (see appendix) at “report concern” tab using the password: Safa1234.

3.2 Accusation against member of the Child Protection Team

In the event there is an accusation of any kind against a member of the child protection team, that person will be removed from all investigative duties until the case has been resolved. If the accusation is against the current DSL, the school Principal will act as the DSL in this situation. At all stages the Governor responsible for Child Protection and Safeguarding will be informed and involved if required.

4.0 When to be concerned

Staff should be concerned if a student:

- Has any injury that is not typical of the bumps and scrapes normally associated with children’s activities

- Regularly has unexplained injuries
- Frequently has injuries, even when apparently reasonable explanations are given
- Offers confused or conflicting explanations about on how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behavior which is unusually explicit and/or inappropriate to his or her age
- Discloses an experience in which he or she may have been significantly harmed
- Discloses any information which is inappropriate for the child's age

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 designated person. Abused children often don't realise that what is occurring is wrong.

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 school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Show oral fixation e.g. constantly putting objects in their mouth
- Repeat language they have heard
- Act out scenarios in role play

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 SDCPO to decide how to proceed. There are four main categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

4.1 Physical Abuse

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 the 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).

4.2 Emotional Abuse

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 limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to 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.

4.3 Sexual Abuse

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.

4.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and 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 care-takers; 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.

4.5 Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the SDCPO will consider implementing child protection procedures.

4.6 Self-harming

While self-harming is not seen as a separate category it is fast becoming a common occurrence. Self-harming can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves, once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help. Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for young people to release overwhelming emotions. It's a way of coping. So whatever the reason, it should be taken seriously. The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it. There are links between depression and self-harming. Quite often a child or young person who is self-harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with family or friends.

Children often feel:

- Low self esteem
- Lonely
- Sad
- Angry
- Numb
- Lack of control over their lives

Incidences of self-harming must be reported in the same way as any other form of abuse as it is a Child Protection issue. Many parents do not know that self-harming is taking place.

4.7 SEND and Children with Additional Vulnerabilities

- People of Determination and children with SEND needs 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 SEN or disability; including (not an exhaustive list) Communication; Toileting; Understanding right and wrong; Physical Build; Unusual or over-physical attachments to staff members or 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 students.

Specific Safeguarding Issues

Behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can also manifest themselves via peer on peer abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking. Whilst the school will

ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Mental Health

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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children 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. Where children have suffered abuse and neglect, or 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. 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 speaking to the DSL or a deputy.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme or Children's Social Care. If staff suspect a pupil is in danger of being radicalised, a risk assessment should be undertaken by the staff member, DSL and Headteacher.

Peer on Peer Abuse

Safeguarding issues are not confined to instances where children are harmed by adults but can also manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and nonconsensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues,

sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

These arrangements apply to all reports and concerns of peer on peer abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

The School has a zero-tolerance approach to peer-on-peer abuse and staff will challenge inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". The School recognises the gendered nature that peer on peer abuse may take (this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence), and is clear that all peer on peer abuse is unacceptable and will be taken seriously.

Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The school acknowledges that even if there have been no reported cases of peer on peer abuse in relation to pupils within the school, such abuse may still be taking place and is simply not being reported. The school will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

The school recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to peer on peer abuse, and can recognise the indicators and signs of peer on peer abuse and know how to identify it and how to respond to reports. The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

In addition to this Safeguarding policy, staff should also consider the provisions of our separate

Anti-bullying policy. If staff are unsure as to how these policies work together, they should seek guidance from the DSL. All peer on peer abuse will be managed in accordance with this policy; a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

The school recognises that children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and may be more prone to peer-on peer group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation can be more prone to peer-on-peer group isolation than other children and will consider extra pastoral support for those children.

The following procedures also apply when dealing with abuse by one or more pupils against another pupil. Information about possible abuse may come to a member of staff in several ways – direct allegation from a child that has been abused, through a friend, relative or other child, through a child’s behaviour or through observation of an injury to the child.

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the designated safeguarding lead with a written account of what has transpired as a matter of urgency. If a pupil decides to speak to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- Make it clear why unconditional confidentiality cannot be offered;
- React professionally;
- Have regard to the Anti-Bullying Policy, published on the school’s website;
- Take what the child says seriously, and calmly, without becoming emotionally involved;
- Explain that any adult member of staff is obliged to inform the designated safeguarding lead if child protection or safeguarding issues are involved, in order that specialist help can be arranged;
- Encourage the pupil to speak directly to the designated safeguarding lead if appropriate;
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse;
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having been bullied or abused;
- Allow the child to tell his or her own story, without asking too detailed or leading questions;
- Record what has been said;
- Inform the designated safeguarding lead or the Headteacher by the end of the day.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator)

will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported initially through the school's pastoral support team, and outside agencies if required.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action. In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If a report is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's behaviour policy.

Support for the victims, perpetrators and any other children affected by Peer on Peer abuse will be given via our in school counsellor, reflection sheets and parental involvement.

5.0 Dealing with a disclosure

If a student discloses that they have been abused in any way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Allow the child to talk freely without interrupting, passing judgment or asking questions
- Reassure the child, but not make promises which might not be possible to keep
- Not promise confidentiality as it must be reported to the SDCPO
- Reassure the student that what has happened is not their fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the perpetrator
- Explain what has to be done next and who has to be told

5.1 If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults or they may believe or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it until the end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

5.2 Confidentiality and sharing information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated team. The SDCPO will decide who else needs to

have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the UK [Data Protection Act 1998](#) principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

5.3 Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the SDCPO will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from the relevant body.

5.4 Safer recruitment - refer to Safer Recruitment Policy

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education. Safer recruitment means that all applicants will:

- Complete an application form
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Have a background check from the country they are applying from and have worked in
- Be interviewed

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs.

5.5 Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. To protect children we will:

- Seek parental consent for photographs to be used within school, on the school website/ and/or on external sites
- Not use a child's name on the website, or external sites
- Ensure that children are appropriately dressed
- Allow children to tell us if they are worried about any photographs that are taken of them

The 4Rs of Child Protection

- Recognise possible abuse
- Respond appropriately
- Report your concerns
- Record your observations

6.0 Legislation and Law

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole

6.1 Opportunities to teach safeguarding

The following resources, plus many more listed in Annex B, may also help schools and colleges understand and teach about safeguarding:

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS)37 guidance: Education for a connected world
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Every Mind Matters
- Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

7.0 Monitoring and Evaluating:

The school has a committee, board, senior leadership team and designated Child Protection team who regularly monitor the Child Protection in their areas of responsibility. All concerns are reported via the appropriate procedures.

8.0 Remote Learning:

- All staff, parents and students have been provided with a Distance Learning Code of Conduct that clearly outlines the expectations with regards to the distance learning process.
- Staff have been briefed by Senior members of the safeguarding team about procedures during distance learning.
- Staff, children and parents have direct access to a dedicated senior leader should they feel the need to report any safety issues.
- Any concerns related to safeguarding are recorded on Edu Key and the child protection team are informed immediately. The same channels of communication apply as per the safeguarding flowchart seen below in appendix 1.

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

8.1 Filtering and Monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system.

Next Review Date: November 2023

Person Responsible: Mathew Ashton

This policy should be read in conjunction with the following policies:

Pastoral Handbook

Safer recruitment

Anti bullying

Distance Learning

E Safety and Photography

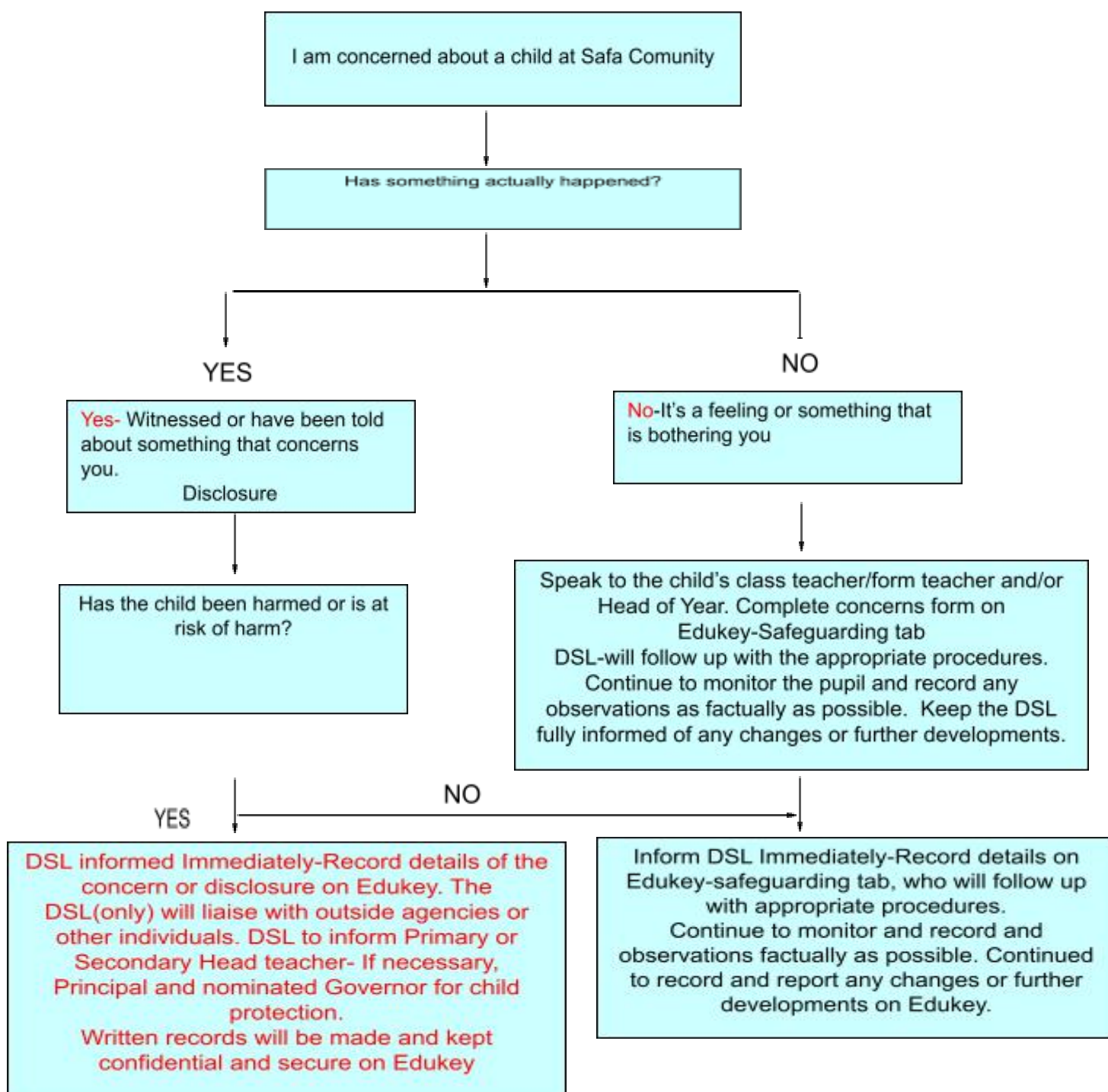
Cyber Bullying

Intimate Care

Mental Health and Well Being

SAFEGUARDING REFERRAL PROCESS AT SCS

Flow Chart Referral: What to do if you are concerned about a child's safety





Proceed to The BSOD report procedure to Dubai Authorities-DFWAC- Point of contact-advice gained and next steps discussed