SAFEGUARDING AND CHILD PROTECTION POLICY

2025-2026

Policy Information			
Created Date	August 2019	Reviewed By	Senior Leadership Team
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Author of policy's role	Senior Leadership Team		
Vice Principal			
Principal			
Chair of Governors			

Contents

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1. Aims
The school aims to ensure that:
1. Appropriate action is taken promptly to safeguard and promote children's welfare.
2. All staff are aware of their statutory responsibilities concerning safeguarding.
3. Staff are adequately trained in recognising and reporting safeguarding issues.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

✓ UAE Federal Law No. 3 of 2016 (the "Child Rights Law") – Wadeema's Law

✓ Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

✓ This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

3. Definitions

Safeguarding and promoting the welfare of children means:

- ✓ Protecting children from maltreatment
- ✓ Preventing impairment of children's health or development
- ✓ Ensuring that children grow up in the circumstances consistent with the provision of safe and effective care
- ✓ Taking action to enable all children to have the best outcomes
- ✓ Ensuring everybody who comes into contact with young people and their families knows and act on their responsibilities

Child protection is part of this definition and refers to activities undertaken to prevent children from suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent damage. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the severe impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos, or live streams.

Children include everyone under the age of 18.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children to recognise or disclose it. We are committed to anti-discriminatory practice and identify children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:
- ✓ Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- ✓ Are young carers
- ✓ May experience discrimination due to their race, ethnicity, religion
- ✓ Have English as an additional language
- ✓ Are known to be living in difficult situations – for example, where there are issues such as substance abuse or domestic violence
- ✓ Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- ✓ Are at risk due to either their own or a family member's mental health needs

✓ Are Missing from education

We are committed to taking proportionate positive action to address any disadvantage for students with protected characteristics.

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners (parents, students, and school). Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 and annexe B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

✓ Our systems support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the school's online safety policy and the attendance policy.

✓ The early help process and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment

✓ What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including how to maintain an appropriate level of confidentiality while liaising with relevant professionals

✓ The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

✓ The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

5.2 The designated safeguarding lead (DSL)

The DSLs take lead responsibility for child protection and broader safeguarding. During term time, the DSLs will be available during school hours for staff to discuss any safeguarding concerns. If you need to contact the DSLs after school hours, please email at their registered school email address or call their direct extension which is linked with their mobile phones.

The DSL will be given the time, funding, training, resources, and support to:
- ✓ Provide advice and support to other staff on child welfare and child protection matters
- ✓ Take part in strategy discussions and inter-agency meetings and support other teams in doing so
- ✓ Contribute to the assessment of children
- ✓ Refer suspected cases, as appropriate, to the relevant body (Sharjah Child Protection Services SCPS/Police/Hospital) and support staff who make such referrals directly
- ✓ Keep the Principal informed of any issues
- ✓ Liaise with the Safeguarding Governor at BEAM for child protection concerns as appropriate.

5.3 The governing board

The governing board will:

- ✓ Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development

- ✓ Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation

- ✓ Appoint a link governor to monitor the effectiveness of this policy in conjunction with the entire governing board. This is always a different person from the DSL

- ✓ The chair of governors will act as the 'case manager' if an allegation of abuse is made against the principal, where appropriate (see appendix 3).

- ✓ All governors will read Keeping Children Safe in Education in its entirety.

5.4 The principal

The principal is responsible for ensuring the implementation of this policy, including:

- ✓ Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

- ✓ Providing the communication of this policy to parents when their child joins the school and via the school website

- ✓ Ensuring that the DSL has appropriate time, funding, training, and resources and that there is always adequate cover if the DSL is absent

- ✓ Ensuring that all staff undertake proper safeguarding and child protection training and update this regularly

- ✓ Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Managing Allegations Against Staff policy)

- ✓ Ensuring the relevant staffing ratios are met, where applicable

6. Confidentiality

- Timely information sharing is essential to effective safeguarding;
- Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm;
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests;
- Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in appendix 3;
- For more information and guidance on information sharing, please read information sharing advice for safeguarding practitioners.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSLs)".

7.1 Early Help

Early Help refers to the support and interventions provided to children and their families at the first sign of emerging difficulties. It is a proactive approach designed to address issues before they escalate into more serious concerns, involving a wide range of services and support mechanisms tailored to the specific needs of the child and family.

All staff play a critical role in this process by recognizing early signs of distress or challenges, whether related to the child's home environment, mental health, or social circumstances. By collaborating with the Designated Safeguarding Lead and external agencies, staff can ensure that appropriate Early Help is provided, safeguarding the welfare of children and promoting their well-being and academic success. This approach not only helps in protecting children but also strengthens families, fostering resilience and long-term positive outcomes.

The Team Around the Child (TAC) committee regularly meets to escalate Early Help caseloads. They have been successful in deescalating multiple safeguarding issues. Please refer to your department's social worker or Deputy DSL for more information about referrals to the Early Help/TAC service.

7.2 If a child is suffering or likely to suffer harm, or in immediate danger
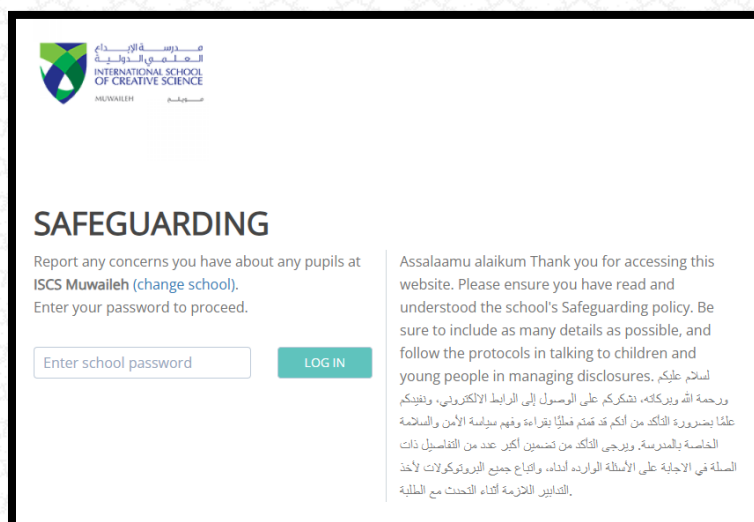
Make a referral to the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger when the DSL is not available to report to. Anyone can make a referral. Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

7.3 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:
- ✓ Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- ✓ Stay calm and do not show that you are shocked or upset
- ✓ Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- ✓ Explain to children that the law is in place to protect them from harm and not criminalise them
- ✓ Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- ✓ Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- ✓ Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.

All referrals should be made via the ' SafeguardMySchool' Platform. Once submitted, the form will automatically be forwarded to the Designated Safeguarding Leads in school. Please inform your Head of section when you have submitted a report in case immediate action is required.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to

suffer from harm, or is in immediate danger)

- ✓ Figure 1 (page below) illustrates the procedure to follow if you have any concerns about a child's welfare.
- ✓ Where possible, speak to the DSL first to agree a course of action.
- ✓ If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team or the BEAM leadership team. Share any action taken with the DSL as soon as possible.

Referral

- ✓ If it is appropriate to refer the case to the police or another government agency, the DSL will make the referral or support you to do so.
- ✓ If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible. The DSL or person who made the referral must follow up with the contacted authority.
- ✓ If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from the police.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to.
In an emergency, call 999 if you:
- - Think someone is in immediate danger
- - Think someone may be planning to travel to join an extremist group
- - See or hear something that may be terrorist-related

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Figure 1
Staff identifies a suspected case of concern.

Staff records it on the referral form in Safeguard my School as soon as possible.
(Refer Appendix 1)

Staff reports it to the DSL.

DSL reviews the case and decides whether to refer.

No

Yes

Monitor and support within school

If concerns escalate make referral

DSL communicates with the BEAM Safeguarding Governor for advice

Immediately refer to external agency whenever required.

Inform parents unless doing so could place the child at ~~npede~~
investigation.
Staff keep the child's circumstances under review, and r~~~~ ~~sure the~~
circumstances improve.
The childs best interest must always come first at all stages

7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Principal. If the concerns/allegations are about the Principal, speak to the chair of governors.

The Principal/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Principal, report it directly to the Chair of Governors Hesham Abdeen.

7.7 Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes

If a pupil makes an allegation of abuse against another pupil:
- ✓ You must record the allegation (See section 7.2) and tell the DSL, but do not investigate it
- ✓ The DSL will contact the the police if the allegation involves a potential criminal offence
- ✓ The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-onchild abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- ✓ Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- ✓ Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- ✓ Ensure our curriculum helps to educate pupils about appropriate behaviour and consent ▪ Ensure pupils are able to easily and confidently report abuse using our reporting systems
- ✓ Ensure staff reassure victims that they are being taken seriously
- ✓ Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
  - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - ▪ Children can show signs or act in ways they hope adults will notice and react to
    - ▪ A friend may make a report
    - ▪ A member of staff may overhear a conversation
    - ▪ A child's behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
  - That they should speak to the DSL if they have any concerns

7.8 Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident
If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not: ▪
- ✓ View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- ✓ Delete the imagery or ask the pupil to delete it
- ✓ Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- ✓ Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- ✓ Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police, SPEA, Child Protection services or any other authority
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or SPEA if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 18
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or SPEA, the DSL will conduct a further review. They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done either through the Child Protection services, Sharjah Social Services Department or through the nearest Police Station.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording these incidents.

7.9 Reporting Systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the SPEA.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

8. Digital-Safety

Staff are allowed to bring their personal phones to school for their own use, and if appropriate, to capture evidence for storage on the school's systems. In classes that do not use school iPads, staff are allowed to use their devices on the school's Wi-Fi network only. In case personal phones are used to take pictures for Edunation or any other school-based platform, it must be stored on teachers' OneDrive account, and not their phone memory.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peerto-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams
- **Disinformation** – the deliberate creation and spread of false or misleading content such as fake news
- **Misinformation** – the unintentional spread of false or misleading content
- **Conspiracy Theories** – the spreading of unverified and far-fetched explanations causing confusion.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private o How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
  - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community ▪
- Establish a school-wide (school partnership) Digital-Safety committee which reviews Digital-Safety in line with the UAE Cyber Safet and Digital Security.

9. Referral and reporting systems

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm or is in immediate danger), make a referral using Safeguard my School. (Appendix 2)

Suppose it is appropriate to refer the case to the police or another government agency. In that case, the DSL will make the referral after taking advice from the BEAM Safeguarding Governor and supporting you.

Reporting Systems for our pupils

Where there is a safeguarding concern, we will consider the child's wishes and feelings when determining what action to take and what services to provide.
We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and allegations.
To achieve this, we will:
- ✓ Put systems in place for pupils to confidently report abuse

- ✓ Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

- ✓ Make it clear to pupils that their concerns will be taken seriously and that they can safely express their views and give feedback.

10. Pupils with special educational needs, disabilities, or health issues

We recognise that pupils with special educational needs (SEN) or disabilities, or certain health conditions can face additional safeguarding challenges. Other barriers can exist when recognising abuse and neglect in this group, including:

- ✓ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- ✓ Pupils are more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils

- ✓ The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying without outwardly showing any signs

- ✓ Communication barriers and difficulties in managing or reporting these challenges

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Complaints and concerns about school safeguarding policies

12.1 Complaints against staff
Complaints against staff that are likely to require a child protection investigation will be handled by our procedures for dealing with allegations of abuse made against a team (see Managing Allegations about Staff policy).

12.2 Whistleblowing
The school abides by the Whistle-Blowing procedures available on Link HR and is adopted by the Bukhatir Group.

13. Record-keeping

- ✓ We will hold records in line with our records retention schedule.
- ✓ All safeguarding concerns, discussions, decisions made, and the reasons for those decisions must be recorded in writing.
- ✓ If you are in any doubt about whether to record something, discuss it with the DSL.
- ✓ Our safeguarding records are kept on Edukey's Safeguard My School.
- ✓ Non-confidential documents will be easily accessible and available.
- ✓ Confidential information and documents will be held securely and only available to those with a right or professional need to see them.
- ✓ Safeguarding records relating to individual children will be retained for a reasonable period after leaving the school.

In addition:
Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

14. Training

Training for all staff will:
- ✓ include safeguarding and child protection training at induction, including whistle-blowing procedures,
- ✓ ensure they understand the school's safeguarding, and responsibilities, and
- ✓ can identify signs of possible abuse or neglect.
- ✓ be regularly updated in line with changing national and international policy.
- ✓ be regular, including safeguarding and child protection updates (for example, through emails, e-bulletins, and staff meetings) as required, but at least annually.

Training for the DSL and Deputies will:
- ✓ undertake child protection and safeguarding training at least every 2 years.
- ✓ update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

Training for Governors
- ✓ All governors receive training about safeguarding to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- ✓ As the chair of governors may be required to act as the 'case manager' if an allegation of abuse is made against the principal, they receive training in managing claims.

15. Recruitment – interview panels

At least one person interviewing for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education.

16. Monitoring arrangements

This policy will be reviewed **annually** by Sr. Samar Murad- School Principal, Dr Fahd Kahlaoui – Vice-Principal & Sr Hodan Salah – Vice Principal. At every review, it will be approved by the Chair of Governors.

Appendix 1: Types and signs of abuse:

These are not exhaustive or necessarily indicative of abuse. (Taken from the document, 'Working Together to Safeguard Children).

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 abuse.

Once a child is born, neglect may involve a parent or carer failing to: •
- Provide adequate food, clothing and shelter (including exclusion from home or abandonment) •
- Protect a child from physical and emotional harm or danger •
- Ensure adequate supervision (including the use of inadequate care-givers) •
- Ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of Neglect – constant hunger or tiredness; frequent lateness or absence; poor personal hygiene; untreated medical problems; running away; stealing; low self-esteem.

Physical

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.

Signs of Physical abuse - unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help; fear of physical contact, fear of going home; over-aggressive or defensive tendencies; fear of removing clothes, bites, lashes, facial injuries.

Sexual

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Signs of Sexual abuse - tendency to cling, cry, genital itching, acting 'like a baby', distrust of familiar adults, wetting and soiling, fear of undressing, throat infections, depression, fearful/panic attacks.

Emotional

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve: •

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Signs of Emotional abuse– physical, emotional, developmental delay; overreaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Munchausen Syndrome by proxy (If a parent of a child deliberately fabricates or induces illness in that child). Signs may include perceived diseases, doctor shopping, enforced disease, fabricated condition, poisoning, e.g., salt, induced seizures, suffocation, bleeding, rashes, and tampering with vomit/urine. Child may exhibit unusual or unnaturally prolonged illness; symptoms/signs have a temporal association with the mother's presence; the mother is unusually at ease in the hospital environment; multiple illnesses/similar symptoms in the family, unexplained death of siblings.

Appendix 2: safer recruitment and DBS/ICPC checks – policy and procedures

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files at the BEAM Central Office. We follow requirements and best practice in retaining copies of these checks, as set out below.

Advertising

When advertising roles, we will make clear:
- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children

Application forms

Our application forms will:
- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy.
- CVs will not be accepted without the completion of a school application form.

Shortlisting

Our shortlisting process will involve at least 2 people and will:
- Consider any inconsistencies and look for gaps in employment and examine the reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:
- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
    o If they have a criminal history o Whether they are included on the barred list
    o Whether they are prohibited from teaching

o   Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
o   Any relevant overseas information

Sign a declaration confirming the information they have provided

Seeking references and checking employment history

We will obtain references before making an offer for employment. Any concerns raised will be explored further with referees and taken up with the candidate prior to contracts being signed.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the Principal/Head of Section as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed
- The school's recruitment team will conduct online searches as part of their due diligence checks for shortlisted candidates.

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children ▪ Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- For UK hired staff obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate or equivalent (For example through ACRO) which must include the International Child Protection Certificate (ICPC).
- When a DBS is not available (For Non-UK hires), the UAE's visa and labour process will be relied on to capture any criminal history which includes local Police checks.
- Comply with the SPEA requirements to conduct a criminal check locally or from an employees home country as part of the Teacher Permit requirements.
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UAE. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, through legalization and attestation from their home country.
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school is included on the school's SCR and received appropriate guidance on safeguarding. Their Emirates ID and copy of visa will be kept on file.

Contractors are not permitted to work on-site unsupervised, whether documents are provided or not. The exception to this are external providers providing after-school activities. The school will permit students

to attend their sessions, once documentation is provided and a contract of services is put in place with BEAM Head Office.

We will check the identity of all contractors and their staff on arrival at the school.

Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Volunteers are required to provide their Emirates ID and Visa – and require written permission from the Principal if they are to be involved in unsupervised or regulatory activity.

Volunteers are also required to have SPEA approval inline with Sharjah regulations

Governors

All schools include: All governors will provide copies of their passports, Visas and Emirates IDs, and will be included on the schools Single Central Record. The school HR will confirm their:

- ✓ Identity
- ✓ Right to work in the UAE
- ✓ Other checks deemed necessary if they have lived or worked outside the UAE

Appendix 3: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of

staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school
- We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.
- A 'case manager' will lead any investigation. This will be the Principal, or the chair of governors where the Principal is the subject of the allegation. The case manager will be identified at the earliest opportunity.

- It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.
- Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school

Definitions for outcomes of allegation investigations

- **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
- **False:** there is sufficient evidence to disprove the allegation Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Principal (or chair of governors if the Principal is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at BEAM and/or SPEA. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is

necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer. Where the police and/or SPEA services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.

- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know. The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).

Timescales
- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days

- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 12 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or SPEA.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the SPEA with respect to future employment in other schools.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:
- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation

▪ How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the BEAM Governors to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension ▪ Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint

- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:
- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority (SPEA).

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.
We will create this culture by:
- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:
- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses ▪ The school's DSL should be made aware of every low-level concern. He/she will discuss with the relevant Deputy DSL to take appropriate action in line with the concern.
- Low level concerns about supply staff or contractors should be escalated to their employer by the School Principal.

The Principal will use the information collected to categorise the type of behaviour and determine

any further action, in line with the Bukathir Group and relevant school policies.

The school will review low-level concerns to extrapolate lessons learned to amend staff policies, inform professional development and take swifter action in future cases.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. Records will be: •

- Kept confidential, held securely on the school's safeguarding portal.
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.