



**KINGS'
EDUCATION**

The Best By Every Child

SAFEGUARDING AND CHILD PROTECTION POLICY

2025-26



Kings' School Al Barsha fully recognises its responsibilities for safeguarding.

Our policy applies to every member of the school community. There are five main elements to our policy:

- Ensuring we practice safe recruitment in line with current practice, checking the suitability of staff and volunteers to work with children.
- Raising awareness of safeguarding and child protection issues and equipping children with the skills needed to keep them safe through preventative education.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with the agreed safeguarding and child protection policy.
- Establishing a safe environment in which children can learn and develop.

Safeguarding includes protecting children from harm both inside and outside the home, including risks present in online environments. Early intervention is essential to prevent harm and ensure student well-being.

We recognise that because of day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school also recognises the importance of both early help and intervention in safeguarding children. Staff should be alert to children who may benefit from early help. Early help means providing support as soon as a problem emerges, at any stage in a child's life.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure staff model and build positive relationships with children so that children feel confident approaching adults if there is a concern.
- Ensure there is a culture that promotes equality and does not tolerate any form of prejudice or discrimination.
- Include opportunities within the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Include opportunities within the curriculum for children to develop an awareness of the United Nation convention on the rights of the child.

We will follow the procedures set out by the school to:

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Leads (DSLs) responsible for safeguarding children.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children by setting out its obligations in the school policy, available to parents on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters.
- Ensure that the DSLs are informed and involved at all stages of concern through constant dialogue with staff.
- Ensure all incidents of concerns about children are securely recorded and stored on CPOMS.
- Ensure all staff involved with identified children are informed and involved in monitoring and sharing information on a need-to-know basis.
- Ensure attendance figures are monitored and reviewed half-termly and on-going absences are followed up by a member of the Leadership team.
- Develop and follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed and all members of the Primary and

Secondary Leadership teams who are involved in recruitment complete Safe Recruitment Training.

We recognise that children who are abused or witness violence or abuse are at risk of developing detrimental short- and long-term health and well-being needs. They may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the child through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the child knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the child.

Online safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

We also recognise the safeguarding risks linked to generative artificial intelligence (AI), including harmful or misleading content, deepfakes, plagiarism, and exploitation. Pupils and staff will be guided in safe and ethical use of AI. DSLs will monitor emerging risks and ensure appropriate responses.

The school has robust, proportionate systems to filter and monitor online activity across our network and devices (including mobile/smart technology when used on school systems).

The DSLs work with IT staff to:

- Regularly review filtering/monitoring systems, ensuring they are proportionate to the age, needs and risks faced by pupils.
- Log and act upon incidents or breaches, including escalation pathways, parent engagement where appropriate, and trend analysis to inform preventative education.
- Test and review controls documenting outcomes and remedial actions.
- Ensure staff and pupils are briefed on acceptable use, emerging risks and reporting routes.

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
- Contact – being subjected to harmful online interaction with other users
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm
- Commerce – risks such as inappropriate advertising, phishing and/or financial scams

The school will endeavor to promote online safety by:

- Having robust processes in place to ensure the online safety of pupils, staff, volunteers and governors, including half-termly e-safety lessons.
- Protecting and educating the whole school community in its safe and responsible use of technology, including mobile and smart technology.
- Establishing clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

- Keep teachers, children and parents updated with online safety tools and resources, including guidance from National Online Safety.

Responsibility

At KSAB the management staff with designated responsibility for Safeguarding and Child Protection issues are:

Mr Sajid Gulzar (Principal)

Miss Rebecca Clarkson (Primary Deputy Headteacher)

Mrs Karen Coyle (Primary Wellbeing Practitioner)

Mr Michael Clark (Primary Headteacher)

Miss Holly Brown (Secondary Deputy Headteacher)

Mr Iain Stewart (Secondary Assistant Headteacher)

Miss Katie White (Secondary Assistant Headteacher)

(See Appendix 7)

They are responsible for coordinating action within the school and liaising with outside agencies/professionals as appropriate. Their role includes:

- Following the agreed procedures when receiving reports of any concerns
- Knowing how to identify the signs and symptoms of abuse
- Providing advice and support to staff in matters of safeguarding and child protection
- Maintaining relevant records of incident reports on CPOMS and follow-up
- Ensuring all records are kept confidentially within CPOMS
- Knowing when and how to make a referral to outside agencies/ professionals
- Contributing to and monitoring a safeguarding and child protection plan
- Knowing and understanding the filtering and monitoring systems for online safety as set out by Kings' Education
- Reporting cases of safeguarding and child Protection to the relevant authorities, as is mandatory in Federal Law no. 3 of 2016

The school has CCTV installed throughout all common areas and this may be viewed by DSLs when investigating alleged allegations. However, due to safeguarding of children and staff, CCTV will not be shared with any third parties.

Staff training related to safeguarding and child protection must be conducted annually for all new staff and existing staff should have a refresher training session annually. Designated Safeguarding Leads should update their training every two years. Training includes awareness of abuse risks associated with online environments.

The Role of the Governing Board

The governing board are responsible for:

- Ensuring they are fully up-to date with the school's safeguarding policy and procedures.
- Facilitating a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluating and approving this policy at each review, ensuring it complies with UAE law, and

hold the Principal and DSLs to account for its implementation

- Appointing a governor/s to monitor the effectiveness of this policy in conjunction with the full governing board.

Dealing with Disclosure of Abuse and Procedure for Reporting (See existing Reporting Arrangements flowchart)

If a staff member suspects or knows of any abuse of any child, the DSL must be informed immediately in person or via CPOMS. Even if the information is based on rumours of abuse, or there is suspicion but no firm evidence, the DSL should be contacted regarding the concerns. Therefore, even if the incident does not seem serious, it must be reported as it may be a small part of a much larger picture.

Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

If a member of staff is told about abuse (disclosed to), any discussion with the child needs to be carried out with care and sensitivity and the child needs to be reassured that the matter will only be discussed with people who need to know.

Do:

- Arrange a place and time where you can talk as soon as possible, preferably with another DSL present.
- Stay calm and reassuring and tell the child that she/he is right to tell someone.
- Let the child know that she/he is not to blame
- Allow the child to speak and keep questions to a minimum
- Let him/her know that you understand how difficult it is to talk about such experiences
- Explain that you will need to involve other people and why
- Keep a log of bruises or physical harm on a body map (see Appendix 4)
- Be supportive and give realistic encouragement
- Talk to someone about your feelings and seek support for yourself

Do not:

- Promise confidentiality. Even if the child is not at risk there may be other children who are and therefore staff cannot promise confidentiality
- Make promises or reassurances you cannot keep
- Press for details or ask leading questions as this can affect subsequent investigation
- Ask the child to repeat the details unnecessarily
- React emotionally
- Interrupt or stop a child during a disclosure
- Underestimate your role as a trusted adult
- Forget to make time and seek support for yourself

Staff should not investigate concerns or allegations themselves but should report them immediately. The incident must be recorded on CPOMS and DSLs must be alerted. The record of the incident should include:

- Where, when and how disclosure took place and the names of anyone present and/or asked to attend
- The date, time and place where the alleged abuse happened
- The names of those present when the abuse occurred if disclosed
- The account that was given of the allegations with nature of abuse and outcome, if known
- In the first instance, communication about such incidents should be directed only to the DSL in order to protect all concerned

Reporting and dealing with allegations of child-on-child abuse

At Kings' School Al Barsha we are fully aware that children can abuse other children and this can

happen in school, outside of school and online.

It is important that all staff recognise the signs of child-on-child abuse and are able to identify and respond to it appropriately, including when dealing with disclosures of child-on-child abuse. Staff must also recognise the importance of challenging inappropriate behaviours that are abusive in nature, particularly dismissing harassment as 'banter', 'boys being boys' or children 'having a laugh'.

Child-on-Child abuse is likely to include, but will not be limited to:

- Bullying (including cyber, discriminatory and prejudice-based)
- Physical abuse (including hitting, biting, shaking, etc)
- Sexual violence and/or sexual assault (including coercing someone to engage in sexual activity against their will – this may be a stand-alone act of a broader pattern of abuse)
- Distribution of indecent images and/or videos
- Coercing or forcing someone to watch/ engage with indecent images and/or videos
- 'Upskirting' – which typically involves taken images under a person's clothing without their permission
- Initiation/ hazing-type 'rituals' which could involve activities linked to harassment, abuse, humiliation

Vulnerable Children

Staff should be aware that there are additional safeguarding challenges which may exist for certain students, including those who have unexplained and/or persistent absences or school avoidance (Children Missing Education), and as a result they may be more vulnerable to abuse and/or be unable to effectively communicate or report this. Students with SEND, SEMH and Mental Health needs, physical needs, medical needs, expressive language and/or communication difficulties, students who are isolated from their peers, those from disadvantaged backgrounds and/or extended family structures, may be more vulnerable to grooming, bullying or child-on-child abuse. School should regularly raise awareness with staff about early identification for these children. As an inclusive school, reporting procedures may be tailored to appropriately meet the needs of vulnerable students.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse in which children are manipulated or coerced into taking part in sexual activity, often in exchange for something such as gifts, money, or affection. CSE can occur online or offline and may involve physical contact or the sharing of indecent images.

Staff must be alert to the key indicators of CSE, which may include:

- Children regularly missing education or going missing from home
- Unexplained gifts, money, or new possessions
- Relationships with significantly older individuals or groups
- Increased secretiveness, withdrawal, or changes in behaviour

Reporting and dealing with allegations of staff abuse against a child

Staff are encouraged to raise concerns about poor or unsafe safeguarding practice, including low-level concerns staff inconsistent with the Staff Code of Conduct, even if it does not meet the harm threshold. All concerns should be raised with the DSLs/Principal.

Allegations against the Principal will be referred directly to the Chair of Governors/Director of Education.

The procedures apply to all staff. Those dealing with an allegation maintain an open mind and ensure that further action is not subject to delay.

The Principal will make an initial assessment of the allegation, which should be on the basis of the information received and gives rise to a decision whether or not the allegation warrants further investigation and if so by whom.

All concerns will be recorded and reviewed by Principal (in consultation with other DSLs as appropriate) to identify potential patterns of behaviour and ensure early intervention.

Where the allegation is considered to be either a potential criminal act or indicates that a student has suffered, is suffering or is likely to suffer significant harm, a full investigation will take place, and appropriate action will be taken.

National laws in the U.A.E. govern any legal action taken in cases of child abuse. However, staff should know that upon allegation they may also be prosecuted in their country of origin or residency (as in the case of the UK under the Sexual Offences Act 2003). Internet, email and mobiles constitute an important element of school life and their use is encompassed within these guidelines e.g. bullying via apps.

Contacting the KHDA

Following the school's investigation, the KHDA will be notified of any suspected abuse around or on the school premises, or any associated school-contracted activity such as after school activities (internal and external), school trips and residential.

Lessons Learned from all Allegations

Learning from all allegations against staff investigations, and not just from those that are concluded and substantiated, will be incorporated into staff training in order to ensure staff develop an awareness of procedures that protect them from allegations of abuse.

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

- Behaviour and Expectations Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Inclusion Policy
- Digital Safety Policy
- Zero Phone Policy
- Safer Recruitment Policy
- Intimate Care Policy

Review date: September 2026

APPENDIX 1

Signs of possible Child Abuse

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances. There can be an overlap between all the different forms of child abuse and all or several can co-exist.

1. Emotional (or Psychological) Abuse - Some level of emotional abuse is present in all forms of abuse. Persistent emotional ill treatment or rejection can cause serious effects on behaviour and emotional development and usually leads to a sense of low self-worth. It may involve inappropriate expectations (e.g. by age or ability), repeated criticisms that convey to a child that he or she is worthless or unloved. It may involve causing children frequently to feel unhappy, frightened or in danger.

Signs of possible emotional abuse

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

2. Neglect – This refers to persistent or deliberate failure to meet a child's physical or psychological needs e.g. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give adequate response to a child's emotional needs.

Signs of possible physical neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

3. Physical Abuse – This involves physical harm to a child e.g. hitting, shaking, scalding, and may be deliberate or a result of failure to take adequate precautions. It can also include the deliberate withholding of physical needs e.g. food. It can involve the abuse of dangerous substances and alcohol.

Signs of possible physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather
- Fear of returning home.
- Aggression towards others.

- Running away.

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

4. Sexual Abuse – This involves the child being forced or coerced into participating in or watching sexual activity. The apparent consent of the child is irrelevant. The acts may involve physical contact, penetrative or non-penetrative. They may involve non-contact activities such as involving children in looking at or in the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways. This includes under-age sex.

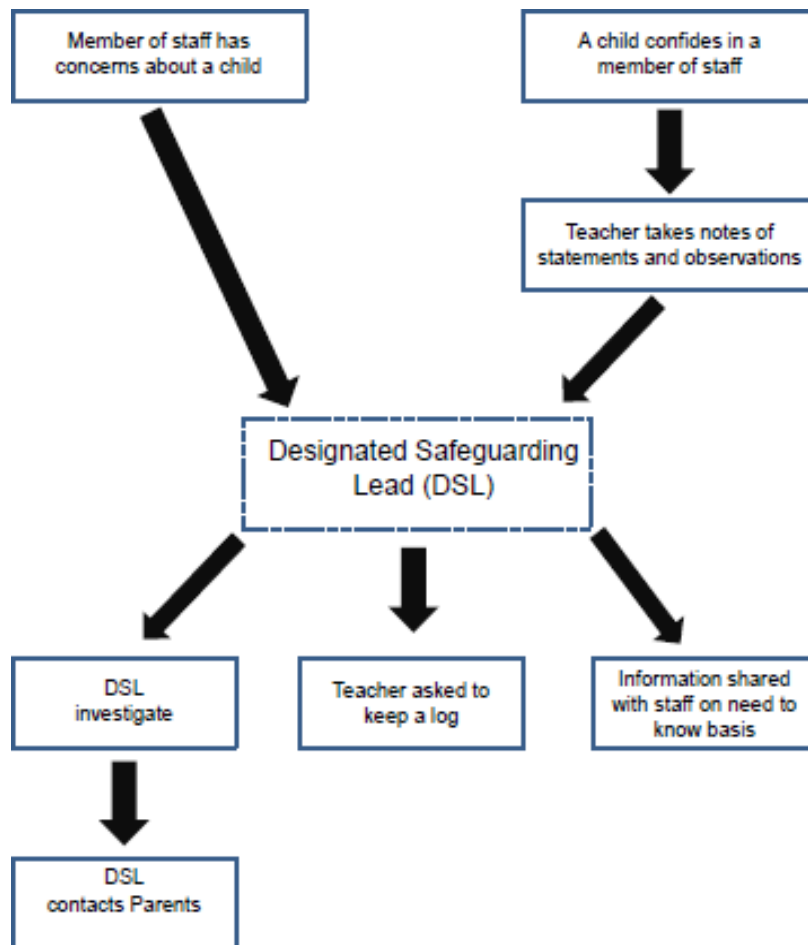
Not all children are able to tell parents/adults that they have been assaulted and changes in behaviour may be a signal that something has happened. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Display of sexual knowledge beyond the child's years e.g. 'French kissing'
- Unusual interest in the genitals of adults or children or animals
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Stealing
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Sexual promiscuity
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itching, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self-mutilation/suicide attempts

APPENDIX 2

What to do on suspicion or disclosure



APPENDIX 3

What happens after the initial report has been recorded on CPOMS?

- The staff responsible for safeguarding will liaise with each other to discuss next steps
- The safeguarding team should arrange a family conference where possible.
- The principal will liaise with the CEO where necessary.
- The CEO/ Principal will liaise with the KHDA where necessary.
- If the child is at risk (e.g. self-harming, suicidal thoughts) the School must inform parents.

Monitoring

The DSL will set a timescale for monitoring a child about whom a concern has been expressed (nominally 6 – 8 weeks but on a case-by-case basis). If no indicators are found or appear to develop, the monitoring will cease. If indicators and concerns continue, appropriate action will be taken and recorded.

As part of good practice, parents should be advised that their child is to be monitored and involved in the process as much as possible.

All information including the details of how the allegation was followed up and resolved together with a note of any action taken and decisions reached, should be updated on CPOMS and is only accessible to DSLs.

Confidentiality and Information Sharing

All confidential issues relating to children should be dealt with on a need-to-know basis. Therefore only information relevant for a particular purpose should be passed on to the recipient, who in turn may not pass this information onto another individual, without consulting the safeguarding team.

Only relevant members of Staff need to know the details of concerns relating to a child in need i.e. the Designated Safeguarding Lead, Principal, nurses and anyone involved in monitoring particular aspects of a child's behaviour. The affected child should also know which members of staff are in possession of what information, when it will be shared, why and with whom.

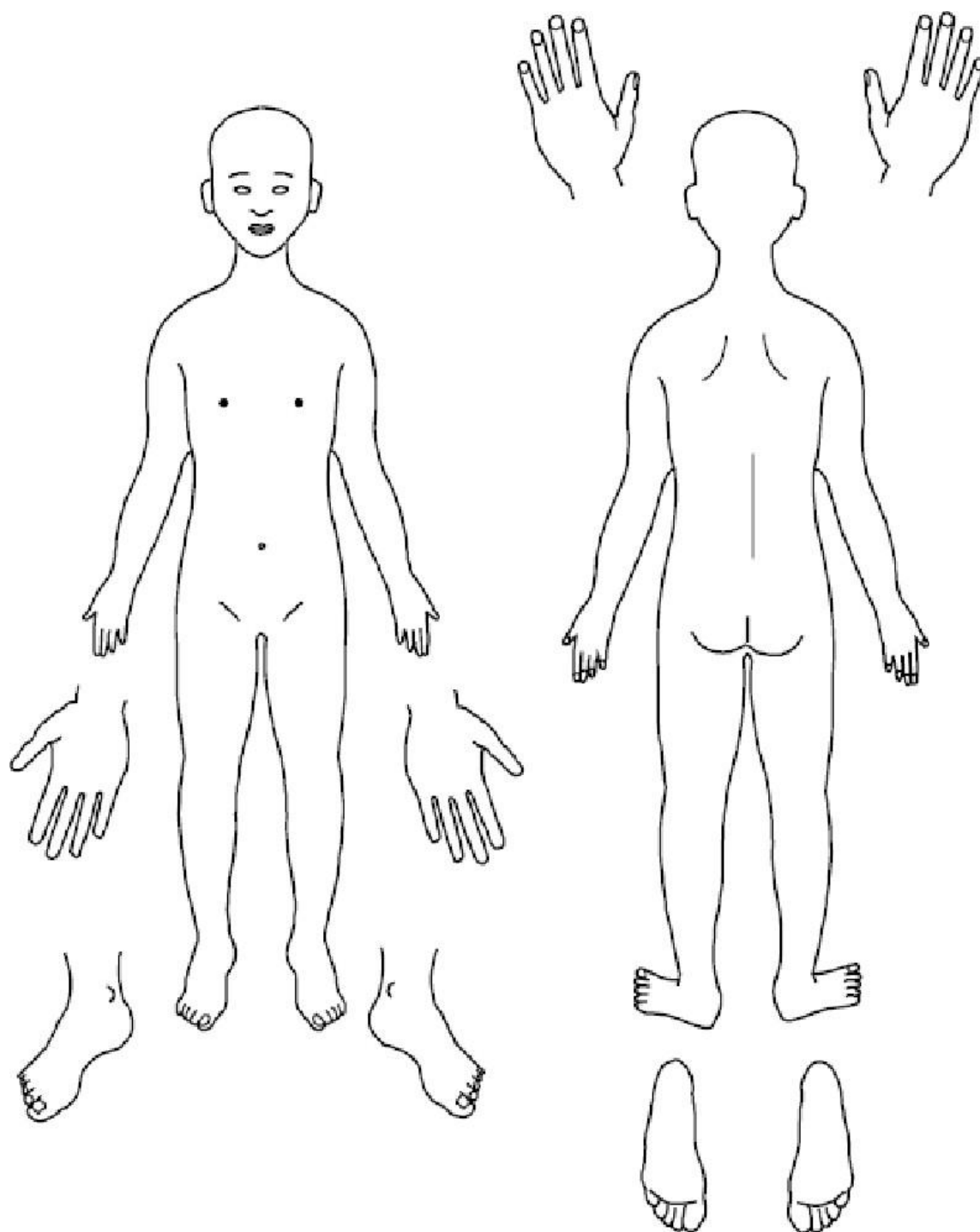
Remember that instead of disclosing information unnecessarily, it is fine to say that "a concern has been raised and it is being dealt with following the school's procedures".

Any note-taking needs to be cognisant of our context. The DSL will make contact and maintain open communication with parents. When a child or staff member leaves Kings' School Al Barsha, any safeguarding issues should be passed on to the new school in the form of a phone call to the new Principal from either the Principal or the CEO whenever possible.

To ensure data protection and safeguarding, CPOMS records will not be shared with third parties.

APPENDIX 4

BODY MAPS



Name of Child: _____

Date of birth: _____ Date of recording: _____

Your name: _____

APPENDIX 5

Intimate Care

Guidance on Toileting Needs in Schools and Early Years Settings

Introduction

The vast majority of children are appropriately toilet trained and able to manage their own needs competently before they start school. This policy will apply to children who, for whatever reason, require toilet training or special arrangements with toileting.

This guidance:

- Identifies the importance of working in partnership with parents/carers
- Sets out the principles of good practice
- Provides practical guidance
- Sets guidance for all children including those with special educational needs and disabilities
- Provides Safeguarding and Child Protection advice
- Raises awareness of the need to protect the dignity of the child.

Partnership with Parents/carers

Open and supportive communication with parents is fundamental to planning for and meeting the child's toileting needs effectively and sensitively. Many parents may feel anxious that their child is not able to use the toilet independently and may have already experienced some difficulties with toilet training and/or experienced negative attitudes from others towards the issue. For some children their toileting needs may be relatively short term and related to initial toilet training, whereas others may require a long term toileting programme. Parents will need to feel confident that the setting is able to support their child's toileting needs and is positive about doing so, and should be encouraged to be open about and able to discuss any concerns in this area.

Partnership with Children

The active involvement of the child in their toileting programme is vital to make sure they have ownership and understanding of their targets.

Principles of Good Practice

- Children who need special toileting arrangements must be treated with respect, dignity and sensitivity.
- Staff should ensure that they work in partnership with parents in planning for toileting needs.
- It is important to adopt consistent approaches at home and at school.
- The setting, supported by senior leaders, should positively address issues raised by toileting needs in a constructive and problem solving way.
- Staff should be provided with access to appropriate resources and facilities and be supported by clear plans, policy guidelines and training. All staff supporting pupils with toileting difficulties must receive appropriate information and specific training as required.
- It is important to alert Senior Leaders if any school attendance difficulties develop as a consequence of toileting concerns.

Starting school

Before the child starts school it is important to:

- Gather information from parents and any professionals involved.
- Establish effective partnership with parents and any professionals involved.
- Focus on health and safety implications and determine whether a risk assessment is required.
- Arrange for any specialist advice, training, resources to be in place before the child starts school.
- Agree a plan with parents.
- Make sure that all staff are informed and clear about their responsibilities.

It is important for all parties to monitor and review the plan regularly to ensure it is still appropriate and meeting the changing needs of the child.

It is reasonable to discuss the level of independence with toileting before a child starts school. It is important to agree a plan which will work towards maximum independence and support the child's attendance in the educational setting.

Good Practice Guidance

Each child and situation is of course unique. However teachers may find the following guidance helpful in deciding what "reasonable steps" should be taken to support pupils who require toilet training.

- Gather as much information as possible from the parents/carers and child. How have they tried to introduce toilet training at home? What happens at home? Has the child any regular routines or daily patterns which could inform the routine set up by the school? Have the parents/carers noticed any particular difficulties or phobias which the school should be aware of? Can the parents/carers suggest a strategy or procedure for dealing with the problem?
- An appropriate toileting programme will need to be discussed and agreed so that the child, parents and staff are aware of their roles and responsibilities. The plan must have regular monitoring and review arrangements. The plan should give careful consideration to choosing which adults should be involved in toileting care.
- Clothes should be easy for the child to pull up and down.
- No child should be left wet or dirty for a parent to change later if known. Adults changing children should do so with another adult present.
- It is not reasonable to expect parents to be on emergency stand-by to change children during the school day.
- Staff should ask parents to provide the school with a couple of appropriate changes of pants/trousers etc in case of accidents.
- It is the responsibility of parents to deal with wet/soiled clothing. Staff should liaise accordingly and make the necessary arrangements.
- Organise that a member of staff familiar with the child is given the responsibility of taking the child to the toilet at fixed, appropriate intervals throughout the morning/day. Careful observations, social stories, use of visuals and discussions with the child may identify when the child "needs to go".
- Ensure that the routine established in school is strictly maintained from the start and try hard to avoid accidents. If necessary shorten the time between visits to the toilet so that the child gets into the habit of being dry.

- Children may be anxious and pre-occupied by toilet difficulties but usually respond to praise, encouragement and confidence building. It is important to promote self-esteem in other areas.
- Drinking water should be easily accessible for all children and staff should encourage them to have "little and often".
- Reminders to use the toilet should be discreet and staff may consider the use of signs, pictures or code words.
- Make little fuss over accidents that do occur and ensure that they are dealt with swiftly, appropriately, sympathetically and in a calm, low-key way. Give extra attention when they have made the effort to go to the toilet independently
- After a period of training it may be sufficient to remind the child to go to the toilet on their own. Be positive and patient and praise the child for effort.
- It is important to anticipate toileting needs for these pupils before planning off site activities. Children should not be excluded from off-site activities because of their toileting needs.

Where difficulties persist there may be more complex issues to consider and further guidance and support may be needed from other professionals. It is important to discuss your continuing concerns with parents and seek their agreement before involving further professional guidance and support.

Children with special educational needs and disabilities

In addition to the good practice guidance described above the following considerations may apply:

- In consultation with parents, other professionals will provide any relevant medical information, training and advice.
- Toileting targets may be included within individual educational/ learning plans.

APPENDIX 6

Briefing Sheet for Temporary or Voluntary Staff

For staff on short contracts in Kings' School Al Barsha

While working in Kings' School Al Barsha, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child, particularly if you suspect or think they may be at risk of abuse or neglect, it is your responsibility to share that concern with one of the school's Designated Safeguarding Leads (DSL) who are Rebecca Clarkson (Primary Deputy Headteacher), Karen Coyle (Primary Wellbeing Practitioner), Holly Brown (Secondary Deputy Headteacher), Iain Stewart (Secondary Assistant Headteacher) and Katie White (Secondary Assistant Headteacher)

The following is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental.
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- observing behaviour that leads you to be concerned about a child or young person.
- a child telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate.

The school has a policy on safeguarding children which you can find, together with the local procedures to be followed by all staff, in the policies folder on the school's server.

Remember, if you have a concern, discuss it with the DSL.

APPENDIX 7

SAFEGUARDING AND CHILD PROTECTION: KEY INFORMATION

Role	Name
All DSLs report to the Principal	Sajid Gulzar
Designated Safeguarding Lead (Deputy Headteacher)	Rebecca Clarkson
Designated Safeguarding Lead (Primary Wellbeing Practitioner)	Karen Coyle
Deputy Designated Safeguarding Lead (Primary Headteacher)	Michael Clark
Designated Safeguarding Lead (Secondary Deputy Headteacher)	Holly Brown
Deputy Designated Safeguarding Lead (Secondary Assistant Headteacher)	Iain Stewart
Deputy Designated Safeguarding Lead (Secondary Assistant Headteacher)	Katie White

Reporting a concern in the UAE:

KHDA – 055 122 6750

Ms. Maryam AlBanna – Maryam.AlBanna@khda.gov.ae

Ms. Sumayah Al Dubaili – Sumayah.AIDubaili@khda.gov.ae

Ms. Alyaa AlTamimi – Alyaa.AITamimi@khda.gov.ae

Ms. Amna Karis - Amna.Karif@khda.gov.ae

Ms Sara AlZarooni Sara.AlZarooni@khda.gov.ae

Ministry of Interior Child Protection Centre Hotline number 116111

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

'Hemayati' (Arabic for protect me) app

Community Development Authority- CDA on hotline: 800988

EWAA Shelter for Women and Children on hotline: 8007283

[Dubai Foundation for Women and Children](#) on 800111

Al Barsha Community Center 04 395 8911

Dubai Police Human Rights Department 04 608 2660

Child Protection Centre and Hotline

Latifa Hospital Child Welfare Unit

Al Amieen Reporting - UAE Police

Useful Website:

[Children's safety | The Official Platform of the UAE Government](#)

APPENDIX 8

Useful Documents

'Keeping Children Safe in Education' (September 2025)

[Keeping children safe in education 2025](#)

'Working Together to improve School Attendance' (August 2024)

[Working together to improve school attendance \(applies from 19 August 2024\)](#)

'Working Together to Safeguard Children' December 2023

[Working together to safeguard children 2023: statutory guidance](#)

'Protecting Children from Child Sexual Exploitation' June 2025

[Protecting children from sexual exploitation | NSPCC Learning](#)

What To Do If You're Worried A Child Is Being Abused' DfE September 2024

<https://www.gov.uk/government/collections/statutory-guidance-schools>

'Information Sharing: Practitioners' Guide' May 2024

[DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers](#)

Guidance for Safer Working Practice (Feb 2022)

https://www.saferrecruitmentconsortium.org/files/ugd/f576a8_0d079cbe69ea458e9e99fe462e447084.pdf

'National Child Protection Policy in Educational Institutions in United Arab Emirates'

[National Child Protection Policy-EN.pdf](#)

Useful Websites

Keeping Children Safe Online

www.ceop.gov.uk
www.missdorothy.com
www.ceop.org.uk/thinkuknow

Bullying & child abuse

www.anti-bullyingalliance.org
www.kidscape.org.uk
www.childline.org.uk
www.nspcc.org.uk

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