



**KINGS' SCHOOL  
DUBAI**

The Best By Every Child

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

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**2025-26**

Kings' School Dubai 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 Lead (DSL) 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 DSL is 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 Leadership team 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 DSL works 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 KSD the management staff with designated responsibility for Safeguarding and Child Protection issues are:

Bede Higgins (Principal / Director of Education) - [principal@kingsdubai.com](mailto:principal@kingsdubai.com)

Louise Barber (Headteacher / DSL) - [l.barber@kingsdubai.com](mailto:l.barber@kingsdubai.com)

Nisha Henry (Head of Pastoral and Wellbeing /DSL) - [n-henry@kingsdubai.com](mailto:n-henry@kingsdubai.com)

Amy McDonnell (Deputy Headteacher / DSL) - [a-mcdonnell@kingsdubai.com](mailto:a-mcdonnell@kingsdubai.com)

Kate Waters (Assistant Headteacher for Phase 3 / DSL) - [k.waters@kingsdubai.com](mailto:k.waters@kingsdubai.com)

Rebecca Hayward (Assistant Headteacher for Inclusion / DSL) -

[r.hayward@kingsdubai.com](mailto:r.hayward@kingsdubai.com)

Layla Anabtawi (Year 4 LA / Safeguarding Governor)

(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.

New staff receive safeguarding training as part of the induction process, including reading and agreeing to the Safeguarding and Child Protection policy, before the start of their employment,

Staff training related to safeguarding and child protection is conducted annually for all new and existing staff. Designated Safeguarding Leads 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 is implemented and complies with UAE law.
- Appointing a governor/s who is responsible for monitoring the effectiveness of our Safeguarding policy and procedures.

The Board of Directors receive regular safeguarding updates from the Principal and Director of Education.

## **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 Dubai 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 Principal and/or Headteacher.

Allegations against the Principal will be referred directly to the Headteacher and Head of Pastoral and Wellbeing.

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/Headteacher 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/Headteacher (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 Relational Behaviour; Anti-Bullying; Safer Recruitment and Intimate Care Policies.

