



REPTON
ABU DHABI

Safeguarding Policy

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1.0 Introduction

The school fully recognizes the contribution it makes to Child Protection. UAE Federal Law No. 3 of 2016 concerning children's rights, also known as 'Wadeema's Law', protects children against all forms of negligence, exploitation, physical and psychological abuses. All staff at are committed to safeguarding and promoting the welfare of children, thereby protecting them from such abuses. This policy exists to protect children, of all ages from the 4 main kinds of abuse.

1.1 What is abuse?

Abuse: a form of maltreatment of a child by inflicting harm or by failing to prevent it. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse: May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to the child. Fictitious illness by proxy may also be considered as abuse.

Emotional Abuse: Is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children to feel frightened or in danger, or the exploitation or corruption of children.

Sexual Abuse: Involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non - penetrative acts. They may include non - contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect: Is the persistent failure to meet the child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve the parent or carer failing to provide adequate food, shelter or clothing, failing to protect the child from physical harm or danger, or in the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.2 NSPCC Signs of abuse

All Ages

- Talks of being left home alone or with strangers.
- Poor bond or relationship with a parent, also known as attachment.
- Acts out excessive violence with other children.
- Lacks social skills and has few if any friends.
- Regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly
- Showing an inexplicable fear of particular places or making excuses to avoid particular people
- Knowledge of 'adult issues' for example alcohol, drugs and/or sexual behaviour which is inappropriate for their age or stage of development
- Angry outbursts or behaving aggressively towards other children, adults, animals or toys
- Becoming withdrawn or appearing anxious, clingy or depressed
- Self-harming or thoughts about suicide
- Changes in eating habits or developing eating disorders
- Regularly experiencing nightmares or sleep problems
- Regularly wetting the bed or soiling their clothes
- In older children, risky behaviour such as substance misuse or criminal activity
- Running away or regularly going missing from home or care
- Not receiving adequate medical attention after injuries.

Under 5s

- Doesn't cry or respond to parent's presence or absence from an early age
- Reaches developmental milestones late, such as learning to speak, with no medical reason
- Significantly underweight but eats well when given food.

5 – 11 Year-olds

- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.
- Wets or soils the bed.

11-16 year-olds

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for sports etc.

All staff should consider whether children are at risk of abuse or exploitation outside their families. Extra-familial harms include teenage relationship abuse, criminal exploitation, serious youth violence, county lines, and radicalization

1.3 E-Safety

The school is committed to raising awareness of the need for E-Safety in a technologically advancing world. The practice and education within the school aims to inform children, staff and parents of the need for safety in regards to content, contact and conduct when accessing the internet, social media or other forms of e-communication.

The school regularly reviews the effectiveness of its filtering and monitoring IT systems to reasonably limit children's exposure to the online four areas of risk (content, contact, conduct, and commerce)

1.4 Additional Policy Documents

Additionally, further policies contribute to the total care of children: Anti Bullying Policy, Behaviour Policy, E – Safety Policy, Social Media, Volunteer Helpers in School Policy and various Health / Medical related policies.

2.0 The 3 main elements to the Safeguarding Policy

Prevention through the teaching and pastoral support offered to children. The promotion of a positive, supportive and secure environment which encourages self-esteem and values all individuals.

Procedures for identifying and reporting cases, or suspected cases, of abuse. To promote observance and a sense of responsibility, to report all concerns regarding a pupil's safety or welfare to the designated person for child protection, or in the absence of this person to one of the designated persons detailed on the front of this document.

Support for children and staff who may have been abused.

Our policy also applies to all staff and volunteers working in the school, and governors.

2.1 Prevention

The school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention.

The school will therefore:

- The school will run an annual SG orientation session for parents in the first month of a new academic year.
- The school runs a Child Protection rights program to make children aware of their rights and how to report something that makes them frightened, sore or unhappy.
- Ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty.
- The school runs an annual survey of parents and of children to gauge awareness of SG policy, and satisfaction with it.
- The school shares policy with all parents, staff members and has all information on Safeguarding notice boards in the staffroom and school's reception.
- All staff are trained on school's safeguarding procedures before they start working with children.
- The school's Behaviour Policy emphasises the need to support children.
- As per the Social Media Policy, children should only be referred to by their first name.

2.2 Procedures

We will follow, as closely as possible, sound Safeguarding procedures as used in the UK, but taking into account local procedures and any support agencies which are available and deemed appropriate by the school.

The School will ensure it has senior members of staff who are nominated as Safeguarding persons for each section of the school, who have undertaken appropriate training. The school will acknowledge the level of support and training required by the post holders.

2.3 Support

The school will support the child, parents, teacher and any other party involved with a safeguarding concern. The school will debrief all parties involved and this will be recorded on the safeguarding referral form.

3.0 Role of Designated Safeguarding Lead (DSL)

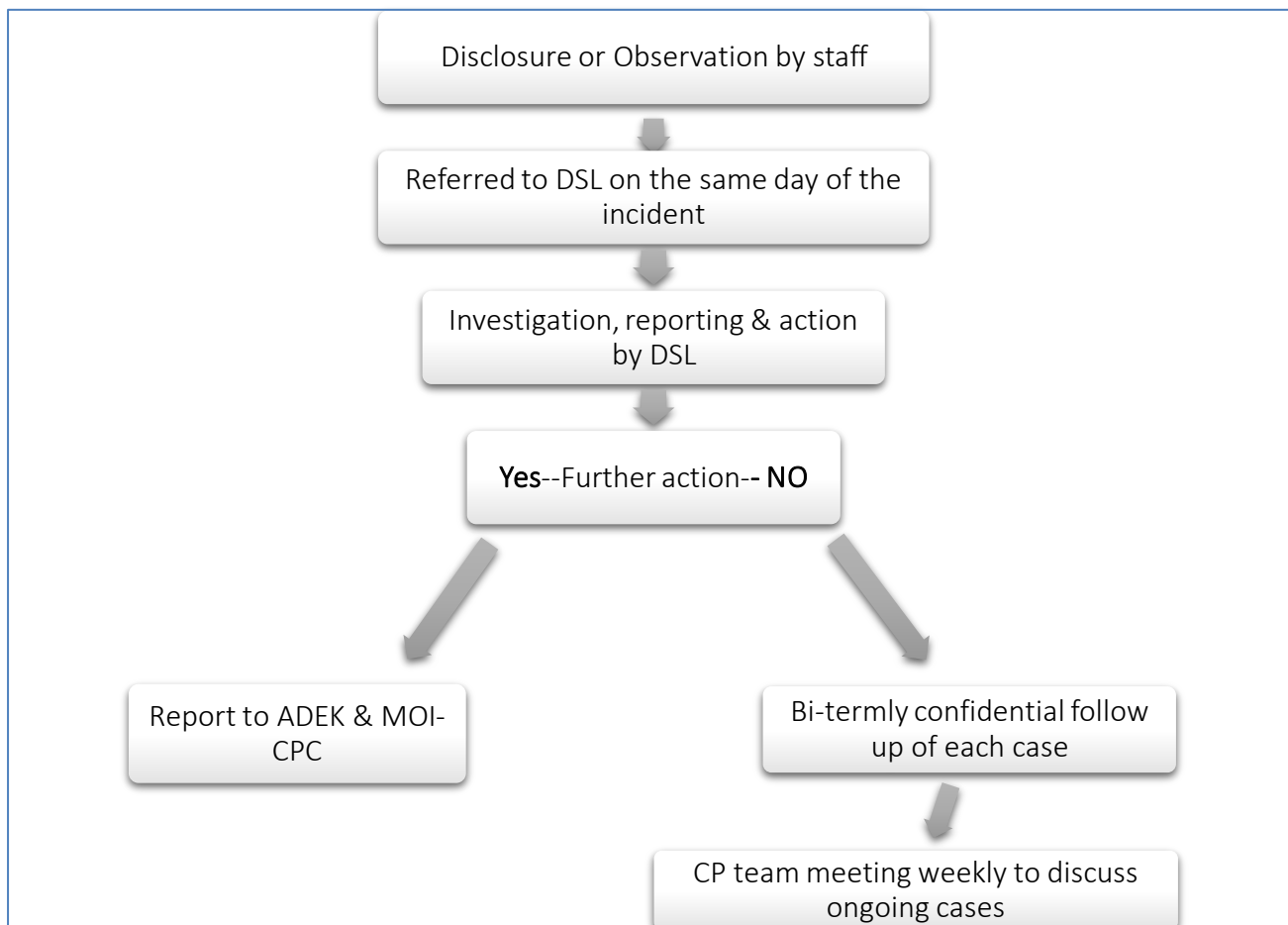
- a. Ensure that all staff know:
 - The names of the designated Safeguarding persons,
 - That they have an individual responsibility for reporting child protection concerns,
 - The procedures identified within the school safeguarding policy.
- b. Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.
- c. Ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out its pastoral role in the school prospectus.
- d. Provide Safeguarding training for all staff members and support agencies within the school.
- e. Have effective links with relevant local agencies and persons and co-operate as required with their enquiries regarding child protection matters.
- f. Keep written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter or take it further. Where there is cause to take the matter further Safeguarding Officers must ensure that the case is discussed with all relevant parties and that there are set procedures for reporting and following up concerns.
- g. Ensure that all records are kept in secure locked locations in the respective sections of the school. Update these records as and when new information or incidents occur. Ensure that respective teachers across the school are aware of any children of concern.
- h. Adhere to the procedures set out by the Head Teachers when an allegation is made against a member of staff.
- i. Ensure that Head Teachers in the respective areas of the school are aware of and are conducting the appropriate checks on all new members of staff and on-site personnel.
- j. Ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
- k. Monitor child protection awareness in the school and ensure that due diligence is given to Safeguarding issues.
- l. Safeguarding officers across the school discuss Safeguarding matters within the school. The DSLs will meet regularly with the Headteachers. Any new cases added to the register will immediately be shared with the DSL and Headteacher on the other campus if there is a sibling.
- m. Liaise/guide and support staff within their respective areas of the school to ensure that *students* have the correct information with regards to Child Protection and are aware of the many adults that are ready to provide support and advice when it is needed.
- n. Ensure that designated notice boards around the school display names and telephone numbers of Safeguarding Officers and related persons who can be contacted in an emergency or if a child or member of staff feel the need to raise a concern or seek help.

4.0 Reporting a Safeguarding Concern – Flow Chart

As a school, in accordance with UAE Child Protection Law, we are obliged to report a safeguarding concern. A case should only be reported by The Principal, The Head teacher of the Junior or Senior School or the Safeguarding lead.

The case will be reported to the Child Protection Centre (CPC) 800 988.

Staff can report a safeguarding concern/disclosure by logging the incident on CPOMS



5.0 Allegations involving school staff

Allegations against staff, volunteers or the Designated Person should be reported to the Principal or Headteacher.

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the DSL/Principal/Headteacher. A record of the concerns must be made, including a note of any witness to the incident or allegation.

In the event of an allegation against the Principal/Headteacher, this should be reported to the ADEK Regulatory Affairs Coordinator who will contact the appropriate school representative.

If the member of staff is deemed unsuitable after an internal investigation, then the school reports it to ADEK PSQA (The Private Schools and Quality Assurance Sector) immediately and ADEK approval will be taken away and all necessary actions to end the staff member's ability to work in the UAE will be taken.

ADEK and relevant local authorities

The school undertakes to report to ADEK and any relevant local authorities within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

6.0 **Guidelines for Staff**

This guidance is issued within this policy for the protection of both staff and children. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

6.1 **Keeping yourself safe**

- Do not let suspicion; disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for children to talk to you about any concerns they may have.
- Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room.
- Recognize that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse.
- On residential trips, children and staff must have separate sleeping accommodation.
- Avoid situations that compromise your relationship with children and are unacceptable within a relationship of trust.
- Take pictures of pupil from school camera/iPad for school purposes only. Do not take pictures of pupil from your personal phone and never post pictures online.
- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff is advised to avoid transporting a single child in a vehicle except in case of an emergency.
- Remember that someone else may misinterpret your actions, no matter how well intentioned.
- Do not have inappropriate physical or verbal contact with children. Avoid suggestive remarks or gestures, even in fun.
- Do not jump to conclusions about others without checking the facts.
- Do not rely on your good name to protect you.
- Do not believe “it could never happen to me”.

This is in compliance with:

- Local requirements (ADEK, HAAD)
- UAE Federal Law NO. 3 of 2016 on Child Rights
- UAE Federal Law No. 3 of 1987 on Penal Code
- The DFES Guidance *Safeguarding Children and Safer Recruitment in Education* (UK)
- Keeping Children Safe in Education 2022

6.2 Disclosure

All staff will have seen, have access to and must familiarize themselves with the Safeguarding Policy and Staff Handbook;

- Allegations and disclosures,
- How to respond and talk to a person at risk,
- Recording allegations, disclosures or concerns – all verbal conversations should be promptly recorded in writing on Safeguarding Referral Forms, which are on – line or held with the named DSL on the front of this policy.
- All Safeguarding Referral Forms must be given promptly to the DSL named on the front of this policy.
- Information on the four types of abuse: Namely Physical, Emotional, Sexual and Neglect and how to recognise them.
- Information on whistleblowing and barriers preventing children and staff from reporting suspected abuse.

Do	Don't
<ul style="list-style-type: none">• Take what you are being told seriously• Listen carefully – do not interrupt• Acknowledge what you have been told• Remain calm• Reassure – tell them they have done the right thing• Tell them you have to pass the information on, who you will be telling and why• Pass the recorded information on immediately to your DSL.	<ul style="list-style-type: none">• Attempt to investigate• Look shocked or display disbelief• Probe• Speculate• Pass any opinions about the alleged perpetrator• Make negative comments• Keep secrets• Show emotion or openly cry• Delay in getting help

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognize their experiences as harmful (from KCSE (Keeping Children Safe in Education) 2022).

7.0 Physical Contact

Appropriate touches include:

- Providing comfort for a distressed pupil
- When a pupil is being congratulated or praised (on shoulder)
- Demonstrating how to use a musical instrument/ hold a pencil correctly
- Demonstrating exercises or techniques during PE
- To give first aid
- Toilet accidents

Important Reminders

- Never assume that a child will accept a touch as a friendly gesture.
- Children come from diverse backgrounds and cultures with different sensitivities to touch and physical space.
- Inappropriate physical contact is never permitted

It is not recommended to initiate physical contact and members of staff should use professional judgment and may be held accountable for their actions.

Good practice is to always inform the line manager following close contact with a student.

7.1 Foundation Stage Children

First School Experiences can be very upsetting for some children. Occasionally children may feel like they want to go home. They may try to leave the classroom. The main aim of the teachers is to

- protect the children from harm
- provide comfort (if the child is happy with this).

8.0 Lost Child Procedure

To minimize the possibility of a child getting lost, all staff need to be vigilant in maintaining a check on the number of children in their care.

This means that in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place.

Once a student has been identified as missing, all available staff will be designated one of the following actions:

- Lead staff member (SLT) to stay in reception and share the photo and class of the student **with all staff by email at fryallstaff@reptonabudhabi.org or roseallstaff@reptonabudhabi.org**
 - They will also contact Aslam/security, so they are aware.
 - They will check student does not exit through the main reception area and has not already been signed out early.
 - They will use the tannoy for the student (class included) to come to reception.
- Two members of staff will exit the school premises (Gate 4 at Fry and the main gate at Rose). One will turn left, and one will turn right and complete a sweep of the external area of the school.
- One member of staff will contact the CCTV operator to check the main exit points the child could have taken.
- One member of staff will complete an outside sweep of the school building within the school grounds (outside play area).
- One member of staff will check the sports halls.
- One member of staff will check the classrooms/dining area and toilets.

This process continues until the student has been found. If they have not been located after 15 minutes, parents are contacted by a member of SLT.

Missing student from the bus

- No bus leaves the campus. All buses are checked to make sure the correct students are on the bus.
- Bus guardians are called for the buses that are left to make sure the student is not on there.
- Reception is checked to see if the student has been collected early.
- Class teacher (Junior School) or last teacher of the day (Senior School) is contacted to see if an adult picked up the student.
- Staff complete a sweep of the campus as per the end-of-day missing child procedure.
- After 15 minutes, parents are called to see if the student has been collected.

9.0 Late Collection

Please refer to late collection policy.

10.0 Supporting the student at risk

10.1 The School recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant and they may be withdrawn.

10.2 The School will endeavour to support the child through:

- The content of the curriculum to encourage self-esteem and self-motivation;
- The school ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued;
- The school's Behaviour Policy emphasises the need to support children. All staff agree on a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's sense of self-worth;
- Liaison with other agencies who support the pupil such as the Medical profession;
- Keeping records and notifying the Principal or Headteacher and any other relevant parties as soon as there is a recurrence of a concern.

10.3 When a pupil with child protection concerns leaves the School, we will transfer information to the next school. If the school does not know where the pupil has moved to, we will contact the local education authority (ADEK) and inform our governors of the situation.

11.0 Supporting SEND and children with additional vulnerabilities

People of Determination and children with SEND can be more vulnerable to exploitation and abuse and should have enhanced access to support systems. They may be more isolated from their peers and may find it difficult to express concern. No concern should be overlooked or passed off as a symptom of SEND including (not an exhaustive list):

- Communication
- Toileting
- Understanding right and wrong
- Physical build
- Unusual or over-physical attachments to staff members and peers

Staff must be hyper-vigilant to the needs and concerns of these children who are among the most vulnerable.

Additional barriers can exist in identifying neglect and harm for some groups of children.

12.0 UAE Regulations and Support

12.1 Ministry of Interior (MoI)

In the event of an incident occurring, the school must report it directly to the Ministry of Interior (MoI) Child Protection Centre within 24 hours of suspicion .

- MOI- CPC Federal Toll free Hotline
- Hotline: 116111
- Email: childprotection@moi.gov.ae
- Online Referral: <http://www.moi-cpc.ae/en/Report.Abuse.aspx>
- Hemayati App

12.2 Social Support Centre

- 24-hour hotline: 8002626

If the child is in immediate danger (risk of serious harm), the police should be called on 999, followed by reporting to the Ministry of Interior- Child Protection Centre within one hour upon discovery.

- Emergency: 999
- Social Support Centers: 8005354
- Training Department: 8003333

Only the Principal, Headteacher or the Designated Safeguard Lead should call the emergency services

12.3 ADEK

- Online: <https://www.adec.ac.ae/en/pages/childabuserreportingabudhabiedusector.aspx>
- <https://www.adek.abudhabi.ae/en/pages/childabuserreportingabudhabiedusector.aspx>

13.0 Safer Recruitment Procedure

The School operates safe recruitment procedures:

13.1 Advertisement of Position

Advertising of the post on the school's website would state "Repton/Foremarke is committed to safeguarding and promoting the welfare of all children."

13.2 Employment Application Form

The HR officer requests all candidates to complete an application form fulfilling the following requirements:

- Signed Criminal Background Declaration
- Signed Verification of Medical fitness to work with children
- Complete details of previous work experience and professional qualifications
- Child Protection Disclaimer to be signed by the candidate

13.3 Criminal Records Check

All staff recruited to work at the School must provide evidence of a police check to ascertain their suitability to work with children.

- UK (DSB or ACRO/ICPC)
- UAE (Criminal Record Check)
- Canada (RCMP)
- Australia (National Police History Check)
- Ireland (Police Certificate of Good Character)
- India (Police Clearance Certificate from Embassy of India or certificate from the local senior superintendent/commissioner or senior official of police)
- In case of local hire the candidate must provide a local police check.

The school considers online searches as part of its due diligence checks on shortlisted candidates

13.4 References

This must be supported by the three confidential references from previous employers including one from the last employer which must specifically state that they have no reason to suspect any wrong doing or harbour any concerns regarding the candidate's suitability to work with children.

13.5 Explanation of Gaps in CV

All prospective employees are required to submit a copy of their complete CV and a covering letter. These will be checked by the HR manager, when any gaps or discrepancies will be followed up.

13.6 Adults working with children who are not employed directly by school

- Contractors
- Mace Macro- Cleaning Team and Security Team
- Gulf Star
- School Bus Service

Our contractors will supply written confirmation to the school that all relevant checks have been satisfactorily completed. Identity checks will be carried out when the staff arrives at school.

13.7 PLSAs (Personal Learning Support Assistants)

PLSAs are appointed by parents for student with different needs and is coordinated by the school's Head of Inclusion. The school will confirm:

PLSAs suitability to work with children and young people.

Any disciplinary warnings, including time-expired warnings, relating to safeguarding of children and young people.

The candidate will submit these documents to HR officer at school (Passport copy, Visa copy, Emirates ID copy and a Police check) for ADEK approval.

13.8 Volunteers

All parent volunteers who support and help during trips, library, reading, and other programs are never alone with children. The DSL, SLT and Health and Safety officer are informed of any volunteers in school with their location within the school and time specified.

13.9 Visitors:

Book Fair

People conducting programs

Guests in school

Identity checks are carried out at the reception when the visitors arrive in school. The DSL, SLT and Health and Safety officer are informed of any volunteers in school with their location within the school and time specified.

14.0 Supporting Policies

The School has policies on Attendance, Behaviour, Bereavement, Anti-Bullying, Volunteer Helpers in School and Pupil Health. These policies all serve to support and enhance the Safeguarding Policy. It is the responsibility of the staff to have familiarised themselves with these policies and to use them in all of their dealings with children and staff members of the School.

Linked Policies	Health and Safety Counselling Policy E-Safety Policy Behaviour Policy and Anti Bullying Procedure Lateness, Absence and Late Collection Policy Abduction Prevention Policy Lost Child Policy
Published to	All Staff on Shared Drive Parents on Website and Safeguarding Notice board

15.0 Request For Child Protection Records

In accordance with child protection procedures it is a requirement that, when a student changes school, any child protection records held should be transferred to the new school.

As a result of this, we would therefore be grateful to receive any safeguarding or child protection records for the following named pupil(s) who are joining Repton Abu Dhabi:

Safeguarding and Pastoral Form:

<https://bit.ly/33Yflto>