

Child Protection and Safeguarding Policy

Policy Name	Child Protection & Safeguarding
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Dr. Princiya Abdul Karim
Role	Head of Inclusion
Approval	May 2026
Reviewed by	Mr. Benjamin Barry
Role	Principal
Review Date	November 2026

Mission Statement

Grammar school believe that every child matters and that learning should be fun, innovative, purposeful and challenging.

School's Mission

We are committed to delivering innovative and inspirational teaching that develops confident learners by:

- *Encouraging students to take ownership of their learning.*
- *Developing teaching strategies that are innovative, engaging and fun.*
- *Preparing our students for the challenges ahead and make them ready for life as global citizens.*
- *Enabling our students to become critical, independent thinkers who embrace lifelong learning.*
- *Ensuring that equal opportunity exists to empower our students to achieve their personal best.*
- *Promoting a positive and respectful partnership with students, teachers, parents and the wider community.*
- *Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.*

1. Introduction

At Grammar School we believe that all children, regardless of age, gender, ethnicity, disability, sexuality or beliefs have the right to Care & Protection and we recognise our responsibility to safeguard and promote the welfare of the children and young people in our care.

We treat every student as a unique individual whose talent is accepted, appreciated, celebrated and rewarded.

We are driven by the explicit aim, which is to provide quality learning for all students in a sustainable, healthy and safe education environment.

Safeguarding is more than just reporting child protection or welfare concerns; it is also asking yourself and your organization what you can add to the child or young person's life to assist them to fully meet their future potential. Seeking positive outcomes for children and young people is also about staying involved, remaining interested and actively participating with others to improve the child or young person's life.

2. Purpose, Aims and Objectives

1. To have a clearly stated Childcare & Protection policy.
2. To have detailed procedures and routines in place in each school.
3. To ensure an inclusive ethos is maintained.
4. To comply with regulations in line with the National Agenda.

3. Legislation

This policy aims to ensure that The School is compliant with the terms of current UAE legislation. See Appendix A.

Roles and responsibilities of Designated Safeguarding Lead

- Be fully familiar with your school's duties in relation to the safeguarding of children.
- Have good knowledge of your school's guiding principles and child safeguarding procedures.
- Be accessible. It is important that the DSL is accessible to staff. If online learning, activities or events are organised outside the DSL's working hours, there should be an agreed procedure on what workers are to do if they have any child protection concerns.
- Be known to the wider school community particularly students.
- Receive child protection and welfare concerns from workers and volunteers and consider if reasonable grounds for reporting exist.
- Provide feedback to the referrer, as appropriate.
- Where appropriate, make a formal report of a child protection or welfare concern to using the Child Protection and Welfare Report Form
- Record all concerns or allegations of child abuse brought to your attention as well as any action/inaction taken in response to these concerns.
- Ensure that a secure system is in place to manage confidential records in line with GDPRP guidelines.
- Act as a liaison with the authorities, as appropriate.
- Where requested, jointly report with a mandated person.

The Ministry of Education (MoE) has launched a 'Child Protection Unit' initiative, targeting the

students of government and private schools across the UAE. The initiative is aimed at protecting children from all forms of harm, negligence and abuse that they may experience.

In the surrounding environment at school or at home and maintaining the safety of students from the physical, psychological or educational perspectives.

4. Roles and Responsibilities

4.1 Designated Safeguarding Lead (DSL)

- Each school must appoint an overall Designated Safeguarding Lead *DSL*. Mr. Benjamin
- This person will liaise with statutory agencies responsible for child protection and welfare and will be the resource person to any worker or volunteer who has child protection concerns.
- During remote & ongoing online learning the DSL's name and contact details should be clearly communicated to students and parents. A DSL, or an alternative DSL, should be available for contact in case of concern.
- Lead the development and implementation of contextual risk assessments.
- Ensure safeguarding protocols address risks related to facilities, trips, online safety, and disease prevention.
- Provide training to staff on proactive risk mitigation in varying school contexts.

4.2 Safeguarding Governor

The Governing Body of each school should appoint a designated Board Member Responsible for Safeguarding to take specific responsibility for this area but recognise that the Safeguarding duties remain the responsibility of the whole Governing Body. Mr. Julian Williams.



The responsibilities of the Safeguarding Governor

- Maintain up to date training in line with MOE guidelines
- Ensuring that the School has Policies and Procedures for Safeguarding and Child Protection, known to all staff and governors, which are in accordance with inter-agency procedures and that these are made available to all parents.
- Working with the Designated Safeguarding Lead to carry out an annual review and audit to judge the efficiency with which the procedures have been implemented and to ensure that any deficiencies are remedied immediately.
- To ensure that the DSL is known to the wider school community.
- Ensure that the Board of Governors reviews its Safeguarding policy and Child Protection Procedures annually.
- Ensure that the Board of Governors actively discusses the procedures and their implementation regularly at their meetings.
- Ensure that whole school training occurs annually so that every member of staff and volunteers can fulfil their child protection responsibilities effectively and to comply with the requirements of the Ministry of Education (training every 3 years at a minimum).
- Ensure that where external companies provide services, that staff (eg Music services, bus drivers/ monitors) provide evidence of having received Child Protection training – or access it through the school.

4.3 Contextual Safeguarding and Risk Assessment

Contextual safeguarding refers to the understanding and response to children's experiences of significant harm outside their families. This includes online risks, peer influences, community-based threats, and off-campus activities.

The Designated Safeguarding Lead (DSL) is responsible for leading risk assessments for (Ms. Ramona designate):

- School facilities and premises (including playgrounds and isolated areas)
- Off-site educational trips and residential visits
- Online learning environments and digital platforms
- Clubs, sports, and after-school activities
- Public health issues including disease transmission and outbreak response

All risk assessments must:

- Be conducted using a standardized template
- Include supervision ratios and communication plans
- Factor in individual pupil vulnerabilities (SEND, EAL, medical)
- Be reviewed annually or following a significant incident

4.4 Preventative Measures and Mitigation

To mitigate risks identified through contextual safeguarding, the school implements the following:

- Regular health and safety audits and facility inspections
- Structured trip and activity planning using risk/benefit assessments
- Medical isolation areas and hygiene protocols to manage communicable diseases
- Supervision policies for extracurriculars, including staff ratios and qualifications
- Controlled online environments using filters, monitoring tools, and parental consent procedures

These measures are documented, reviewed regularly, and embedded into staff training and operational protocols.

5. Identifying causes for concern

Children/young people are sometimes abused by members of their own family, by peers or by others outside the family environment such as strangers, workers or trusted adults.

Ground for concerns may be found in **Appendix B**.

6. Responding to concerns

Regardless of how a concern comes to a teacher/volunteer's attention, it must be reported to the Designated Safeguarding Lead.

Designated Safeguarding Team at Grammar:

Mr. Benjamin Barry (Principal) - DSL

Ms. Razia Ahmed (Vice Principal) – Deputy DSL*

Ms. Princiya (Head of Inclusion) – Deputy DSL

Ms. Enjy Essameldin (Head of Secondary – Deputy DSL

7. Role of Staff

Concerns about a child (including abuse by a pupil or group of pupils in person or online.

1. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
2. Ensure children know that there are adults in the school who they can approach if they are worried about any problems.
3. Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
4. Follow the procedures set out by the Ministry of Education and take account of guidance issued by the Ministry of Interior.
5. Staff who notice injuries that appear to be non-accidental, a significant change in a pupil's behaviour, or who are told anything significant related to child protection by another pupil, must report their concerns immediately to the relevant DSL. A factual written record will be made and passed to the DSL if deemed appropriate and kept in a secure manner in accordance with [guidelines from the GDPRP](#).
6. If a member of staff has concerns about any pupil which may indicate physical, emotional or sexual abuse or neglect, they must discuss them with the relevant Designated Safeguarding Lead.
7. It is important to recognize that safeguarding and child protection can relate to abuse of one pupil by another. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, by one or more pupils, the member of staff must make a written record of their concern and ensure this is shared with the relevant DSL immediately.



8. In the case of abuse by a pupil, or group of pupils, the key indicators that may identify abuse (as opposed to bullying or adolescent misbehavior, to be handled within the school's normal discipline framework) are:
 - a. the frequency, nature and severity of the incident(s); whether or not the victim was coerced by physical force, fear, or by a pupil or group of pupils significantly older than them, or having power or authority over them;
 - b. whether or not the incident involved a potentially criminal act;
 - c. whether or not the same incident (or injury) would have been regarded as assault or otherwise actionable had it occurred to a member of staff or another adult.
9. The relevant DSL will liaise members of the Safeguarding Governor.
10. The Safeguarding Governor may decide to liaise with local and specialist agencies as appropriate, and ensure that accurate records relating to child protection are kept secure.
11. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to external agencies immediately.
12. The Ministry of the Interior further outlines Child Protection Dimensions [HERE](#).

8. Record Keeping

Talking to Parents/Guardians about Child Protection or Welfare Concerns

Guidelines on talking to parents about concerns can be found in **Appendix D**.

A parent should not be approached regarding a safeguarding concern under any circumstances without consultation with the DSL and the Principal*.

It is best practice that parents/guardians are informed if a report is to be made, unless doing so might further endanger the child, impair the authorities' ability to carry out a risk assessment or put the reporter at risk of harm.

9. Responding to a child/young person who discloses abuse

A child or young person may disclose that they have been or are being harmed or abused. Children/young people will often have different ways of communicating that they are being abused. If a child or young person hints at or tells you that he or she is being harmed by someone, be it a parent/carer, another adult or by another child/young person (peer abuse), it should be treated in a sensitive way.

Remember, a child/young person may disclose abuse to you as a trusted adult at any time during your work with them. It is important that you are aware and prepared for this.

- Be as calm and natural as possible.
- Remember that you have been approached because you are trusted and possibly liked.
- Do not panic.
- Be aware that disclosures can be very difficult for the child/young person.
- Remember, the child or young person may initially be testing your reactions and may only fully open up over a period of time.
- Listen to what the child/young person has to say. Give them the time and opportunity to tell as much as they are able and wish to.
- Do not pressurize the child/young person. Allow him or her to disclose at their own pace and in their own language.

- Conceal any signs of disgust, anger or disbelief.
- Accept what the child or young person has to say – false disclosures are very rare.



- It is important to differentiate between the person who carried out the abuse and the act of a b u s e itself. The child/young person quite possibly may love or strongly like the alleged abuser while also disliking what was done to them. It is important therefore to avoid expressing any judgement on, or anger towards the alleged perpetrator while talking with the child/young person
- It may be necessary to reassure the child/young person that your feelings towards him or her have not been affected in a negative way as a result of what they have disclosed.
- Reassure the child/young person that they have taken the right action in talking to you.

10. When asking Questions

- Questions should be supportive and for the purpose of clarification only.
- Avoid leading questions, such as asking whether a specific person carried out the abuse. Also, avoid asking about intimate details or suggesting that something else may have happened other than what you have been told. Such questions and suggestions could complicate the official investigation.

11. Confidentiality – Do not promise to keep secrets

At the earliest opportunity, tell the child/young person that:

“You acknowledge that they have come to you because they trust you.

You will be sharing this information only with people who understand this area and who can help. There are secrets which are not helpful and should not be kept because they make matters worse. Such secrets hide things that need to be known if people are to be helped and protected from further on-going hurt.”

By refusing to make a commitment to secrecy to the child/young person, you do run the risk that they may not tell you everything (or, indeed, anything) there and then. However, it is better to do this than to tell a lie and ruin the child/young person’s confidence in yet another adult. By being honest, it is more likely that the child/young person will return to you at another time.

Points to consider during a disclosure	
Things to say	Things not to say
I want to listen to what you have to say	I can't do anything
I am going to do my best to help you	I can't believe it, I'm shocked
You did the right thing by telling me	This is your fault
This is what I am going to do next...	Don't tell me any more
Is there anything else you want to <u>share</u> ?	Wait until I get my manager so you can tell him/her too?

12. Allegations against a member of staff

12.1 Duties of The School as an employer

The School has a duty of care to their employees. They will provide effective support for any employee facing an allegation and a named contact if they are suspended.

An allegation of abuse may be made against a teacher or member of staff (including volunteers) if he/she has:

- a) behaved in a way that has harmed a child, or may have harmed a child
- b) possibly committed a criminal offence against or related to a child
- c) behaved towards a child or children in a way that indicates he or she would pose a risk of harm by working regularly or closely with children.

The School will endeavor to ensure that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, and in a fair manner.

12.2 Initial Considerations

1. The Designated Safeguarding Lead, should be informed immediately.
2. The Principal should be informed immediately.
3. Only concerned people should be informed.
4. Staff following procedures for dealing with allegations must be aware that they need to be applied objectively and with common sense.
5. In cases deemed borderline, informal discussions will be held with the other members of the Senior Leadership Team without naming the individual.
6. Some cases may well either not meet the criteria set out above at all, or may do so without warranting consideration of a police investigation or enquiries by local authority children's services. In these cases the School's informal disciplinary procedures should be followed to resolve cases quickly and without delay.
7. It may be the case that an allegation will be sufficiently serious as to require immediate intervention by external agencies.

See Appendix E.

13. Pastoral Role

Pastoral interaction between teachers and pupils is an intrinsic part of the School's educational

Provision, however, the following points are worth bearing in mind:

1. If engaging with pupils in a non-public setting, it is prudent to meet with at least two pupils at any one time. This also applies to social gatherings and online meeting rooms.
2. When online; one to one sessions should be recorded unless in the case of counselling sessions where consent for one to one sessions has been acquired from parents.
3. Inappropriate physical contact must be avoided. The following is a (non-exhaustive) list of examples of appropriate physical contact and 'non-abusive' actions:
 - a) Applying restraint to prevent a pupil self-harming or harming another person
 - b) Removing, with reasonable force, potentially dangerous items from a pupil's possession, or a pupil from a dangerous location.
 - c) Upon obtaining permission from the pupil, an instrumental teacher may at times need to aid the pupil in the playing of an instrument
 - d) Shepherding pupils, for example with a hand on back or shoulder
 - e) Comforting, for example with a hand on shoulder, back or arm; and
 - f) Securing attention by tapping a pupil's shoulder
 - g) It is always unacceptable to harm a pupil.
4. Inappropriate interactions online must be avoided. Teachers should not discuss intimate or sensitive personal details with students online. Teachers can minimize opportunity by recording sessions or inviting a parent or caregiver to join sessions.

14. Monitoring and Review

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.



Signed:

Benjmain Barry

Policy review date: November, 2026

Date: May, 2026

APPENDIX A LEGISLATION

1. This policy aims to ensure that The School is compliant with the terms of current UAE legislation.
 - a) [Federal Law no.3 of 2016 on Child's rights \(Wadeema's Law\)](#)
 - b) UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;
 - c) UAE Federal Law 2 (2015) against Discrimination and Hatred;
2. The School's admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination.
3. The School's admissions policy adheres to the stipulations of the *UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai* (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)

Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;

Article 23 Clause 1: Article 23 Clause 4: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class.

APPENDIX B IDENTIFYING REASONABLE GROUNDS FOR CONCERN

Children/young people are sometimes abused by members of their own family, by peers or by others outside the family environment such as strangers, workers or trusted adults.

The following are reasonable grounds for concern:

- Evidence, for example an injury or behavior, that is consistent with abuse and is unlikely to have been caused in any other way
- Any concern about possible sexual abuse;
- Consistent signs that a child is suffering from emotional or physical neglect
- A child saying or indicating by other means that he or she has been abused
- Admission or indication by an adult or a child of an alleged abuse they committed
- An account from a person who saw a child being abused

SIGNS OF ABUSE AND NEGLECT

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting; by those known to them, or more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

1. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.
2. 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, age or developmentally inappropriate expectations being imposed on

children, causing children frequently to feel frightened, or the exploitation or corruption of children.



3. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening or not. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material or encouraging children to behave in sexually inappropriate ways.
4. 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, such as failing to provide adequate food, shelter and clothing, or neglect of, or being unresponsive to, a child's basic emotional needs.

Wherever appropriate, any issues should be checked with the parents/guardians when considering whether a concern exists, unless doing so may further endanger the child or the person considering making the report.

Abuse is not always committed through personal contact with a child or young person, sometimes it is perpetrated through social media or the use of information and communication technology.

Employ appropriate technical measures – such as parental control tools, age-differentiated experiences with password-protected content, block/allow lists, purchase/time controls, opt- out functions, filtering and moderating to prevent underage access and exposure to inappropriate content or services.

During online sessions, where appropriate, students should not be alone online with a teacher unless written permission is given by the parents. Class sessions should always have two or more students.

Inclusion or intervention / enrichment sessions may engage students on a one to one basis, with parental consent. During these sessions the usual rules of conduct apply regarding student and teacher conduct and conversation content.

A child/young person will sometimes confide in a worker or volunteer that they have been abused or someone may witness incidents which suggest that a child or young person is being harmed. Often it is a case of a worker/volunteer feeling worried and concerned about certain signs they are picking up on, such as poor hygiene; a child/young person always appearing hungry, listless and tired; a lack of suitable clothing; or unexplained physical injuries. Other indicators may be related to the child/young person's behaviour such as being aggressive, impulsive, or withdrawn. A cluster or pattern of signs is more likely to be indicative of neglect or abuse.

APPENDIX C RECORD KEEPING

Points to consider regarding record-keeping

- Records should be factual and include details of contacts, consultations and any actions taken.
- Ensure that records on child protection concerns, allegations and disclosures are kept securely and safely within the organisation.
- Records should only be used for the purpose for which they are intended.
- Records should only be shared on a need to know basis in the best interests of the child/young person.
- Clearly state who within your organisation has access to particular types of records.
- State the location where records are stored. If records of child protection or welfare concerns are stored separately to a service user's 'master' file, the 'master' file must indicate that another file exists and where it can be accessed.
- Indicate how long the organisation will retain these types of records. This will be informed by your record retention policy, taking into account legislative principles such as GDPR guidelines.
- Child protection records should be updated as required and reviewed regularly by the Designated Liaison Person.
- You must be aware of and abide by any regulations specific to your Emirate or area

APPENDIX D TALKING TO PARENTS/GUARDIANS ABOUT CHILD PROTECTION OR WELFARE CONCERNS

Teachers/staff may feel uncomfortable approaching a parent about a concern. You may have to discuss a concern about the welfare or protection of a child/young person or an issue which relates to the child/young person's developmental needs.

The following best practice tips may be useful:

- Make sure parents/guardians have prior awareness of your guiding principles, procedures and duties to safeguard children.
- Be straightforward and clearly explain the nature of the concern or issue, e.g. by using facts and records of observations made.
- Think about the time and place to have the conversation. Find a time when parents/guardians are not in a hurry.
- Find a place that is quiet and allows privacy.
- Consider arranging to meet parents/guardians.
- Consider who is the best person/who are the best people to have the conversation with the parents/guardians.
- Use a calm and gentle tone, consider the language used.
- Start with positive comments and observations about the child/young person.
- Ensure that the parents/guardians know that you care about the welfare of their child and

- recognize their strengths.
- Refer to how the situation may be affecting the child/young person.



- Start with positive comments and observations about the parents/guardians. Most parents/guardians are trying to do their best for their children and will appreciate your acknowledgement of how challenging parenting can be at times.
- Give the parents/guardians an opportunity to talk; ask them for an explanation and acknowledge their feelings.
- Take the approach that you are working together to address any issues in the best interests of the child/young person.
- Do not blame, don't get defensive and don't take things personally.
- Ensure that you are supportive but also address the issue.
- Refer to your guiding principles and child safeguarding procedures for support.
- Offer possible solutions, where appropriate.
- Advise parents/guardian show your plan to follow up and keep them informed and involved, where appropriate.
- Where it is not possible to contact the parents/guardians to discuss a concern you may need to discuss the concern with the DSL or Principal.

APPENDIX E Procedure following an allegation against a member of staff

1. Initial investigation

- a) The DSL will discuss the allegation with the Director and Safeguarding Governor immediately.
- b) The purpose of this initial discussion is for the DSL to consider the nature, content and context of the allegation and agree a course of action. The DSL may need to provide or obtain additional information which may be relevant, such as previous history, whether the child or their family have made similar allegations and the individual's current contact with children.
- c) If the allegation is against The Director, the Chair of the Board of Governors (or designated nominee in his/her absence), would take on the Director's role in this procedure.

2. Further Investigation

- a) The initial cause for concern and sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. In such a scenario, this decision and a justification for it should be recorded (by both the Designated Safeguarding Lead and the Safeguarding Governor, and agreement reached as to what information should be put in writing to the member of staff concerned (and by whom). The members of the Safeguarding Governor should then consider what action should follow in respect of the member of staff and those who made the initial allegation.
- b) Where further investigation is deemed necessary, the Principal should inform the member of staff about the cause for investigation as soon as possible after consulting the Safeguarding Governor, providing as much information as permissible. If a strategy discussion is needed however, or external agencies need to be involved, this will not happen until those agencies have agreed what information can be disclosed to the person.
- c) In some cases, further enquiries will be needed to inform the decision about how to proceed. If so, the Safeguarding Governor will discuss with the DSL, how and by whom the investigation will be undertaken. In straightforward cases the investigation should normally be undertaken by a

senior member of the school. However, the nature or complexity of the allegation may require an independent investigator.



Communications with parents

- a) Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or external agencies need to be involved, the Principal will not do so until those agencies have agreed what information can be disclosed to the parents. They will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

Suspension

- a) The Principal will consider carefully whether the circumstances of a case warrant the member of staff being suspended from contact with children at the school until the allegation or concern is resolved. Suspension is not the default position – an individual will only be suspended if there is no reasonable alternative, such as moving to another area of the School or removing them from specific types of duties which have contact with children.
- b) Where it has been deemed appropriate to suspend the person, written confirmation will be sent within one working day, giving the reasons for the suspension. The person will be informed at that point who their named contact is within the School organisation and provided with their contact details.
- c) If the allegation is not demonstrably false or unfounded, and there is reason to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the procedures of local external agencies.
- d) If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.
- e) Where it becomes clear that an investigation by the police or other external agencies is unnecessary, or the strategy discussion or initial evaluation decides that is the case, Safeguarding Governor will discuss the next steps with the Designated Safeguarding Lead. The Chair of the Board of Governors will be kept informed. In these circumstances the options depend on the nature and circumstances of the allegation and the evidence and information available, and could range from taking no further action to summary dismissal.

Timescales

- a) The School recognises that it is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. All allegations will be investigated as a priority so as to avoid any delay. The time taken to investigate and resolve individual cases will depend on a variety of factors including the nature, seriousness and complexity of the allegation, but it is expected that the case should be resolved in one to three months. In truly exceptional cases this may take up to twelve months.
- b) For those cases where it is clear immediately that the allegation is unfounded or malicious then it is

expected that they should be resolved within one week.

- c) Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the School as the employer to deal with, although if there are concerns about child protection, the DSL should discuss action with the members of the Safeguarding Governor.
- d) In such cases, if the nature of the allegation does not require formal disciplinary action, the Principal will initiate appropriate action within 3 working days.



- e) If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 5 working days. This may be extended according to circumstance and should be communicated to all concerned parties.

Supporting Staff

- a) The School will act to manage and minimise the stress inherent in the allegations and disciplinary process.
- b) The member of staff will be informed of concerns or allegations as soon as possible and be taken through the possible courses of action, unless there is an objection by the any external authorities or the police.
- c) The member of staff will be advised to contact their trade union representative, if they have one, and/or a colleague for support. He/she will also be given access to a senior member of staff as a named contact to provide information regarding the progress of the case and any current work-related issues.
- d) Social contact with colleagues and friends will not be prevented unless there is an indication that that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Confidentiality

- a) When an allegation is made the school will make every effort to maintain confidentiality and guard against unwanted publicity while investigations are carried out (in accordance with the School's Data Protection Policy).
- b) The school will take advice from external agencies to agree the following:
- Who needs to know and, importantly, exactly what information can be shared.
 - How to manage speculation, leaks and gossip.
 - What if any information can be reasonably given to the wider community to reduce speculation; and
 - How to manage press interest if and when it should arise.

Resignations, Dismissal, Ceasing to provide services, 'Settlement Agreements' and References

- a) If a member of staff tenders his/her resignation, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with these procedures.
- b) Ceasing to use a person's services includes: dismissal; non- renewal of a fixed term contract; not continuing with the employment of a probationer, no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial training, or volunteering.
- c) Every effort will be made to reach a conclusion in all cases where allegations relating to the safety

or welfare of children are concerned.

- d) Wherever possible the member of staff will be given the opportunity to answer and make representations with regard to the allegation. However, the investigative processes outlined above will continue in cases where this does not happen for whatever reason.
- e) A 'compromise agreement', by which a person agrees to resign if the School agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, generally should not be used in these cases. No such agreement will prevent a thorough police investigation or override the statutory duty to make a referral to the Disclosure and Barring Service (DBS), where appropriate.
- f) Cases in which an allegation was proven to be unsubstantiated, unfounded or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in any reference.



Action on conclusion of a case

- a) When any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In these circumstances the Safeguarding Governor will discuss with Chair of the Board of Governors whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or the local authority can inform that decision. The options will depend on the circumstances of the case and the consideration will need to take account of the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.
- b) If the allegation is substantiated and the person is dismissed or the School ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the members of the Safeguarding Governor should make a referral to the MOHRE, KHDA or SPEA for consideration of inclusion on the barred lists is required.

Action in respect of unfounded or malicious allegations

In the event that an allegation is shown to have been deliberately invented or malicious, the Director will consider whether any disciplinary action is appropriate against the pupil who made it.

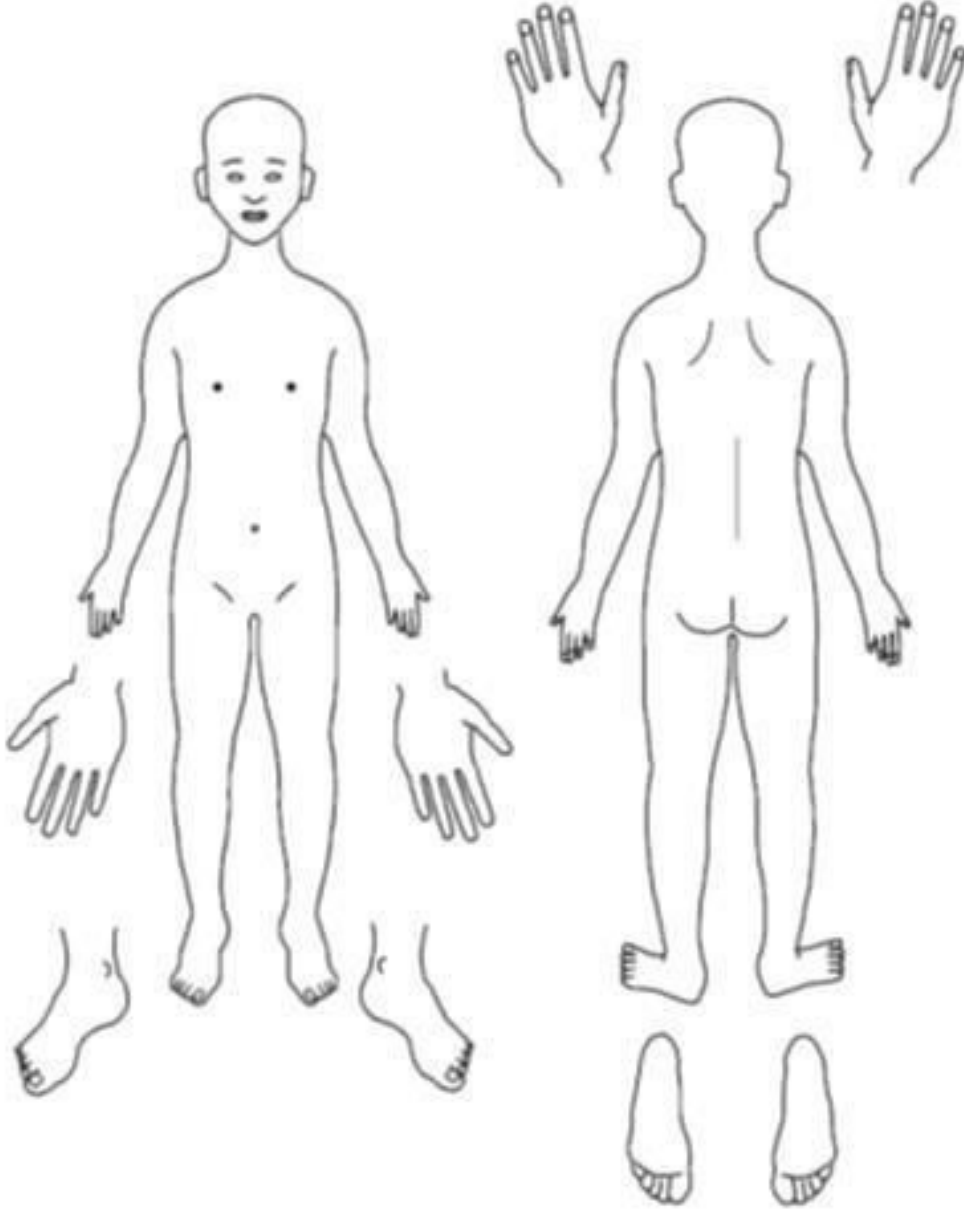


APPENDIX F

CHILD PROTECTION RECORD OF CONCERN	
Child's Name:	Male Female
Child's Date of Birth:	
Year Group / Grade:	
Date and time of concern:	
Type of concern:	
Your account of the concern: (What was said, observed, reported and by whom?)	
Additional Information: (Your opinion, context of concern/disclosure)	
Your response: (What did you do/say following the concern?)	
Household Composition:	
Details of Reporter:	
Name:	
Position:	
Parents Aware of Report: Yes No	
Organisations Involved:	

APPENDIX F – SKIN MAPS

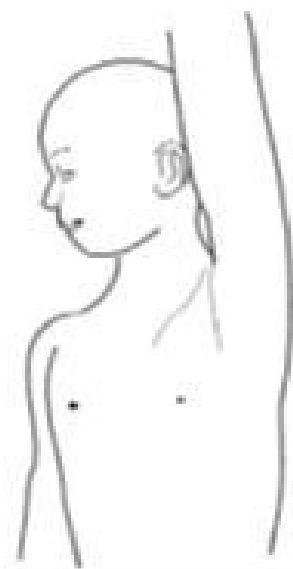
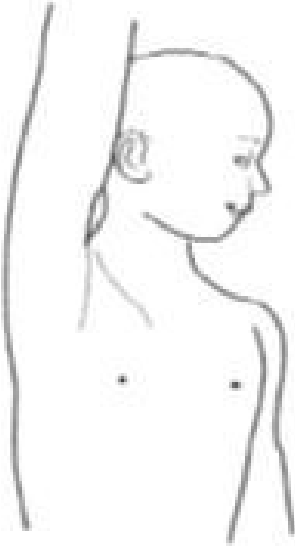
To be completed by the school nurse or medical professional where there is concern regarding physical abuse.



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



Any additional information/child's explanation:

WEBSITES

Child Protection UAE:

<https://www.moe.gov.ae/en/mediacenter/news/pages/childprotectionunit1.aspx>

<http://www.moi-cpc.ae/en/CHILD.PROTECTION.DIMENSION.aspx>

https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf

<https://u.ae/en/information-and-services/social-affairs/children>

<https://u.ae/information-and-services/justice-safety-and-the-law/children-safety/childrenssafety>

<https://www.humanium.org/en/united-arab-emirates/>

Child protection UNICEF:

<https://u.ae/information-and-services/justice-safety-and-the-law/children-safety/childrenssafety>

Child Protection Ireland:

<https://www.tusla.ie/children-first/organisations/what-is-a-child-safeguarding-statement/>

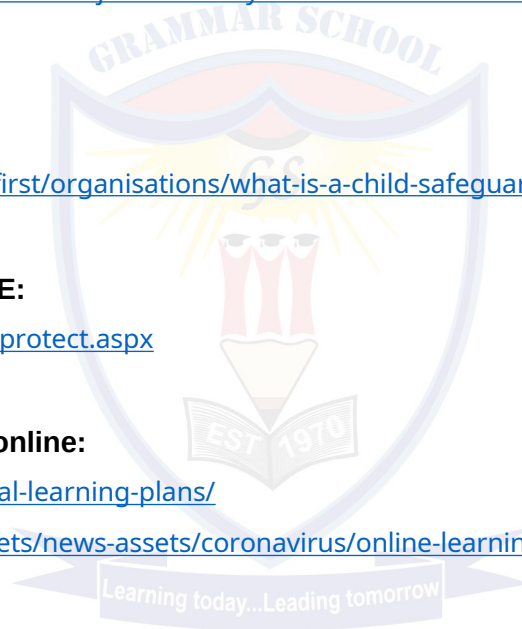
Child Protection Online AUE:

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

Safeguarding for teachers online:

<https://www.d2l.org/safe-digital-learning-plans/>

<https://www.ibo.org/globalassets/news-assets/coronavirus/online-learning-continuity-planning-en.pdf>



Contextual Safeguarding and Risk Assessment

Contextual safeguarding is the process of understanding, and responding to, young people's experiences of significant harm beyond their families. This includes risks posed by online activity, peer interactions, neighbourhoods, and other external environments. The school will ensure that safeguarding responses consider the full context of a child's life inside and outside of school.

Risk Assessments

The Designated Safeguarding Lead (DSL) is responsible for coordinating contextual risk assessments. These will be conducted for key school contexts including:

- Facilities and school grounds
- Off-site trips and residential visits
- Online learning and internet use
- Clubs, sports, and extracurricular activities
- Disease transmission and medical incidents

Preventative Measures and Mitigation

Measures implemented to reduce risk include:

- Regular HSE and facility inspections
- Medical response protocols and isolation spaces
- Permission and risk forms for trips and activities
- Supervision ratios, training, and background checks
- Digital safety filters and student online usage monitoring

All risk assessments are reviewed annually or following a significant incident. Staff are trained in their role in identifying and mitigating risks, and in escalation procedures for all safeguarding concerns.

