

SWISS
INTERNATIONAL
SCIENTIFIC SCHOOL
— D U B A I —

Safeguarding and Child Protection Policy

Whole School

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in the world.



Table of Contents

1	INTRODUCTION AND PURPOSE OF THE POLICY	3
2	AIMS	3
3	DEFINITIONS.....	4
4	REPORTING PROCEDURE	6
5	ACTION REQUIRED	10
6	RESPONSIBILITIES OF ALL MEMBERS OF THE SISD COMMUNITY	11
7	PHYSICAL CONTACT	19
8	GUIDELINES FOR STAFF	19
9	SAFER RECRUITMENT.....	20
10	WHISTLEBLOWING	21
11	TRAINING	22
12	APPLICATION OF THE POLICY.....	22
13	RELEVANT LEGISLATION OR AUTHORITIES.....	22
14	LINKED POLICIES.....	22
15	APPENDIX 1	24
16	APPENDIX 2	25

Introduction and Purpose of the Policy

The health, safety and wellbeing of all children are of paramount importance to all adults who work in our school. SISD has zero tolerance for child abuse and our children have the right to protection, regardless of age, gender, race, culture, or disability. Safeguarding refers to the process of protecting children and adults that includes procedures to prevent children from harm. Child Protection is part of the safeguarding children process, protecting individual children identified as suffering or likely to suffer significant harm. This includes the child protection procedures which detail how to respond to concerns about a child. All staff have a duty to report any suspected or disclosed cases relating to child protection to the Safeguarding Team. If the threat is immediate or ongoing it will be reported to the appropriate local safeguarding authorities as set in place in Dubai, United Arab Emirates.

Guidelines from Keeping Children Safe in Education (KCSiE) and United Nations Conventions on the Rights of the Child (UNCRC) and the International Taskforce on Child Protection were used to create the SISD Child Protection and Safeguarding policy. SISD is committed to ensuring that all members of staff can secure children's safety and wellbeing by having the best interest of the child.

This policy identifies systems in place to identify and report child protection and safeguarding concerns.

This policy applies to all staff, visitors, and volunteers at SISD and is designed to ensure the welfare of students and young people both at the school and on authorized activities away from the school such as school trips. Staff must give due concern to possible safeguarding concerns arising of the location and nature of the school premises.

Aims

The aim of the policy is to ensure the school's commitment to the continued development of explicit and best practices and procedures. Child protection concerns, referrals and monitoring is to be handled in a professional manner, sensitively and in a way that supports the child.

The three main components of our child protection policy include:

1. Prevention

Prevention is created through a positive school atmosphere, teaching and pastoral care and support provided to all students. SISD establishes and maintains a safe environment where students feel safe and secure and are encouraged to talk and have their voice heard.

Safeguarding themes, activities and training are included in the pastoral care curriculum empowering students with the skills they will need to recognize and stay safe from any form of abuse.

2. Protection

Protection is ensured through following agreed processes and procedures which ensure staff are well trained and supported to respond effectively, appropriately, and sensitively to child protection concerns. Students are made aware that there are adults within the school whom they can approach, if they are concerned or are in a difficult situation.

3. Support

Support to students who have undergone any form of mental or physical trauma. We will ensure that every effort will be made to establish effective working relationships with parents, colleagues, and external agencies.

Dubai Context

- Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Designated Safeguarding Lead and the Safeguarding Team.
- In Dubai and the United Arab Emirates there is currently no infrastructure of Educational Safeguarding and/or Social Care Services. Following cases which caused concern in the Emirati community, Sheikh Mohammed, the Ruler of Dubai, supported the drafting of Federal law No. 3 regarding child protection "to ensure a secure and stable future for children in the U.A.E."
- In April 2012, it was reported that Dubai had "embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need." The policy "aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai." The Dubai Strategic Plan 2015 calls for the provision of "proper social services to meet the requirements of the local community."
- In November 2012, the UAE Cabinet approved "Wadeema's Law" to "protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality."
- In present circumstances, the lack of direct educational Child Protection infrastructure means that the school's scope for onward referral is very limited. The Dubai Consulate or Embassy of the child's country of nationality could be one option. Professional counsellors, consultants, psychologists could also be considered, but there would be financial implications. In the most extreme cases, it could be that direct referral to the Police would be indicated.

Definitions

The school fully recognizes the contribution it must make 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 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 6 main kinds of abuse.

The ill-treatment or neglect of a child which causes injury, suffering or distress is abuse.

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 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.

Affluent Neglect: Affluent neglect refers to the neglect experienced by children in wealthy families. This can be more difficult to spot, as the kind of neglect experienced by children and young people in these circumstances is often emotional.

Child on Child abuse: Child on child abuse is referred to abuse between peers. A 'peer' is a person within the same age range, and someone of equal worth. All students, co-teachers, co-staff are considered as each other's peers. Child on child abuse can manifest itself in many ways which may include bullying, sexual exploitation, and child harm. All forms of child-on-child abuse are reported and are managed in compliance with the whole school Positive Behaviour Policy.

Please see Positive Behaviour Policy for reference. [Positive Behaviour Policy \(3\).docx](#)

Safeguarding from Technological Risks & Threats: The Internet has the potential to offer children and young people a wide range of opportunities. However, there are ranges of risks and dangers online that threatens children's safety and are widely known as follows:

- Children and young people inadvertently or deliberately accessing illegal or inappropriate sexual or violent material online
- Targeting and grooming of children by predatory adults through chat rooms, possibly adults posing as children
- The abuse of children, in some cases in real time using web cams, to provide material for pedophile news groups
- The use of email, instant messaging etc. to bully and harass other – this may be more likely to occur between children and young people

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 regarding content, contact and conduct when accessing the internet, social media or other forms of e-communication.

Please refer to Appendix 2 for signs of abuse.

Reporting Procedure

CPOMS

CPOMS is a safe platform for recording and managing child protection and safeguarding concerns. All information documented on CPOMS remains confidential and is only accessible to members of the safeguarding team.

Identified concerns must be reported on CPOMS or to a member of the Safeguarding team if you are not a permanent staff member. Each school section displays posters that identify safe adults to whom children can report concerns and seek help. The receiving member of the team documents the concern on CPOMS. All concerns are received by the Designated Safeguarding Lead (DSL).

Using CPOMS

- On the school landing page- click on CPOMS
- Sign in on CPOMS and click on Add Incident on top right corner
- Add the name of the student, click on the correct name
- Enter the details of the incident

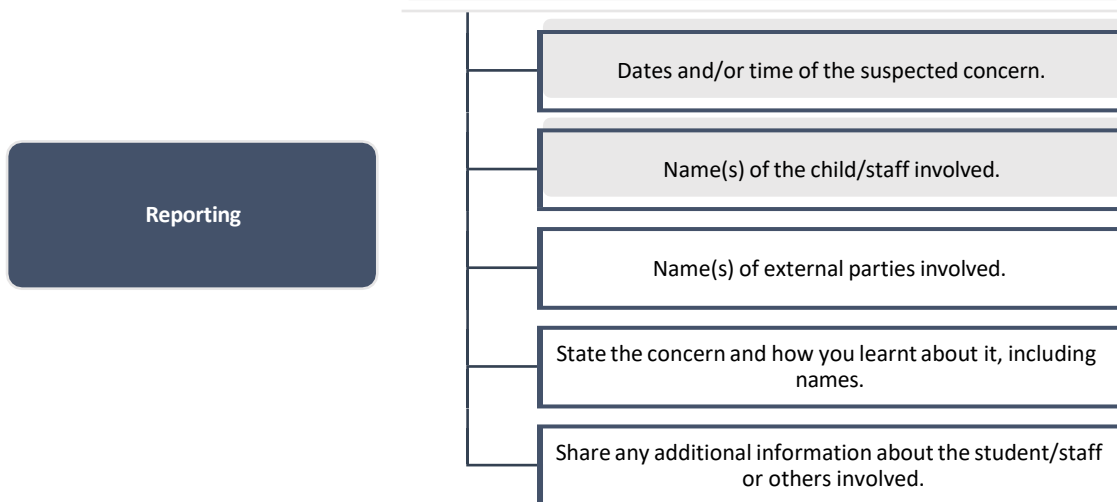
- Click on one of the most appropriate categories
- Enter the date and time of the incident
- Upload any documentation that is appropriate
- Alert your team, for example- primary, secondary, boarding
- Submit your incident

Reporting

Reports should be completed on CPOMS incident form and must include a detailed description of the event incorporating a clear, sequential, and factual account of the concern. For example, exchange of dialogue should be stated in the concerned person(s) exact words. Reports should include the following:

- Dates and/or time of the suspected concern
- Name(s) of the child/staff involved
- Name(s) of external parties involved
- State the concern and how you learnt about it, including names
- Share any additional information about the student/staff or others involved

Reports should include a detailed description of the event incorporating a clear, sequential and factual account of the concern. For example, exchange of dialogue should be stated in the concerned person(s) exact words. Reports should include the following;



Disclosures

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation, or suspects that abuse may have occurred, **must** report it immediately on CPOMS or to the safeguarding team. In some cases, it is also advisable to make the disclosure in person to the DSL or in their absence, any one of the Safeguarding team members. In the absence of either of the above, the matter should be brought to the attention of the principal.

The DSL and the team will act on any disclosures made in accordance with the procedures outlined within this policy. This will almost always involve speaking to the student first. All actions will be discussed by at least two members of the safeguarding team and a way forward agreed. The specific actions taken will depend on the case.

Do	Don't
Take what you are being told seriously	Attempt to investigate
Listen carefully- do not interrupt	Look shocked or display disbelief
Acknowledge what you have been told	Probe
Remain calm	Speculate
Reassure-tell them they have done the right thing	Pass any opinions about the alleged perpetrator
Tell them you have to pass the information on, who you will be telling and why	Make negative comments
Pass the recorded information on immediately to your DSL	Keep secrets
	Show emotion or openly cry
	Delay in getting help

The school will always endeavour to share safeguarding or child protection concerns with parents of students referred unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from a relevant organization that deals in the student's particular case.

What to do if someone makes a disclosure



Concerns/allegation about adults on site:

Level Concerns (including self-reporting): The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern, no matter how small, that an adult working with children may have acted in a way that:
is inconsistent with an organisation's staff code of conduct,¹⁶ including inappropriate conduct outside of work;
An allegation against a member of staff is behaviour which results in the harm or possible harm of a student. Please refer to the Concern/Allegation Against Staff policy for information on how to report any concerns.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding and child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student, nor should they agree with a student to keep a secret, as where there is a safeguarding or child protection concern this must be reported to the DSL and may require further investigation by appropriate authorities. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

Records and Monitoring

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time, and location. Basic details, such as the date of birth of the child could also be important later and therefore staff must be as thorough as possible. Staff should not document or report the signs by taking pictures but only document concerns on CPOMS.

Action Required

- Following any report on CPOMS, the Designated Safeguarding Lead shares the concern with suitable members of the safeguarding team
- Concern is reviewed for further action
- Based on acquired information, the safeguarding team creates a support plan for the child
- The pastoral team, including counsellors may be asked to support the child

Decision to report to external bodies is made by the principal. The school reports to the Child Protection Hotline; **+971800988**. Other external bodies include Dubai Police, Dubai

Foundation for Women and Children, Al Tamimi Law firm and Child Safe ME. The school has identified individual counsellors that work in these institutes that we maintain a strong relationship with.

Please note that the Safeguarding Team will respond as soon as possible. The team will collect feedback from all concerned parties and share it with the complainant.

If you have a concern about a child being at risk of harm or receive a disclosure, please contact the main reception, and ask to speak to the Designated Safeguarding Lead. For emergencies, please contact the nearest security desk.

In compliance with the UAE Law, the school has a duty to report all concerns of suspected abuse (including domestic abuse) to the local authorities.

Refer to Appendix 1 for Reporting Procedure.

Responsibilities of all members of the SISD Community

Role of the Designated Safeguarding Lead

- Ensure the protection and welfare of all SISD students is paramount in all aspects of policy, provision and practice
- Understand the key legislation and guidance that determines our Safeguarding and Child Protection Policy
- Is the first point of contact
- Provide advice, guidance and signposting for staff, parents and most importantly, children and young people
- Provide support for staff to carry out their safeguarding duties
- To create and promote professional networks and partnerships
- Monitor, review and continuously improve that all the safeguarding procedures are followed within the school
- To make appropriate, timely referrals to the appropriate external agencies or the police if necessary
- 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
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may tell of abuse
- Ensure that parents understand the responsibility placed on the school and staff in relation to child protection, by setting out its pastoral role in policies on the website
- Provide Safeguarding training for all staff members and support agencies within the school
- Have effective links with relevant local agencies and persons and co-operate as required

- with their enquiries regarding child protection matters
- Keep 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 team must ensure that the case is discussed with all relevant parties and that there are set procedures for reporting and following up concerns
 - Adhere to the procedures set out by the HR and the Principal when an allegation is made against a member of staff
 - Ensure that Section Heads 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
 - Ensure that the duty of care towards students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice
 - Monitor child protection awareness in the school and ensure that due diligence is given to Safeguarding issues
 - Ensure that designated notice boards around the school display names and contact details of the safeguarding team 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

All members are expected to cultivate a safe, trusting, and caring environment. Support SISD's efforts to safeguard all members of the school community. They should educate themselves about the definition, signs and identification of child abuse and understand the Child Protection and Safeguarding Policy with support from the Safeguarding Team. They have a duty to report all suspected cases of child abuse while maintaining strict confidentiality and following procedures that deal with disclosure as recommended. The safeguarding team refers and adheres to the UAE Child Rights Law of 2016 in all matters concerning the protection and safeguarding of students.

Child Rights Law

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

Safeguarding Team

The Safeguarding Team consists of the Principal, Designated Safeguarding Lead and Deputy Heads of Early Years, Primary and Secondary School. Support specialists for example, counsellors, nurses, doctors may be involved as per need under a confidentiality agreement.

- Ensure that all members of staff are equipped with accurate and up to date information on safeguarding procedures, in compliance with local authorities
- Communicate any developments and changes to the safeguarding procedures and policy to staff regularly in staff briefings and morning messages
- Review the Safeguarding and Child Protection Policy annually, before the start of new academic year considering changes in policies and the specific needs of the SISD community. The review will be completed in agreement with leadership team
- Provide additional support to members of staff in addressing cases of suspected abuse. For example, counselling support with professionals at Dubai Foundation for

Women and Children

- If for any reason the Designated Safeguarding Lead is unavailable, the safeguarding team who have been identified will act in their absence

The Governing Body

The Governing Body and school leadership team are responsible for ensuring that the school follows safer recruitment processes explained in the safer recruitment policy.

The role of the Nominated Governor for Safeguarding and Child Protection is to ensure that the school has an effective policy, that the Guidelines are complied with and to support the school in this aspect.

Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The DSL and the Principal will provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors, statistics around cases and other relevant issues.

In addition to this, the Senior Leadership Team regularly review whether policy and practice in safeguarding are effective and compliant with current legislation.

School Doctor/Nurse

The Doctor or Nurse will be required to conduct an initial examination if there are physical injuries and write an initial report about the child's physical and emotional condition. The principal, also a Safeguarding Team member can request information for case reviews.

In some cases, the child may have to take medication because of the abuse. The School Doctor or Nurse must ensure that all standards and procedures for administering medications in the school setting are met.

Pastoral Care Team

The pastoral care team will offer the child a safe space accompanied with support as outlined in the Positive Behaviour policy. This policy defines instances in which behaviors may be referred to the child protection team.

Please refer to the SISD Positive Behaviour Policy.

Staff Responsibilities

Staff must make time to listen to students' concerns to protect them and ensure their welfare. Staff must take a child centered approach and ensure that the students have a voice and are able to express any concerns that they may have. Staff must take an "it could happen here" approach and must always take the concerns of students seriously. Safeguarding trumps everything else- adults must, without fail make time to listen to any student who shows signs of distress or who wishes to confide in them. The nature of our provision must be considered by staff, for example- we are in inclusive school, a boarding school and shared facilities with external parties.

Staff also have responsibility to monitor student welfare, attendance and punctuality in their classrooms. All attendance concerns must be addressed in line with the attendance policy. Any potential risks that are not covered in the safeguarding or other school policies must be mitigated a risk assessment must be completed and shared with concerned team.

It is essential that the high standards of concern and professional responsibility adopted regarding reporting of abuse. Only authorized agencies may investigate child abuse allegations. Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation but formal interviews and the taking of statements is not. **The school recognizes it is an agent of referral and not of investigation.**

Supporting Students at Risk

Our school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

This school may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation
- The school ethos and values which promotes a positive, supportive, and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of the school's behaviour management policies
- A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable, but s/he is valued
- Regular liaison with other professionals and agencies who support the pupils and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- The development and support of a responsive and knowledgeable staff group,

trained to respond appropriately in child protection situations

- Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection
- Maintaining a watchlist of students who have issues related to safeguarding so that staff can be aware of them and meet their needs with support from the inclusion team

Child Sexual Exploitation

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power, or status. It can involve violent, humiliating and degrading sexual acts. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. Exploitation can include trafficking of children or modern day slavery.

Signs of child sexual exploitation may include:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older girlfriends or boyfriends.
- Children who suffer from sexually transmitted diseases or repeat pregnancies, abortions or miscarriages.
- Children who misuse drugs and alcohol.
- Inappropriate sexualised behaviour and underage sexual activity.
- Mood swings, poor emotional wellbeing, suicidal ideation, eating disorders, self-injury.

Child Criminal Exploitation

Child criminal exploitation is the use of a child in criminal activities for economic gain and is typified by some form of power imbalance in favour of those perpetrating the exploitation. This power imbalance can be with regards to age, gender, cognitive ability, physical strength, status, and access to economic or other resources.

Cybercrime

Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorized as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- Unauthorized access to computers (illegal 'hacking'), for example accessing a School's 19 computer network to look for test paper answers or change grades awarded.
- Denial of Service (Dos or DDos) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources.
- Making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.
- Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Safeguarding and Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where pupils have suffered abuse or neglect, other potentially traumatic childhood experiences, that can have a lasting impact throughout childhood, adolescence and into adulthood. All staff must refer to the Wellbeing and Counselling Policy for further information and support systems in place for students.

Staff are well placed to observe students daily and identify those whose behaviour suggests they may be experiencing a mental health concern or be at risk of developing one, but only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

If staff have a concern about a student's mental health that is also a safeguarding concern, immediate action should be taken and speak to the DSL.

Examples of a safeguarding concern is suicidal ideation or self-harm

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.

Parents/Guardians

Parents are regularly reminded and signposted to the Safeguarding and Child Protection Policy at SISD on the website. They comply with the procedures in place to protect their children. Parents must alert the school of any concerns relating to the safety and welfare of an SISD student. Parents are always advised to maintain confidentiality. They are encouraged to collaborate with the school in supporting the child both, inside and outside of school. The safeguarding team organizes awareness talks on child protection and safeguarding annually.

After School Activities

All external providers have a duty of care towards students and they are responsible for understanding the Safeguarding and Child Protection policy at SISD. All providers are required to submit background checks, Good Conduct certificate and to attend a training course on Safeguarding and Child Protection facilitated by SISD.

Reporting: All providers agree to report child protection concerns to the Head of After School Activities. The Head of After School Activities is responsible for reporting concerns to the Designated Safeguarding Lead as soon as possible with complete documentation.

Transportation

All adults responsible for SISD students in transportation have a duty of care to report any suspicious activities or concerns that may risk a child's health and safety. They undertake the Safeguarding and Child Protection training and are required to comply with the procedures in place.

Reporting: All transportation staff agree to report child protection concerns to the Transportation Manager. The manager is responsible for reporting it to the Designated Safeguarding Lead as soon as possible with complete documentation. All buses are under vigilant camera surveillance. The surveillance is aligned with the UAE transportation Law.

Operations

Members of the facilities, security, maintenance, and catering teams receive regular training on Child Protection & Safeguarding to ensure a thorough understanding of possible concerns and required actions. They report all concerns directly to the Designated Safeguarding lead. Security supported by all members of the facilities team ensures that the correct lanyards are worn by staff members and visitors on the school premises.

Facilities

The SISD campus is always under vigilant surveillance. Camera recordings of specific areas in the school can be accessed with legitimate child protection concern after completing the form in line with the CCTV policy. Recordings are at times used as supporting evidence in safeguarding concerns.

Maintenance & Catering

All adults have a duty of care towards all SISD students and child visitors.

Security

Security staff undertakes to be vigilant and adhere to the procedures governing access to the school campus. A visitor's pass must be worn to facilitate identification and monitoring of visitors to the school. A record of relevant personal details will also be kept.

Visitors

Child safety and well-being is important to SISD and visitors to the school have a responsibility towards the school community.

Please see the SISD Visitor's Policy for reference. [SISD Visitor Procedure and Policy.pdf](#)

Academic Advisory Board

Safeguarding and Child Protection practices are shared with the members of the academic advisory board, and they receive annual training. The members collaborate with the Safeguarding Team to review the policy and systems in place for safety and wellbeing of our community. Concern data collected, such as numbers of concerns logged, nature of concerns, SCR progress report is shared with the board and used to guide the review.

External Trips

International

All international trips ensure adequate adult capacity to support all students. Both, male and female staff should accompany students on overnight and international trips. All accompanying adults, including parents must recognize that they have a responsibility towards health, safety, and child protection. Child protection concerns on international trips are reported directly to the principal. In emergencies, local authorities of the site must be contacted.

Local

Local trips are facilitated by the SISD Transportation system. The buses are under camera surveillance and the staff is equipped with safeguarding training. All accompanying adults, including parents must recognize that they have a responsibility towards health, safety,

and child protection. All accompanying staff are trained in safeguarding and health & safety practices. Child protection concerns on local trips are reported directly to the Designated Safeguarding lead.

Reporting: Suspicious activity or child protection concerns on international and local trips must be documented and reported immediately to the Designated Safeguarding Lead for review and support.

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 different 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. Staff must request for consent from students if physical contact is necessary.

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

Guidelines for Staff

Keeping yourself safe

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 consequently.

- 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 students from school camera/iPad for school purposes only. Do not take pictures of students 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"

Safer Recruitment

Employees will be provided with a copy of the Child Protection and Safeguarding policy and will be required to sign a document confirming that they have read and understood it.

Recruitment of SISD Employees is conducted in compliance with the following safer recruitment requirements:

- Police certificate(s) of good conduct or equivalent police clearance certificate(s) confirming no criminal convictions and giving clearance to work with children. If the Employee is residing in Dubai, a Dubai Police Certificate of Good Conduct plus a criminal background/child protection clearance certificate from the Employee's last country of residence and home country is required. If the Employee is coming from outside Dubai a criminal background/child protection clearance certificate from his/her current/last country of residence and home country is required. For Employees from UK an Enhanced DBS certificate or ICPC certificate is required
- All other criminal background/child protection clearance certificates for all countries in which the Employee has resided (if available)
- ID documentation (passport, visa, Emirates ID, birth certificate, change of name declaration, marriage certificate(s))
- A minimum of 2 written references is required. Any anomalies or discrepancies in a

reference will be taken up through direct contact with the referee and a note made of the same. A referee will be requested to comment on the following:

- the candidate's suitability to work with children and young people
 - any allegations or disciplinary actions to include warnings and dismissals
 - any allegations or disciplinary proceedings involving issues relating to the safety and welfare of students, children, and young people
 - the candidates' suitability for the role
- Once references are received, at least one reference will be authenticated by HR through a telephone call to the referee. A note will be kept on file of the authentication phone call
 - In the application form submitted as part of the recruitment process an applicant must declare all convictions they may have, and all addresses they have lived at during the past 10 years. The applicant is required to confirm whether they are disqualified from working with children or subject to any sanctions imposed by a regulatory body

All SISD staff data is recorded on online portal SCR- Single Central Record including the following documents and checks.

- Identity checks
- Visa and Emirates ID
- Police checks for all countries
- Enhanced DBS checks where appropriate
- 2 References
- Section 128 checks for those in a financial management position
- Checks of professional qualifications (for example, qualified teacher status)
- Face to face safeguarding training prior to working with students.

Please see SISD Recruitment Policy and Procedure for reference. [Safer Recruitment Policy and Procedure.pdf](#)

Whistleblowing

The HR department at SISD supports staff members who report colleagues of unethical or suspicious conduct. This may include illegal practices, criminal offences, physical or sexual abuse, risk of damage to the school environment, someone covering up a wrongdoing and matters relating to health & safety.

Where child protection concerns related to staff overlap with the whistleblowing policy the reporting procedure should follow the guidelines set out within the child protection and

safeguarding policy.

Please see SISD whistleblowing policy for reference. [Whistleblowing Policy.pdf](#)

Training

SISD places a strong emphasis on quality training for all employees. Staff are kept informed about child protection responsibilities and procedures through annual induction, briefings, and morning messages. All members of staff will undergo the same Level 1 safeguarding training and will read and sign the safeguarding and child protection policy.

Members of the safeguarding team and senior leadership are Level 3 trained. Members of the HR team and senior leadership are also trained on safer recruitment and follow best practice.

Safeguarding team pictures are displayed throughout the school to ensure access support for all staff and visitors.

Application of the Policy

This policy applies to all school events inside and outside of school, for example, performances, social events, school trips, educational events etc. Child Protection is a shared responsibility across the SISD community. Any suggestions should be shared with the Designated Safeguarding Lead who will then share with the Child Protection Team for review. An outcome will be shared with a view to ensuring best practice.

Relevant legislation or Authorities

This Child Protection Policy is underpinned by fundamental principle of the United Nations Convention of the Rights of the Child UNCRC 1989 ratified by United Arab Emirates (UAE) on the 3rd January 1997 along with the UAE local Child Protection Laws, last updated in June 2016. The child protection team may refer to the laws defined in the International Center for Missing and Exploited Children guidelines established in February 2018.

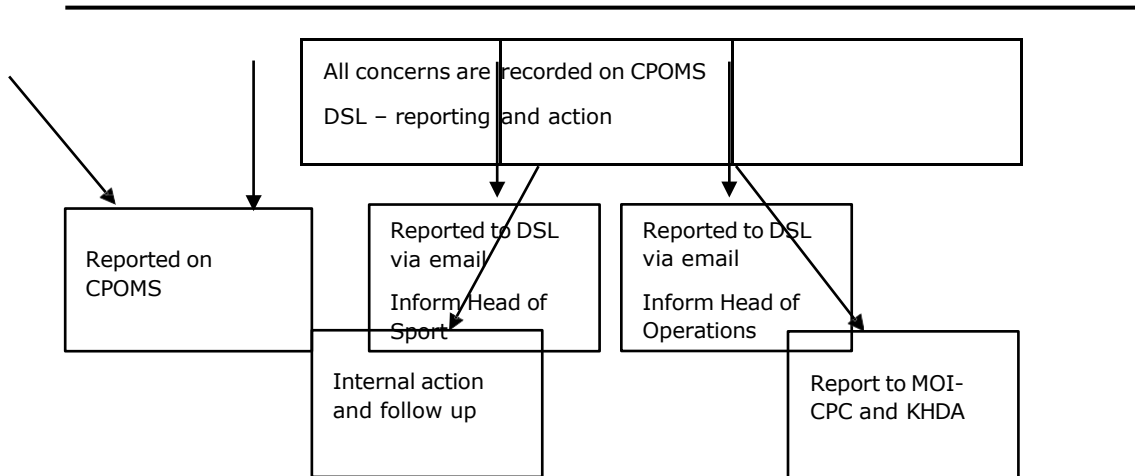
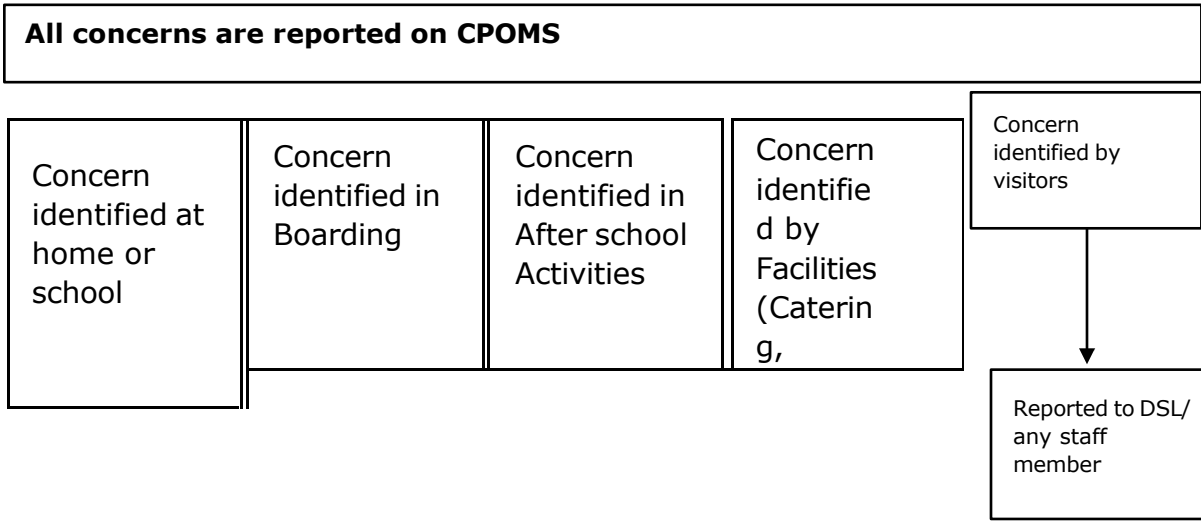
Linked Policies

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 familiarized themselves with these policies and to use them in all their dealings with children and staff members of the school.

<p>Linked Policies</p>	<p>Health, Safety & Environmental Health, Safety & Environmental Policy.pdf Digital Safety Digital Safety Policy[56].pdf Acceptable Use Acceptable Use Policy.pdf Positive Behaviour Acceptable Use Policy.pdf Missing Child Acceptable Use Policy.pdf Intimate Care Intimate Care and Physical Contact Policy.pdf Attendance Intimate Care and Physical Contact Policy.pdf Risk Assessment Safer Recruitment Safer Recruitment Policy and Procedure.pdf SISD Employee Code of Conduct Code of Conduct copy.pdf Staff Disciplinary Disciplinary Policy.pdf Concerns/Allegations against Staff Concerns Allegations Against Staff Policy.docx Trips and Events Procedures Field Trip Policy.docx Visitors SISD Visitor Procedure and Policy.pdf Security and CCTV SISD Security Procedure and Policy.pdf Transport</p>
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Appendix 1

Reporting procedure



Appendix 2

Signs of Abuse

Possible signs of abuse include the following (but are not limited to these and these signs do not necessarily mean that abuse is occurring):

- The student says that s/he has been abused or asks a question which gives rise to that inference
- There is no reasonable or consistent explanation for a student's injury; the injury is unusual in kind or location; there have been several injuries; there is a pattern to the injuries
- The student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the student's behaviour. For example, s/he may become aggressive, challenging, disruptive or withdrawn
- The student does not want to change clothes in front of others or participate in physical activities
- The student is having problems at school, for example, a sudden lack of concentration and learning or s/he appears to be tired and hungry
- The student talks about being left home alone, with carers that appear to be inappropriate or with strangers
- The student is regularly missing from school or education
- The student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- The student's development is delayed in terms of emotional progress
- The student suddenly loses or gains weight
- The student drinks alcohol regularly from an early age
- The student is concerned for younger siblings without explaining why
- The student talks about running away
- The student shies away from being touched or flinches at sudden movements
- The student demonstrates undue anxiety, over-reacts to problems, and demonstrates an excessive fear of making mistakes
- The student appears neglected, e.g., dirty, hungry, or inadequately clothed
- The student is reluctant to go home or has been openly rejected by his parents or carers.