



POLICY	CHILD PROTECTION AND SAFEGUARDING
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
DATE OF REVIEW	JUNE 2024
DATE OF NEXT REVIEW	JUNE 2026
LEAD PROFESSIONAL	PRINCIPAL
POLICY LINKS	BEHAVIOUR FOR LEARNING CPD POLICY ANTI-BULLYING POLICY ATTENDANCE POLICY. ACCEPTABLE INTERNET USAGE- CYBER SAFETY POLICY COMMUNICATION WITH REGARD TO CONCERNS POLICY MORAL EDUCATION PROGRAM STUDENT CODE OF CONDUCT GRIEVANCE PROCEDURES TEACHER APPRAISAL AND DEVELOPMENT POLICY PROFESSIONAL CODE OF CONDUCT WELLBEING POLICY COUNSELLING POLICY INCLUSION POLICY



CHILD PROTECTION AND SAFEGUARDING

DESIGNATED SAFEGUARDING LEAD

NAME: MS. NESLY MOHAMMED (MIDDLE & SECONDARY SCHOOL)

MS. SHWETA GOMES (FOUNDATION & PREPARATORY SCHOOL)

CONTACT NUMBER: 04-338 1311 EXT: 149

DEPUTY DESIGNATED SAFEGUARDING LEADS

NAME: Ms. Naheda Adenwala – Pre-KG and KG 2

Ms. Nikhat Badami – Gr.1 -2 (Wellbeing Coordinator, Phase 2)

Ms. Indrani de Sarker - Gr 3-5 (Wellbeing Coordinator, Phase 2)

Ms. Ruquiya Batul– Gr 6-8 (Wellbeing Coordinator, Phase 3)

Ms. Rajani Jaiswal – Gr 9-12 (Wellbeing Coordinator, Phase 4)

Ms. Mouna Sudheer Naik (Counsellor, Whole School)

KEY CONTACTS WITHIN THE LOCAL AREA

1. The DUBAI POLICE CHILD PROTECTION HOTLINE confidentiality and advice.

CONTACT NUMBER: 800-243

Website: www.dubaipolice.gov.ae

2. DUBAI FOUNDATION FOR WOMEN & CHILDREN

Tel: 009714 6060300, Fax: 009714 2871177

P.O. Box: 97727 Dubai, United Arab Emirates

Website: www.dfwac.ae, Email: info@dfwac.ae

Call our Helpline: 800111, SMS: 5111, Fax: 009714 2870088

Email: help@dfwac.ae



ALTERNATIVE REFERRALS

When members of the school have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during school hours, they should make an immediate referral to a member of the Child Safeguarding and Protection Team or any accessible member of the Leadership Team.

INTRODUCTION

Springdales School Dubai earnestly takes responsibility for protecting and safeguarding the welfare of children and young people in its care. "The welfare of the child is paramount." "Because of their day-to-day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop." (*UK's Protection of Children from Sexual Offences Act, 2012*).

POLICY AIMS:

- To provide all staff members with the necessary information to fulfill their safeguarding and child protection responsibilities.
- To ensure that consistent and effective practices are maintained throughout the School.
- To demonstrate the School's commitment to safeguard and protect pupils, parents, and other partners.
- To make a contribution to the School's safeguarding portfolio.

SAFEGUARDING POLICY STATEMENT

At Springdales School, our top priority is to create an environment that is safe, nurturing, and inclusive for all of our students. We are committed to protecting the well-being, dignity, and human rights of everyone in our care, especially those who may be vulnerable, marginalized, or at risk. We believe that every individual has the right to live free from harm, abuse, neglect, and exploitation. It is our ethical and moral duty to ensure that everyone has the opportunity to thrive, grow, and flourish in an environment that is characterized by trust, respect, and compassion. We are fully dedicated to safeguarding the welfare of all our students, staff, volunteers, and other stakeholders, and we recognize our responsibility to take all necessary steps to promote safe practices and protect children from harm, abuse, and exploitation. We acknowledge our duty to respond appropriately to any allegations, reports, or suspicions of abuse.

There are four main elements to our Child Safeguarding and Protection Policy;

1. **Safeguarding** through assessing and analyzing risk factors and having a clear system of planning concerning ensuring the safety and wellbeing of all students from pick off to drop off when bussing, in every learning environment both on and off campus where there is a direct duty of care for every student according to their age and needs.
2. **Prevention** through creating a positive and friendly school atmosphere, where students feel safe and supported through a bond of trust with their teachers, the school



leadership and administration and through quality of teaching, learning, and pastoral support given to students.

3. **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately, sensitively and promptly to child protection concerns.
4. **Appropriate Support** is provided to students who may have been abused.

CATEGORIES OF ABUSE

Abuse is a form of maltreatment of a child. Somebody 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by one adult or a group of adults or by another child or a group of children.

Supporting pupils who show signs of abuse in the following areas:

1. Emotional Abuse
2. Domestic Abuse
3. Neglect
4. Physical Abuse
5. Sexual Abuse
6. Self-Harm

1. **Emotional Abuse:** Failure to provide for the child's basic emotional needs such as to have a severe effect on the behaviour and development of the child. This includes conveying to children the feeling that they are worthless or unloved.

- Physical/mental/emotional developmental lags
- Admission of punishment which seems excessive.
- Overreaction to mistakes
- Fear of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour (e.g., rocking, thumb sucking)
- Fear of parents being contacted
- Self-mutilation
- Extremes of passivity or aggression

2. Domestic Abuse

Emotional abuse often occurs when the child sees or hears domestic abuse occurring in the home. The definition of *domestic abuse* is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, by persons or family members regardless of gender or identity. The abuse can encompass but is not limited to, psychological, physical, sexual, financial, and emotional. Exposure to domestic abuse can have a profound, long-lasting emotional and psychological impact on children.



3. **Neglect:** Refers to persistent or deliberate failure to meet a child's physical or psychological needs, e.g. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give an adequate response to a child's emotional needs.

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

4. **Physical Abuse:** This is actual or attempted physical injury to a child where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented.

- Unexplained injuries or burns (particularly if they are recurrent)
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Fear of parents being contacted
- Withdrawal from physical contact
- Fear of returning home
- Fear of medical help
- Aggression towards others
- Self-destructive tendencies

5. **Sexual Abuse:** Where a child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) – including organized networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.

- Age-inappropriate sexual knowledge, language, behaviours
- Loss of appetite or compulsive eating
- Regressive behaviours such as thumb sucking, needing previously discarded cuddly toys
- Becoming withdrawn, isolated
- Inability to focus
- Reluctance to go home
- Bed-wetting •
- Drawing sexually explicit pictures
- Trying to be 'extra good'



- Over-reacting to criticism
- Have outbursts of anger/irritability

6. Self-harm: The nature and meaning of self-harm varies greatly from child to child and the reason or trigger for each action may differ on each occasion. Essentially though, self-harm is any behaviour where a person intentionally sets out to harm themselves. This may be an impulsive act or may be planned.

Self-harm is a relatively common problem that is frequently misunderstood and kept hidden. Therefore it is not surprising that myths and stereotypes have grown around the subject. Most commonly there is a belief that self-harm is an 'attention seeking behaviour'

Given that most self-harm is carried out in private and over a long period before help is sought, it is hard to give credence to this perception. Another belief is that self-harm is something that groups of students do together. Whilst it is important to be aware that within friendship groups, some individuals may self-harm, it is rare that students self-harm in front of others.

Self-harm is a term that is used to describe a range of actions and behaviour. It is important to be aware of signs that a student is self-harming. Below is a non-exhaustive list of some of the behaviours that some people might consider to be self-harm:

- Scratching or picking skin
- Cutting body
- Tying something around body
- Inserting things into body
- Scouring/scrubbing body excessively
- Hitting, punching self
- Pulling out hair
- Over/under eating
- Excessive drinking of alcohol
- Taking non-prescription drugs
- Burning or scalding
- Hitting walls with head and/or fist
- Taking an overdose or swallowing something dangerous
- Self-strangulation
- Risky behaviours such as running into the road

This policy applies to all students, staff, volunteers and visitors.



POLICY PRINCIPLES

- The school acknowledges that safeguarding and promoting children's welfare is paramount.
- Equal protection rights are entitled to all children, regardless of age, gender, ability, culture, race, language, religion, or sexual identity.
- Children who feel safe and secure are better equipped to learn and thrive in their environment. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the School community, including pupils, parents, staff, volunteers, and governors, will participate in reviewing, shaping, and developing the school's safeguarding arrangements and child protection policy.
- All staff members are equally responsible for acting on any suspicion or disclosure that suggests a child is at risk of harm, whether at home, in the community, or in the school.
- All staff members must maintain a critical attitude of 'It could happen here' regarding safeguarding. Whenever a staff member is concerned about a child's welfare, they should prioritize the child's interests.
- If there is an immediate risk of serious harm to a child, a referral will be made to the relevant statutory body and public services. Anyone can make a referral. If the child's situation does not improve, any staff member with concerns should press for reconsideration.
- Concerns should always lead to assistance for the child at some point. Appropriate support will be provided to pupils and staff involved in child protection issues. This policy will undergo at least an annual review unless an incident, new legislation, or guidance suggests an interim review is necessary.

FRAMEWORK and DUBAI CONTEXT

The Federal National Council has finally passed the country's first Child Rights law called Wadeema's Law. It applies to all children living in the UAE up to the age of 18. In September 2022 the National Child Protection Policy in Educational Institutions in United Arab Emirates was released.



Child protection
Policy - AR.pdf



Child protection
Policy - EN.pdf

KHDA encourages all schools to have a child protection policy in place. They advise caregivers to immediately raise any incidents or concerns concerning child protection with the school and, if they cannot resolve the issue, contact KHDA.

The schools' Child Protection Policy is prepared by every school, considering international standards. Child protection is the responsibility of all adults, especially those working with children. Developing appropriate school procedures and monitoring good practice are the responsibilities of the Persons for Child Protection and Safeguarding



SAFEGUARDING/CHILD PROTECTION LEGISLATION AND GUIDANCE:

- Federal Law No. 3 of 2016 on child rights (Wadeema's Law)
Federal Law No. 3 of 2016 concerning child rights, also known as Wadeema's Law (PDF, 250 KB), stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination.
- Cabinet Resolution No. (52) of 2018 Governing the Executive Regulations of Federal Law No (3) of 2016 on Child Rights Law (Wadeema).
- Department for Health, School Health Guidelines for Private Schools 2011.
- The UAE School Inspection Framework 2016.
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate ofDubai.
- Abu Dhabi Education Council Private Schools Policy and Guidance Manual 2014
- Abu Dhabi Education Council Organising Regulations of Private Schools in the Emirate ofAbu Dhabi - The Chairman of the Executive Council Resolution No. (26) of 2013
- The Cooperation Council for the Arab States of the Gulf Secretariat-General GCC HumanRights.
- Declaration – reiterating rights of children and the protection of children within the GCC (see Articles 3, 14, 18, 19 and 23).
- Ministerial Decision No. 368/2014 On the Implementing Regulation of Federal Law No 1/2012 on Children of Unknown Kinship
- Federal Decree Law No. 10/2019 On the Protection from Domestic Violence – covers correction of behaviors harmful to the family, woman and child within the UAE.
- Federal Decree Law No. 15 of 2020 Amending Certain Provisions of Federal Law No. 3 of1987.
- Law No. (26) of 2015 on the Organization of Dubai Data Publication and Sharing.
- Federal Law No. 5 of 2012 on Combatting Cybercrimes.



UAE GOVERNMENT SAFEGUARDING MANDATE FOR EDUCATORS

The following information can be used in a school/service's literature/website to inform parents of the expectations of the school staff regarding UAE child protection legislation:

Under UAE governmental guidance, schools must make arrangements to safeguard and promote the welfare of students. Parents/carers should know that the law requires all school staff to pass on information, which gives rise to a concern about the child's welfare, including risk from neglect and physical, emotional or sexual abuse.

In our school safeguarding is everyone's responsibility

DESIGNATED SAFEGUARDING LEAD (DSL) and DEPUTY DESIGNATED SAFEGUARDING LEAD (DSL)

All adults working with or on behalf of children are responsible for protecting them. There are, however, key people within the school who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

Key Staff:

Name	Contact details
Principal	principal@springdalesdubai.com
Ms. Nesly Mohammed & Ms. Shweta Gomes Coordinator Inclusion Department Designated Safeguarding Lead	+971 508412181 Nesly.m@springdalesdubai.com Shweta.G@springdalesdubai.com
Ms. Mouna Sudheer Naik – Counsellor – whole school Deputy Designated Safeguarding Lead (D/DSL)	mouna@springdalesdubai.com
Ms. Naheda Adenwala Deputy Designated Safeguarding Lead (D/DSL) – Pre-KG and KG 2	Naheda.A@springdalesdubai.com



Ms. Nikhat Badami Deputy Designated Safeguarding Lead (D/DSL) – Gr 1- 2 Wellbeing Coordinator, Phase 2	Nikhat@springdalesdubai.com
Ms. Indrani de Sarkar Deputy Designated Safeguarding Lead (D/DSL) - Gr 3- 5 Wellbeing Coordinator, Phase 2	Indrani@springdalesdubai.com
Ms. Ruquiya Deputy Designated Safeguarding Lead –(D/DSL) Gr 6-8 Wellbeing Coordinator, Phases 3	Ruquiya@springdalesdubai.com
Ms. Rajini Deputy Designated Safeguarding Lead –(D/DSL) Gr 9-12 Wellbeing Coordinator, Phases 4	Rajani.J@springdalesdubai.com

ROLES AND RESPONSIBILITIES

Whole Staff Responsibilities

Springdale’s school recognize that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse and to respond in the event of a disclosure.

The schools will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school they can approach if they are worried about problems.
- Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.
- Follow the procedures the Ministry of Education, UAE Educational Regulator (KHDA) set out.
- Treat all disclosures with the strictest confidence.
- Ensure that parents understand the responsibility placed on the school and its staff for child protection.
- Inform parents of any concerns and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the respective phase coordinators if there is an unexplained absence of more than two days. If it is an unexplained long absence the matter should be informed to the Deputy Safeguard lead/ Designated Safeguard Lead.
- Ensure that a senior Designated Safeguard Lead/Child Protection Officer (CPLD) and deputy Child Protection Officer (DSL) is appointed, wherever possible, someone who holds a current pastoral role in the school.



- Ensure that all records about concerns are treated with the highest level of confidentiality and maintained in a secure location and format.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

- Takes lead responsibility for safeguarding and child protection in the school. The activities of the DSL may be delegated to appropriately trained deputies.
- Is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.
- Encourages a culture of listening to children and taking account of their wishes and feelings. Attends and contributes to child protection conferences and strategy meetings.
- Coordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- Keeps a record of staff attendance at child protection training.
- Keep written records of child protection concerns that are kept securely and separately from the main student file and use these records to assess the likelihood of risk.
- Ensure that their information is transferred when a student transfers to a new school.
- Ensure that where external companies provide services, that staff (including but not exclusive to, bus drivers/ monitors, cleaners, maintenance, security, and canteen staff) provide evidence of having received Child Protection training – or access it through the school.

Principal, Section Leads, Governors

They will:

Ensure that the school staff fully understand their responsibilities and obligations under this policy.

Ensure that whole school training occurs annually so that every member of staff and volunteers can fulfil their child protection responsibilities effectively and comply with the policy.

Ensure every member of staff and all volunteers knows the name of the designated person DSL/Deputy DSL, their role and how to contact them.

Ensure DSL & Deputy DSL are named, and contact details are provided in the school Child protection policies and communications within the school.

Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, and responsibility for referring any concerns to the designated person DSL.

Ensures all staff sign to indicate they have read and understood the child protection and safeguarding policy and Staff Behaviour Policy (Code of Conduct).

The Designated Safeguard Lead / Child Protection Officer and Deputy CPO will receive training to support their role.



The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes. Local and former police verification and employment checks will be sought for all staff that have substantial and unsupervised access to children.

The role of the Nominated Governor for Child Safeguarding and 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 and other involved staff members must not be given personal details relating to individual child protection cases or situations and must ensure that confidentiality is not breached.

The DSL and/or Deputy DSLs provide an annual report for the governing body detailing any changes to the policy and procedures, training undertaken by all staff and governors and other relevant issues.

Responsibilities of Adults within School Communities

- All adults are required to be aware of and alert to the signs of abuse and neglect.
- If an adult identifies that a child may be in an abusive situation or being neglected, they should record their concerns and report them to the DSL as soon as possible.
- If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy and report immediately to the DSL.
- All teaching staff, including teachers, learning support staff, and administration staff, receive annual training on the signs and symptoms of abuse and neglect and the reporting procedures within Springdale School.
All contracted staff, including cleaners, security, canteen, nursing and bus drivers and bus attendants are expected to have completed annual training, with evidence provided by their employer or provided by the school.

PROCEDURES

All action is taken in line with the following guidance;

Local Safeguarding Guidelines and Local Child Protection Procedures When they become available, a copy of these documents will be held by the CPO and made available to all the staff members, parents and other caregivers.

Staff are informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside school staff members.

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 to the CPO or, in their absence, the Deputy CPO. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff available (unless implicated in an allegation.)

The CPO (or Deputy) will immediately refer cases of suspected abuse or allegations by the procedures outlined within this policy.



The school will always undertake to share an intention to refer a child with the parents unless doing so could place the child at greater risk of harm or impede a criminal investigation. On these occasions, advice will be taken.

A statement in the school brochure will inform parents about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school Child Protection Policy directly from the school.

When a child discloses any abuse to the teacher, the teacher needs to adhere to the following rules strictly:

1. Make a note of the concerns.
2. Refrain from enquiring the student again.
3. Do not discuss these concerns with any other member of staff.
4. Do not contact the parents.
5. Immediately refer the student's concern to the DSL or Deputy DSL.

TRAINING AND SUPPORT

The school will ensure that the DSL regularly undertakes training and refresher training to keep knowledge and skills current. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities.

Support will be available for staff from the Section Leads in the first instance and from members of the school's leadership team where there are concerns about queries about child protection. All staff should have access to advice and guidance on appropriate behaviour and conduct boundaries. These matters form part of staff induction and are referred to in the staff handbook.

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 child protection. The only purpose of confidentiality in this respect is to benefit the child.

Staff will be informed of relevant information regarding individual cases regarding child protection on a "need-to-know basis" only. Any information shared with a staff member in this way must be held confidentially to themselves.

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern promptly about a child or children within our school, the status of such records and when these records should be passed over to other agencies as and when required.

Any member of staff receiving an admission 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. All records will be dated and signed and will include the action taken.

These file notes are kept in a confidential file, separate from other files, and stored securely by the DSL.



If a student transfers from the school, these files will be copied for the new establishment and forwarded to the pupil's new school marked confidential and for the attention of the receiving school's DSL.

ATTENDANCE AT CHILD PROTECTION CONFERENCES

Children Missing in Education All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. It is the responsibility of the CPO to ensure that the school is represented or a report is submitted to any child protection conference called for children on their school roll or previously known to them.

When a child is placed on the Child Protection Register and is, therefore, a child with a plan, it is the CPO's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence procedures and seek advice from the counsellors if needed.

SUPPORTING STUDENTS AT RISK

Our school recognises that children who are abused or who witness violence may find it challenging 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 at-risk children. 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:

- a) The program to encourage self-esteem and self-motivation.
- b) The school ethos promotes a positive, supportive and secure environment and gives all pupils and adults a sense of being respected and valued.
- c) The implementation of the school's behaviour management policies.
- d) A consistent approach agreed upon by all staff will ensure the pupil knows that some behaviour is unacceptable, but s/he is valued.
- e) Regular liaison with other professionals and agencies supporting pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents whenever it is in the child's best interest.
- g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- h) 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 emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- i) Recognition that in a home environment where there is domestic violence and drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

This policy should be considered alongside other related policies in school, like the Behaviour Policy, Health & Safety Policy, Anti Bullying policy, Cyber Bullying Policy, Intimate Policy and Positive Reinforcement Policy.



Induction

At the point of induction, all newly school-employed staff must be provided with, should read and should be trained by the DSL in

- The Safeguarding and Child Protection Policy and Procedure
- Staff Code of Conduct and Acceptable Use of IT Policy (including staff/pupil relationships and communications);
- Digital Safety Policy (including use of social media);
- Anti-Bullying Policy;
- Behavior Policy: At the point of induction, new staff must be informed of the names and roles of the Designated Safeguarding Lead and Deputies. Likewise, all agency/supply staff must be informed of those with these roles and the school processes for raising concerns about children or adults. All new staff must be made aware that they will never use their mobile phone when on the school site and must wear a colored lanyard.

CODE OF CONDUCT

All staff are expected to comply fully, at all times, with the School's Professional Code of Conduct.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.

If a staff member has concerns about the conduct of any member from SLT, they should contact the members of the Executive Board (CEO & COO).

Safer Recruitment

We strongly recognise the need for vigilant awareness of child protection issues. All staff must have appropriate training and induction to understand their roles and responsibilities and be confident about carrying them out. Staff, pupils and parents should feel secure that they can raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by having clear child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning. Vetting applicants and prospective volunteers working with children to ensure they are not unsuitable is essential to child protection. In keeping with the above safeguarding statement, all persons with regular or unsupervised access to children will be required to prove their having no history of committing any offence that would suggest they present a risk to children. The proof of such should be provided by a recognised law enforcement agency, with contact details being provided for verification purposes. Springdale School ensures that every interview panel member has received safe recruitment training. All staff involved in the recruitment and interviewing process know strategies to identify those who pose a risk, write advertisements, contact referees, and interview accordingly.

SAFE SCHOOL, SAFE STAFF

The high standards of concern and professional responsibility adopted concerning alleged child abuse by parents must be similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Currently, in Dubai, this would mean the Police only).

Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements are not.



If, for any reason, it is decided that a referral is not appropriate, it will be necessary to address matters by the school's complaints/disciplinary procedures.

REVIEW

The School's Leadership Team is responsible for ensuring the annual review of this policy. The Leadership Team is also responsible for updating the list of key contacts on the cover sheet.

Dr. Brian Gray
Principal
Springdales School Dubai

Mr. Zubair Ahmad
Governors Representative
Springdales School Dubai