SAFA COMMUNITY SCHOOL

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Child Protection and Safeguarding Policy 2026 - 2027

SAFA COMMUNITY SCHOOL

Child Protection and Safeguarding Policy 2026 - 2027

Safa Community School

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Key personnel

The Designated Safeguarding Lead (DSL) is:

The DSL is trained to understand the link between mental health and safeguarding and works with pastoral staff to identify early concerns, liaising with external agencies where appropriate.

Mathew Ashton mashton@safacommunityschool.com

- The designated staff have a combination of Level 3 Safeguarding qualifications:
- Leanne Fridd (Principal) principal@safacommunityschool.com
- Mike Davies (Vice Principal) mdavies@safacommunityschool.com
- Emmet Glackin (Head of Secondary) eglackin@safacommunityschool.com
- Linda Marmion (Head of Primary) lmarmion@safacommunityschool.com
- Aoife Orr (Head of Inclusion)) aorr@safacommunityschool.com
- Hannah Howard (Head of Foundation Stage) hhoward@safacommunityschool.com
- Mark Tiley (Deputy Headteacher Primary) mtiley@safacommunityschool.com
- Jemma Hudson (Deputy Headteacher Primary) jhudson@safacommunityschool.com
- Carla Lamora (Assistant Headteacher Y1-2) clamora@safacommunityschool.com
- Thomas Loughran (Assistant Headteacher Y3-4) tloughran@safacommunityschool.com
- Steven Howard (Assistant Headteacher Y5-6) showard@safacommunityschool.com
- Kirsty Valentine (Assistant Headteacher KS3) kvalentine@safacommunityschool.com
- Michael Brady (Strategic Pastoral Lead KS3) mbrady@safacommunityschool.com
- Hannah Lunt (Assistant Headteacher KS4) hlunt@safacommunityschool.com
- Jenni O'Donnell (Assistant Headteacher KS5) jodonnell@safacommunityschool.com
- Nicholas Makin (Senior Leader - Second in charge of sixth form) nmakin@safacommunityschool.com
- Adrianne Deacon (Deputy Headteacher - Academic standards and Curriculum) adeacon@safacommunityschool.com
- Oliver Lukeman (Deputy Headteacher - Assessment, Learning and Teaching) olukeman@safacommunityschool.com

Safeguarding Governor - Trish Gregory tgregory@safacommunityschool.com

Key Contacts - Hotlines and Websites

Knowledge and Human Development Authority Child Protection Team
Ministry of Interior Hotline - 116111
Ministry of Interior Child Protection Centre's Website
Hemayati App
Community Development Authority - CDA Hotline - 800988
EWAA Shelter for Women and Children Hotline - 8007283
Dubai Foundation for Women and Children - 800111
Ministry of Education Hotline - 80051115

SAFA COMMUNITY SCHOOL

1.0 Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are safe and feel safe make more successful learners
- Policies will be reviewed annually, unless an incident, new legislation or guidance suggests the need for an earlier date of review
- All children, regardless of age, gender, ability, culture, race, language or religion have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All children and staff involved in child protection issues will receive appropriate support from the senior leadership of the school who will follow this policy guidance in doing so

Statutory Framework (Guidance and reference)

- National Child Protection Policy in Educational Institutions in United Arab Emirates
- KHDA Inspection Framework
- Federal Law No. 3 of 2016 on Child Rights (Wadeema's Law)
- Cabinet Resolution No. 52 of 2018 – Executive Regulations of Wadeema's Law
- Federal Decree-Law No. 45 of 2021 Concerning the Protection of Personal Data
- Federal Decree-Law No. 26 of 2025 Regarding Child Digital Safety
- The Education Act 2002
- Keeping Child Safe in Education September 2026 (KCSIE)
- Working Together To Safeguard Children June 2023
- Standards for British schools Overseas 2023
- British Schools Overseas
- Serious Crime Act 2015
- Sexual Offences Act 2003
- Education Regulation 2006
- Children's Act 1998
- The Children and Social Work Act 2017
- The Equality Act 2010
- The Children and Families Act 2014
- The Human Rights Act 1998

Aims:

- To provide all staff (including volunteers, parents, contractors etc) with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment to safeguarding children

The school recognises the moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

SAFA COMMUNITY SCHOOL

Child Privacy and Rights

Every child should be treated with respect, consideration and dignity. They have the right to privacy and confidentiality.

Definition

Safeguarding refers to the process, practice and culture embedded within our school to create a safe environment where children, young people and adults at risk are free from all forms of harm, abuse, or neglect.

- Neglect: the persistent or severe neglect of a child that results in impairment of health or development.
- Exploitation: can include instances where a child or young person may be groomed to become involved in sexual or criminal activity.
- Physical Abuse: actual or likely physical injury to a child, or failure to prevent physical injury or suffering.
- Sexual Abuse: actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that violate social taboos or family roles.
- Emotional: actual or likely severe adverse effects on the emotional and behavioural development of a child by persistent or severe emotional ill treatment or rejection.
- Child on Child abuse: any act from one student to another that may cause harm or distress.
- Potential Abuse: situations where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.

2.0 Roles and Responsibilities

2.1 Class Teachers

Class teachers will, in most cases, be the first person that a concern is raised by. They will speak immediately to the Designated Safeguarding Lead (DSL) about their concerns and collate detailed, accurate and secure written records of concerns. Confidentiality is of utmost importance.

2.2 The School Nurse

Their role is to ensure that relevant information obtained in the course of their duties is communicated to the DSL. Injuries, frequent visits and concerns will be recorded. Confidentiality is of utmost importance. These are internally recorded and shared with the DSL regularly.

2.3 Responsibilities of all staff

All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the children in the school. Staff should be particularly alert to the need for early help. In doing so they should seek advice and support as necessary from the DSL.
Staff are expected to provide a safe and caring environment, in which children can develop the confidence to voice ideas, feelings and opinions.
Children should be treated with respect within a framework of agreed and understood behaviour.
All school staff are expected to:

- Treat all children with respect
- Set a good example by conducting themselves appropriately
- Involve children in decision-making which affects them
- Encourage positive and safe behaviour among children
- Be a good listener
- Be alert to changes in child's behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understand the school's safeguarding and guidance documents on safeguarding issues
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintain appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse
- Be aware of signs and symptoms of abuse
- Report concerns to the DSL
- Keep clear, dated, factual and confidential records of child protection concerns
- Maintain appropriate confidentiality and do not discuss safeguarding information beyond those who have a legitimate safeguarding need to know. Information may be shared where necessary and proportionate to protect a child, normally under the direction of the DSL.
- The school has ensured that the DSL:
- Is appropriately trained
- Acts as a source of support and expertise to the school community
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- Attends and/or contributes to child protection conferences
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that the child protection policy is updated annually
- Liaises with the Principal and Head teacher as appropriate
- Keeps a record of staff attendance at child protection training
- Makes this policy available to parents
- The DSL is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.
- All staff, including those who do not work directly with children, are required to read Part One of Keeping Children Safe in Education 2026 in full and confirm that they understand the school's safeguarding procedures.
- Staff must maintain professional conduct and safeguarding awareness during all online interactions with students, including during distance learning.
- Appropriate DSL or deputy DSL cover will be available at all times during the school day and during school activities. Staff will always know how to contact the DSL or an appropriate deputy, including where the DSL is unavailable.

2.4 The Principal/Vice Principal (in absence of the principal):

- Ensure that the Child Protection and Safeguarding Policy and procedures are implemented and

followed by all staff.
- Allocate sufficient time and resources to enable the DSL and Child Protection and Safeguarding Team to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings.
- Report and feedback on child protection and safeguarding cases during termly board meetings.

2.5 The Governing Board
- The governing board should ensure that staff code of conduct, behaviour policies, and safeguarding policies and procedures are implemented effectively and ensure that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school approach to dealing with concerns.

3.0 School Procedures
- Any member of staff concerned about a child must inform the DSL or a member of the Child Protection and Safeguarding Team immediately. ***This must be reported on Edu Key.***
- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and factual account of the observations ensuring no emotion or personal feelings are included, these should be reported via the online concerns form.
- If immediate action is required the DSL will liaise with the Principal and Headteacher (Primary or Secondary).
- Particular attention will be paid to the attendance and development of any child who has been identified as at risk.
- The DSL or member of the Safeguarding Team managing the concern will ensure that safeguarding records include a clear summary of the concern, actions taken, decisions made, the rationale for those decisions and any subsequent outcomes. Where a decision is made not to refer or escalate a concern externally, the rationale for this decision should also be recorded.

3.1 How to report a concern

In the event a staff member has a high level concern they wish to report they should seek the DSL or another member of the Safeguarding team to report to in person immediately. All concerns should be reported via the Safeguarding application on https://edukeyapp.com/. Once the safeguarding application is accessed the concern can be reported via the online concerns form (see appendix) at “report concern” tab.

3.2 Accusation against member of the Child Protection and Safeguarding Team

In the event there is an accusation of any kind against a member of the child protection team, that person will be removed from all investigative duties until the case has been resolved. If the accusation is against the current DSL, the school Principal will act as the DSL in this situation. At all stages the Governor responsible for Child Protection and Safeguarding will be informed and involved if required.

3.3 Reporting procedures for ECA and other external providers

Additional staff and companies will use the school site both during the week, before and after school as well as on the weekends. All safeguarding incidents should still be reported to the school no matter when these occur. External companies should still utilise and following the retrospective safeguarding policies with the support of the school, the school should log all concerns on their centralised system.

3.4 Alternative Provision

Where children are placed in alternative provision (AP), leaders will ensure safeguarding arrangements are effective, that due diligence checks are carried out on the AP provider, and that the DSL maintains regular contact with the AP's safeguarding lead.
The school will obtain written confirmation that all safer recruitment checks have been completed for staff working with the child.
The DSL will retain oversight of the child's attendance, progress, and welfare, reviewing placements at least half-termly to ensure they remain safe, suitable, and in the child's best interests.

4.0 When to be concerned

Staff should be concerned if a student:

- Has any injury that is not typical of the bumps and scrapes normally associated with student's activities
- Regularly has unexplained injuries
- Frequently has injuries, even when apparently reasonable explanations are given
- Offers confused or conflicting explanations about on how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behavior which is unusually explicit and/or inappropriate to his or her age
- Discloses an experience in which he or she may have been significantly harmed
- Discloses any information which is inappropriate for the child's age

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person. Abused children often don't realise that what is occurring is wrong.

Remember, it is everyone's responsibility to report concerns. It is the Safeguarding team's responsibility to investigate or decide whether a child has been abused.

A child who demonstrates signs of abuse, neglect or exploitation may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school or arrive late

- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Show oral fixation e.g. constantly putting objects in their mouth
- Repeat language they have heard
- Act out scenarios in role play

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.
There are four main categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

4.1 Physical Abuse
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

4.2 Emotional Abuse
Emotional abuse is the persistent emotional maltreatment 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 for meeting the needs of another person. It may feature age – or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.3 Sexual Abuse
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and 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.

4.4 Neglect
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. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision,

including the use of inadequate care-takers; or 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.

4.5 Exploitation
Exploitation can include instances where a child or young person may be groomed to become involved in sexual or criminal activity.

4.6 Bullying (includes and refers to Cyberbullying)
While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.
All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All children and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSL will consider implementing child protection procedures.

4.7 Self-harming (Refer to Self-harm & Suicidal Ideation Policy for more information)
While self-harming is not seen as a separate category it is fast becoming a common occurrence.
Self-harming can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves, once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help. Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for young people to release overwhelming emotions. It's a way of coping. So whatever the reason, it should be taken seriously. The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it. There are links between depression and self-harming. Quite often a child or young person who is self-harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with family or friends.

Children often feel:
- Low self esteem
- Lonely
- Sad
- Angry
- Numb
- Lack of control over their lives

Incidences of self-harming must be reported in the same way as any other form of abuse as it is a Child Protection issue. Many parents do not know that self-harming is taking place.

4.8 People of Determination and Children with Additional Vulnerabilities
- People of Determination and children with SEND needs 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 or disability; including (not an exhaustive list) Communication; Toileting; Understanding right and wrong; Physical Build; Unusual or over-physical attachments to staff members or 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.

4.9 Specific Safeguarding Issues

Online safety risks also include exposure to misinformation, disinformation (including fake news), conspiracy theories, AI-generated content, deepfakes, and online grooming conducted through interactive tools. Children are educated about the reliability of online information and the risk of manipulation as part of the curriculum, assemblies, pastoral programmes, and staff training.

Behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via Child on Child abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, unexplainable and/or persistent absences from education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking. Whilst the school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues.

The school recognises that nude and semi-nude imagery may include images or videos that have been digitally manipulated or wholly generated using artificial intelligence, including deepfakes and ‘deep nudes’. Any such imagery involving a child will be treated as a safeguarding concern, regardless of whether an original or authentic image of the child exists. Staff must report concerns immediately to the DSL and must not copy, forward, download or unnecessarily view the imagery.

Distance Learning and Online Safeguarding

During periods of distance learning, safeguarding responsibilities remain unchanged. Online lessons and digital communication platforms are considered an extension of the school environment, and all safeguarding expectations apply equally to remote learning.

Staff must ensure that:

- Only school-approved platforms are used for live lessons and communication
- Professional standards of dress, language and conduct are maintained during online interactions
- Lessons are delivered in appropriate environments, with suitable backgrounds
- One-to-one communication with students only occurs where necessary and follows school safeguarding procedures
- Any safeguarding concerns observed during online learning are reported immediately in line with

school safeguarding procedures

Students participating in distance learning are expected to:

- Follow the Distance Learning Code of Conduct
- Use school platforms appropriately
- Report any concerns or uncomfortable experiences to a trusted adult

Any safeguarding concerns arising during distance learning will be recorded and managed in line with the school's safeguarding procedures.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Mental Health

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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the KHDA or Community Development Authority. If staff suspect a child is in danger of being radicalised, a risk assessment should be undertaken by the staff member, DSL and Principal.

Child on Child Abuse

Safeguarding issues are not confined to instances where children are harmed by adults but can also

manifest themselves via child-on-child abuse. Child-on-child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and nonconsensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

All reports and concerns of Child on Child abuse, whether they have happened in school or outside of it, and/or online should not be downplayed and should be treated equally seriously.

The school has a zero-tolerance approach to child-on-child abuse and staff will investigate inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". The school recognises the gendered nature that Child on Child abuse may take (this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence), and is clear that all Child on Child abuse is unacceptable and will be taken seriously.

The school acknowledges that even if there have been no reported cases of Child on Child abuse in relation to children within the school, such abuse may still be taking place and is simply not being reported. The school will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

The school recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the child is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to Child on Child abuse, and can recognise the indicators and signs of Child on Child abuse and know how to identify it and how to respond to reports. The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

In addition to this Safeguarding policy, staff should also consider the provisions of our separate Anti-bullying policy. If staff are unsure as to how these policies work together, they should seek guidance from the DSL. All Child on Child abuse will be managed in accordance with this policy; a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

The school recognises that children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and may be more prone to child-on child group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation can be more prone to child-on-child group isolation than other children and will consider extra pastoral support for those children.

The following procedures also apply when dealing with abuse by one or more children against another child. Information about possible abuse may come to a member of staff in several ways – direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

Children who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A child who is insistent upon confidentiality should be referred to an external source. If the child is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the designated safeguarding lead with a written account of what has transpired as a matter of urgency. If a child decides to speak to a member of staff about the fact that either he/she, or a child known to them, is being bullied, harassed and abused, the member of staff should:

- Make it clear why unconditional confidentiality cannot be offered;
- React professionally;
- Have regard to the Anti-Bullying Policy, published on the school's website;
- Take what the child says seriously, and calmly, without becoming emotionally involved;
- Explain that any adult member of staff is obliged to inform the designated safeguarding lead if child protection or safeguarding issues are involved, in order that specialist help can be arranged;
- Encourage the child to speak directly to the designated safeguarding lead if appropriate;
- Explain that only those who have a professional "need to know" will be told, and, if appropriate, measures will be set up to protect the child from retaliation and further abuse;
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having been bullied or abused;
- Allow the child to tell his or her own story, without asking too detailed or leading questions;
- Record what has been said;
- Inform the designated safeguarding lead or the Headteacher by the end of the day.

Where an issue of child behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the Child Protection and Safeguarding procedures outlined in Appendix 1 be rather than the School's Anti-Bullying and Behaviour policies.

In the event of disclosures about child-on-child abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported initially through the school's pastoral support team, and outside agencies if required.

The school will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the school will decide on an appropriate course of action. In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If a report is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the school's behaviour policy.

Support for the victims, perpetrators and any other children affected by Child on Child abuse will be given via our in school counsellor, reflection sheets and parental involvement.

Unexplained Absence from School

All staff should be aware of the impact persistent absence or unexplained absences can have on a child. The school is aware that unexplained persistent absence can be a vital warning sign of potential safeguarding concerns.

5.0 Dealing with a disclosure

If a student discloses that they have been abused in any way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Allow the child to talk freely without interrupting, passing judgment or asking questions
- Reassure the child, but not make promises which might not be possible to keep
- Not promise confidentially as it must be reported to the DSL
- Reassure the student that what has happened is not their fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the perpetrator
- Explain what has to be done next and who has to be told
- If a child makes a disclosure on Komodo, this needs to be transferred to Edukey, and removed from the portal to avoid other staff members accessing this information

5.1 If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults or they may believe or have been told that the abuse is their own fault.

If a child talks about any risks to their safety or wellbeing they need to be told that the information will be passed on. Promises and secrets are not to be kept. Staff must use their professional judgements as to when to inform the child. Allow the child time to disclose and show that you are listening, avoiding

panicking or jumping to conclusions.

5.2 Confidentiality and sharing information
All staff will understand that child protection and safeguarding information must be treated with a high level of confidentiality. Staff should not discuss safeguarding information beyond those who have a legitimate safeguarding need to know. Information may be shared where it is necessary and proportionate to safeguard a child, with advice sought from the DSL where appropriate. Data protection and confidentiality requirements should not prevent the appropriate sharing of information where this is necessary to protect a child.

Child protection and safeguarding information will be stored, processed and shared securely in accordance with applicable UAE data protection legislation. The school will also have regard to the principles and requirements of the UK GDPR and Data Protection Act 2018, as amended by the Data (Use and Access) Act 2025, in line with its responsibilities as a British Schools Overseas school.

Information is:
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

5.3 Notifying parents
The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from the relevant body.

5.4 Safer recruitment - refer to Safer Recruitment Policy
Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education. Safer recruitment means that all applicants will:
- Complete an application form via TES portal.
- Provide three referees, including at least one who can comment on the applicant's suitability to work with children. *Once received, at least one reference will be authenticated by the HR Manager, the Principal or their appointed deputy, by a phone call to the supplier of the reference, who may also be asked to clarify any anomalies or discrepancies through the school will endeavor to do this for all three references.*
- Provide evidence of identity and qualifications
- Have a background check from the country they are applying from and have worked in
- Be interviewed
- Social Media Check
- Provide a valid Police clearance certificate

The school will ensure that appropriate safeguarding and safer recruitment checks are completed for volunteers, contractors, trainees and other adults working regularly with children, in accordance with the

school's Safer Recruitment Policy and applicable UAE requirements.

5.5 Training

All new members of staff will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy and identification of their own safeguarding and child protection training needs. All staff undergo refresher training at the beginning of each academic year, to follow changes made to the Keeping Children Safe in Education document to outline any relevant updates.

- If a staff member is new and joins the school partway through the school year, then they will also undergo the same training, as the rest of the staff.
- The DSL and all members of the children protection and safeguarding team undergo training every two years to refresh their level three qualifications with an external agency - the safeguarding alliance.
- Our governing board undergo bespoke training which is led by the safeguarding alliance.
- Temporary and volunteer staff also receive safeguarding training appropriate to their role.
- All safeguarding training **is** kept and reviewed by the DSL and updated annually on our SCR.

5.6 Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. To protect children we will:

- Seek parental consent for photographs to be used within school, on the school website/ and/or on external sites
- Not use a child's name on the website, or external sites
- Ensure that children are appropriately dressed
- Allow children to tell us if they are worried about any photographs that are taken of them

The 4Rs of Child Protection

- Recognise possible abuse
- Respond appropriately
- Report your concerns
- Record your observations

6.0 Legislation and Law

All governors receive appropriate Child Protection and Safeguarding training (including online), as is renewed every two years. The training is completed by the Safeguarding Alliance, using SCS specific policies, which are reviewed as part of the course. This training equips them with the knowledge to provide strategic challenges, to test and assure themselves that the safeguarding policies and procedures in place at Safa Community School are effective and support the delivery of exceptional child protection and safeguarding practices.

7.0 Monitoring and Evaluating:

This policy will be reviewed at least annually, and immediately whenever there are updates to statutory guidance, significant incidents, or changes to safeguarding best practice, to ensure it remains current and effective.

The school has a Board of Governors, Senior Leadership Team and a designated Child Protection and Safeguarding Team who regularly monitor in their areas of responsibility. All concerns are reported via the appropriate procedures outlined in the policy.

8.0 Filtering and Monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide a safe environment in which to learn, the school will ensure that appropriate filtering and monitoring systems are in place to limit children's exposure to harmful online content.

The effectiveness of the school's filtering and monitoring arrangements will be reviewed at least annually. This review will involve the DSL, the member of SLT responsible for filtering and monitoring, and appropriate IT staff or providers. Checks will consider the effectiveness of filtering and monitoring across the school's networks, internet-connected devices and relevant locations.

The school will retain a record of the checks undertaken, findings identified and any actions arising. Filtering and monitoring reports will be reviewed as appropriate, with safeguarding concerns escalated to the DSL and appropriate action taken.

SAFA COMMUNITY SCHOOL

SAFEGUARDING REFERRAL PROCESS AT SCS

Flow Chart Referral: What to do if you are concerned about a child's safety



I am concerned about a child at SCS

Has something actually happened?

YES

Yes - Witnessed or have been told about something that concerns you.
Disclosure

Has the child been harmed or is at risk of harm?

YES

DSL informed Immediately-Record details of the concern or disclosure on Edukey. The DSL (only) will liaise with outside agencies or other individuals. DSL to inform Principal who will then refer to the Governing Board. Written records will be made and kept confidential and secure on Edukey

NO

No-It's a feeling or something that is bothering you.

Speak to the child's class teacher/form teacher and/or Head of Year. Complete concerns form on Edukey-Safeguarding tab DSL-will follow up with the appropriate procedures.
Continue to monitor the pupil and record any observations as factually as possible. Keep the DSL fully informed of any changes or further developments.

NO

Inform DSL Immediately-Record details on Edukey-safeguarding tab, who will follow up with appropriate procedures.
Continue to monitor and record and observations factually as possible. Continued to record and report any changes or further developments on Edukey.

SAFA COMMUNITY SCHOOL

Next Review Date: August 2027
Person Responsible: Mathew Ashton

This policy should be read in conjunction with the following policies:

- Primary Pastoral Policy
- Secondary Positive Behaviour Policy
- Safer Recruitment Policy
- Anti Bullying and Cyberbullying Policy
- E Safety Policy
- Cyber Bullying Policy
- Intimate Care Policy
- Mental Health and Wellbeing Policy
- Staff & Student Code of Conducts
- Whistle Blowing Policy
- Inclusion Policy
- All Clinic Policies
- Health and Safety Policy
- Emergency Response Policy
- Positive Handling Policy
- Attendance Policy