



## Safeguarding and Child Protection Policy 2023-24

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Policy Date	August 2023
Date to be reviewed	August 2024
Policy Lead/s	SLT & Safeguarding Leads
Stakeholders involved in policy creation and review	SLT & Safeguarding Leads
Linked policies	Behaviour for Learning, Anti-Bullying, Evacuation, Access & Inclusion Policy

### Table of Contents

- 1. Policy Statement**
- 2. Aims**
- 3. Practice and Procedure**
  - 3.1 Guiding Principles
  - 3.2 Designated Safeguarding Lead
    - 3.2.1 Key Actions
    - 3.2.2 Safeguarding Training
    - 3.2.3 Safer Recruitment
  - 3.3 Recognizing Child Abuse
    - 3.3.1 SOD and Children with Additional Vulnerabilities
    - 3.3.2 Female Genital Mutilation (FGM)
    - 3.3.3 Radicalisation
    - 3.3.4 The Abuse of a Student by Another Student
    - 3.3.5 Online Safety
  - 3.4 Dealing with a Disclosure
  - 3.5 Allegations Involving School Staff
    - 3.5.1 Sharing Information/Relevant Local and International Authorities
  - 3.6 Guidelines for Staff
  - 3.7 Allegations by one student against another student
- 4. Assessment and Record Keeping**
- 5. Staffing - Safeguarding Leads**
- 6. Procedures Following a Disclosure**
  - 6.1 What happens after the initial report has been recorded?
  - 6.2 Monitoring
  - 6.3 Confidentiality and Information Sharing
- 7. Monitoring and Review**
- 8. Appendices**

## 1. Policy Statement

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Dwight School Dubai is concerned about the welfare and safety of all its students and aims to create an environment in which students feel secure and valued, and in which they are listened to and taken seriously.

This policy provides all staff working within the school the necessary guidance for ensuring all students are safe while in the care of the school. It also informs parents and guardians how the school will safeguard students.

## 2. Aims

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We aim to safeguard and promote the welfare of children at the school in compliance with local requirements and the DFES Guidance *Keeping Children Safe in Education*. The policy also complies with the United Arab Emirates (UAE) Child Protection Law 3, 15<sup>th</sup> June 2016.

All school staff are responsible for providing a safe environment in which our students can learn. As recommended, the policy recognises the need for a designated practitioner to take lead responsibility for safeguarding students within the whole school setting, supporting staff to carry out their safeguarding duties and liaising with local agencies as appropriate.

## 3. Practice and Procedure

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### 3.1 Guiding Principles

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The welfare of the school's students must be the primary concern of all staff members. If there is any disagreement regarding the rights of the parent or child, the child's welfare must be paramount.

- All staff should be alert to the signs of abuse and neglect and know to whom they should report concern or suspicions.
- A Designated Safeguarding Lead (DSL) with knowledge and skills in recognising and acting upon child protection concerns is the first point of contact for staff and parents where a concern is identified.
- Staff with designated responsibility for child protection will receive appropriate training.
- There is an effective whole school policy against bullying.
- The school adheres to safer recruitment procedures (including CRB checks and local security checks). The school will ensure that any full, part-time, supply, peripatetic or volunteer staff are security checked prior to employment/engagement. This is a whole school requirement and should include all ancillary staff as well as academic teaching staff.
- Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.
- The board of governors maintains a very high-level oversight of safeguarding in school and regular reports are provided by the Head of School.

### 3.2 Designated Safeguarding Lead

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The Designated Safeguarding Lead (DSL) for the School is identified in Appendix 6.

The Designated Safeguarding Leads (DSL) main tasks are to:

- Ensure that the Head of School is kept fully informed of any concerns
- Ensure all staff are aware who the DSL is, their role and contact details
- Ensure that all staff are aware of the approved procedures and what to do if they are concerned about a student
- Ensure that the safeguarding procedures are followed in the school
- Ensure that appropriate training and support is provided to all staff
- Decide whether to report and take further action about specific concerns
- Ensure that accurate records are maintained on individual cases and these are kept in a secure and locked location
- Provide guidance to parents and staff about obtaining support
- Inform parents of any concerns and work with them to try and facilitate change, unless this would place the student at greater risk
- Develop effective links with relevant agencies.

**We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:**

- Establish and maintain an environment and systems where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from different forms of abuse.
- Ensure that sharing of relevant information is conducted appropriately, in line with the welfare of the child, which is paramount.

### 3.2.1 Key Actions:

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- Any member of staff concerned about a student must inform the Designated Safeguarding Lead immediately. The DSL will inform the Head of School and the relevant Head of Division.
- The member of staff must record factual information regarding their concerns on the same day. The record must be a clear, concise, and factual account of the observations.
- The Designated Safeguarding Lead in consultation with the Head of School will decide whether the concerns should be reported to the Ministry of Education Child Protection Unit (MoICPU).

### 3.2.2 Safeguarding Training:

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We will follow the procedures set out by the School to:

- Ensure all staff and volunteers will receive annual (at minimum) training on the signs and symptoms of abuse and the procedures within Dwight School Dubai. They will also be made aware of their responsibilities for referring any concerns to the designated senior person responsible for safeguarding.
- The Designated Safeguarding Lead has received relevant Safeguarding Training.
- In addition to internal training, all staff in regular contact with students will receive (online) Safeguarding training.
- The Board of Governors have received training on the signs and symptoms of abuse and the procedures within Dwight School Dubai. This will be ongoing in line with staff training.

### 3.2.3 Safer Recruitment:

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Dwight School Dubai complies with the requirements of Keeping Children Safe in Education (DfE 2019) and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. At least one member of each recruitment panel will have attended safer recruitment training.

The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked and are suitable to work with children.

Trainee teachers will be checked mutually between the school and the training provider, from whom written confirmation will be obtained confirming their suitability to work with children. The school maintains an electronic central record of recruitment checks undertaken.

### Volunteers

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Volunteers will undergo checks commensurate with their work in the school, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised within the school.

### Site Security

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Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children (and therefore staying in administration areas, do not need to sign in. They also have their own lanyards, identifying them as parents of the school. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Head of School will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.

### Extended school and off-site arrangements

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All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures. When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

## 3.3 Recognising Child Abuse – When to be concerned

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It is important that all members of staff, including visiting staff both paid and unpaid, should be aware and alert to possible outward signs of abuse or neglect. There are four categories of abuse: **emotional** abuse, **physical** abuse, **sexual** abuse and **neglect**. These signs may include one or more of the following:

- An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with any explanation given.
- Frequent injuries even when apparently reasonable explanations are given.
- Sudden changes in behaviour, performance or attitude.
- Anxiety or low self-esteem.
- Knowledge of sexual matters beyond what would normally be expected, or sexual behaviour that is unusually explicit or inappropriate to the student's age.
- Disclosure of an experience in which the student may have been harmed.

### 3.3.1 Students of Determination (SOD) and Children with Additional Vulnerabilities

Staff should also be alert to additional safeguarding challenges which exist for SOD as they may be more vulnerable to being bullied and/or may be unable to effectively communicate an abusive situation.

- a) SOD can be more vulnerable to exploitation and abuse and should have enhanced access to support systems.
- b) They may be more isolated from their peers and may find it difficult to express concern.
- c) No concern should be overlooked or passed off as a symptom of SOD, including (not an exhaustive list)
  - Communication
  - Toileting
  - Understanding right and wrong
  - Physical Build
  - Unusual or over-physical attachments to staff members or peers
- d) Staff must be hyper-vigilant to the needs and concerns of these children who are among the most vulnerable.
- e) Additional barriers can exist in identifying neglect and harm for some groups of students.

A more detailed overview of the possible signs of abuse are contained in Appendix 1.

### 3.3.2 Female Genital Mutilation (FGM) see KCSIE May 2016, P54

'Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences'. (KCSIE July 15). The government of the UAE also views this procedure as illegal and has actively participated with the UK authorities to prevent girls being flown to parts of the world where this is still enforced. Any suspected cases of FGM should be referred to the Designated Safeguarding Lead following the same process outlined in this policy.

### 3.3.3 Radicalisation (see KCSIE May 2016, p56):

'Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.' (KCSIE July 2015). The government of the UAE is aware that this may be a threat to students within UAE schools and encourages schools to ensure students are protected from the influence of radicalisation. Any suspected cases of radicalisation should be reported in the same way as any other form of suspected abuse.

### 3.3.4 The abuse of a student by another student:

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All staff should be aware of the potential for a student's relationship with another student to be, or become, abusive. Staff should be alert to this possibility and the requirement for concerns of this nature to be referred under the procedures detailed in this policy. Staff should also refer to the Anti-Bullying policy. Bullying is a subset of abuse that can take different forms including physical, sexual (including sexting), emotional, psychological and verbal. Peer on peer abuse should never be excused as 'teasing/banter/students growing up'. It is acknowledged that a student may be abused by more than one child. Suspected cases should be referred to the Designated Safeguarding Lead in the same way as any other safeguarding concern.

### 3.3.5 Online safety:

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The recent pandemic and the prevalence of Distance Learning has increased the amount of time that students spend online. It is essential that students are safeguarded from harmful material, which may be accessed online. The school ensures that there are appropriate filters and monitoring systems to ensure students are safeguarded. Students are also taught e-safety as part of the curriculum.

## 3.4 Dealing with a Disclosure

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If a staff member is told about abuse, or a staff member suspects or knows of any abuse of any student, the **Designated Safeguarding Lead** must be informed immediately in person or by telephone.

Even if the information is based on rumours of abuse, or there is a suspicion but no firm evidence, the DSL should be contacted regarding the concerns. Therefore, even if the incident does not seem serious it must be reported as it may be a small part of a much larger picture. This needs to be done with care and sensitivity and the student needs to be reassured that the matter will only be discussed with people who need to know.

#### **Do:**

- Arrange a place and time where you can talk as soon as possible, preferably with another adult present e.g. nurse or counsellor
- Stay calm and reassuring and tell the student that she/he is right to tell someone
- Let the student know that she/he is not to blame
- Allow the student to speak and keep questions to a minimum
- Let him/her know that you understand how difficult it is to talk about such experiences
- Explain that you will need to involve other people and why
- Report bruises or physical harm to the nurse so that this can be logged
- Be supportive and give realistic encouragement
- Talk to someone about your feelings and seek support for yourself
- Refer the concern immediately to the Designated Safeguarding Lead. While the initial referral may be verbal, all referrals must be followed up by completion of the referral form by the member of staff making the referral. (Disclosure/Record of Concern form is in Appendix 2).

#### **Do not:**

- Promise confidentiality. Even if the student is not at risk there may be other younger children who are and therefore staff cannot promise confidentiality
- Make promises or reassurances you cannot keep
- Press for details or ask leading questions as this can affect subsequent investigation

- Ask the student to repeat the details unnecessarily
- React emotionally
- Interrupt or stop a student during a disclosure
- Underestimate your role as a trusted adult
- Forget to make time and seek support for yourself.

For a short summary of the above, please see Appendix 4. Following a referral, the DSL will gather information before deciding whether there is sufficient evidence for suspecting abuse, in which case, he/she will speak with the student to decide the next course of action. In the event that there is a physical injury, the student will be seen by the school nurse who will be asked to record the nature of the injuries on a body map (example provided in Appendix 3). The DSL will contact the student's parents where this is an appropriate course of action and where the student will not be placed at greater risk.

**Staff should not investigate concerns or allegations themselves** but should report them immediately. This report (see Appendix 2 for template) should be made as soon as possible after the disclosure and should include:

- The date and time of the report
- The name of the person reporting the incident and, where different, the name of the student who has allegedly been abused OR
- Where, when and how disclosure took place and the names of anyone present and/or asked to attend
- The date, time and place where the alleged abuse happened
- The names of those present when the abuse occurred
- The account that was given of the allegations with nature of abuse and outcome, if known
- In the first instance, communication about such incidents should be directed **only to the Designated Safeguarding Lead or Head of School** in order to protect all concerned.

### 3.5 Allegations Involving School Staff

The procedures apply to all staff, including former members of staff. Those dealing with an allegation must maintain an open mind and ensure that further action is not subject to delay. Allegations against staff or volunteers should immediately be reported to the Head of School or in her/his absence, to either the Head of Upper School or Head of Lower School (if the concern is not related to either of them).

In the event that an allegation is made against a member of staff at the School, the Head of School will take advice from the Designated Safeguarding Lead (unless the allegation involves the DSL) on how to investigate the matter. The Designated Safeguarding Lead or Head of School will make an initial assessment of the allegation, consulting others as necessary. Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter will be reported immediately to the Chairman of the Board of Governors. The initial assessment should be on the basis of the information received and gives rise to a decision whether or not the allegation warrants further investigation and if so by whom.

In the event of an allegation against the Head of School, this should be reported to the Chairman of the Board of Governors without notifying the Head of School first.

### 3.5.1 Sharing Information/Relevant Local and International Authorities

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

The school will share relevant information, where the welfare of the student is concerned, across the division leadership team. Line management meetings with teachers will contain agenda items on safeguarding concerns and 'need to know' information, where relevant. Dwight staff understand the shared responsibility of the welfare of all students. Ongoing meetings will occur to ensure information is shared appropriately in order to support those who have come to the attention of the DSL during their academic year. Where a disclosure has been made about a student, the DSL will follow up in an appropriate timeframe with the person who raised the disclosure to inform them of the steps taken. No information will be shared other than on a need to know basis.

Furthermore, Dwight will ensure that best practice is considered when sharing information with other schools. In the instance of a student who is moving to another school and who has been identified as a cause for concern/in need of safeguarding, the DSL will give verbal information to the designated DSL at the new school on a 'need to know' basis. The DSL will keep a paper record of what was discussed and any previously intended course of action. Dwight will keep a paper record of previous students' safeguarding concerns and related auditing documents.

### 3.6 Guidelines for Staff

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

- Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded
- Do provide access for students 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 student alone, always inform another member of staff where you are. It is advisable not to close the door of the room
- Recognise that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse
- On residential trips, students and staff must have separate sleeping accommodations
- Avoid situations that compromise your relationship with students and are unacceptable within a relationship of trust
- 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 are advised to avoid transporting a single student 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 students. Avoid suggestive or personal remarks and/or gestures, even in fun



- Do not communicate with students or their families using your personal email address and/or personal phone. All communication should be traceable and come through your official school communication channels.
- Do not take photographs of students and/or share these photographs on your personal devices or on social media
- Do not communicate with or accept invitations from current students on social media
- **Do not believe “it could never happen to me”.**

### 3.7 Allegations by one student against another student

Any such allegations will always be taken seriously and will be dealt with using sensitivity and care. The same principles for dealing with any disclosure apply to such cases:

- If a member of staff/volunteer suspects or is informed about an allegation involving a student, the school should listen and treat in good faith.
- The school should establish the initial salient details of the allegation and then contact both families for discrete appointments to discuss the area of concern.
- The school will ask the family/families to support the school’s disciplinary approach with a view to developing a cooperative process.
- The school will liaise with the MoE Child Protection Unit and Knowledge and Human Development Authority (KHDA), sharing the nature of the area of concern and work towards a mutually acceptable solution.
- In association with the MoE CPU/ KHDA, the requirement to report the area of concern to the police should be discussed.
- The school will seek legal advice regarding the safety of the student returning to the school.
- The school may request that the family undertakes counselling as required aligning with the student’s return to school.

### 4. Assessment and Record Keeping

- In the event of a disclosure, best practice is followed as soon as is practically possible. Pass the concern to the Designated Safeguarding Lead.
- Listen but do not ask leading questions. Your role is not to investigate the disclosure
- Make notes as soon as possible after the conversation. These notes should be passed to the DSL as soon as they have been taken
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour **and the words used by the student**
- Record on a body map (appendix 3) the site of any injury
- Record statements and observations, not interpretations or assumptions
- All information relating to safeguarding is maintained within a confidential file and is stored securely either in a locked cabinet or through a password protected data file.

### 5. Staffing - Safeguarding Leads

**Please see Appendix 6 for staff with designated safeguarding lead responsibilities.** At Dwight School we have established a Safeguarding Team that meets each half term to review cases, discuss concerns and test the robustness of our safeguarding procedures. Operating in the strictest confidence, we believe this group adds an additional layer of protection and support to our systems.

## 6. Procedure following a Disclosure

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### 6.1 What happens after the initial report has been recorded?

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- The Designated Safeguarding Lead (DSL) will liaise with the Safeguarding Team and/or Head of School.
- The DSL/HOS/School Counsellor should affect appropriate triage.
- The DSL/HOS/School Counsellor should arrange a family conference where possible.
- If deemed necessary, the DSL will liaise with the MoE CP Unit/ KHDA.
- A school mobile number will be given for an age-appropriate child at risk - to be ascertained on a case-by-case basis including the organisation of who will be responsible for it – normally the Head of School or DSL.
- The school will deal with a family in cases of parental bullying or violence on a case by case basis.
- If the student is at risk (e.g. self-harming, suicidal thoughts) the school must inform parents.
- Where a disclosure has been made about a student, the DSL will follow up in an appropriate timeframe with the person who raised the disclosure to inform them of the steps taken. No information will be shared other than on a need to know basis.

### 6.2 Monitoring

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The Designated Safeguarding Lead will set a timescale for monitoring a student about whom a concern has been expressed (nominally 6 – 8 weeks but on a case-by-case basis, Appendix 5). If no indicators are found or appear to develop, the monitoring will cease. If indicators and concerns continue, appropriate action will be taken and recorded.

As part of good practice, parents should be advised that their child is to be monitored and involved in the process as much as possible.

A paper file including all information including the details of how the allegation was followed up and resolved together with a note of any action taken and decisions reached, should be kept by the DSL and Head of School.

### 6.3 Confidentiality and Information Sharing

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All confidential issues relating to children and young people should be dealt with on a need to know basis. Therefore, only information relevant for a particular purpose should be passed on to the recipient, who in turn may not pass this information onto another individual, without consulting the informant.

Only relevant members of staff need to know the details or concerns relating to a student in need, i.e. the Designated Safeguarding Lead, Head of School, Student Counsellor, nurses and anyone involved in monitoring particular aspects of a student's behaviour. The affected student should also know which members of staff are in possession of what information, when it will be shared, why and with whom.

Remember that instead of disclosing information unnecessarily, it is fine to say that “a concern has been raised and it is being dealt with following the school's procedures.”

A paper file should be kept. Nothing is to be kept on iSAMs or ManageBac. Any note-taking needs to be cognisant of our context. The Designated Safeguarding Lead will make contact and maintain open communication with parents. When a student or staff member leaves Dwight, any Child Protection issues should be passed on to the new school in the form of a phone call to the new Head of School from either the Head of School whenever possible.

## **7. Monitoring and Review**

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### **Policy Statement**

The School Leadership Team (SLT), with input and guidance from the Dwight School network, has developed Dwight School Dubai policies.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework and MoE CP Unit Guidelines
- DSIB School Inspection Supplement
- International Task Force on Child Protection
- NEASC and ECIS Protection Standards
- The School's Academic Plan written for KHDA approval
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

### **Policy Structure**

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, an SLT member should be notified.

### **Policy Development**

Policies will continue to be developed as strategic priorities are set.

## **APPENDIX 1**

### **Signs of possible Child Abuse**

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists must be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances. There can be an overlap between all the different forms of child abuse and all or several can co-exist.

**1. Emotional Abuse** - Some level of emotional abuse is present in all forms of abuse. Persistent emotional, ill treatment or rejection can cause serious effects on behaviour and emotional development and usually leads to a sense of low self-worth. It may involve inappropriate expectations (e.g. by age or ability) or repeated criticisms that convey to a child that he or she is worthless or unloved. It may involve causing children frequently to feel unhappy, frightened or in danger.

**Signs of possible emotional abuse**

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

**2. Neglect** – This 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 adequate response to a child's emotional needs.

**Signs of possible physical neglect**

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

**3. Physical Injury** – This involves physical harm to a child, e.g. hitting, shaking, scalding and may be deliberate or a result of failure to take adequate precautions. It can also include the deliberate withholding of physical needs, e.g. food. It can involve the abuse of dangerous substances and alcohol.

**Signs of possible physical abuse**

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries, or delay in reporting them
- Excessive physical punishment
- Arms and legs kept covered in hot weather
- Fear of returning home
- Aggression towards others

- Running away

When considering the possibility of non-accidental injury, it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents, or medical disorders.

**4. Sexual Abuse** – This involves the child being forced or coerced into participating in or watching sexual activity. The apparent consent of the child is irrelevant. The acts may involve physical contact, penetrative or non-penetrative. They may involve non-contact activities such as involving children in looking at or in the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways. This includes under-age sex.

Not all children are able to tell parents/adults that they have been assaulted and changes in behaviour may be a signal that something has happened. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

#### **Signs of possible sexual abuse**

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Display of sexual knowledge beyond the child's years, e.g. 'French kissing'
- Unusual interest in the genitals of adults or children or animals
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Stealing
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Sexual promiscuity
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self-mutilation/suicide attempts.



**APPENDIX 2**

(Please complete this document by hand, not electronically)

**DISCLOSURE/RECORD OF CONCERN FORM**

<b>Name of student:</b>	
<b>Grade/Section:</b>	
<b>Date of Birth:</b>	
<b>Gender:</b>	
<b>Name &amp; designation of reporting person:</b>	
<b>Date &amp; time of recording:</b>	
<b>Details of Discussion/Observation/Concern:</b> Please keep factual – if you can include direct quotes from student, please show this as a direct quote. Ensure you include if disclosure was overheard/third party information/direct. <b>DO NOT QUESTION OR LEAD THE STUDENT DURING DISCLOSURE. Continue on an additional sheet if needed.</b>	

<b>Any action taken:</b>	
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<b>Action to be taken:</b>	
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<b>Name of DSL</b>	
<b>Signature of reporting person</b>	

**APPENDIX 3**

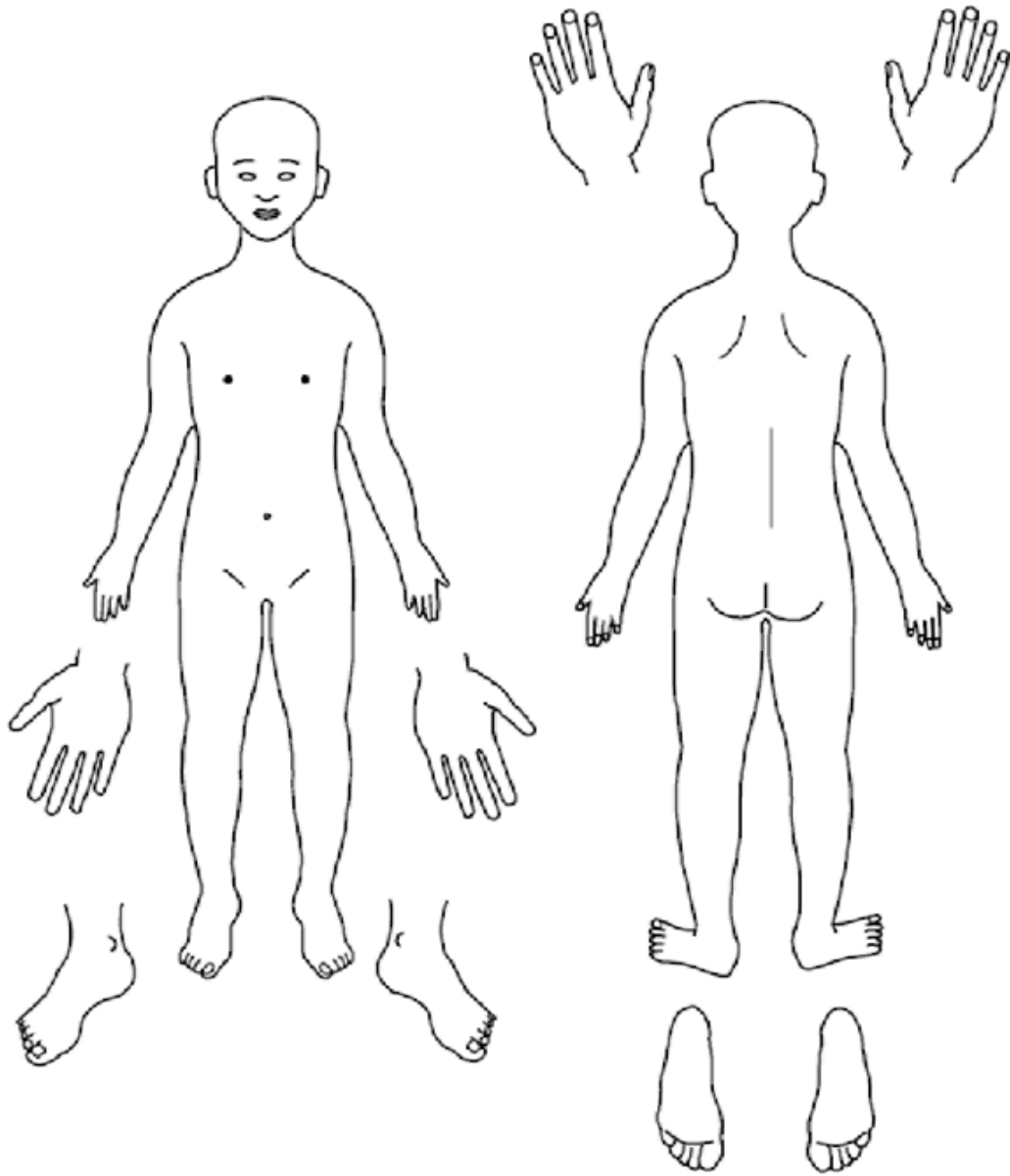


(Please complete this document by hand, not electronically)

**BODY MAP FOR REPORTING OF DISCLOSURE/CONCERN**

<b>Name of student:</b>	
<b>Grade/Section:</b>	
<b>Date of Birth:</b>	
<b>Gender:</b>	
<b>Name &amp; designation of reporting person:</b>	
<b>Date &amp; time of recording:</b>	

Indicate site of injury or concerning marks using a cross on the relevant area of the body map. Provide additional detail/ description in the space provided in the table underneath. Once completed, please pass on to the Designated Safeguarding Lead.



Name of DSL	
Signature of reporting person	

**APPENDIX 4**

## **WHAT TO DO ON SUSPICION OR DISCLOSURE OF ABUSE:**

### **3 Simple Steps:**

1. LISTEN
2. RECORD
3. REPORT

### **Stay Calm**

(Don't overreact. It is extremely unlikely that the child is in immediate danger)

### **Listen, Hear and Believe**

(Don't probe for more information. Questioning the disclosure may affect how it is received at a later date)

### **Give time for the person to say what they want**

(Don't make assumptions, don't paraphrase, and don't offer alternative explanations)

### **Reassure and explain that they have done the right thing in telling.**

### **Explain that only those professionals who need to know will be informed**

(Don't promise confidentiality to keep secrets or that everything will be OK - it might not be)

### **Act immediately in accordance with the procedures in this document**

(Don't try to deal with it yourself)

### **Record in writing as near as verbatim as possible and as soon as possible on a Disclosure/Record of Concern Form (Appendix 2)**

(Don't make negative comments about the alleged abuser)

### **Report to the Designated Safeguarding Lead who will inform the Head of School according to the procedure**

(Don't gossip with colleagues about what has been said to you)

### **Record Your Report (Appendix 2)**

(Don't make a child repeat an allegation unnecessary)

## **APPENDIX 5**

### Student Monitoring Log

NB. This can be stored electronically and confidentially

<b>Name of student:</b>	
<b>Grade/Section:</b>	
<b>Date of Birth:</b>	
<b>Gender:</b>	
<b>Name &amp; designation of reporting person:</b>	
<b>Date concern submitted:</b>	

DSL Signature: .....

Date: .....

Log continuation on additional sheets:      YES / NO

**APPENDIX 6**  
**Safeguarding Lead Responsibilities**

<b>Name</b>	<b>Role</b>	<b>Email</b>
Neha Sharma	Head of Quest Safeguarding Team	<a href="mailto:nsharma@dwight.ae">nsharma@dwight.ae</a>
Rachel Smyth	Head of Upper School <b>Designated Safeguarding Lead</b>	<a href="mailto:rsmyth@dwight.ae">rsmyth@dwight.ae</a>
Prabha Raban	School Counsellor Safeguarding Team	<a href="mailto:praban@dwight.ae">praban@dwight.ae</a>
Jacques Kilian	Dean of Students Safeguarding Team	<a href="mailto:jkilian@dwight.ae">jkilian@dwight.ae</a>
Melanie Holmes	Lead Dean of Students <b>Designated Safeguarding Lead</b>	<a href="mailto:mholmes@dwight.ae">mholmes@dwight.ae</a>
David Hutson	Head of School Safeguarding Team	<a href="mailto:dhutson@dwight.ae">dhutson@dwight.ae</a>
Kate Hornshaw	Head of Lower School <b>Designated Safeguarding Lead</b>	<a href="mailto:khornshaw@dwight.ae">khornshaw@dwight.ae</a>
Bonita Smith	Dean of Students Safeguarding Team	<a href="mailto:bsmith@dwight.ae">bsmith@dwight.ae</a>
David Highcock	Dean of Students Safeguarding Team	<a href="mailto:dhighcock@dwight.ae">dhighcock@dwight.ae</a>

**Briefing Sheet for Temporary Staff**

**For staff on short contracts in Dwight School Dubai:**

While working in Dwight School Dubai, you have a duty of care towards the students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a student or young person, particularly if you suspect or think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL).

This is not an exhaustive list, but you may have become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental.
- Observing something in the appearance of a student or young person, which suggests they are not being sufficiently well cared for.
- Observing behaviour that leads you to be concerned about a student or young person.

- A student or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL as soon as possible. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the student has been led in any way.

If a student talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the student, just listen and be supportive.
- Never stop a student who is freely recalling significant events, but don't push the student to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it and mention anyone else who was present. Then sign it, and give your record to the Designated Safeguarding Lead, who should contact the authorities/outside agencies if appropriate.

The school has a policy on safeguarding children and young people which you can find on the shared drive. Please make sure you read it carefully.

**Remember, if you have a concern no matter how small, discuss it with the DSL.**

## APPENDIX 7

### LOCAL RESOURCES

Dubai Foundation for Women and Children (DFWAC) - [www.dfwac.ae](http://www.dfwac.ae)

DFWAC Signs of Abuse and Safety Tips - [Signs and Tips](#)

Ministry of Education Child Protection Unit - [MoE Child Protection Unit](#)

Anti-Bullying Advice - [anti-bullying alliance](#)

Child Protection and UAE Law - [UAE Law](#)

Ministry of the Interior Child Protection Centre - [Moi CP Centre](#)

UAE Child Protection Efforts - [UAE Online Protection](#)