

## Al Sadiq Islamic English School

### Child Protection & Safeguarding Policy

|                            |                                                       |
|----------------------------|-------------------------------------------------------|
| Policy Name                | Child Protection & Safeguarding Policy 2025-26        |
| Stakeholder                | All staff, students, and parents                      |
| Policy Directory Reference | Al Sadiq Islamic English School                       |
| Policy Lead                | Vice Principal - Ms.Aisha Thasneem, Ms.Georgina Drake |
| Reviewed by                | Mr. Julian Williams                                   |
| Approved by                | Ms. Sadia Wajid – Principal                           |
| Approved Date              | September 2025                                        |
| Monitoring Cycle           | Annually                                              |

#### Purpose

This policy aims to:

- Clearly state the school's Child Protection and Safeguarding policy.
- Outline procedures and routines to ensure consistency across the school.
- Maintain an inclusive ethos where every child feels safe and valued.
- Ensure compliance with UAE regulations, including Wadeema's Law (Federal Law No. 3 of 2016), KHDA, and SPEA inspection frameworks.

#### Scope

This policy applies to **all staff, students, parents, volunteers, and visitors** across all departments and phases of the school.

#### Policy Statement

- Every child, regardless of age, gender, ethnicity, ability, or beliefs, has the right to protection.
- We recognise our **duty of care** to safeguard and promote the welfare of children in our care.
- We provide a **safe, secure, and nurturing environment** that supports each child's wellbeing, academic growth, and personal development.

#### Safeguarding Principles

- **Wellbeing First** – promoting physical, emotional, and social safety.
- **Listening to Children** – all students must know they are heard and taken seriously.
- **Fairness & Non-Discrimination** – zero tolerance for abuse, bullying, intimidation, harassment, or neglect.
- **Awareness & Education** – providing safeguarding education for students, staff, and families.
- **Prevention & Early Intervention** – proactive measures to identify and respond to risks quickly.

### Designated Safeguarding Leads (DSLs)

- The Designated Safeguarding Lead (DSL) at Al Sadiq Islamic English School is the Principal.
- Deputy DSLs are appointed from the Senior Leadership Team and the Inclusion/Wellbeing Department.
- The current list of DSLs and Deputy DSLs, along with their contact details, is:
  - Displayed on safeguarding posters around the school.
  - Available on the staff noticeboard.
  - Shared with parents through official school communications.

This ensures that all members of the school community — staff, students, and parents — know who to approach in case of a safeguarding concern.

### Legal & Regulatory Framework

This policy is guided by:

- **UAE Law & Guidance:**
  - Wadeema's Law (Federal Law No. 3 of 2016 on children's rights).
  - KHDA & SPEA inspection frameworks.
  - Community Development Authority (CDA) guidelines.
- **International References (for benchmarking):**
  - *Keeping Children Safe in Education* (DfE, UK).
  - *Working Together to Safeguard Children*.
  - *Guidance for Safer Working Practice*.

(See Appendix 2 & 5 for full reference notes.)

### Safeguarding in School

All staff are expected to:

- Remain vigilant for signs of abuse, neglect, exploitation, or radicalisation.
- Build positive and trusting relationships with students.
- Follow clear reporting procedures
- Provide extra safeguarding support for Early Years, recognising their increased vulnerability.

### Child Protection Concerns

The school recognises four primary categories of abuse :

1. Neglect
2. Physical abuse
3. Sexual abuse
4. Emotional abuse

Children may experience more than one type of abuse. All concerns must be recorded and referred to the DSL/DDSL immediately.

### Roles & Responsibilities

**Staff:**

- Remain alert to signs of abuse or neglect.
- Report concerns immediately to the DSL/DDSL.
- Maintain confidentiality and professionalism.

**DSL/DDSL:**

- Lead safeguarding practice and training.

- Keep secure, confidential records.
- Liaise with parents, KHDA, Dubai Police, CDA, and other agencies.
- Ensure annual review of this policy.

#### **Principal:**

- Ensure policy implementation and compliance.
- Allocate resources for safeguarding.
- Promote a culture of accountability and vigilance.

#### **Procedures**

- **Reporting:** Concerns or disclosures must be reported immediately to the DSL.
- **Response:** DSL will assess risk and liaise with authorities as required.
- **Confidentiality:** No promise of secrecy to students; staff must explain reporting obligations.
- **Allegations Against Staff:** Report directly to DSL/Principal; if against the Principal, escalate to Athena Governing Body/Athena Management.

#### **Staff Conduct**

- Physical punishment is strictly prohibited.
- Safe physical contact must follow the **Positive Handling & Safe Touch Policy**.
- ICT use must comply with the **ICT Acceptable Use Policy**.
- Staff must follow Athena's Employee Handbook & Code of Conduct.

#### **Recruitment & Vetting**

All new staff undergo:

- Police clearance/Good Conduct Certificate.
- Reference checks.
- MOHRE/KHDA registration.

#### **Safety of Premises & Transport**

- Secure entry/exit with guards and CCTV.
- RTA-licensed buses with trained drivers and bus nannies.
- Supervision protocols for school trips

#### **Distance Learning Safeguarding**

- Online classes must only use approved school platforms.
- One-to-one sessions require parental awareness and safeguarding measures.
- Recordings stored securely on school servers.

#### **Whistleblowing**

Staff must report concerns about poor practice, unsafe behaviour, or suspected abuse by colleagues to the DSL/Principal. Concerns about the Principal must be raised with Athena's Designated Personnel.

#### **Reporting & Escalation**

- All safeguarding concerns follow the reporting flow.
- Immediate referrals go to Dubai Police, CDA, or KHDA if risk of harm exists.
- Parents are informed only where appropriate and safe to do so.

#### **Suspension & Investigations**

- Suspension of staff is a neutral act, not an assumption of guilt.

- Alternatives (different duties, additional supervision) are considered.
- Investigations involve KHDA, Dubai Police, and CDA as required.

### Staff Training

- All staff receive safeguarding induction training before working with students.
- DSL/DDSLs undergo refresher training regularly.
- Training logs are maintained.

### Monitoring & Review

- This policy is reviewed annually.
- Safeguarding practices are monitored through audits, learning walks, and CPD evaluations.

Approval and Sign-Off:

Approved by: Ms. Sadia Wajid

Signature: [Insert Signature]

Date: September 2025

Review Date:

August 2026

### Appendices

#### Child Protection & Safeguarding Policy – Appendix Pack

*(Aligned with UAE Federal Law No. 3 of 2016 “Wadeema’s Law”, KHDA/SPEA requirements, and UAE Data Protection Law)*

#### Appendix 1: Safeguarding Principles, UAE Child Protection Laws & Wadeema’s Law Overview

##### Wadeema’s Law

Wadeema’s Law (Federal Law 3/2016) guarantees children’s rights to safety, health, education, and protection from all forms of abuse.

- **All staff must know:**
  - No child may be physically, emotionally, or sexually abused.
  - Neglect, bullying, racial abuse, harassment, or intimidation are reportable offences.
  - Reporting is mandatory — failure to report can result in legal liability.
- **Core principles:**
  - Best interest of the child is paramount.
  - Equality, non-discrimination, and fairness.
  - Confidentiality balanced with duty to report.

#### Federal Decree Law No. 5 of 2012 – Combatting Cybercrimes

##### What staff must know:

- Online defamation (even through emojis, voice notes, or forwarded messages) is a crime.
- Sharing or recording images, videos, or audio of students, colleagues, or parents without consent is prohibited.

- Using VPNs or attempting to bypass security systems is illegal.
- Cyberbullying, online harassment, or spreading false information can result in severe legal action.
- Teachers are role models: their personal social media use must remain professional and respectful.

#### **Core principles:**

- Promote safe and respectful use of technology in class.
- Never share student or staff data/images online without permission.
- Actively teach and model digital citizenship and cyber safety.
- Report any suspected cyberbullying, online threats, or misuse immediately.
- Support students in recognising that online actions have real-world consequences.

### **Federal Law No. 3 of 1987 – Penal Code**

#### **What staff must know:**

- Any form of physical, verbal, or emotional abuse of children is punishable by law.
- Neglecting a child's basic needs (safety, food, education, emotional wellbeing) is considered a criminal offence.
- Exploiting children (e.g., for labour, begging, or inappropriate activities) is strictly forbidden.
- Teachers are legally obliged to protect students and report suspected abuse or neglect immediately.
- Failure to act can make staff liable under the law.

#### **Core principles:**

- Ensure a safe, supportive, and nurturing classroom environment at all times.
- Use only positive behaviour management strategies – never physical discipline.
- Stay vigilant for signs of neglect, abuse, or exploitation and report promptly.
- Prioritise the child's best interests in every decision and action.
- Maintain confidentiality but share concerns with the designated safeguarding lead.

### **Appendix 2: Definitions of Abuse & Neglect**

- **Physical abuse:** hitting, burning, shaking, poisoning, suffocating.
- **Sexual abuse:** sexual activity, exploitation, pornography involvement.
- **Emotional abuse:** persistent criticism, humiliation, intimidation, isolation.
- **Neglect:** failure to provide food, shelter, supervision, medical care.
- **Cyber abuse:** online grooming, exposure to harmful content, cyberbullying.
- **Peer-on-peer abuse:** bullying, hazing, physical/sexual harassment between students.

### **Appendix 3: Indicators & Early Warning Signs**

- **Physical:** unexplained injuries, frequent absences, poor hygiene.
- **Emotional:** withdrawal, low self-esteem, anxiety, aggression.
- **Sexual:** knowledge inappropriate to age, reluctance to change clothes, secrecy.
- **Neglect:** constant hunger, untreated illness, poor attendance.
- **Digital abuse:** excessive secrecy online, distress after device use.

### **Appendix 4: Procedures for Staff (When Concern Arises)**

#### **1. Immediate response:**

- Stay calm, listen, reassure.



- Do not promise secrecy.
  - Do not investigate yourself.
  - 2. **Record:**
    - Write factual notes (who, what, when, where).
    - Sign/date immediately.
  - 3. **Report:**
    - Pass to DSL/DDSL the same day.
    - If urgent danger → contact Police 999 or Child Protection Hotline 800-243.
  - 4. **Follow-up:** DSL ensures case is logged, monitored, and escalated as required.
- Records of concerns and actions must be kept securely and confidentially.

#### **Appendix 5: Role of DSL & DDSL**

- Maintain child protection file (confidential, secure).
- Liaise with Principal, KHDA, CDA, Police.
- Ensure all referrals are made promptly.
- Provide support to staff handling disclosures.
- Oversee staff training and safeguarding culture.

#### **Appendix 6: Whistleblowing Guidance**

- Staff must report unsafe practice, misconduct, or suspected abuse by colleagues.
- Reports go to Principal/DSL → escalated to CEO or Athena Education Designated Officer if needed.
- Protection for whistleblowers against retaliation.

#### **Appendix 7: Staff Code of Conduct – Key Extracts**

- Maintain professional boundaries with students.
- No physical punishment or inappropriate touch.
- Avoid one-to-one unsupervised contact (keep doors open).
- Discipline must respect dignity & self-esteem.
- Use only official school systems to communicate with students/parents.
- Do not engage in physical contact unless necessary for safety/welfare.
- Be professional in online behaviour and social media use.
- No sharing of personal numbers/social media.

Breaches → immediate disciplinary action.

#### **Appendix 8: Positive Handling & Safe Touch**

- Only use minimum reasonable force if child at risk of harm.
- Physical restraint must be logged and reported to DSL.
- Comforting distressed children must be appropriate, minimal, and respectful.

Refer to positive handling policy

#### **Appendix 9: Safeguarding in EYFS**

- Young children need additional vigilance:
  - Greater dependency & vulnerability.
  - Cannot always articulate concerns.
- Staff must:
  - Monitor closely for developmental red flags.
  - Maintain safe adult-child ratios.
  - Ensure safe toileting & hygiene practices.

#### **Appendix 10: Online Safety & Distance Learning Protocols**

- Staff use only school-approved platforms (MS Teams, Orison).
- No private/personal communication with students.
- Parental consent required for one-to-one online sessions.
- All online lessons recorded or supervised.
- Students educated on cyber safety and responsible use.
- The use of VPNs, social media, or unauthorised apps is prohibited on school devices.

#### **Appendix 11: Health, Safety & Supervision Standards**

- Duty of care extends across:
  - Classrooms, corridors, playgrounds, buses, trips.
- Staff must:
  - Supervise diligently.
  - Prevent access to unsafe areas.
  - Follow trip risk assessments.

#### **Appendix 12: Recruitment & Vetting**

- Pre-employment:
  - Police clearance / Good Conduct Certificate.
  - Reference checks.
  - Verification of qualifications.
- Staff sign safeguarding & confidentiality agreements.

#### **Appendix 13: Reporting Flow & Forms**

##### **Reporting Flow & Forms**

Al Sadiq Islamic English School

##### **Safeguarding Concern Reporting Flowchart**

Concern arises (staff observes incident / disclosure / risk).



Staff notes concern immediately in factual terms (no opinions).



Report to DSL / DDSL (Designated Safeguarding Lead / Deputy).



DSL/DDSL assesses concern, records it, and informs Principal.



Principal & DSL/DDSL decide on internal support or referral.



External referral (if required): KHDA / CDA / Dubai Police / Child Protection Hotline.



Note: Staff should never investigate themselves — always pass concerns on to DSL/DDSL.



## Safeguarding Concern Reporting Form

Confidential – To be submitted directly to DSL/DDSL

|                                                         |  |                 |  |
|---------------------------------------------------------|--|-----------------|--|
| Student Name:                                           |  | Class & Section |  |
| Date/Time of Incident/Disclosure:                       |  | Location:       |  |
| Nature of Concern (facts only, no opinions):            |  |                 |  |
|                                                         |  |                 |  |
| Details of Disclosure (use exact words where possible): |  |                 |  |
|                                                         |  |                 |  |
| Details of Disclosure (use exact words where possible): |  |                 |  |
|                                                         |  |                 |  |
| Names of Witnesses (if any):                            |  |                 |  |
| Immediate Action Taken (if any):                        |  |                 |  |
| Reporting Staff Name & Signature:                       |  |                 |  |
| Date:                                                   |  |                 |  |



✓ Record facts only, not personal opinions. ✓ Submit the form the same day to DSL/DDSL.

✓ Keep the matter confidential; do not discuss with others.



|                                                                                                                                                                             |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| For completion by DSL                                                                                                                                                       |  |
| Time and date information received and from whom                                                                                                                            |  |
| Any advice sought – if required (date, time, name, role, organisation, and advice given)                                                                                    |  |
| Action taken (referral to outside agencies/monitoring advice given to appropriate staff) with reasons. (Note time, date, names, who information shared with and when, etc.) |  |
|                                                                                                                                                                             |  |
| Were parents informed? Yes/No and reasons.                                                                                                                                  |  |
| Outcome:<br>Record names of individuals/agencies who have given information regarding outcome of any referral (if made)                                                     |  |
|                                                                                                                                                                             |  |
| Where can additional information regarding child/incident be found (e.g. student file, serious incident book)?                                                              |  |
| Should a concern/confidential file be commenced if there is not already one? Why/Why not?                                                                                   |  |
| Signed:                                                                                                                                                                     |  |
| Printed Name:                                                                                                                                                               |  |
| Designation:                                                                                                                                                                |  |



## Body Maps

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

| <b>Student's Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             | <b>Class &amp; Section:</b>        |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------|--|------|--------|---|--------------------------|---|----------|---|-----------------|---|--------------------|---|------------------|---|--------------------|---|---------------------------------------------|---|-------|
| <b>Date of Birth:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             | <b>Date and Time of Reporting:</b> |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| <b>Staff Member and Designation:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| <b>Information received:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <h3>Body Map</h3> <p>Label injury location on body diagrams using below chart</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Injury</th> </tr> </thead> <tbody> <tr><td>A</td><td>Swelling or inflammation</td></tr> <tr><td>B</td><td>Bruising</td></tr> <tr><td>C</td><td>Cuts and grazes</td></tr> <tr><td>D</td><td>Burns and scalding</td></tr> <tr><td>E</td><td>Redness/soreness</td></tr> <tr><td>F</td><td>Scabs and blisters</td></tr> <tr><td>G</td><td>Area of reported pain with no visible signs</td></tr> <tr><td>H</td><td>Other</td></tr> </tbody> </table> </div> <div style="flex: 3;"> <div style="display: flex; justify-content: space-around; text-align: center;"> <div> <p><b>Right</b></p> </div> <div> <p><b>Left</b></p> </div> <div> <p><b>Front</b></p> </div> <div> <p><b>Back</b></p> </div> </div> </div> </div> |                                             |                                    |  | Code | Injury | A | Swelling or inflammation | B | Bruising | C | Cuts and grazes | D | Burns and scalding | E | Redness/soreness | F | Scabs and blisters | G | Area of reported pain with no visible signs | H | Other |
| Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Injury                                      |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Swelling or inflammation                    |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Bruising                                    |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Cuts and grazes                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Burns and scalding                          |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Redness/soreness                            |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Scabs and blisters                          |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Area of reported pain with no visible signs |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Other                                       |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| <b>Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| <b>Signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| <b>Date and time completed:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| <b>Counter Signed by Designated Safeguarding Lead</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| <b>Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |
| <b>Date and time:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                                    |  |      |        |   |                          |   |          |   |                 |   |                    |   |                  |   |                    |   |                                             |   |       |



### Concerns/information reported by others external to the school

|                                                                     |  |                                   |  |
|---------------------------------------------------------------------|--|-----------------------------------|--|
| <b>Student's Name:</b>                                              |  | <b>Class &amp; Section:</b>       |  |
| <b>Date of Birth:</b>                                               |  | <b>Date and Time of Incident:</b> |  |
| <b>How was information passed on (via letter, telephone, etc.)?</b> |  |                                   |  |
| <b>Date and Time of receipt of information:</b>                     |  |                                   |  |
| <b>Recipient (and role) of information:</b>                         |  |                                   |  |
| <b>Name of caller/provider of information:</b>                      |  |                                   |  |
| <b>Organisation/agency/role:</b>                                    |  |                                   |  |
| <b>Contact details (telephone number/address/email):</b>            |  |                                   |  |
| <b>Relationship to the child/family:</b>                            |  |                                   |  |
| <b>Information received:</b>                                        |  |                                   |  |
|                                                                     |  |                                   |  |
|                                                                     |  |                                   |  |
| <b>Actions/Recommendations for the school:</b>                      |  |                                   |  |
|                                                                     |  |                                   |  |
| <b>Outcome:</b>                                                     |  |                                   |  |
|                                                                     |  |                                   |  |
| <b>Name:</b>                                                        |  |                                   |  |
| <b>Signature:</b>                                                   |  |                                   |  |
| <b>Date and time completed:</b>                                     |  |                                   |  |
| <b>Counter Signed by Designated Safeguarding Lead</b>               |  |                                   |  |
| <b>Name:</b>                                                        |  |                                   |  |
| <b>Date and time:</b>                                               |  |                                   |  |

**Appendix 14: Key Contacts (Dubai)**

- **Dubai Police – Child Protection Hotline:** 800-243
- **Human Rights Dept Duty Officer:** 056-6862121
- **Latifa Hospital Child Welfare:** 04-2193000
- **Community Development Authority (CDA):** 800-988
- **Al Ameen Service:** 800-4-888
- **KHDA Safeguarding Desk** – official contact as per inspection handbook

**Appendix 15: Record-Keeping Protocols**

- All safeguarding files kept securely (locked or encrypted).
- Retention period as per UAE law & KHDA guidelines.
- Records stored separately from academic files.
- Access restricted to Principal, DSL, DDSL.
- Disposal via secure shredding after retention period.

**Appendix 16: Training Logs & CPD****Safeguarding Training Log Table**

| Date | Leading Staff Member | Training Topic | Provider | Staff Members / Target Audience | Next Review / Follow up Action |
|------|----------------------|----------------|----------|---------------------------------|--------------------------------|
|      |                      |                |          |                                 |                                |
|      |                      |                |          |                                 |                                |
|      |                      |                |          |                                 |                                |
|      |                      |                |          |                                 |                                |
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*New staff induction includes safeguarding briefing.  
Annual refresher training mandatory for all staff.*

## Appendix 17: Checklists for Inspections & Compliance

### Safeguarding Checklist

This checklist is to ensure safeguarding measures are consistently implemented and monitored across the school.

- ☐ Policy displayed and accessible.
- ☐ Posters with DSL contact info visible in school.
- ☐ Staff training logs up to date.
- ☐ Records of referrals maintained.
- ☐ Risk assessments for trips.
- ☐ Safe recruitment evidence file.

## Appendix 18: Safeguarding and Confidentiality Agreement for Staff

All staff must complete the below form annually.

| Safeguarding and Confidentiality Agreement for Staff                                                                                                                                                                                                                          |  |       |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|--|
| I have attended CPD in Safeguarding and Child Protection: (Please tick) <input type="checkbox"/>                                                                                                                                                                              |  |       |  |
| I have read and understood the terms of the updated Safeguarding and Child Protection Policy (September 2025). (Please tick) <input type="checkbox"/>                                                                                                                         |  |       |  |
| I understand that any release of student information or disclosure of confidential information beyond the realms of the school, or appropriate involved parties, is against the law, and any misconduct in regard to this will result in immediate termination of employment. |  |       |  |
| Printed Name:                                                                                                                                                                                                                                                                 |  | Role: |  |
| Signed:                                                                                                                                                                                                                                                                       |  | Date: |  |

## Child Protection Policy links to Appendices

| Main Policy                                                                                                   | Appendices                                                                                                |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Purpose</b> – states aims (protection, wellbeing, compliance with UAE law, inclusive ethos).               | Appendix 1: <i>Full explanation of Wadeema’s Law and its application in schools.</i>                      |
| <b>Scope</b> – applies to all staff, students, parents, volunteers.                                           | Appendix 2: <i>Detailed safeguarding principles &amp; legal cross-references.</i>                         |
| <b>Policy Statement</b> – all children have right to care & protection; safe environment; non-discrimination. | Appendix 3: <i>Educational programmes for awareness (parent workshops, student wellbeing programmes).</i> |
| <b>Designated Safeguarding Leads (DSLs)</b> – title/roles only, no names.                                     | Appendix 4: <i>Poster with current DSL names, photos &amp; contacts (updated separately).</i>             |
| <b>UAE Legal Framework</b> – Wadeema’s Law, KHDA/SPEA requirements.                                           | Appendix 5: <i>International references (UK KCSIE, Working Together etc.) for benchmarking, optional.</i> |
| <b>Safeguarding in School</b> – staff vigilance, approachability, early intervention, extra care for EYFS.    | Appendix 6: <i>Signs of abuse &amp; neglect checklist (physical, emotional, sexual, neglect).</i>         |
| <b>Child Protection Concerns</b> – four categories of abuse.                                                  | Appendix 7: <i>How to react to disclosure – staff do’s &amp; don’ts.</i>                                  |
| <b>Students’ Welfare</b> – safe environment, positive behaviour, curriculum on safe/respectful conduct.       | Appendix 8: <i>Wellbeing programme details (anti-bullying, ICT safety, PSHE topics).</i>                  |
| <b>Staff Conduct</b> – discipline guidelines, safe touch, ICT, confidentiality.                               | Appendix 9: <i>Safe Touch Policy, Positive Handling Policy, ICT Policy extracts.</i>                      |
| <b>Recruitment/Vetting</b> – police clearance, references, MOHRE/SPEA compliance.                             | Appendix 10: <i>Detailed vetting procedure checklist.</i>                                                 |
| <b>Safety of Premises &amp; Transport</b> – general statement.                                                | Appendix 11: <i>Transport supervision checklist, trip policy forms.</i>                                   |
| <b>Distance Learning Safeguarding</b> – general rules.                                                        | Appendix 12: <i>Detailed online conduct rules (video recording, one-to-one protocol).</i>                 |
| <b>Whistleblowing</b> – duty to report poor practice.                                                         | Appendix 13: <i>Reporting flowchart &amp; safeguarding concern form template.</i>                         |
| <b>Reporting &amp; Escalation</b> – internal, KHDA, Police.                                                   | Appendix 14: <i>Key contacts (Dubai Police, CDA, Latifa Hospital, Al Ameen hotline, etc.).</i>            |
| <b>Suspension/Investigation</b> – principles only.                                                            | Appendix 15: <i>Detailed disciplinary/suspension protocols &amp; alternatives.</i>                        |
| <b>Staff Training</b> – requirement for CPD on safeguarding.                                                  | Appendix 16: <i>Training log template, CPD tracking.</i>                                                  |
| <b>Monitoring &amp; Review</b> – annual review, Board oversight.                                              | Appendix 17: <i>Record-keeping policy (confidentiality, retention periods, GDPR/UAE compliance).</i>      |