



مدرسة هامبتون هايتس انترناشيونال
Hampton Heights
International School

Child protection & Safeguarding Policy

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Chapter 1: Policy Statement & Purpose:

1.1 Statement:

This policy demonstrates our ongoing commitment to promoting and safeguarding the welfare of students at Hampton Heights International School, in alignment with the inclusive education policy. We firmly believe that every student has the fundamental right to feel safe and be protected from all forms of abuse, and we recognise that this responsibility extends to every employee at the school. This policy is one of several within the school's integrated safeguarding portfolio, accessible through the school's shared drive. The safeguarding arrangements at the school are subject to inspection by KHDA, particularly in areas concerning the protection, care, guidance, and support of students, as well as leadership and management. The policy is available on the school's website, and all stakeholders are required to read and acknowledge it in writing before commencing their duties at the school.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Every pupil should feel safe and protected from any form of abuse which, in this policy, means any kind of physical abuse, emotional abuse, sexual abuse or neglect. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs. No child or group of children should be treated any less favorably than others in being able to access services which meet their particular needs.

Pupils are encouraged to gain an understanding of what constitutes acceptable or unacceptable behaviour on the part of adults or other pupils. We support them in developing their own self-confidence and assertiveness, including awareness of the age of consent and abuse of trust. They are informed about this policy and of the various sources of help available at School. Pupils are also made aware of external sources of support.

Every employee, contractor or volunteer who assists at the School is under a general legal duty:

- To protect children from abuse.
- To be able to identify welfare concerns among pupils and to identify pupils who need additional support.
- To be aware of the School's child protection procedures, to know how to access them and to follow them.
- To keep a record of any significant event, complaint or conversation.
- To report any matters of concern to the Designated Safeguarding Lead (DSL).
- To report any matters of concern to the Designated Child Protection Lead (DCPL).

There is an important distinction between action required to ensure the welfare of children who need additional support and urgent action to safeguard children who have suffered or are likely to suffer significant harm. If a child is in immediate danger or is at risk of harm, a referral to the police should be made immediately. Anyone can make a referral although the Designated Safeguarding Lead should be informed as soon as possible that a referral has been made.

1.2 Purpose:

This policy outlines school procedures in place intended to ensure the safety of pupils. The main purpose of this policy is to create an environment where children and young people feel safe, secure, valued, and respected. It aims to build their confidence in approaching adults during times of difficulty, knowing they will be heard and supported effectively. Additionally, the policy ensures that the school fulfills its duty of care in safeguarding children and vulnerable adults, providing clear guidance on how all individuals—whether working for, on behalf of, or in partnership with the school—should interact with these groups. It also serves to protect employees, volunteers, and other representatives by promoting a shared understanding of safeguarding issues, fostering good practices across the varied and complex areas in which we operate, and enhancing accountability in this vital area of our work.

We are dedicated to:

- Ensuring that the children and adults always feel safe.
- Verifying that all adults in contact with pupils have undergone appropriate background checks, received necessary training, and been recruited through safe practices.
- Raising awareness of child protection issues and equipping students with the skills to protect themselves.
- Ensuring that safeguarding procedures are clearly understood and consistently followed by everyone in the school.
- Developing and implementing protocols for identifying and reporting cases or suspicions of abuse.
- Providing support to pupils who may be victims of abuse.
- Creating a secure environment where children can learn and grow.
- Working in partnership with other departments and agencies is key to ensuring this policy is implemented.

We will ensure that:

- Rigorous vetting procedures are implemented for all staff and adults to confirm their suitability to work with children. This includes stringent site security measures, thorough background checks for all school personnel, and clearly defined procedures for all visitors.
- Safeguarding practices and procedures are well-established, ensuring that child protection measures are understood and accessible to everyone. This enables both pupils and adults to know who they can approach if they have concerns and what steps to take.
- Comprehensive communication systems are maintained, with up-to-date records that can be accessed and shared by authorised individuals, while maintaining expected confidentiality.
- Staff training in all areas of safeguarding is given top priority, expanding expertise and building internal capacity to effectively manage sensitive issues and situations.
- The curriculum is designed to promote safeguarding, teaching students how to protect themselves and take responsibility for their own and others' safety. Pupils will also participate in health education lessons to learn how to keep themselves safe.

Chapter 2: Key Principles:

The policy is grounded in four key principles:

1. The best interests of the child.
2. Upholding moral, behavioral, and professional values.
3. Safeguarding children.
4. Protecting the child's privacy and maintaining confidentiality.

Chapter 3: Objectives:

1. Support the child's development in ways that will foster security and confidence.
2. Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
3. Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
4. Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure that we, the school, contribute to assessments of need and support plans for those children.
5. Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students.
6. Develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
7. Develop effective working relationships with other agencies involved in safeguarding children.
8. Implement a safer recruitment policy to ensure that all adults within our school who have access to children have been checked as to their suitability through up to date clearance for staff from UAE ministry of interior / Dubai police. This clearance will be renewed at regular intervals.
9. Empower children to exercise their rights, especially educational rights and the right to protection, in line with applicable legislation and the provisions of Federal Law No. (3) of 2016, its implementing regulation, and ratified international conventions.
10. Provide social and psychological protection, support, and care for children following instances of abuse.
11. Enhance child welfare in all areas.
12. Encourage and model positive behavior and the development of positive social relationships within the school community.
13. Promote the principle of tolerance among all members of the school community.
14. Improve the competency of education professionals in child protection and bullying prevention.
15. Strengthen child protection partnerships.
16. Coordinate with relevant bodies to safeguard the rights of all children in educational institutions.



Chapter 4: Ethos:

Hampton Heights International School recognises that the emotional and social dimensions of learning are fundamental to the overall academic success of our students. We understand that when children are not supported in understanding, expressing, and managing their emotions, they may struggle to engage with their peers, navigate everyday conflicts in the classroom, or focus on their studies. These unmet needs can manifest in various ways, including antisocial behavior, disruption, excessive compliance, or withdrawal.

To foster a positive and inclusive learning environment, we are committed to ensuring that:

- Students feel heard, valued, and respected: We prioritise creating an atmosphere where every child feels safe and supported in expressing themselves.
- Staff are vigilant and knowledgeable: All staff members are trained to recognise signs of abuse and know the appropriate channels to report any concerns.
- Rigorous recruitment processes are in place: Both paid and unpaid staff undergo thorough vetting to ensure they are qualified and suitable to work with children.
- Ongoing support and training are provided: We are dedicated to continuous professional development, ensuring that all staff are well-equipped to meet the diverse needs of our students.

At Hampton Heights International School, all personnel working with children are subject to the necessary checks to confirm their qualifications and suitability for the role. Our education staff play a pivotal role in identifying early signs of welfare concerns, as well as potential indicators of abuse or neglect. When such concerns arise, we are committed to promptly referring them to the appropriate authorities, typically local authority children's social care, through our Designated Safeguarding Lead (DSL). We actively contribute to the assessment and ongoing support of children's needs to ensure their well-being. To maintain robust child protection measures, we ensure the following:

- Designated Safeguarding Leadership: We have appointed a Designated Safeguarding Lead (DSL) and a Deputy DSL, both of whom undergo specialised training at least every two years. Their expertise is regularly updated, at least annually, to stay informed of relevant developments. The DSL also completes Prevent awareness training.
- Comprehensive Staff Training: All staff receive basic Child Protection training every two years, ensuring they are knowledgeable about our Child Protection Policy, can identify signs of abuse, and know how to respond appropriately to concerns or disclosures.
- Prevent Training for All Staff: To safeguard against radicalisation, all staff members complete Prevent training.
- Engagement with Families: We ensure that all children, young people, and their families are familiar with our Child Protection Policy, fostering a community-wide commitment to safeguarding.
- Governance and Accountability: We have a designated governor responsible for safeguarding, who works closely with the DSL and the board of Governors to review and update the child protection policy annually.

Through these measures, Hampton Heights International School is steadfast in our commitment to creating a safe, supportive, and nurturing environment where all students can thrive academically, socially, and emotionally.

Chapter 5: Definitions:

No.	Terminology	Definition of terminology
1.	Child Protection	Is what we do for children who have been harmed or are at significant risk of being harmed. It is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
2.	Safeguarding	Is what we do for all children. It includes: <ul style="list-style-type: none"> – Protecting children from maltreatment. – Preventing impairment of children’s mental and physical health or development. – Ensuring that children grow up in circumstances consistent with the provision of safe and effective care. – Taking action to enable all children to have the best outcomes.
3.	Wadeema's Law	A legal child rights law in UAE, stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination.
4.	Children	Includes everyone under the age of 18.
5.	Abuse	Is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. It is a violation of an individual’s human and civil rights by any other person or persons. It can take the form of physical, psychological, financial or sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the health, survival, development or dignity of a child, young person or vulnerable adult.
6.	Discriminatory abuse	abuse motivated by a vulnerable person’s age, race, nationality, sex, sexual orientation, disability, or other personal characteristic.
7.	Financial or material abuse	Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
8.	Physical abuse	Includes hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm, misuse of medication, restraint, or inappropriate sanctions.
9.	Psychological abuse	Includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks. Examples include not giving a vulnerable person opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on a vulnerable person, which may include interactions that are beyond a vulnerable person’s developmental capability. It may involve serious bullying (including cyber bullying), or the exploitation or corruption of a vulnerable person.
10.	Sexual abuse	Involves forcing, enticing or coercing someone to take part in sexual activities, whether or not the vulnerable person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities,

		such as involving a vulnerable person in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can be carried out by adults or other children.
11.	Upskirting	Typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
12.	Neglect	Is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.
13.	Deputy Designated Safeguarding Lead (DDSL)	Is a school leader who assists the Designated Safeguarding Lead (DSL) in all matters of safeguarding and child protection across the school.
14.	Designated Safeguarding Lead (DSL)	Is the person appointed to take lead responsibility for safeguarding issues in the school. The person fulfilling this role must be a senior member of the school's leadership team.
15.	Deputy Designated Child Protection Lead (DDCPL)	Is a school leader who assists the DCPL's in overseeing and implementing child protection and safeguarding policies and ensuring the effectiveness of procedures.
16.	Designated Child Protection Lead (DCPL)	Is the person who promotes children's wellbeing and protects them from harm or abuse.
17.	Child Protection Officer (CPO)	Is a school leader who closely observes and monitors children's wellbeing and protect them from harm or abuse.
18.	Designated Safeguarding Officer (DSO)	Is a school personnel who works hand in hand with the DSL to ensure that everyone in the school is safe and the school policy for child protection and safeguarding is implemented effectively.
19.	Child Sexual Exploitation (CSE)	Is a form of child sexual abuse in which a person(s), of any age takes advantage of a power imbalance to force or entice a child into engaging in sexual activity in return for something received by the child and/or those perpetrating or facilitating the abuse.

Chapter 6: A safe school:

6.1 Feeling safe:

Students feeling safe in the school at all times requires a comprehensive, well thought out, school-wide plan and this is no easy feat. There are several steps that the school has taken to be able to help their students feel more comfortable and safe in their learning environment. Restorative justice practices can help increase how safe students feel in their academic environment, as well as provide students with conflict resolution skills. Conflict resolution is one of the main outcomes that occur when restorative justice is put into use at a school site. There is a strong relationship between restorative justice practices and keeping schools safe for students on the campus. By implementing restorative justice, fewer violations occur because it builds a community at the school. When an emergency occurs or justice is violated, students are able to restore justice and repair.

6.2 DSL, DCPL & DCPO:

Both DSL & DCPL are part of the Senior Leadership Team, and the Designated Child Protection Officer (DCPO) is a member of the care & support staff. The DSL, DCPL & DCPO have completed the required training and, upon appointment, will undergo 'DCPO new to role' training followed by biannual updates. DCPOs involved in recruitment, along with at least one member of the Governing Body, will also complete safer recruitment training, which must be renewed every five years.

All staff members and volunteers receive child protection awareness information during induction, including materials in their arrival pack and the school's safeguarding statement, ensuring they know whom to contact with concerns. Additionally, all staff receive regular updates on e-safety and the reporting of concerns.

All other staff and governors undergo child protection awareness training, which is updated by the DCPO as needed to maintain their understanding of the signs and indicators of abuse. Every staff member, volunteer, and governor is trained on how to respond to a pupil disclosing abuse through the Awareness Raising pack. Parents and carers are informed of the responsibilities of staff regarding child protection procedures through this policy handbook.

6.3 Understanding the importance of school safety:

Ensuring the safety of students, staff, and all other stakeholders is crucial. A safe school environment not only secures a conducive space for learning but also fosters a sense of well-being among students, teachers, and parents. When students feel safe, they are more likely to focus on their studies and achieve academic success. Additionally, maintaining school safety helps prevent incidents of bullying, violence, and other harmful behaviors, promoting a positive and inclusive learning atmosphere for everyone. By acknowledging the importance of school safety, school personnel can take proactive steps to identify potential risks and implement effective strategies to address them. School administrators, teachers, and parents each play a vital role in ensuring student safety. Together, we can create a nurturing environment where students can thrive and reach their full potential.

Creating a secure physical environment is an essential aspect of ensuring school safety. The school is committed to have proper security measures in place to protect students and staff from external threats. This includes installing surveillance cameras, implementing access control systems, distributing easy-access duress systems to staff, and conducting regular security assessments to identify vulnerabilities.

Furthermore, the school is committed to have a clear emergency response plan in place. This plan outlines procedures for various emergency situations, such as lockdowns, evacuations, and medical emergencies. Regular drills and training sessions are being conducted to ensure that students and staff are prepared to respond quickly and effectively in case of an emergency.

In addition to external threats, the school addresses internal safety concerns. This may involve implementing policies and procedures to prevent unauthorised individuals from entering the premises, as well as promoting a culture of respect and inclusivity to prevent incidents of harassment or bullying.

By creating a secure physical environment, the school provides a safe and supportive atmosphere for students to learn and grow.

6.4 Building strong partnerships for safety:

Building robust partnerships for safety is crucial for maintaining a secure and supportive school environment. The school collaborates with a range of stakeholders, including parents, law enforcement agencies, and community organisations, to establish a comprehensive safety network. Parents are integral to ensuring the safety of their children. The school actively engages parents through regular updates, informative workshops, and soliciting their feedback on safety policies and procedures. This collaborative approach helps to align efforts and ensure that safety measures are consistently applied both at home and within the school environment.

Partnering with local law enforcement agencies further strengthens school safety. The school fosters open communication with law enforcement personnel, who can offer valuable insights, resources, and support in addressing safety issues. Regular joint training sessions and emergency drills are conducted to enhance coordination and preparedness in the event of a crisis.

Community organisations and local businesses also play a vital role in bolstering school safety initiatives. These entities can contribute resources, expertise, and financial support for various safety measures, such as installing security systems, organising awareness campaigns, and providing training programs. By cultivating strong partnerships for safety, the school creates a supportive network that enhances the overall security and well-being of both students and staff. This collaborative effort ensures a unified approach to safety, fostering a secure and nurturing environment where everyone can thrive.

Chapter 7: Early Help:

7.1 Helping the children at the earliest:

The school recognises that providing early help is more effective in supporting children's welfare than responding reactively. Early help involves offering support as soon as a problem arises, at any stage in a child's life. All school staff are trained to identify concerns that may indicate a child would benefit from early intervention.

The school is dedicated to collaborating with children, parents, and other agencies to identify when children and their families could benefit from early help and to assess the need for early help and deliver targeted services to address the identified needs, creating an action plan aimed at improving the child's outcomes.

The school will pay particular attention to the need for early help in the following situations:

- Students with specific additional needs.
- Students of determination.
- Young carers.
- Children displaying signs of antisocial or criminal behavior.
- Children from families facing challenges such as substance abuse, mental health issues, or domestic abuse.
- Children showing early signs of abuse or neglect.
- Children who are particularly vulnerable in any of these areas.

When initiating the ‘Early Help’ process, careful consideration should be given to who should be involved. This process should include the child, their family, and relevant professionals working with them. However, if involving certain individuals may put the child at further risk, decisions should be made in consultation with UAE inter-agencies, focusing on the child’s best interests. The school will continually review the needs and circumstances of children receiving early help. If the child’s situation does not improve, or if the parents or child do not consent to the early help process, the school will evaluate whether the child’s needs may escalate without intervention. If necessary, a referral to Children’s Social Care Unit will be considered.

7.2 Helping the children to keep themselves safe:

Children are taught to understand and manage risk through our advisory and Moral Education lessons, and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and, with the support of staff, work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behavior rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

- Create trusting relationships: Teachers recognise that creating a sense of trust and belonging involves hundreds of affirming interactions. They strive to ensure that each student feels seen and cared about through the use of small gestures, such as asking how things are going, paying attention to their students’ comments, and expressing sincere appreciation for their efforts and accomplishments (“You’ve really been working hard, and it’s paying off”). They also regularly reaffirm their faith in their students’ ability to learn.
- Are attuned to students’ cultural backgrounds: By being aware of students’ cultures, as well as their learning and developmental needs, the teachers promote a sense of belonging and safety for each student.
- Model critical social skills: These include sharing and showing empathy. Teachers also guide norm-setting by defining and modeling concepts like respect and compassion.

7.3 Strategies for the whole school:

- A. The promotion of student understanding, voice, responsibility, and cooperation:
 - Use supportive instructional strategies, including the use of multiple and varied representations of concepts, and integrate materials that help connect concepts to students’ life experiences. Students engage in projects that help them learn concepts through the lens of their personal identities.
 - Design instructional conversations and collaborative activities that allow students to share ideas, discuss their thinking, and problem-solve together. For example, a teacher might pose a problem to the class, have students discuss and problem-solve in mixed-ability groups, and then reconvene the class to share proposals and identify common themes among the groups’ ideas so that all voices are heard and students help each other build academic and social competence. Because marginalised groups have historically and continuously had their

- perspectives, rights, and overall self-actualisation stifled, developing student voice directly aims to overcome that oppression.
- Encourage students to elaborate, question, and self-explain as a means of deepening their understanding (e.g., using journal prompts that tie into the day’s concepts).
 - Organise instruction and assessments to help students reach mastery and deeper understanding, rather than focusing on rote memorisation of information (e.g., teachers can examine students’ mastery of the scientific method by presenting questions about the natural world, and then asking them to propose an experiment that would generate the information needed to address the question).
- B. The cultivation of diversity as a resource for teaching, so that it becomes central to the classroom experience:
- Recognise the students’ culturally grounded experiences as a foundation on which to build knowledge, and use culturally responsive pedagogy as a means for engaging and deepening student learning.
 - Spend time getting to know the students’ social identities, as well as their strengths and needs, using a varied toolkit of methods. For example, teachers might use regular check-ins, class meetings, conferencing, close observations of students and their work, and connections to families. They might also use dialogue journals and offer writing prompts that give students a chance to share their unique experiences (e.g., “What did you think about the story we read today? Can you reflect on a time when you...?”).
 - Offer challenging curricula that provide students with opportunities to engage with diverse perspectives, exercise their higher-level analytical skills, participate in respectful debate and discussion with their peers, grow their emotional intelligence, and reflect upon their own attitudes and identities.
- C. The creation of a caring environment that is orderly and purposeful:
- Ensure that students are active participants in classroom management and conflict resolution, and organise classroom structure around communal responsibility, rather than compliance and punishment. For example, teachers may have students help develop a classroom constitution and take ownership of dozens of activities in the classroom that teachers might otherwise do by themselves.
 - Play an active role in co-regulating students’ behaviors by providing them with a repertoire of words and strategies to use in different situations, to help students develop their self-regulation skills. For example, teachers might use disagreements as opportunities to help students practice conflict resolution by walking students through a structured, stepwise process that involves calming techniques, turn taking (in which each student acknowledges the other’s perspectives and emotions), and collaborative solution development. Use councils—a component of the school’s advisory class—to build community and create space for “the practice of listening and speaking from the heart,” where students and teachers sit together in a circle and take turns sharing the positive and difficult things happening in their lives.

Chapter 8: Supporting stakeholders:

8.1 Supporting our children:

Our school is committed to support all children by:

- ❑ Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- ❑ Supporting the child's development in ways that will foster security, confidence and resilience.
- ❑ Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- ❑ Educating them, as part of our curriculum, in regards to themes such as sex and relationships, radicalisation, sexual exploitation, E-Safety and Female Genital Mutilation.
- ❑ Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- ❑ Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- ❑ Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- ❑ Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- ❑ Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding students.
- ❑ Developing a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.

8.2 Allegations of abuse made against other students (peer-on-peer or child on child abuse):

We recognise that children are capable of abusing their peers/other children and that this can happen inside or outside of school and online. Abuse will never be tolerated or passed off as "banter" or "part of growing up". We have a zero-tolerance approach. Examples of peer on peer/child on child abuse (but not limited to):

- Bullying (including cyberbullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse.
- Sexual violence.
- Sexual harassment.
- Causing someone to engage in sexual activity without consent (i.e. forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party).
- Consensual and non-consensual sharing of nudes and semi nudes.
- Upskirting.
- Initiation/hazing.

Most cases of students hurting other pupils will be dealt with under our academy behaviour policy, but this policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk.
- Is violent.
- Involves pupils being forced/coerced into drugs or alcohol.
- Involves criminal exploitation, such as threatening other children into criminal activity.
- Involves sexual exploitation, abuse, violence or harassment.

8.3 Supporting staff members:

Staff are made aware of the importance of: making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and upskirting; dismissing or tolerating such behaviours risks normalising them. All staff will reassure victims that they are being taken seriously and will be supported/kept safe so that they never feel like they are creating a problem or feel ashamed for reporting. The wishes of the victim will be an important consideration. Staff receive training on how to manage a disclosure as the initial response is so important given that children may find it difficult to make a direct report. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DCPOs and to seek further support as appropriate.

8.4 Allegations against staff:

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All Staff should be aware of the School’s guidance on Behaviour Issues, and the school’s own Behaviour Management policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the principal / head teacher.
- The principal / head teacher, on all such occasions, will discuss the content of the allegation with the Designated Officer.

8.5 Supporting Parents / Guardians:

- Parents need to know who they and their child should raise any concerns with. Parents of students of determination will additionally have to be aware of what arrangements the school has in place to safeguard their children and how these will be carried out – with respect to intimate care procedures, for example.

- ❑ We intend to increasing parents / guardian’s engagement and awareness through running workshops for them throughout the year to support their understanding of safeguarding issues.
- ❑ The safeguarding team members are committed to cover essential topics such as online grooming, and perhaps sending parents informational video clips on various other issues throughout the year to encourage greater participation.
- ❑ The school assures that there are proper channels of communications are available for all parents to report any incident in regards to child protection / safeguarding.

Chapter 9: Key roles & responsibilities:

9.1 Governing Body:

The governing body has a strategic leadership responsibility for the school’s safeguarding arrangements and must ensure that they comply with their duties under legislation. The governing body has a legal responsibility to make sure that there are appropriate policies and procedures in place, which have regard to statutory guidance, in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people’s welfare. The governing body will also ensure that the policy is made available to parents and carers by publishing this on the school website or in writing if requested. The governing body will ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the school and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, and that all systems, processes and policies are transparent, clear and easy to understand and operate with the best interests of the child at their heart. The governing body will ensure that where there is a safeguarding concern school leaders will make sure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for children to confidently report any form of abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The governing body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the school’s safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place. The governing body will ensure that, as a minimum, the following policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children and young people as appropriate:

- Child-on-child abuse.
- Online safety (incl. digital and technology standards).
- Behaviour, including measures to prevent bullying (including cyberbullying, prejudice based and discriminatory bullying).
- Special educational needs and disability.
- Supporting pupils in school with medical conditions.
- Staff code of conduct (which should also include the procedures that will be followed to address low-level concerns and allegations made against staff, and acceptable use of IT, including the use of mobile devices and communications, including the use of social media.).

- Procedure for responding to children who go missing from education, particularly on repeat occasions.
- Safer recruitment.

The governing body is responsible for ensuring that all staff and volunteers undergo proper vetting to confirm they are safe to work with our students and that the school has procedures in place to appropriately manage safeguarding allegations or low-level concerns involving staff members, including the headteacher, supply teachers, contractors, and volunteer helpers. The governing body will also ensure the appointment of a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who is a senior member of the leadership team with primary responsibility for safeguarding and child protection, and a designated teacher to support the educational achievement of children who are currently or formerly looked after. Additionally, the governing body will make sure these individuals receive the necessary training.

9.2 Deputy Designated Safeguarding Lead (DDSL):

The Deputy Designated Safeguarding Lead (DDSL) will assist the Designated Safeguarding Lead (DSL) in all matters of safeguarding and child protection across the school. They may take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. They will advise and support other members of staff on child welfare and child protection matters, and may liaise with relevant agencies such as the local authority and police.

1. Managing referrals:

- Support DSL in referring cases of suspected abuse to the local authority children's social care.
- Support staff who make referrals to local authority children's social care.
- Support DSL in referring cases to the legal authorities where there is a radicalisation concern.
- Support staff who make referrals.
- Support DSL in referring cases to the legal authorities where a person is dismissed or left due to risk or harm to a child.
- Support DSL in referring cases where a crime may have been committed to the police.
- Keep detailed, accurate and secure written records of concerns and referrals.

2. Working with staff and other agencies:

- Support the DSL in ensuring staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff).
- Inform the DSL (and Executive Headteacher in their absence) of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- Support the DSL in liaising with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved.
- Support the DSL in liaising with staff on matters of safety, safeguarding, and when deciding whether to make a referral.
- Act as a source of support, advice and expertise for staff.

- Understand the assessment process for providing early help and intervention.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Support the DSL when required by attending and contributing to child protection case conferences effectively when required to do so.

3. Training:

- Undergo training to develop and maintain the knowledge and skills required to carry out the role.
- Undergo Prevent training and be able to: Support the school or college in meeting the requirements of the Prevent duty and to Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to provide advice and support to staff on protecting and identifying children at risk of FGM and to report known cases of FGM to the police, and help others to do so.
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role.
- Obtain access to relevant resources.
- Undertake refresher DSL training every 2 years as currently required.

4. Raise awareness:

- Support the DSL in ensuring the school's child protection policies are known, understood and used appropriately.
- Work with the governing board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Support the DSL in ensuring the safeguarding policy is available and easily accessible to everyone in the school community.
- Support the DSL in ensuring that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

5. Other areas of responsibility:

- Where children leave the school, work with the DSL to securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file.
- Undertake safer recruitment training and support the school to follow best practice.
- Alongside the DSL, monitor the single central record and ensure it complies with all relevant legislation.
- Assist the DSL in producing safeguarding reports to the governing board.
- Model best practice and uphold the principles of confidentiality and data protection at all times.

9.3 Designated Safeguarding Lead (DSL):

The DSL will take lead responsibility for safeguarding and child protection (including online safety including and understanding the filtering and monitoring systems in place). This will be made explicit in the role-holder's job description. The DSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively. The DSL and any alternate DSLs will provide advice and support to staff in school and will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children. During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities. The designated safeguarding lead is expected to:

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher or principal to inform him or her of all safeguarding issues.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs) and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety).
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Ensure each member of staff has access to, and understands, the school's child protection and safeguarding policy and procedures, especially new and part-time staff.
- Ensure the school's child protection and safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- Ensure that staff are supported during the referrals processes.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

9.4 Designated Child Protection Lead (DCPL):

- Implement the child protection policy and procedures.
- Encourage good practice by promoting and championing the child protection policy and procedures.
- Monitor and review the child protection policy and procedures to ensure they remain current and fit for purpose.
- Regularly coordinate with the DDSL and DSL
- Regularly report to the Deputy Designated Child Protection Lead.
- Raise awareness of the Code of Conduct for working with children to parents / guardians, adults and children.
- Challenge behavior which breaches the Code of Conduct.
- Keep abreast of developments in the field of child protection by liaising with the Child Protection Officer, attending relevant trainings or events.
- Organise appropriate training for all adults working/volunteering with children in the school.
- Establish and maintain contact with local statutory agencies including the police and social services after coordinating with the school principal and DSL.
- Respond appropriately to disclosures or concerns which relate to the well-being of a child.
- Maintain confidential records of reported cases and actions taken.
- Where required liaise with the Child Protection Officer and/or statutory agencies and ensure they have access to all necessary information.

9.5 Head of School:

The Headteacher is responsible for checking the effectiveness of the school's safeguarding policies and procedures. For example, the Headteacher will conduct half termly safeguarding reviews. These reviews are conducted with the DSL, named safeguarding governors, staff, pupils and parents. The safeguarding reviews will gather evidence on all statutory elements required and then to continue improving the procedures. Child protection and safeguarding review outcomes are shared at termly curriculum committee meetings of the Partnership Governing Body.

9.6 All Staff:

All staff have a responsibility to provide a safe environment in which children can learn. All staff working directly with children must read and ensure they understand the school child protection and safeguarding policy. All staff must ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, the staff code of conduct, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DDSL, DSL, DCPL, CPO ... Etc.). These will be explained to all staff on induction. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare they must act on them immediately.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a

victim ever be made to feel ashamed for making a report. All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing. All staff should be aware of the process for making referrals to children's social care and for statutory assessments. All staff should be aware of, and understand their role within the early help process for all services, at both a Local Authority and school level. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking or sexual or criminal exploitation.
- Is at risk of being radicalised or exploited has a family member in prison, or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse is misusing alcohol and other drugs themselves has returned home to their family from care.
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage.
- Is a privately fostered child is persistently absent from education, including persistent absences for part of the school day.

9.7 School clinic & counselors:

- The school doctor, nurse, or counselor may be called upon to provide physical treatment and emotional support to a child who has been abused.
- The doctor or nurse might need to conduct an examination if there are physical injuries and prepare an initial report on the child's physical and emotional condition.
- A copy of the school clinic report must be provided to the DDSL / DSL / DCPL on immediate basis.
- The doctor, nurse, and/or counselor can offer positive encouragement to the child, coordinate with family members, and determine the best ways to ensure the child's safety both at school and at home.
- Recognising that child abuse can leave deep emotional scars, the school doctor or nurse should help develop a rehabilitation plan.
- In some cases, the child may require medication as a result of the abuse. The school doctor or nurse must ensure that all standards and procedures for administering medication in the school setting are followed.

Chapter 10: Recognising concerns - signs and indicators of abuse:

10.1 Recognising concerns:

All staff should be familiar with the signs of abuse and neglect to effectively identify children who may need help or protection. It's important to recognise that children can be at risk both inside and outside of school, at home, and online. Staff should exercise professional curiosity and understand what to look for, as early identification of abuse or neglect is crucial.

Staff should also be aware that abuse, neglect, and safeguarding issues are rarely isolated incidents that can be defined by a single term. Often, multiple issues will intersect. Staff should consider whether children might be at risk of abuse or exploitation outside of their families, as harm can take many forms. Children can be vulnerable to a range of dangers, including sexual abuse (such as harassment and exploitation), domestic abuse in their intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Additionally, all staff should recognise that technology plays a significant role in many safeguarding and wellbeing concerns. Children are at risk of both online and offline abuse, and in many cases, abuse can occur simultaneously in both environments. Children can also abuse their peers online, through abusive, harassing, and misogynistic/misandrist messages, non-consensual sharing of indecent images (especially in chat groups), and distributing abusive images and pornography to those who do not wish to receive them. If staff are ever unsure, they should always consult with the DSL.

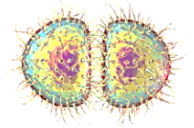


SUDDEN CHANGE IN BEHAVIOUR

After being abused a child may show some changes in behaviour such as getting bad grades in school or seeming different from their usual self.

PREGNANCY OR SEXUALLY TRANSMITTED DISEASE (STD)

Sexually transmitted diseases and pregnancy in children and young people are a dead giveaway of child sexual abuse.



WITHDRAWAL FROM OTHERS

Abused children often feel lonely because they don't think anyone will understand their situation. So they distance themselves from their close friends and family members.

SUSPICIOUS OR UNEXPLAINED MARKS ON THE BODY

Physically abused children frequently turn up with bruise marks or unexplained injuries on their body. It is often accompanied by inconsistent explanations.



ALWAYS SCARED & WATCHFUL

Being abused takes a toll on their mental wellbeing. They always look over their shoulder as if someone is after them.

CHANGES IN MOOD, APPETITE & SLEEPING PATTERNS

Abused children often suffer from anxiety-related illness. They also result in problematic sleeping patterns and unhealthy eating habits.



10.2 Indicators of abuse and neglect:

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by

those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children. The following indicators listed under the categories of abuse are not an exhaustive list:

No.	Categories	Indicators
1.	Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2.	Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
3.	Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of the school's policy and procedures for dealing with it.
4.	Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Chapter 11: Online safety:

For some students, school is the main place they will access the internet. For others, it's the main place they will learn about how to do so safely. Our School has established clear guidelines and rules for the use of digital devices and the internet within the school environment. By setting expectations for responsible online behavior, the school help children develop good online habits that extend beyond the school gates. This can include rules against cyberbullying, responsible social media usage, and appropriate communication with peers.

Children are particularly susceptible to cyberbullying and the effects of these interactions. Our school is committed to educate students about the harmful consequences of cyberbullying and provide them with strategies to prevent and report such incidents. Creating a safe and supportive environment where students feel comfortable reporting cyberbullying is crucial.

Teaching critical thinking skills is a crucial aspect of online safety education, particularly as online threats are constantly evolving, and students will likely encounter risks we haven't yet anticipated. Our school builds a foundation of critical thinking for online safety by emphasising the importance of verifying information, steering clear of clickbait, and questioning the authenticity of online sources. This approach empowers students to make informed decisions and protect themselves from scams and misinformation.

- Staff are informed that technology plays a significant role in safeguarding issues, and abuse can occur both online and in everyday life. Online safety is a continuous and interconnected concern.
- The growing number of issues stemming from children's access to the online world is considerable, and all staff should be aware of the associated risks and warning signs, categorised as:
 - Content.
 - Contact.
 - Conduct
 - Commerce.
- These risks include exposure to inappropriate content, self-harm and suicide, sharing of nudes or semi-nudes, cyberbullying, grooming, radicalisation, gaming (now classified by the World Health Organisation as a disorder), online gambling, inappropriate advertising, and cybercrime. Our students will participate in sessions to help them understand these risks and learn how to report any concerns.
- We will continue to follow guidance from the KHDA and other legal authorities regarding online safety when children are required to learn from home.
- Staff will receive annual training on online safety, including the signs and symptoms related to the 4 C's mentioned above, as well as resources available to students to help build their online resilience. We will also collaborate with parents and caregivers to support them in keeping their children safe online.
- Academies will conduct an annual review and risk assessment of their online safety measures to ensure the continuation of good practices.

Chapter 12: The context for private fostering arrangements:

Trafficked young people Private fostering arrangements can be a positive response to difficulties experienced by families. However, privately fostered children are a diverse group and whilst many privately fostered children will receive a good standard of care, it must be recognised that children in private fostering arrangements can be extremely vulnerable. Privately fostered children are often placed at a considerable distance from their parents who may only be able to visit on an infrequent basis and may have only minimal oversight of their children's living arrangements. Other privately fostered children may be estranged from their parents with very limited or no contact. Some children may be in open-ended private fostering arrangements, affording the children little security or sense of identity. Some children may have been trafficked or may be being exploited. Some children may have been placed with people who are not personally known to their parent(s) and who are not suitable to look after children.

Private fostering arrangements may include:

- Children sent to the UAE for a “better life” or for health care, by parents living overseas.
- Children (whether from abroad or from within the UAE) who attend residential schools or sports academies and do not return home during the long school holidays but stay with another family – perhaps referred to as a ‘host’ family or carer.
- Children living apart from their families due to parental or family difficulties.
- Teenagers living with the family of a boyfriend or girlfriend, or with a school friend, because of family breakdown or because they are for some other reason living apart from their family.
- Children whose parents are working or studying abroad or in another part of the country or are serving in the armed forces.
- Children whose parents’ work or study involves unsociable hours which make it difficult for them to use ordinary day care or after school care.
- Children whose parents are unable to look after them due to long-term illness and/or hospitalisation.
- Children who are being cared for by another family while their parent(s) is/are in prison.
- Children brought in from abroad with a view to adoption.
- Children born by surrogacy (in certain circumstances).
- Unaccompanied minors (aged under 18) who are living with friends, relatives or strangers.

The school roles and responsibilities include (but not limited to):

- Maintaining data on all private fostering arrangements.
- Tracking the progress of all private fostering arrangements.
- Analysing the impact of awareness raising initiatives.
- Regularly auditing case records.
- Identifying themes, gaps, and exemplars of good practice and ensuring that they feed into practice and policy development.
- Consulting with children and young people, parents, and private foster carers.
- Investigating any patterns of concern raised by privately fostered children.

- Reporting regularly to the legal authorities such as KHDA and Child protection unit of Dubai Police.

Chapter 13: Mobile phones and Camera's:

- In the EYFS and primary key stages, staff are prohibited from using personal tablets, phones, or other devices to take photographs while children are present. School-provided tablets, phones, or devices may only be used in the main classroom area (never in toilets, changing rooms, or any area where children are changing) and only during work hours when a record of a child's learning is needed for assessment purposes.
- Staff may bring personal phones to school for their own use but must restrict usage to non-contact times when students are not present. During contact time with pupils, personal phones should remain in bags or cupboards.
- Staff are not permitted to take pictures or recordings of students using personal phones or cameras, including during performance events.
- The school adheres to the rules and regulations set by KHDA, the Ministry of Education, and the Ministry of Interior regarding the taking and storage of photos and recordings for school use.
- If parents wish for the school to take photos of their children during curricular or non-curricular activities, they must provide written consent to the head of section.
- Upon admission, if parents sign the consent portion of the school-parent contract, the school is authorised to maintain a record of the child's learning journey, including participation in various curricular and non-curricular activities.

Chapter 14: Child Safeguarding Procedures:

Our school procedures for safeguarding children are in line with the UAE laws, regulations and KHDA framework (2015 – 2016). We ensure that:

- The school fully acknowledges and fulfills its safeguarding responsibilities.
- Our Recruitment and Contract Renewal Policy is strictly followed, including comprehensive background checks to ensure the suitability of all staff members.
- Every two years, all staff members must undergo training provided by the Designated Senior Person for Child Safeguarding to enhance their understanding of the signs and indicators of abuse.
- All new staff members are informed of the school's safeguarding policies and procedures, including the name and contact details of the Designated Senior Person.
- All staff members are trained on how to respond to a student who discloses abuse and are familiar with the procedures for appropriately reporting a concern or disclosure.
- Parents and caregivers are informed of the school's child protection responsibilities through the publication of the Child Safeguarding Policy and references to it in the school prospectus or brochure.
- Our procedures will be reviewed and updated annually by the DSL in collaboration with the Senior Leadership Team.

- Children's rights are represented by an Advocate within the school, currently the School Counsellor.
- All adults are expected to respect children's rights as outlined in UAE law.
- If any staff member (teaching or non-teaching) has a Child Protection concern about a student, they must immediately inform the DSL using the school's established channels and accurately document the events that led to the concern. This information will be accessible only to the DDSL / DSL.

Chapter 15: Use of Force, Restraint, and Positive Handling:

15.1 Physical Contact:

At our school, the welfare and dignity of our students are paramount. The law strictly prohibits any teacher or staff member from using physical contact as a means of punishment or with the intention of causing pain, injury, or humiliation. We believe that such actions are not only illegal but also counterproductive to the development of a safe and nurturing educational environment.

However, in certain situations, teachers and authorised staff members may be required to use reasonable force to control or restrain students. Such actions are only permissible when necessary to protect the safety of the student in question, other students, or staff members. These situations may include preventing harm during an altercation, stopping a student from causing significant damage to property, or removing a student from a potentially dangerous situation.

15.2 Reporting Concerns:

Should there be any concerns or allegations that a member of staff has acted inappropriately, it is critical that these concerns are reported immediately and confidentially to the Deputy designated safeguarding lead and / or the designated safeguarding lead. The school principal in coordination with the designated safeguarding lead will then promptly notify the Local Authorities to ensure that the matter is handled with the seriousness and impartiality it deserves.

15.3 Staff Conduct:

To safeguard the well-being of our students, staff, and school community, we uphold a rigorous professional code of conduct. This code is designed to guide staff in maintaining appropriate and respectful relationships with students, ensuring that all interactions are rooted in professionalism and care.

Key areas of focus include:

- **Appropriate Boundaries and Physical Contact:** Staff are expected to maintain clear and appropriate boundaries in all interactions with students, particularly when it comes to physical contact or restraint. Such actions should only be taken when absolutely necessary for safety reasons and in accordance with school policy.
- **Social Contact Outside of School:** Staff should be mindful of maintaining professional boundaries outside of the school setting, including interactions on social networking sites. Personal relationships with students outside of school should be avoided to prevent any conflicts of interest or misunderstandings.

- Gifts and Favoritism: Staff are discouraged from giving or receiving gifts to or from students to avoid any perceptions of favoritism or bias. Any necessary exchanges should be conducted transparently and in line with school guidelines.
- Behavior Management: All behavior management strategies should be consistent with school policy, emphasizing positive reinforcement and respect for student dignity.
- Intimate Care: Staff who may be required to provide intimate care must do so with the utmost respect for the student's privacy and in accordance with established protocols.
- Safe Use of Technology: Staff are expected to use technology responsibly, ensuring that security measures are in place when using the internet, mobile phones, or digital images of students. Personal devices should never be used to store or share images of students, and all communications should adhere to professional standards.
- Social Networking Sites: The use of social networking sites should be conducted in a manner that upholds the school's reputation and maintains professional boundaries with students.

15.4 Supporting Policies:

To reinforce appropriate and safe staff conduct, we have implemented several key policies, including but not limited to:

- Allegations against Staff Policy: Outlines procedures for handling accusations of misconduct against staff members.
- Central Record of Recruitment and Vetting Checks Policy: Ensures all staff undergo rigorous background checks before employment.
- Disability and Equality Policy: Promotes an inclusive environment where all students and staff are treated equitably.
- Staff Discipline, Conduct, and Grievance Policy: Provides clear guidelines for staff behavior and outlines the process for addressing any disciplinary issues.

Through these policies and our commitment to upholding the highest standards of professional conduct, we strive to create a safe, respectful, and supportive learning environment for all members of our school community.

Chapter 16: Private Meetings with Students:

16.1 Guidelines for Confidential Interviews:

At our school, we understand that there are occasions when private meetings with students are necessary to discuss sensitive matters. However, to ensure the safety and well-being of both students and staff, it is essential that these meetings are conducted with transparency and care.

When engaging in confidential interviews with students, staff should adhere to the following guidelines:

- Use of Appropriate Spaces: Confidential meetings should be held in rooms equipped with visual panels in the door or large windows, allowing others to see into the room while maintaining the student's privacy. If such a space is not available, the door

should be left slightly open. Under no circumstances should a sign be posted that prohibits entry to the interview room, as this may create an impression of secrecy or inaccessibility.

- **Presence of a Third Party:** Whenever possible, another adult should be present or nearby during the meeting. If an adult is not available, having another student nearby can also provide an additional layer of accountability and support. This practice helps protect both the student and the staff member, ensuring that the interaction remains professional and transparent.
- **Documentation and Transparency:** Staff should document the key points of the conversation, including the date, time, and location of the meeting, as well as any significant outcomes. This record should be kept securely and shared with the appropriate school leadership if necessary. Transparency in these interactions is vital to maintaining trust and safeguarding the interests of all parties involved.
- **Cultural and Emotional Sensitivity:** Staff should be mindful of the student's cultural background and emotional state during the meeting. It is important to create a supportive environment where the student feels comfortable sharing their thoughts and concerns. Active listening and empathy are crucial in helping the student feel understood and respected.
- **Follow-Up and Support:** After the meeting, it is essential to follow up with the student to ensure they feel supported and to address any ongoing concerns. If further action is required, such as involving parents, guardians, or other professionals, this should be done promptly and in accordance with school policy.

By adhering to these guidelines, our school aims to create a safe and respectful environment where students can confidently seek support while ensuring that staff interactions are conducted with the highest levels of professionalism and care.

Chapter 17: School response and taking actions:

17.1 Referral:

1. If a case needs to be referred to local authority children's social care or the police, the DSL will either make the referral directly or provide support and guidance to the staff member making the referral.
2. If a staff member makes the referral directly, they must inform the DSL as soon as possible.
3. Upon receiving a referral, the local authority will decide on the appropriate course of action and will inform the person who made the referral of the outcome. The DSL or the person who made the referral should follow up with the local authority if this information is not provided and ensure that all outcomes are properly documented.
4. If the child's situation does not appear to improve after the referral, the DSL or the person who made the referral must contact the local authority to ensure that the case is reconsidered and that the concerns are addressed to improve the child's situation.
5. If at any point the school believes that the decisions made by social care do not adequately protect the child from harm, they will escalate their concerns according to the social care escalation policy or procedure. This must be documented in the school's child protection or safeguarding records.

17.2 Involvement:

All staff, trustees, Ambassadors, and volunteers are required to adhere strictly to the procedures outlined in this policy when addressing any safeguarding issue. It is imperative that everyone involved understands their role and responsibilities in safeguarding, ensuring that any concerns are reported and managed in accordance with the established protocols. This includes promptly reporting any suspicions or disclosures of abuse, following the correct referral processes, and maintaining confidentiality as outlined in the policy. Adhering to these procedures helps to ensure the safety and well-being of all students and upholds the school's commitment to a secure and supportive environment. Failure to follow these procedures could result in disciplinary action and undermine the safeguarding efforts of the entire school community.

17.3 If a child is in immediate danger:

If a child is in immediate danger or at risk of harm, make a referral to children's social care and/or the police without delay. Anyone can make this referral.

1. If you make a referral directly, inform the Designated Safeguarding Lead (DSL) as soon as possible.
2. The school's safeguarding and child protection committee collaborates with other authorities to act in the best interests of the children. The school will, when necessary, liaise with the police, relevant external authorities, the school doctor or nurse, and make a referral to children's social care. If the child already has an assigned safeguarding social worker, the referral should be directed immediately to that social worker, or in their absence, to their team leader. This partnership approach ensures a coordinated response, prioritising the safety and well-being of the child.

17.4 If a child makes a disclosure to you:

If a child discloses a safeguarding issue to you, you should:

1. Listen attentively and believe them. Let the child know they are being heard.
2. Give them the time to speak freely, asking only open-ended questions, and avoid leading questions.
3. Remain calm, and do not show shock or upset. Reassure the child that they have done the right thing by telling you.
4. Avoid saying they should have told you sooner. Focus on the fact that they have told you now.
5. Explain the next steps, letting them know that you will need to share this information with others to help keep them safe.
6. Do not promise to keep their disclosure a secret. Be clear that you must report it to the appropriate authorities.
7. Immediately inform the Designated Safeguarding Lead (DSL) or the Deputy DSL. If they are not available, contact a member of the leadership team.
8. Document the conversation as soon as possible, using the child's exact words. Be factual and avoid inserting your own opinions or judgments.
9. Include dates and times in your report to ensure an accurate record is maintained. If there is an immediate risk of harm, make a direct referral to children's social care and/or the police, and inform the DSL as soon as possible.
10. Maintain confidentiality and ensure that the information is shared only with those who need to know in order to protect the child.

17.5 If you have concerns about extremism and radicalisation:

1. Radicalisation is the process through which an individual comes to support terrorism and forms of extremism. Extremism involves vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Terrorism is any action that causes or threatens serious violence to people, causes significant damage to property, or seriously disrupts electronic systems. Such actions or threats must be intended to influence government policy or intimidate the public, and are carried out in pursuit of political, religious, or ideological objectives.
2. The school has a legal duty to prevent children from being drawn into terrorism. The Designated Safeguarding Lead (DSL) will undergo Prevent awareness training and ensure that all staff receive appropriate training to help them identify children at risk of radicalization.
3. The DSL will assess the risk of students in our school being drawn into terrorism, taking into account the specific risks in our local area. This risk assessment will be conducted in collaboration with our Local Safeguarding Partners.
4. If you suspect a child may be at risk of radicalization but there is no immediate threat, consult with the DSL first to agree on the appropriate course of action. If necessary, a referral can be made directly to the local authority children's social care.
5. When there is a concern, the DSL will evaluate the level of risk and decide which agency should receive the referral. This may include Channel, the government's program for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. If there are concerns that the child is at risk of harm, a referral to children's social care must be made, regardless of whether a Channel referral is also considered appropriate.
6. The school will continue to monitor any child referred to these programs, ensuring that ongoing support is provided to mitigate risks and protect the child's well-being.
7. All staff are expected to remain vigilant and report any concerns related to radicalization or extremism immediately, understanding that timely intervention is crucial in preventing harm.

17.6 If a student makes an allegation of abuse against another student:

1. Report the Allegation:
 - Immediately inform the Designated Safeguarding Lead (DSL) and document the allegation without conducting your own investigation.
 - The DSL may contact the local authority children's social care team for guidance and involve the police if the allegation suggests a potential criminal offence.
 - The DSL will implement a risk assessment and support plan for all children involved, including the victim(s) and the child(ren) against whom the allegation has been made. This plan will consider the needs for before/after school activities and will include a designated person the children can speak to if needed.
 - The well-being of all children involved is paramount, and the DSL will seek support from specialist mental health services if necessary.
2. Parental Involvement and Outcomes:
 - Parents or guardians will be informed promptly, and wherever possible, the children involved will be provided with an outcome for the allegation.
 - There are four potential outcomes for managing the report: internal management (e.g., through the school's behavior policy), an Early Help referral, a referral to social care, or reporting the matter to the police.

- In cases where allegations are found to be deliberately false or malicious, the behavior policy will be applied accordingly.
3. Handling Sexual Violence and Harassment:
 - Decisions regarding sexual violence and harassment are made by the school on a case-by-case basis, with the DSL (or a deputy) taking the lead. These decisions will be guided by professional judgment and supported by external authorities, such as children's social care and the police, as required.
 4. Minimising the Risk of Peer-on-Peer/Child-on-Child Abuse:
 - The school is committed to challenging all forms of derogatory or sexualized language and behavior, recognising that early intervention can prevent future problematic, abusive, or violent behavior.
 - Staff will remain vigilant to issues that may affect different genders, such as sexualized or aggressive touching or grabbing directed at female students, and initiation or hazing-type violence among boys.
 - The school's curriculum will include education on appropriate behavior and consent, helping students understand and respect boundaries.
 - Students will be encouraged to speak to staff confidentially if they have concerns, knowing they will be supported.
 - All staff will receive training to recognise the signs of peer-on-peer abuse and will be aware of the procedures for reporting concerns.
 - Staff will also be trained to understand that if a pupil is harming a peer, it could indicate that the child is being abused themselves, and this would fall under the scope of the safeguarding policy.
 5. Ongoing Support and Monitoring:
 - The school will provide ongoing support to all children involved in allegations or incidents of abuse, ensuring their safety and well-being remain the priority.
 - Regular monitoring and review of any implemented plans will be conducted to ensure that the needs of the children are being met and that the risk of further harm is minimised.

17.7 Other complaints:

1. If parents or guardians raise concerns related to a potential safeguarding issue, these concerns will be immediately referred to the Designated Safeguarding Lead (DSL) within the senior leadership team. The matter will then be addressed in accordance with the school's Child Protection and Safeguarding Policy.
2. If the concerns involve issues related to the school premises, the principal will collaborate with the operations team to thoroughly investigate the matter and take any necessary corrective actions.
3. In the Early Years Foundation Stage (EYFS), there is a written procedure for managing concerns and complaints from parents and/or guardians. The school will maintain a written record of all complaints and their outcomes to ensure transparency and accountability.
4. For concerns within the primary stages, any written complaints specifically related to the fulfilment of the EYFS requirements will be thoroughly investigated. Complainants will be informed of the investigation's outcome within ten (10) days of receiving the complaint.
5. The school is committed to continuous improvement and will review and update its procedures regularly to ensure that all concerns are addressed promptly and effectively, maintaining the highest standards of safeguarding and child protection.

17.8 Notifying parents/carers:

1. Whenever appropriate, concerns about a child will be discussed with the child's parent or guardian. Typically, the Designated Safeguarding Lead (DSL) will handle such discussions in the event of a concern or disclosure.
2. Other staff members should only communicate with parents about these concerns after consulting with the DSL to ensure that the conversation is managed in a manner consistent with safeguarding procedures.
3. If there is reason to believe that informing the parents might increase the risk to the child, the matter will first be discussed with the local authority children's social care team to determine the best course of action before notifying the parents.
4. In situations involving allegations of abuse made against other children, the school will generally inform the parents of all children involved. However, if notifying the parents could interfere with any ongoing investigation or place any child at further risk of harm, the school may withhold notification until it is safe to do so.
5. The school is committed to balancing transparency with safety, ensuring that all communications with parents are handled with the utmost care to protect the well-being of the child while adhering to legal and safeguarding guidelines.

Chapter 18: Referring to UAE Legal Authorities:

18.1 The 'Child Protection Unit' initiative:

Ministry of Education (MOE) has launched a 'Child Protection Unit' initiative for the benefit of students of government and private schools across the UAE. The initiative is aimed at protecting children from all forms of harm, negligence and abuse which they may experience at school or home and maintaining their safety with regard to their physical, psychological and educational aspects.

To report child abuse case, The school safeguarding designated lead or who is on his/her behalf needs to call either the MOE's Child Protection Unit on their dedicated number 80085 or the Ministry of Interior's Child Protection Centre on 116111 and to email the report to CPU@moe.gov.ae with all supporting documents, if any.

18.2 Child protection committee and centre:

Ministry of Interior (MOI) established the Higher Committee for Child Protection in 2009 and the MOI's Child Protection Centre in 2011 to undertake the role of developing, implementing and customising the initiatives and processes aiming at providing safety, security and protection for all children living in the UAE or even those coming as visitors. The committee plays a key role in maintaining the safety of children, because achieving justice and protection for children is a shared responsibility.

18.3 Hotlines:

School children can use the hotline number 80051115 to communicate directly with Ministry of Education regarding any issue that may affect their learning process. Education specialists supervise the hotline.

18.4 Anti-bullying:

The UAE's [Supreme Council for Motherhood & Childhood](#) in cooperation with [UNICEF](#), [Ministry of Education](#) and [Department of Education and Knowledge](#) in Abu Dhabi launched the [Guide for parents on anti-bullying](#). This guide helps parents identify if their child is a victim of bullying, or if he / she is bullying others and what can be done to stop it.

18.5 Children's rights:

The UAE Federal Law No. 3 of 2016 concerning child rights, also known as Wadeema's Law, stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination. The law protects children against all forms of negligence, exploitation, physical and psychological abuses. In addition, smoking in public and private vehicles and indoor facilities where children are present is also prohibited under the law. Violators will be subject to penalties as set out by the law. The law allows childcare specialists to remove children from their homes against parents' wishes and without judicial permission in cases of imminent danger. In less severe cases, specialists may intervene by visiting the child regularly, providing social services and mediating a solution between the family and the child. Those who put children in danger, abandon them, neglect them, leave them without supervision, do not enrol them in school or register them upon their birth will be subject to a prison sentence or a fine or both. The law applies to all children up to the age of 18.

18.6 Other Legal Reporting Channels:

No.	Authority	Contact information
1	Community Development Authority- CDA	800988
2	EWAA Shelter for Women and Children on hotline	8007283
3	Dubai Foundation for Women and Children	800111
4	Child protection centre in Sharjah	800700
5	Hemaya Foundation for Children and Women - Ajman	800446292
6	Aman Centre for Women and Children through RAK Police	072356666
7	Ministry of Education hotline	80051115

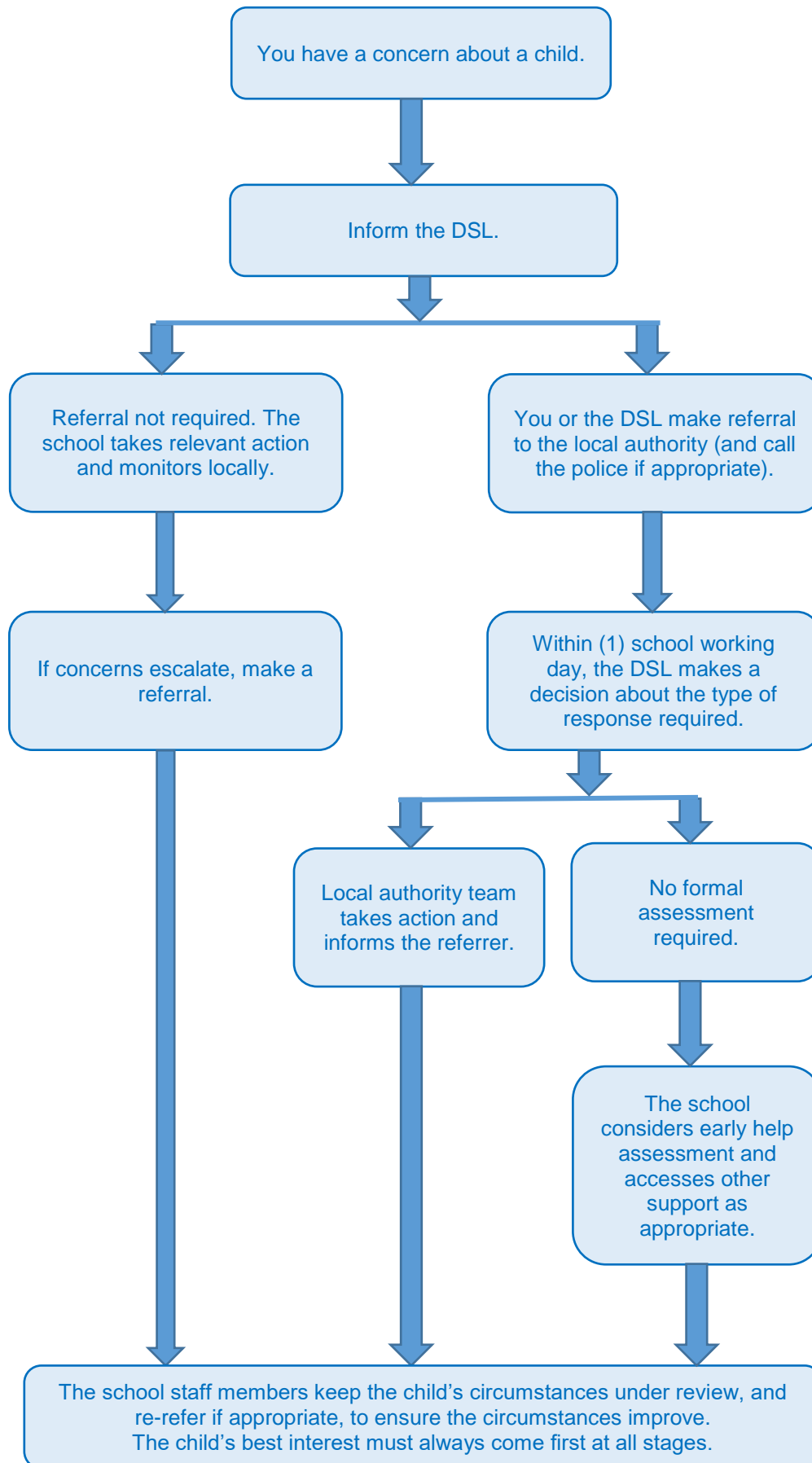
Chapter 19: Appendixes:

19.1 Appendix 1: Types of common abuse:

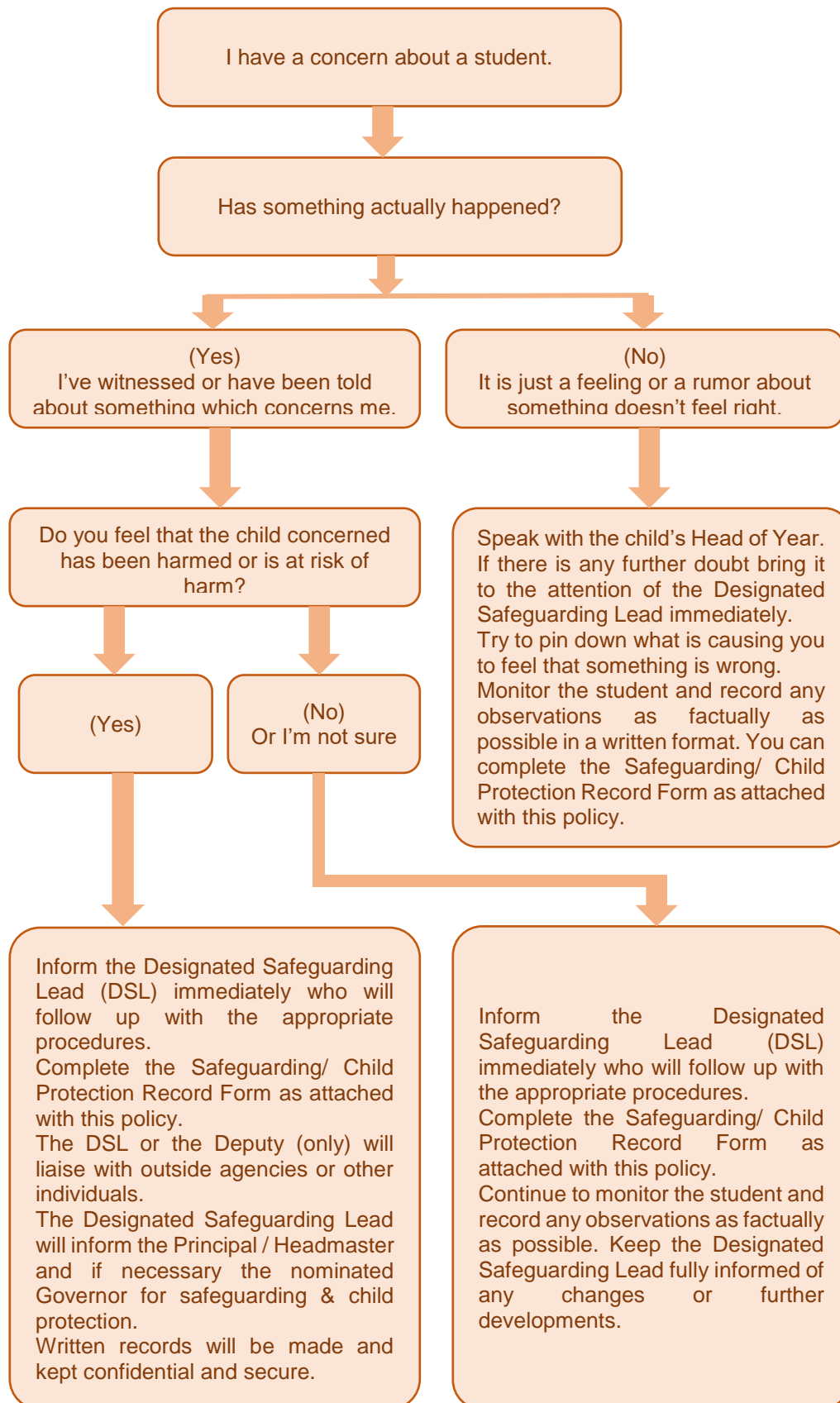
- ❑ **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- ❑ **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- ❑ **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- ❑ **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- ❑ **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
- ❑ Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

19.2 Appendix 2: Flow chart, Procedures (no immediate danger):



19.3 Appendix 3: Flow chart, Procedures (all levels of danger):



Chapter 20: Policy review & amendment:

Annual review Date(s)	Amendment Date(s)	Review Committee	Signature(s)
December 05, 2024		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	
June 05, 2025		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	
December 05, 2025		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	
March 10, 2026		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	
December 10, 2026		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	