Safeguarding Policy & Guidance Document

Policy Management		
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Rationale

This policy outlines the commitment of Dubai British School Jumeira (DBSJ) to safeguarding and promoting the welfare of all students, in line with the guidelines set forth in "Keeping Children Safe in Education 2023." It ensures clear procedures for identifying and reporting concerns, aiming to protect children from harm and support their well-being.

Aims

- Ensure a safe environment for all children and adults.
- Conduct thorough safeguarding checks and training for all staff.
- Raise awareness of child protection and equip children with an understanding of safeguarding and what it means to feel safe.
- Implement clear procedures for reporting abuse, concerns or allegations.
- Support students who may be victims of abuse.
- Prioritise safeguarding in leadership and management practices.

Essential Agreements

At DBSJ, we are committed to working with our parent community to ensure our children feel safe, secure, and well taken care of when at school. Therefore, the essential agreements are key things we want to mutually agree upon as an important feature of each student's success and happiness at DBSJ. We are committed to:

- Ensuring the safety and well-being of all students.
- Conducting safer recruitment protocols, including background checks and references.
- Providing regular safeguarding training for all staff.
- Establishing clear procedures for reporting and handling safeguarding concerns.
- Maintaining confidentiality and protecting the privacy of those involved.

Safeguarding at Dubai British School Jumeira

Dubai British School Jumeira is committed to safeguarding and promoting the welfare of all students. We adhere to the highest standards of child protection and ensure that all staff are trained to recognise and respond to safeguarding concerns.

Types of Abuse - Key Definitions

- *Physical Abuse* - Examples include hitting, shaking, and burning.
- *Emotional Abuse* - Examples include persistent emotional maltreatment and severe adverse effects on emotional development.
- *Sexual Abuse* - Examples include forcing or enticing a child into sexual activities.
- *Neglect* - Examples include persistent failure to meet a child's basic needs.

Types of Abuse - Indicators and Potential Impact

Physical Abuse
Indicators include unexplained injuries, fear of going home, and behavioural changes.

Emotional Abuse
Indicators include withdrawal, low self-esteem, and developmental delays.

Sexual Abuse
Indicators include inappropriate sexual behaviour, knowledge, and physical symptoms.

Neglect
Indicators include poor hygiene, malnutrition, and frequent absences from school.

Potential Impact
Long-term effects on mental and physical health, academic performance, and overall development.

Vulnerable Children

Examples include children who are:
- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic abuse, or parental mental health needs
- Asylum seekers
- Vulnerable to being bullied or engaging in bullying behaviours
- Living in temporary accommodation or transient lifestyles
- In chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- At risk of child sexual exploitation (CSE)
- At risk of being drawn into extremism

Sexual Behaviour

Youth Produced Sexual Imagery

Youth produced sexual imagery, often referred to as "sexting," involves children sharing inappropriate or explicit content they have created themselves. This imagery can range from consensual sharing between peers to coercive and exploitative situations. Handling such incidents requires a delicate balance between safeguarding the child's welfare and addressing the legal implications.

Protocol for Viewing/Deleting Imagery:

Viewing

Only designated safeguarding leads (DSL) or deputies (DDSL) should view the imagery. This should be done in the presence of a second member of the safeguarding team to ensure transparency and accountability.

Reporting

All incidents of youth produced sexual imagery must be reported immediately. The DSL will assess the situation and decide on the appropriate course of action, which may include contacting parents, referring to KHDA, or involving the police if necessary.

Deleting

Once reported and any necessary actions are taken, the imagery should be deleted from all devices and storage systems to prevent further dissemination and potential harm. This should be documented, including who deleted the imagery and when.

Support

The school will provide support to the students involved, including counselling services and educational resources about the risks and consequences of sharing explicit content.

Radicalism and Extremism

Radicalism involves the adoption of extreme political, social, or religious beliefs that reject the status quo, potentially undermining societal norms. Extremism refers to holding extreme political or religious views that may incite violence and disrupt civil peace, challenging basic human rights and equality. Signs of such behaviours can include isolation, changes in behaviour or appearance, engagement with extremist media, and expressions of intolerance or advocacy for violence.

Signs of radicalism and extremism

Behavioural Changes

- Sudden withdrawal from family and friends, preferring to spend time in isolation.
- Significant shifts in behaviour or mood, especially increased anger or irritability.
- Abrupt changes in appearance, such as adopting specific styles or symbols associated with radical groups.

Communication Patterns

- Adopting new language or phrases that are commonly used by radical groups.
- Making statements that glorify violence or express approval of terrorist acts.
- Expressing hatred or intolerance towards other races, religions, or social groups.

Social Media and Online Activity

- Spending excessive amounts of time on websites or forums known for extremist content.
- Sharing or creating content that promotes extremist ideologies.
- Participating in online groups or chats that are secretive and focus on radical topics.

Relationships

- Associating with known radicals or extremists.
- Disconnecting from previous social circles and forming new relationships based on radical or extremist ideologies.

Attitudes toward authority

- Developing a distrust or dislike of conventional authority figures, such as police or government officials.
- Expressing belief in conspiracy theories that align with extremist views.

Emotional Response

- Showing a lack of empathy for those affected by terrorism or violence.
- Feeling a sense of injustice or persecution without clear reason, often blaming specific groups or individuals.

Travel or Plans

- Unexplained travel, particularly to regions known for radical activities.
- Discussing or planning to participate in activities that sound secretive or illegal.

Response radicalism and extremism

When suspicions of radicalism or extremism arise, they are immediately reported to the Designated Safeguarding Lead (DSL), logged on CPOMs, and monitored. The DSL conducts a thorough review, involving a case officer and, if necessary, external bodies such as KHDA and the police. An intervention plan is then developed in liason with The Safeguarding Alliance, which includes conducting a risk assessment, engaging the student thoughtfully, and involving parents unless it poses a risk. Personalised support plans are created, incorporating counselling and educational support. The school collaborates with external agencies for

additional support. The effectiveness of the intervention is regularly reviewed, plans are adjusted as needed, and detailed, secure records of all actions are maintained.

Case Management at Dubai British School Jumeira

Early intervention is crucial in safeguarding. Dubai British School Jumeira ensures that concerns are identified and addressed promptly, maintaining detailed records and ensuring appropriate support. The school is committed to a proactive approach, ensuring that all staff are vigilant and responsive to any signs of abuse or neglect.

Reporting a Safeguarding Concern using CPOMs:

CPOMs (Child Protection Online Management System) is a secure online system used by DBSJ to monitor and manage all safeguarding, pastoral, and welfare issues. It centralises the recording of incidents and allows staff to document concerns efficiently and securely, ensuring that information is easily accessible to authorised personnel. This system helps the school maintain a clear, time-stamped record of concerns, actions taken, and the outcomes of each case, facilitating prompt and appropriate responses to safeguarding issues. The key steps to reporting a concern are as follows:

1. Log In to CPOMs: Access the CPOMs system using your school-provided credentials.
2. Complete the Safeguarding Concern Form: Fill out the form with detailed information about the concern, including names, dates, and a description of the incident or concern.
3. Submit the Form: Once the form is complete, submit it for review by the designated safeguarding leads (DSL or DDSL). Ensure that all relevant information is included to facilitate prompt action.
4. Follow-Up: The DSL will review the report and take appropriate action, which may include contacting parents, referring to external agencies, or implementing additional support measures within the school. Staff members who reported the concern will be kept informed of the actions taken and any outcomes.

Low-Level Concerns

A low-level concern is an indication from staff, parents, or associated adults that could result in a potential safeguarding risk. These concerns may not meet the threshold for immediate intervention but still require attention to prevent escalation.

Procedure:

Recording Concerns

Staff members are required to record any low-level concerns using a designated Microsoft form (LINK). This form links directly to the school's central safeguarding record system, ensuring that all concerns are documented and tracked.

Assessment

The DSL will review the recorded concerns to determine if further action is necessary. This may involve monitoring the situation, providing additional support, or addressing the concern with the relevant parties.

Documentation

All actions taken in response to low-level concerns will be documented in the safeguarding record system. This ensures that there is a clear record of how each concern was handled and allows for ongoing monitoring.

Self-Disclosure

Procedure

If a staff member has been placed in a position where safeguarding protocols have been compromised, there is a self-disclosure procedure in place. Staff members can disclose all relevant information regarding the incident to the DSL or DDSL, using the safeguarding [form](#).

Confidentiality

The self-disclosure process ensures confidentiality and supports staff in addressing any safeguarding concerns without fear of reprisal.

Support

The school will provide support to staff members who disclose safeguarding concerns, including access to counselling services and guidance on best practices to prevent future incidents.

Complaints and Allegations

Dubai British School Jumeira is committed to addressing complaints and allegations as part of our safeguarding protocol. We ensure that all complaints are taken seriously, recorded, and tracked to identify patterns and prevent future incidents.

Complaints Procedure

Process

When a student or parent raises a concern about poor practice towards a student that does not initially reach the threshold for child protection action, the school's complaints procedure will be followed. Poor practice examples include unfairly singling out a student, attempting to humiliate them, bullying, or discrimination.

Recording

All complaints should be recorded and added to a Microsoft form linked ([HERE](#)) to the school's central safeguarding record. If a complaint is communicated in a different way, such as email or in person, the staff member receiving the complaint is responsible for uploading it using the form.

Management

Complaints are managed by all staff members, with escalations handled by the Principal, DSL, other executive leadership team members, and governors. The complaints procedure is explained in the class information presentation for parents and students.

Staff Complaints

Complaints from staff are addressed under the school's feedback and complaints policy, found in the policy appendices. Complaints that escalate into safeguarding concerns will be managed under the school's child protection and safeguarding procedures.

Allegations

Definition

A safeguarding allegation refers to a formal or informal complaint or suspicion of abuse, neglect, harm, or mistreatment of a vulnerable person.

Reporting

Staff members must report any practice, actions, or conduct that directly or indirectly places a student, group of students, or community member in immediate or future danger. Allegations should be reported using the designated allegations form.

Investigation

All allegations will be investigated promptly and thoroughly, ensuring that the welfare of the child is paramount. The school will take appropriate action based on the findings of the investigation, which may include disciplinary measures, additional training, or referral to external agencies.

Whistle Blowing Procedure:

Purpose

The whistle blowing policy enables staff to raise concerns or allegations about colleagues, including visiting professionals and volunteers, in confidence and without fear of reprisal.

Reporting

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues to the DSL, DDSL, and/or Principal. This facilitates early intervention and helps maintain appropriate boundaries and a safe culture.

Confidential Enquiry

A sensitive enquiry will take place to investigate the concerns raised, ensuring that all parties are treated fairly and confidentially.

Allegations Against Staff

Procedure

When an allegation is made against a staff member, set procedures must be followed to ensure a fair, quick, and consistent investigation. Suspension is not the default option; alternatives will be considered.

Support

In the event of suspension, the school will provide support and a named contact for the staff member. Efforts will be made to maintain confidentiality and guard against unwanted publicity.

Historical Allegations

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the police. The school will make every effort to maintain confidentiality during investigations.

Recruitment and Training:

Dubai British School Jumeira is committed to safer recruitment and ongoing training to ensure the safety and well-being of all students. This aligns with the guidance provided in "Keeping Children Safe in Education, 2023."

Safer Recruitment:

Processes

All potential staff members undergo thorough background checks, including verification of identity, qualifications, and references. Enhanced DBS checks are conducted, and any concerns are addressed before employment.

Interviews

Interviews include questions designed to assess the candidate's commitment to safeguarding and their understanding of child protection issues. Safer recruitment training is provided to all involved in the hiring process.

Staff Training

Induction

All new staff members receive induction training on safeguarding policies and procedures, ensuring they understand their roles and responsibilities.

Ongoing Training

Regular safeguarding training sessions are held for all staff, covering topics such as recognising signs of abuse, reporting procedures, and maintaining professional boundaries.

Specialised Training

Staff in specific roles, such as the DSL and DDSL, receive additional training to equip them with the skills and knowledge necessary to handle complex safeguarding issues.

Links to Relevant Policies:

- Child Protection Policy
- Behaviour & Anti-Bullying Policy
- Whistleblowing Policy
- Complaints Policy
- Staff Code of Conduct
- E-Safety Policy