



# DGPS Safeguarding and Child Protection Policy 2023-24

**Written by:** Katherine Gilbert and Darren Frearson

## **Motto**

Learning Together, Growing Together

## **Vision & Values**

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

## **DGPS Way**

At Dove Green Private School, we are:

**Determined learners**

**Global thinkers**

**Positive achievers**

**Striving for success**

## **Policy Statement**

Dove Green Private School is concerned with the welfare and safety of all its students and strives to create an environment in which students feel secure and valued and one in which they are listened to and taken seriously.

Our recruitment policy for all staff working at the school requires that...

*“All staff recruited to work at Dove Green Private School must provide evidence of a police check to ascertain their suitability to work with students. This must be supported by the confidential references from previous employers which must specifically state that they have no reason to suspect any wrongdoing or harbour any concerns regarding the candidate’s suitability to work with students.”*

## **Aims**

We aim to safeguard and promote the welfare of students at the school in compliance with local requirements (KHDA), the Child Rights Law of June 2016 and Cabinet Resolution No. (52) of 2018 Governing the Executive Regulations of Federal Law No. (3) of 2016 on Child Rights Law (Wadeema) and Keeping Children Safe in Education (UK legislation)

As recommended, the policy recognises the need for designated practitioners to take lead responsibility for safeguarding students within the whole school setting and liaising with local statutory student agencies as appropriate and following UK best practice guidelines.

## **Practice and Procedure**

### **Guiding Principles**

- All staff should be alert to the signs of abuse and neglect and know to whom they should report concern or suspicions.
- DSLs with knowledge and skills in recognising and acting upon child protection concerns is the first point of contact for staff and parents where a concern is identified.
- Staff with designated responsibility for child protection should receive appropriate training. (Level 2/3)
- There is an effective whole school policy against bullying.

- We operate, and SLT and HR are trained in, safer recruitment procedures.
- The school will ensure that any full, part-time, supply, peripatetic or volunteer staff are security checked prior to employment/engagement. This is a whole school requirement and should include all ancillary staff as well as academic teaching staff.
- Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.
- Policies to ensure students are kept safe are in place and reviewed annually. (attendance, behaviour, anti-bullying).

## **Responsibilities**

There are two designated DSLs (L3) and 2 DDSLs (L2) whose main tasks are to:

- Ensure that the Principal is kept fully informed of any concerns.
- Ensure that all staff are aware of these procedures and that policies are fully implemented
- Ensure that the safeguarding procedures are followed in the school.
- Ensure that appropriate training and support is provided to all staff. (Annually at the start of the year and updates) N.B. cleaners are trained in their native language.
- Decide whether to take further action about specific concerns.
- Ensure that accurate records are maintained on individual cases and these are kept in a secure place and marked “strictly confidential”.
- Provide guidance to parents and staff about obtaining support.
- Report to governors annually.

## **Specifically:**

- Any member of staff concerned about a child must notify the designated person immediately via the online portal. He/she will inform the Principal.
- The member of staff must record factual information regarding their concerns on the same day. The record must be a clear, concise and factual account of the observations.
- The DSLs, in consultation with the Principal, will decide whether the concerns should be referred to an outside agency.

## **Assessment and Record Keeping**

The school uses MyConcern to record any safeguarding concerns.

- Complete online documentation.

- Make notes as soon as possible after the conversation.
- Do not destroy any original notes in case they are needed as evidence.
- Record the date, time, place and any noticeable non-verbal behaviour **and use the exact words used by the child.**
- Record on a body map the site of any injury.
- Record statements and observations, not interpretations or assumptions.
- Upload any pertinent documents/images

### **UAE Regulations and support**

In the event of an incident occurring, the school must report it to The Child Protection Centre. Depending on the severity of the case, the school may then need to report it to the Police.

The Dubai Foundation for Women and Students can be referred to for advice.

All up to date contact information for referral can be found using the school MIS..

### **Allegations involving school staff**

Allegations against staff, volunteers or the designated person should be reported to the Principal, or chair of governors.

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Principal. A record of the concerns must be made, including a note of any witness to the incident or allegation.

In the event of an allegation against the Principal, this should be reported to the Operations manager who will contact the chair of governors.

If the member of staff is deemed unsuitable after an internal investigation, then the school reports it to the KHDA immediately, KHDA approval will be withdrawn and all necessary actions to end the staff member's ability to work in the UAE will be taken.

### **ROLE OF DESIGNATED SAFEGUARDING LEADER (DSL)**

1. Ensure that all staff know:

- The names of the designated Safeguarding persons,
- That they have an individual responsibility for reporting child protection concerns,
- The procedures identified within the school safeguarding policy.

2. Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may tell of abuse.
3. Ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out its pastoral role in the school prospectus.
4. Provide Safeguarding training for all staff members and support agencies within the school.
5. Have effective links with relevant local agencies and persons and co-operate as required with their enquiries regarding child protection matters.
6. Keep written records of concerns about students (noting the date, event and action taken), even when there is no need to refer the matter or take it further. Where there is cause to take the matter further Safeguarding Officers must ensure that the case is discussed with all relevant parties and that there are set procedures for reporting and following up concerns.
7. Ensure that all records are kept in secure locked locations in the respective sections of the school. Update these records as and when new information or incidents occur. Ensure that respective teachers across the school are aware of any students of concern.
8. Adhere to the procedures set out by the Principal when an allegation is made against a member of staff.
9. Ensure that the Principal is aware of and are conducting the appropriate checks on all new members of staff and onsite personnel.
10. Ensure that the duty of care towards students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
11. Monitor child protection awareness in the school and ensure that due diligence is given to Safeguarding issues.
12. Safeguarding officers across the school discuss Child Protection matters within the school.
13. Liaise/guide and support staff within their respective areas of the school to ensure that students have the correct information with regards to Child Protection and are aware of the many adults that are ready to provide support and advice when it is needed.
14. Ensure that designated notice boards around the school display names and telephone numbers of Safeguarding Officers and related persons who can be contacted in an emergency or if a child or member of staff feel the need to raise a concern or seek help.

## **SUPPORTING THE STUDENT AT RISK**

- 1 Dove Green School recognises that students who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. The school may be the only stable, secure and predictable element in the lives of students at risk. Nevertheless, when at school their behaviour may be challenging and defiant and they may be withdrawn.
2. Dove Green School will endeavour to support the child through:

- a. The content of the curriculum to encourage self-esteem and self-motivation;
  - b. The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
  - c. The school's Behaviour Policy emphasises the need to support students. All staff agree on a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the student's sense of self-worth;
  - d. Liaison with other agencies who support the student such as the Medical profession;
  - e. Keeping records and notifying the Principal and any other relevant parties as soon as there is a recurrence of a concern.
3. When a student with child protection concerns leaves Dove Green School, we will transfer information to the next school. If Dove Green does not know where the student has moved to, we will contact the education authority (KHDA) and inform our governors of the situation, within two weeks of being removed from the roll.
4. Maintain and monitoring of attendance, where there are safeguarding concerns and act on attendance these.

## **SUPPORTING POLICIES**

11. Dove Green School has policies on Attendance, Behaviour, Bereavement, Anti-Bullying, Volunteer Helpers in School Policy and Student Health. These policies all serve to support and enhance the Safeguarding Policy. It is the responsibility of the staff to have familiarised themselves with these policies and to use them in all of their dealings with students and staff members of Dove Green School.

KCSiE full copy

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

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### School Contact Telephone Numbers

Mr. Christopher Seeley Principal 055 346 6900

Mrs Katherine Gilbert 048837474 **(DSL)**

Mr Darren Frearson 04 8837474 **(DSL)**

Mrs Rachael Parums 04 8837474 **(DSL)**

Ms Elizabeth McMath- **(DDSL)**

Ms Charlotte McCombs – **(DDSL)**

### Reporting to external organisations:

- Ministry of Interior – 116111
- MOI child protection centre website <https://www.moi-cpc.ae/en/default.aspx>
- Hemyati app (Android and app.)
- Community Development Authority – CDA hotline- 800 988
- EWAA Shelter for Women and Children – 800 7287
- Dubai Foundation for Women and Children – 800 111 <https://www.dfwac.ae/>
- Child protection Centre, Sharjah – 800 700
- MoE's Child Protection Unit - 80085 or Email the report to CPU@moe.gov.ae
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For further information go to <https://u.ae/en/information-and-services/justice-safety-and-the-law/children-safety>

### Monitoring and review

The monitoring and review of this policy is the responsibility of designated staff.

Signed \_\_\_\_\_ Designation \_\_\_\_\_

Principal \_\_\_\_\_ Review Date : June 2024

## **Appendix 1 - Lost Child Procedure**

In order to minimise the possibility of a child getting lost, all staff need to be vigilant in maintaining a check on the number of students in their care. This means that in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place. The practice will ensure that if a child should go missing, the loss is quickly discovered.

In the event of a missing child, the loss should be immediately reported to the Principal or a senior member of staff who will then direct the course of action.

This will include any or all of the following:

1. Alert other members of staff and deploy appropriately whilst maintaining adequate supervision of the remaining students.
2. Question students.
3. Conduct thorough search of the buildings and outdoor area.
4. If the child has not been found within 15 minutes, parents should be contacted and possibly also the police.
5. Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone.

## **Appendix 2- Late Collection Procedure**

If a child is not collected at the end of the school day, the child remains the responsibility of the class teacher or assistant until alternative arrangements have been made.

Each instance is different and staff need to act on initiative but the following procedure is likely to be “best practice”.

1. Allow a 15 minute lee way for normal delay or lateness.
2. After 15 minutes take child(ren) to the designated waiting area where there is a teacher on duty.
3. Call parents/collecting person.
4. If a child still has not been collected and parents cannot be contacted after 30 minutes in the designated waiting area refer to emergency contacts.
5. The child should not be left alone and should be reassured that the situation will be resolved.
6. Under no circumstances should a child be allowed to go with another parent without consent from the child’s own parent or from the Principal.

Late Collection From After School Activities



Those in charge of after school activities have a responsibility to ensure that the students in their care are safely collected at the end of the session. In the event of a child not being collected, the “activity leader” will stay with the child for 15 minutes to allow for normal delay or lateness. After this time, the activity leader will either take the child(ren) to the designated waiting area or if the activity is off-site the teacher in charge must remain with the child and follow the late collection procedure from point 4 above.

### **Appendix 3 - Intimate Care for Students**

Students do occasionally have accidents or injuries which necessitate some intimate care. It is important to give consideration to two factors when dealing with these situations.

- Respect the privacy of the child
- Be aware of the vulnerability of the member of staff assisting the child

The following procedure is designed to create a ‘best fit’, which takes both factors into account.

- The practitioner dealing with the incident should inform one of the other adults
- If possible 2 members of staff should deal with the situation
- Leave doors slightly ajar, but closed enough to give as much privacy as possible
- Try to arrange for other students to use an alternative cloakroom if possible
- Wear disposable latex gloves
- If the child is old enough, ask him/her to remove soiled garments
- Use sealed wipes, or a disposable flannel with antibacterial soap, to wash the child, avoiding any intimate contact
- Use a towel to dry the child, again avoiding any intimate contact; the towel will need to be laundered after use
- Rinse off the soiled clothes then place them in a plastic bag ready to give to parent or carers at pick-up time

**(In general, students who have soiled themselves will be sent to the Clinic to be cleaned and changed)**

If the situation happens frequently with a particular child, it would be appropriate to discuss toilet training techniques with the parents or carers so that routines are the same at school and at home. It may be necessary to suggest that a child takes a few days out of school to re-establish regularity.

## **Appendix 4 - Restraint of Students**

Should staff have cause to use physical restraint, details must be recorded and the incident reported to the Principal and/or relevant member of the SLT, who will ensure that parents are informed before the end of the day.

### **What is physical restraint?**

Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will.

Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities. There are other situations where physical contact may be necessary e.g. demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed student. This does not constitute restraint but staff should be conscious of student perceptions and recognise that for some students touching may be unwelcome and misinterpreted despite good intentions.

Physical restraint is a procedure for dealing with an unsafe or crisis situation.

It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation. Deliberate use of physical contact to punish a student, cause pain or injury or humiliation is unlawful, regardless of the severity of the student's behaviour or the degree of provocation.

### **The use of physical restraint**

Restraint should only be used in circumstances where there are good grounds for believing that the student is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property. (As outlined in the 1996 Education Act). Restraint should be used rarely to secure compliance with staff instructions; other methods should always be considered first.

If we are aware that a student is likely to behave in a way that may require physical restraint, it will be sensible to plan how to respond, should such a situation arise. This plan should be shared with parents and other staff taking account of the school policy and legislation. If physical restraint is likely to be necessary, this should be included in the student's Individual Education Plan (IEP) together with information on: de-escalation strategies; the manner in which the student will be held; how support can be summoned if needed; any medical factors to be considered.

## **Types of Restraint**

Restraint occurs whenever a member of staff, using intentional force, physically restricts a student's movement against the student's will. This may mean restraining a student or moving him/her by physical means. The procedures of restraints apply to students of either sex and of any age.

Restraint can be:

- Partial, restricting and preventing particular movements.
- Total as in the case of immobilization.

Partial restraint covers a wide range of techniques which can be applied in degrees to meet particular circumstances.

It may involve:

- Physically moving a student from a situation where there is an imminent risk of a violent incident and where the student has refused to respond to a reasonable verbal request.
- Holding students to restrict their movements.
- Retaining a student in a confined area in order to prevent individuals or property being damaged.

Total Restraint is where students are held in such a way which prevents them from moving. This could mean a student being held on the floor. This is an extreme form of restraint and would be used only when an assault was being thought a serious risk to others.

Staff should be aware that for some students, the use of physical restraint may act as positive reinforcement for their behaviour.

## **Helpful documents**

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_a\\_dvice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_a_dvice_Reviewed_July_2015.pdf)

**Signed:**



**Print Name:** Christopher Seeley

**Designation:** Principal DGPS

**Date:** September 2023

**Next Review:** September 2024