



Dubai School of Modern Skills

Safeguarding and Child Protection Policy

Last updated: August 2022





Policy:	Child Protection Policy
Version:	3.0
Synopsis:	This policy describes School of Modern Skills' approach to Child Protection based on school vision and core values and UAE Ministry of the Interior Child Protection Center.
Policy owner:	School of Modern Skills Governing Board
Relevant to:	This policy applies to all school staff.
Publication:	This policy will be made available to staff via Google Drive.
Date introduced:	September 2019
Next review date:	This policy will be reviewed annually
Related documents:	School of Modern Skills Admissions Policy School of Modern Skills School Trip Policy School of Modern Skills Evacuation Policy
Date(s) modified/reviewed:	May 2019, SLT August 2019, VP of Elementary August 2019, HoDs February 2022, Social Worker of MS/HS February 2022, Head of Well-being February 2022, School Principal August 2022, Head of Well-being



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Dubai School of Modern Skills is concerned about the welfare and safety of all its pupils and attempts to create an environment in which pupils feel secure, valued, listened to and taken seriously.

Aims

We aim to safeguard and promote the welfare of children at the school in compliance with the UAE Ministry of Interior (MOI) Child Protection Center requirements and the UAE Cabinet directive no. (3/3 و) of 2022. Our school values promote inclusivity, respect, whole-self, community, collaboration and active learning, and it is clear that in this context, child protection is a main priority.

- All our students are safe and protected from harm.
- Safeguarding procedures are in place to deal with any child protection concerns, help students to feel safe and teach students how to stay safe.
- All adults in the school community are aware of the expected behavior and the school's legal responsibilities in relation to safeguarding and child protection.
- All staff members are aware of their responsibility when it comes to child to child protection.

Roles and Responsibilities

As recommended, the policy recognizes the need for a designated practitioner to take lead responsibility for safeguarding pupils within the whole School setting and liaising with local and federal agencies as appropriate.

Designated Safeguarding Leads (DSL)

The school will have an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL will also keep the Governing Board Safeguarding Lead informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

Principal	Stephanie Chattman	stephanie.chattman@dubai-sms.com	054 3094859
Vice Principal-Elementary	Nina Stanger	vp-nina@dubai-sms.com	0507664121
Vice Principal-Middle and High School	Neasa Ni Bhrosnachain	vp-neasa@dubai-sms.com	0507665083
Head of Wellbeing	Leanna Sayar	leanna.sayar@dubai-sms.com	0566345060

Deputy Designated Safeguarding Leads (DDSL)

During term time, the DDSL will be available during school hours for staff to discuss any safeguarding concerns.

The Deputy Safeguarding Lead role:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body and support staff who make such referrals directly
- When the DSL is absent, the corresponding Deputy DSL, will act as cover.

Social Worker-Middle and High School	Leyaan Jazairi	leyaan.jazairi@dubai-sms.com	0559660377
Social Worker-Elementary	Maryam AlHosani	maryam.ali@dubai-sms.com	0509365424
School Doctor	Dr. Asmaa	dr.asmaa@dubai-sms.com	0559661187

In the event that they are unavailable, then the following staff members should be contacted:

Head of Pastoral-Middle and High School Girls	Belqees Naji	belqees.naji@dubai-sms.com	0559661145
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Head of Pastoral-High School Boys	Rabie Abouelmagd	rabie.ahmed@dubai-sms.com	0504775686
Head of Pastoral-Middle School Boys	Amine Hanni	mohamed.amin@dubai-sms.com	0502134836
Head of Pastoral-Elementary	Dianna Issa	diana.issa@dubai-sms.com	0558833972
Head of Pastoral-Early Education	Hemet Tabakh	hemat.alsayed@dubai-sms.com	0559663011

Child Protection Officer

A Designated Safeguarding Lead/Deputy Designated Safeguarding Lead with knowledge and skills in recognizing and acting upon child protection concerns is the first point of contact for staff and parents where a concern is identified.

Child Protection Officer's main tasks are to:

- Ensure that the Principal is kept fully informed of any concerns.
- Ensure that all staff are aware of safeguarding procedures.
- Ensure that the safeguarding procedures are followed in the School.
- Ensure that appropriate training and support is provided to all staff.
- Undertake an investigation if a concern is raised, whether this is an allegation against a parent, member of staff or another pupil (or group of pupils).
- 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.

Staff responsibility:

All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school. All staff have the responsibility of:

- Knowing the signs and symptoms of child abuse.
- Knowing the reporting procedure and whom they should report concerns to.
- Reporting any safeguarding concerns in a timely manner.
- Maintaining confidentiality and not sharing the information with unauthorized persons.

Practice and Procedures

Guiding principles

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- All children, regardless of age, gender, ability, culture, race, language, religion have equal rights to protection.
- Children who are safe and feel safe are better equipped to learn.
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole school community of students, parents, staff, volunteers and governors will therefore be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to relevant statutory bodies and public services. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some stage.
- Students and staff involved in child protection issues will receive appropriate support.
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

Reporting concerns

- Any member of staff concerned about a pupil must inform the Designated Person immediately. 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 Designated Person, in consultation with the Principal, will decide whether the concerns should be referred to an outside agency (MOI Child Protection Center).



Child Protection Training

The School recognizes and takes on the role of providing all necessary training for the effective implementation of this policy. Training modules included in the appendices section of this policy ensure all staff involved are provided clear guidance as to their roles to ensure good practice throughout the school. Additionally, SMS follows rigorous recruitment procedures ensuring all employees and volunteers are of sound moral character suitable to work with children.

All staff including teachers and learning support staff, bus monitors and bus drivers receive annual training on the signs and symptoms of abuse and the procedures within Dubai School of Modern Skills.

The Designated Safeguarding Leads, Deputy Designated Safeguarding Leads and Principal have received Advanced Child Protection Training. This training is completed every two years. The Board of Governors have received training on the signs and symptoms of abuse and the procedures within the School.

Volunteer staff and parents who have frequent contact with pupils will also be given Child Protection training.

Recognising Child Abuse – When to be concerned

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

An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with any explanation given.

Frequent injuries even when apparently reasonable explanations are given.

Sudden changes in behavior, performance or attitude.

Anxiety or low self-esteem.

Knowledge of sexual matters beyond what would normally be expected, or sexual behavior that is unusually explicit or inappropriate to the pupil's age.

Disclosure of an experience in which the pupil may have been significantly harmed.

Dealing with a Disclosure

Do's

Listen to what is being said without displaying shock or disbelief.

Accept what is being said.

Allow the child to talk freely.

Reassure the pupil that what has happened is not their fault and stress that it was right to talk. Listen rather than ask direct questions; asking minimal open rather than leading questions. Explain what has to be done next and who has to be told.

Don'ts

Do not promise confidentiality, as it might be necessary to refer the case to the Social Police and KHDA.

Do not take photos of the injury

Do not take notes while the child is talking to you

Do not postpone or delay the opportunity for the child to talk

Do not investigate the concern

Do not approach the alleged abuser

Assessment and Record Keeping

Make notes as soon as possible after the conversation.

Do not destroy the original notes in case they are needed by a court.

Record the date, time, place and any noticeable non-verbal behavior and the words used by the pupil.

Record on a body map and recording form (Appendix 1) the site of any injury if it is visible to you. The school doctor will also complete a body map for any student who has been referred for safeguarding concerns.

Record statements and observations, not interpretations or assumptions.

All information relating to Child Protection is maintained within a confidential file and is stored securely either in a locked cabinet or through a password protected data file.

UAE Regulations and Support

Depending on the severity of the case, the School will report it to the MOI- Child Protection Center.

There is a Family Protection Centre opened by HH Sheikh Fatema Bint Mubarak which provides advice and counseling, medical and psychological checks as well as follow up. It also provides accommodation and support homes for abused women and children (up till 14 years of age.)

Allegations Involving School Staff

Allegations against staff, volunteers or the Designated Safeguarding Lead/Deputy

Designated Safeguard Lead should be reported to the Principal. The Designated Safeguarding Lead should be contacted in each instance (unless he or she is the object of the allegation).

Any member of staff who has reason to suspect that a pupil 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 witnesses to the incident or allegation.

Allegations against the school principal should be reported to the Board of Governors.

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

Guidelines for Staff

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

Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded. Do provide access for pupils to talk to you about any concerns they may have

Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.

If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room.

Recognize that caution is required in sensitive moments of counseling on matters such as bullying, bereavement or abuse.

On residential trips, pupils and staff must have separate sleeping accommodation. Avoid situations that compromise your relationship with pupils and are unacceptable within a relationship of trust.

During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.

Staff are advised to avoid transporting a single pupil in a vehicle except in case of an emergency Remember that someone else may misinterpret your actions, no matter how well intentioned. Do not have inappropriate physical or verbal contact with pupils. Avoid suggestive remarks or gestures, even in fun.

School Contact Telephone Numbers

Head of Pastoral Belqees Naji (MS/HS Girls)	0559661145
Head of Pastoral Rabie Abouelmagd (HS Boys)	0504775686
Head of Pastoral Amine Hanni (MS Boys)	0502134836
Head of Pastoral Dianna Issa (Elementary grades 2-5)	0558833972
Head of Pastoral Hemet Tabakh (Early Ed. KG1-Grade 1)	0559663011
School Doctor Dr. Samar	0559661187
Health and Safety Officer Mr. Ahmed Gharib	0502136019

Monitoring and Review

Policy to be reviewed and checked annually by the Principal. The Board of Governors will also undertake an annual review of the School's Child Protection policies and procedures and the efficacy with which they have been discharged. The Designated Safeguarding Lead will provide an annual report to the Board of Governors to assist them with this task.



Safeguarding Steps

Safeguarding concern is reported by student.

Safeguarding concern is noticed by staff member.

External agency, such as Children Protection agency, is investigating and informs SMS of the concern.

Staff member to immediately inform DSL/DDSL.

Investigation and documentation process begins. DSL/DDSL to possibly initiate discussion with the concerned student. School doctor may complete body map.

Parents will be informed if necessary.
External agency will be informed if necessary.

Continued monitoring and support may include check ins, observations, counselling and family support. External agencies may provide follow up services.



Appendices

Appendix 1 - Definitions

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or guardian feigns the symptoms of, or deliberately causes ill health to a child in their care.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to a child that they are unloved, worthless, inadequate, or valued only insofar as they meet the needs of another person. It may feature expectations, which are age or developmentally inappropriate, being imposed on a child. It may involve a child frequently feeling frightened or in danger, or the exploitation or corruption of a child or children.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child's basic physical and/or physiological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or guardian failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

The following lists, outlines some of the signs and behaviors which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behavior, aggressive behavior, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behavior
- a 'watchful attitude'
- sexually explicit behavior (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play a child who is reluctant to go home, or is kept away from school for no apparent reason does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite

- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
-
- self-inflicted wounds
- reverting to younger behavior
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others

Appendix 2 - Lost Child Procedure

In order to minimize the possibility of a child getting lost, all staff need to be vigilant in maintaining a check on the number of children 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 Head of Pastoral Care who will then direct the appropriate courses 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 children.
2. Question children.
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 3 - 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 and Head of Pastoral Care 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 15 minutes for normal delay or lateness.
2. After 15 minutes take child/children 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 pupils 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/children 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 4 - Intimate Care for Children

Our School clinic personnel are trained to deal with this type of situation in an appropriate and sensitive manner, and their own code of conduct will take priority.



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Appendix 5 - Child Protection Body map

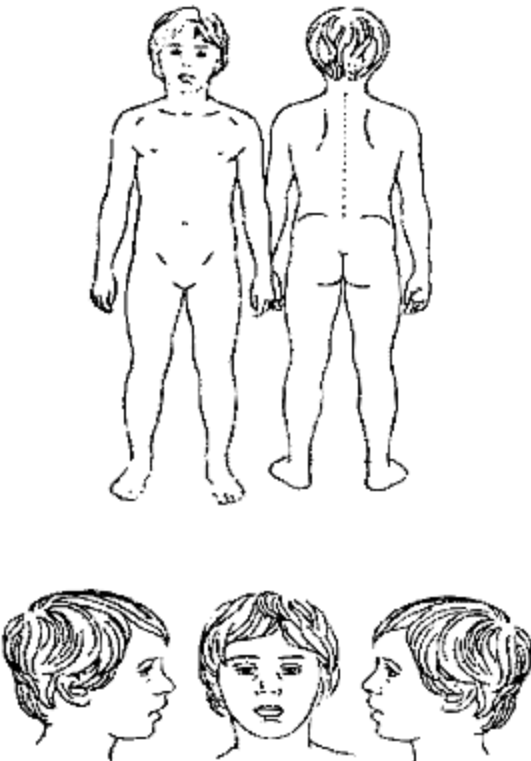


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Child Protection Body Map

To be completed by school doctor only |

<p>Student Name:</p> <p>Grade/Section:</p> <p>Student ID:</p> <p>Male/Female:</p>	<p>Your Name:</p> <p>Date:</p> <p>Time:</p> <p>Role: School Doctor</p>
<p>Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT</p> 	<p>Description of injury:</p>



If the child has given an account of this injury give details:		
Please indicate the attitude of the child regarding the injury:		
Any additional information:		
Notes of any further action (please include dates and persons involved in actions):		
Signed:	Date:	Time:



Appendix 6 - Child Protection Record Form

Child Protection Record Form

Student Name:	Your Name:
Grade/Section:	Date:
Student ID:	Time:
Male/Female:	Role: DSL / DDSL
My Concern/s (please indicate as many as are appropriate) <input type="checkbox"/> Is because an adult has reported concerns to me. <input type="checkbox"/> Is because a child has disclosed information to me. <input type="checkbox"/> Is a result of something I have seen. <input type="checkbox"/> Is because I suspect child abuse	
If the child has given an account of this injury give details: 	
Please indicate the attitude of the child regarding the injury: 	



<p>If the parent has volunteered an account of this injury give details:</p>
<p>Please indicate the attitude of the parent regarding this injury:</p>
<p>Any additional information:</p>
<p>Action taken by Child Protection Officer:</p>
<p>Signed: _____ Date: _____ Time: _____</p>
<p>Notes of any further action (please include dates and persons involved in actions):</p>



Record of actions taken:


Date:	Action:





Appendix 7 - Safeguarding concern referral form

Elementary (Gr.KG1-Gr.5) - <https://forms.gle/U5KtrtESkf9oerFn8>



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Safeguarding Concern Referral Form

Gr.KG1-Gr.5 students

Student Name *

Short answer text

Student ID *

Short answer text

Student Grade *

1. KG1
2. KG2
3. 1
4. 2
5. 3
6. 4
7. 5



Section *

- A
- B
- C
- D
- E
- F

Student gender *

1. Boy
2. Girl

Reporting staff member name *

Short answer text

.....

Reporting staff member title *

Short answer text

.....

Select one of the following regarding the concern



Multiple choice

Concern was disclosed by student



Concern was observed (not reported by student)






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☰

Date of concern *

Month, day, year 

Allegation against staff member *

Yes

No

Type of concern *

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Self-harm (student is harming themselves)

Description of safeguarding concern *


Long answer text

Any necessary background information

Long answer text



Middle and High (Gr.6-Gr.12) - <https://forms.gle/MwJezob7F4BzFW2KA>


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Safeguarding Concern Referral Form

Gr.6-Gr.12 students

Student Name *

Short answer text

Student ID *

Short answer text

Student Grade *

1. 6
2. 7
3. 8
4. 9
5. 10
6. 11
7. 12



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Section *

- 1
- 2
- 3
- 4

Student gender *

1. Boy
2. Girl

Reporting staff member name *

Short answer text

Reporting staff member title *

Short answer text

Select one of the following regarding the concern *

- Concern was disclosed by student
- Concern was observed (not reported by student)



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Date of concern *

Month, day, year



Allegation against staff member *

Yes

No

Type of concern *

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Self-harm (student is harming themselves)

Description of safeguarding concern *

Long answer text

Any necessary background information

Long answer text



Appendix 8: Links to UAE Policies

Link to:

[National Child Protection Policy in Educational Institutions in United Arab Emirates - English](#)

Link to:

[-السياسة الوطنية لحماية الطفل في امؤسسات التعليمية في دولة الإمارات العربية املتحدة](#) Arabic