Child Protection & Safeguarding Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:	August 2015	Principal
Last reviewed:	August 2025	Designated Safeguarding Lead
To be reviewed:	August 2026	

KEY SAFEGUARDING CONTACTS

Key contacts within the school:

Position	Name and Role	Contact Details
Child Protection Officer for Taaleem	Mala Talwar (CPO)	mtalwar@taaleem.ae
Designated Safeguarding Leads	Rebecca Coulter - *Principal* Laurie Joiner - *Deputy Head of Primary* Rose Akachi - *Head of Early Years*	principal@dubaibritishschooljp.ae ljoiner@dubaibritishschooljp.ae rakachi@dubaibritishfs.ae
Deputy Designated Safeguarding Leads	Beth Millar - *Assistant Head of Early Years* Nathan Sadler - *Head of Primary* Jen Cruikshank - *Head of Secondary* Prisca Toland - *School Counsellor* Janine Cesar - *School Nurse for Early Years* Rita Lewis - *Head Nurse*	bmillar@dubaibritishfs.ae nsadler@dubaibritishschooljp.ae jcruikshank@dubaibritishschooljp.ae ptoland@dubaibritishschooljp.ae jcesar@dubaibritishfs.ae nurse@dubaibritishschooljp.ae

Key contacts within the local area

You can report child abuse to MoI through the hotline number 116111 or through the MoI's Child Protection Centre's website and the 'Hemayati' (Arabic for 'protect me') app (available on Android and iOS).

Other channels:

- Community Development Authority- CDA on hotline: 800988
- EWAA Shelter for Women and Children on hotline: 8007283
- Dubai Foundation for Women and Children on 800111
- Child protection centre in Sharjah on toll-free helpline number 800 700
- Hemaya Foundation for Children and Women - Ajman on hotline: 800himaya (800446292)
- Aman Centre for Women and Children through RAK Police – 07-2356666

Contact Ministry of Education on hotline: 80051115 for any issues that affect the students' learning process negatively.

1. Introduction

Our school is committed to safeguarding children and promoting children's welfare- whether that is within or outside the home, including online- and expects all staff, volunteers and visitors to share this commitment through maintaining a vigilant and safe environment.

2. Purpose and Aims

The purpose of this policy is to ensure effective, whole-school child protection through providing clear direction to those who work with children in any given capacity. As a school, DBSJP is

committed to the development of good practice and sound safeguarding procedures, ensuring that child protection concerns, referrals and monitoring are handled sensitively, professionally and are supportive of the child. DBSJP is an agent of referral and not of investigation.

There are three main aims within our Safeguarding and Child Protection Policy:

I. *Prevention* through the creation of a 'safeguarding culture' to which all staff are fully committed

II. *Protection* by following agreed procedures in a timely manner, ensuring staff are trained and supported to recognize and respond appropriately and sensitively to safeguarding issues.

III. Appropriate and timely *action* to support students who may have experienced, or be at risk of, significant harm.

3. Legislation and statutory guidance

This policy is based on the following guidance and legislation.

Local Safeguarding Guidelines and Local Child Protection Procedures:

• *National Child Protection Policy in Educational Institutions in United Arab Emirates (2022), in line with the Federal Law No. (3) 2016 Child Rights Law (Wadeema's Law).*

Taaleem Company Policy:

• *The Taaleem child protection and Safeguarding Policy Statement underpins the safeguarding policies and procedures in all Taaleem Schools. It also references other associated documentation and relevant policies.*

• *Taaleem Child Protection Training Policy outlines the minimum requirements for Child Protection Training for all staff.*

• *Taaleem E-Safety Policy provides guidance to keep all staff and students safe online as part of safeguarding.*

Keeping Children Safe in Education (UK):

• DBSJP uses this framework as a reference point and structure to ensure all matters relating to the safeguarding of children are dealt with in line with current best practice, taking into consideration legalities of the UAE.

o [Keeping children safe in education 2024 (publishing.service.gov.uk)](publishing.service.gov.uk)

4. Definitions

Safeguarding and promoting the welfare of children means:
• Providing help and support to meet the needs of children as soon as problems emerge
• Protecting children from maltreatment whether that is within or outside the home, including online
• 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

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. The definitions below are taken from Keeping Children Safe in Education (KCSIE, 2024, p8-9):
- *Physical Abuse:* any form of abuse which involves physical hurting a child or failing to, or being unwilling to, prevent any physical harm.
- *Emotional Abuse*: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- *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. Sexual abuse can involve non-contact activities, such as involving children 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.
- *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.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18, and those attending Sixth Form who may be above the age of 18.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case-by-case basis.

5. Equality Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.
We give special consideration to children who:
- Have special educational needs and/or disabilities (SEND) or health conditions
  Are young carers

- May experience discrimination, for example due to their race, ethnicity, religion
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk due to either their own or a family member's mental health needs
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

6. Roles and Responsibilities

Protecting and enhancing children's welfare is the collective responsibility of everyone; every person who deals with children and their family has a role to play.

Taaleem Central Office, led by the Child Protection Officer for Taaleem will:
- Ensure that the school has an effective policy and that the school is compliant with internal and National Guidelines.
- Support the school in matters of child protection, offering advice and guidance.
- Meet with the DSL Termly to receive a brief on any current cases in the school.

DBSJP will:
- Appoint a Designated Safeguarding Lead(s) who is responsible for overseeing child protection and all that is related to the child's rights and protection, in the educational institution.
- Follow Safer Recruitment Practices, ensuring qualifications and backgrounds of all caregivers are screened and verified prior to commencing employment, including relevant DBS or Police checks.
- Ensure thorough and appropriate safeguarding training is provided, and that all staff have read and understood the relevant policies and procedures connected with keeping children safe.
- Create a safe and secure environment for the children, where cases of abuse are detected early.
- Ensure all personnel working at the educational institution are trained in confidential reporting procedures and understand their responsibility for carrying this out.
- Utilise secure and confidential reporting channels for all staff, students and parents.
- Raise awareness of child rights with students, and how to report any type of abuse.
- Support parents in understanding the role they take in protecting children, including online.
- Obtain consent from a child's parent when necessary to use the child's personal photograph or any information via the media, posts or publications.
- Maintain confidentiality of personal or medical records (with the exception of emergencies, to prevent death, severe injury or infectious disease or working with the Child Protection Unit).
- Respect social diversity and differences of all types, ensuring that students are treated fairly.
- Apply the professional code of conduct, becoming role models for student behaviour and appearance.
- Ensure buildings are well-maintained and equipped with security surveillance cameras. Security personnel are appropriately deployed to manage campus entry and exit points.

Use bus transportation for field trips and other events that is provided by a company that is licensed by the Department of Transport. Buses, including seatbelts, are to be checked by a supervisor prior to children and staff boarding.

The Designated Safeguarding Lead (or in the absence of the DSL, the Deputy Designated Safeguarding Lead) will:
- Take lead responsibility for child protection and wider safeguarding, including online safety.
- Ensure all child protection procedures are followed by all staff.
- Be available to support staff, receive referrals and give advice and support on child welfare and child protection matters.
- Make appropriate, timely referrals if required, contributing to the assessment of children.
- Work with, and communicate clearly with, external agencies/ authorities.
- Ensure all staff, including temporary staff and volunteers within the school are aware of the school's internal procedures as part of the induction process.
- Participate in, and lead where required, strategy discussions around the safeguarding of children.
- Lead half-termly Child Protection Team meetings, where key cases are shared and discussed in a confidential setting with: the Principal, Heads of School, Counsellors, Head Nurse.
- Provide an annual report, in conjunction with the Principal, detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

All staff will:
- Actively participate in annual safeguarding training, fully understanding how to recognize the types of abuse.
- Ensure they can access the necessary platforms (e.g. The National College, CPOMS)
- Be aware of the role they and their job plays in the safeguarding of children at school, at home and online.
- Carry out their role to the highest standard.
- Understand and follow the safeguarding policy and affiliated policies, including the referral process and timeline for early intervention.
- Report any concerns they notice, following the procedures outlined in the policy.
- Follow the Taaleem Whistleblowing Policy if required to report concerns about other staff members and their conduct.
- Ensure confidentiality guidelines are adhered to.

Teachers, assistants and supervisors will:
- Maintain a safe and secure classroom environment.
- Monitor students closely during all scheduled contact time.
- Ensure children are accompanied at all times in the school building and outside areas.
- Be aware of which children are using the bathroom, ensuring age-appropriate supervision.
- Arrive promptly for all designated duties.
- Conduct regular head counts when leaving or returning to the classroom/ lesson.
- Supervise children in ECAs carefully, ensuring accurate registers are taken and dismissing safely.
- Reinforce the importance of online safety when communicating with parents and carers.

Parents will:

> Be fully responsible towards the child and for the duties entrusted to them in the upbringing, care, guidance and growth of the child.

- Positively co-operate with DBSJP staff as needed.
- Notify DBSJP in case of an occurrence that may threaten a child's safety, physical or mental health, including online.
- In the case of divorced parents:
  - *In cases of custodial issues, the school is committed to the wellbeing of its students, and therefore, the school shall strictly adhere to applying and enforcing final judgements, orders and/or rulings issued by the relevant UAE courts. The onus is on the parent(s) to notify and provide the school administration with all the relevant updates, orders and rulings of the courts up to the final judgement and wherever deemed necessary, the school may request that the parent(s) apply to the court and request that the relevant court correspond with the school directly. For the avoidance of doubt, the school shall not become a party to any ongoing disputes between parents or make any determinations in this regard. We encourage parents to make decisions that are in the best interest of their child/children.*

The responsibilities of the Educational Authorities, Partners, Support Service Providers, Child Protection Unit and Child Protection Professionals are outlined in the National Child Protection Policy in Educational Institutions in United Arab Emirates (2022) document (p. 8-9).

7. Training & Support

All staff receive regular training at the point of induction and annually thereafter, in accordance with the position they hold in school.

Course	Method	Frequency	Facilitated By	Applicable To
Level 1 Safeguarding	Face-to-face	Annual	Designated Safeguarding Lead	Finance and HR Teams Facilities Team Security Team Cleaning Team Bus Drivers and Supervisors
Level 2 Child Protection and Safeguarding (International)	Online	Annual	The National College	Teachers and Teaching Assistants Admissions Team Receptionists and PAs ILSAs
Level 3 Advanced Child Protection for Safeguarding Leads	Online	Annual	The National College	Principal Heads of School Deputy Heads of School Assistant Heads of School Counsellors Nurses

Level 3 Child Protection and Safeguarding DSL Training	Face-to-face	Every two years	Accredited Body	Designated Safeguarding Lead Key members of the CPT, identified by the DSL

Staff are also briefed regularly when there is a change in policy at school, company or national level.

There may be other adults in the school (e.g. volunteers) who work under the supervision of members of the school staff. The Principal and/or the Designated Safeguarding Lead will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.

8. Safer Recruitment

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training and that at least one person on the interview panel is safer recruitment trained. Further details relating to safer recruitment can be found in the Taaleem Recruitment Policy.

9. Disclosures

If a child discloses a safeguarding issue to you, you should:
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- *Before the end of the day,* write up your conversation on CPOMS as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. Assign and alert the appropriate members of the team.

Bear in mind that some children may:
- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful.
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

10. Confidentiality

In order to effectively safeguard children at DBSJP, information should be shared in a timely manner (e.g. before the close of day, and in the most serious cases- immediately), only with the appropriate staff members concerned (e.g. DSL). Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

A member of staff must never guarantee confidentiality to a student, nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

- The DSL should consider that:

- o Parents or carers should normally be informed (unless this would put the victim at greater risk)
  - o The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to the CDA and the KHDA via the Taaleem Child Protection Officer.
- Regarding anonymity, all staff will:
  - o Be aware of anonymity and do all they reasonably can to protect the anonymity of any children involved in a case or disclosure– for example, carefully considering which staff should know about the report, and any support for children involved.
  - o Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- If staff are in any doubt about sharing information, they should speak to the DSL (or Deputy DSL)
- Staff will be informed of relevant information in respect of individual cases regarding child protection cases on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

11. Procedures & Reporting

Any member of staff who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead or in their absence, a Deputy Designated Safeguarding Lead, using the CPOMS system.

All volunteers and visitors to the school will receive a safeguarding leaflet which details the school's safeguarding approach and expectations. The names and photographs of the Designated Safeguarding Leads will be detailed along with the steps to take in case of disclosure or concern:
- Disclosure reported verbally to the DSL
- The DSL should record the report onto CPOMS and take appropriate next steps, which may include, though are not limited to:
  - o Speaking with the staff and children involved to take statements.
  - o Assessing the level of risk to the child(ren) involved and appropriate associated actions, including possible risk assessment.
  - o Informing parents, unless there is good reason to believe that informing them would put the child at risk of harm.
  - o Referring to Taaleem's Child Protection Officer and/or the KHDA and CDA.
  - o Ensuring appropriate and timely follow up is in place.
  - o Informing staff involved of actions taken, where able to do so.
  - o Recording all actions taken as follow up on CPOMS.

In most cases, a member of the school Child Protection Team will take action on the reported incident, addressing it as appropriate and seeking guidance from the Designated Safeguarding Lead when required.

In more serious cases of suspected abuse, the Designated Safeguarding Lead will report the case to the **competent authority** in line with the reporting procedures outlined by the National Child Protection Policy in Educational Institutions in United Arab Emirates. This referral will be in line with Federal law No. (3) of 2016 regarding the child Rights Law (Wadeema) and Cabinet Resolution No.

(52) of 2018 regarding implementing regulation of Federal Law No. (3) of 2016 regarding the child's rights.

The school will always undertake to share an intention to refer a child with the parents unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be sought from Taaleem's Child Protection Officer.

A statement in the Parent Handbooks will inform parents about our school's duties and responsibilities under child protection procedures. Parents can request a copy of the Child Protection Policy directly from the school; this is also available on the website.

All staff are expected to fully comply, at all times, with the School's Professional Code of Conduct. All staff should be aware of their legal duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Designated Safeguarding Lead or a member of the Senior Leadership Team. If a member of staff has concerns about the conduct of a member of the School's Leadership Team (other than the Principal) they should contact the Principal. If a member of staff has concerns about the conduct of the Principal, they should contact Taaleem's Child Protection Officer.

12. Reporting systems for pupils

Pupils will be made aware of key adults in school who they can speak to if they have a concern to share. This will be communicated in the following ways:
- Through homeroom teachers and form tutors o In assemblies
- Through posters placed around the school site

When a concern is raised by a child, the receiving adult will follow the steps for disclosure above.

13. Records & Monitoring

All information pertaining to child protection is recorded on CPOMS, which is a secure website.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and assigned to a staff member and will include the action taken. If for any reason CPOMS cannot be accessed, notes should be recorded on paper and handed to the DSL in person, who will transfer to CPOMS once the platform is accessible.

If the event is serious and the school is considering taking the incident further, or the event involves a member of staff, then Taaleem's Child Protection Officer must be notified immediately before any further action is taken.

If a student transfers from the school, any safeguarding files relating to them will be copied for the new establishment and forwarded to the Designated Safeguarding Lead of the pupil's new school confidentially, either via CPOMS or a secure, password protected file. Should a phone call or video call may be required to share or clarify child protection and safeguarding information with a child's new school, this should be carried out by a member of the Child Protection Team.

14. Supporting children with special educational needs, disabilities and/or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We offer extra pastoral support for these pupils. This includes:
- Work with the counselling team, including (where relevant) referrals to external clinicians.
- Support from the SENDCO and/or Inclusion Team in the form of regular pastoral 'check-ins'.
- Team Around the Child meetings to ensure all adults working with the child share a united and consistent approach.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO. Outside agencies and/or clinicians may also be brought in to support if needed.

15. Supervision of children

The supervision of children is the responsibility of the teacher, classroom assistant and/or leadership team. In the case of a missing child, staff should follow the procedure as outlined in the Crisis and Disaster Management Policy. Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child going missing we will:
- Only permit students to leave the site if they have signed out via Reception with a leaver slip; the registers will be updated to reflect this accordingly.
- In Foundation and Primary, the teacher or Classroom Assistant should notify the leadership team with details of when and where the child was last seen; leaders will then alert security and sweep the site and (where necessary) check the CCTV.
- In Secondary, the teacher should send an email alert to the 'Missing Child' email group, followed by a second email when the child arrives to the lesson. If the child has not been located within 15 minutes, the leadership team should double check the child is not in the lesson before alerting security and sweeping the site.

Dismissal
Children are the responsibility of the school until they have been dismissed. In Foundation and Primary, children should be handed over to an adult, whereas Secondary are permitted to leave site

independently at the end of the school day. In Primary, for children in year 5 and year 6, children may leave the site independently if written permission (sent to the homeroom teacher and Head of Primary) has been provided by the parent. Bus supervisors should also ensure children are handed over to an adult at the drop-off location; in year 5 and year 6 the family must provide written permission (sent to the Arab Falcon Coordinator and then Head of Primary) if the child is to leave the bus and enter the home unsupervised. Records of written permission should be stored on CPOMS.

16. Children Absent from Education (persistent/repeat/prolonged)

We treat patterns of absence as a safeguarding warning sign (incl. neglect, CSE/CCE). The DSL monitors repeat/prolonged absence with Heads of School and Pastoral Leads; we analyse patterns, contact parents, and escalate where thresholds are met. Our response is informed by the DfE's *Working together to improve school attendance* (Statutory Guidance) adapted to UAE context.

17. Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
If staff have a mental health concern about a child that is also a safeguarding concern, the DSL should be informed immediately.
If you have a mental health concern that is **not** also a safeguarding concern, speak to the school counsellor in the first instance.
In both instances, this can also be recorded via CPOMS.

18. Allegations of abuse made against other pupils

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this Child Protection and Safeguarding 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 to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedure for dealing with allegations of child-on-child abuse
If a pupil makes an allegation of abuse against another pupil, the DSL should be informed so that a a risk assessment and support plan can be implemented for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).

19. Sharing of nudes and semi-nudes ('sexting')

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You **should** explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

20. Supporting students at risk

DBSJP recognises that children who are abused or who witness abuse may need additional support. The school endeavours to support students through:

- Encouraging self-esteem and self-motivation through the curriculum.
- A positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The consistent implementation of the school's behaviour management policies.

Regular liaison with other professionals and agencies who support the students and their families.

- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- Observing the child and recognizing any changes in behaviour.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
- Providing individual support through the school Counselling/ Pastoral Team and/or referral to external agencies for support.
- Ensuring School Counsellors access regular, high-quality supervisions which will provide them with coaching and support and allow for confidential discussions of sensitive issues.

21. Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Principal as soon as possible. A written record of any concerns, including the actions taken, should be kept in a file in the Principal's office in a secure location.

If the concerns/allegations are about the Principal, contact the Taaleem Child Protection Officer. Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Principal, report it directly to the Taaleem Child Protection Officer.

Use of the school premises by other organisations
Where another body provides After School Activities (ASAs) or services using the school premises, Taaleem will seek assurance that the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection. All Child Protection documents must be received before the company can start the ASA, and these are checked and stored annually by the Operations Manager.
If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, inform the Principal, as you would with any safeguarding allegation. The Principal should notify the individual's employer of low-level concerns.

Low-Level Concerns
Any concern, however small, that staff/volunteers/contractors may have acted inconsistently with our Code of Conduct but below the harm threshold should be reported as a low-level concern to maintain a culture of openness, trust and transparency and ensure early corrective support is provided. Low-level concerns should be reported confidentially to the Principal. Self-referrals are actively encouraged.

Further guidance can be found in the Whistleblowing Policy.

22.1 Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology, including smart watches/ smart glasses.
- Set clear guidelines for the use of mobile and smart technology for the whole school community.

- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- *Content* – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, misinformation, disinformation, harmful conspiracy content, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.

- *Contact* – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- *Conduct* – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.

- *Commerce* – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology. ○ Keeping personal information private. ○ How to recognise unacceptable behaviour online.

    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, online risks, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.

- Educate parents/carers about online safety via our website, communications sent directly to them and during parent workshops. We will also share clear procedures so parents know how to raise concerns about online safety.

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone, cameras and smart devices, for example that:

  o Staff are allowed to bring their personal phones and smart technology (e.g. smart watches) to school for their own use, but will limit such use to non-contact time when pupils are not present. o Staff will not take pictures or recordings of pupils on their personal phones, cameras or smart watches.

- Ensure any photos of children are shared only through official school channels (e.g. school website, school social media platforms); photo permission is obtained via an 'opt out' form which is shared with parents. If children's pictures are posted on school channels, names should not be used and children should be dressed appropriately (e.g. photos of pupils in swim wear should not be shared).

- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile and smart technology.

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

- Provide regular safeguarding and child protection updates including online safety to all staff, at least annually, to continue to provide them with the relevant skills and knowledge to safeguard effectively.

- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

22.2 Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT.

DBSJP recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

DBSJP will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour and relationships policies.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

23. Complaints and concerns about the school safeguarding policies

Complaints and/or concerns raised by staff should be made directly to the Designated Safeguarding Lead verbally or via email, who will investigate the complaint and take action as necessary before following up with the staff member regarding actions taken.

Complaints and/or concerns raised by non-staff members should be made directly to the Principal verbally or in writing. The Principal will, where appropriate, share the complaint with the Designated Safeguarding Lead and together they will determine the course of action to take, sharing an appropriate response and follow up with the person who raised the complaint.

Complaints and/or concerns raised by parents should be follow guidance set out in the Complaints Procedure for Parents Policy.

A written record of all complaints, including the actions taken, should be kept in a file in the Principal's office in a secure location.

24. Policy Review

The Designated Safeguarding Lead is responsible for ensuring the annual review of this policy.

The DSL is also responsible for ensuring that the list of key contacts on page 2 is kept up to date throughout the year.

Any time changes are made to the policy, or the policy is reviewed, the DSL must communicate this with all staff.

25. Related Policies

- Acceptable Use of Technology
- Attendance Policy
- Behaviour Policy/ Relationships Policy - includes measures to prevent bullying (incl. cyber-bullying) and prejudice-based/discriminatory bullying, and is covered in staff induction)
- Complaints Procedure for Parents Policy
- Crisis and Disaster Management Policy
- Health & Safety Policy
- Intimate Care Policy
- Online Safety Policy
- Recruitment Policy
- Safer Handling Policy
- Whistleblowing Policy

26. Appendices

- Referral Process 2025-26.pdf
- DBSJP Safeguarding Leaflet 2025-26