

# Safeguarding Policy



REPTON  
ABU DHABI



REPTON  
DUBAI



FOREMARKE  
A REPTON PREP SCHOOL

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## 1.0 Introduction

The School fully recognises the contribution it makes to Child Protection. UAE Federal Law No. 3 of 2016 concerning children's rights, also known as 'Wadeema's Law', protects children against all forms of negligence, exploitation, physical and psychological abuses. All staff are committed to safeguarding and promoting the welfare of children, thereby protecting them from such abuses. This policy exists to protect children, of all ages from the 4 main kinds of abuse.

### 1.1 What is abuse?

The ill-treatment or neglect of a child which causes injury, suffering or distress is abuse.

**Physical Abuse:** May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to the child. Fictitious illness by proxy may also be considered as abuse.

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

**Sexual Abuse:** Involves forcing or enticing a child 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 or non - penetrative acts. They may include non - contact activities, such as involving children in looking at, or in 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 the child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve the parent or carer failing to provide adequate food, shelter or clothing, failing to protect the child from physical harm or danger, or in the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **1.2 NSPCC Signs of abuse**

### **All Ages**

- Talks of being left home alone or with strangers.
- Poor bond or relationship with a parent, also known as attachment.
- Acts out excessive violence with other children.
- Lacks social skills and has few if any friends.
- Regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly
- Showing an inexplicable fear of particular places or making excuses to avoid particular people
- Knowledge of 'adult issues' for example alcohol, drugs and/or sexual behaviour which is inappropriate for their age or stage of development
- Angry outbursts or behaving aggressively towards other children, adults, animals or toys
- Becoming withdrawn or appearing anxious, clingy or depressed
- Self-harming or thoughts about suicide
- Changes in eating habits or developing eating disorders
- Regularly experiencing nightmares or sleep problems
- Regularly wetting the bed or soiling their clothes
- In older children, risky behaviour such as substance misuse or criminal activity
- Running away or regularly going missing from home or care
- Not receiving adequate medical attention after injuries.

### **Under 5s**

- Doesn't cry or respond to parent's presence or absence from an early age
- Reaches developmental milestones late, such as learning to speak, with no medical reason
- Significantly underweight but eats well when given food.

### **5 – 11 Year-olds**

- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.
- Wets or soils the bed.

### **11-16 year-olds**

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for sports etc.

### **1.3 E-Safety**

The School is committed to raising awareness of the need for E-Safety in a technologically advancing world. The practice and education within the school aims to inform children, staff and parents of the need for safety in regards to content, contact and conduct when accessing the internet, social media or other forms of e-communication.

### **1.4 Additional Policy Documents**

Additionally, further policies contribute to the total care of children: Anti Bullying Policy, Behaviour Policy, E – Safety Policy, Social Media, Volunteer Helpers in School Policy and various Health / Medical related policies.

## **2.0 The 3 main elements to the Safeguarding Policy**

**Prevention** through the teaching and pastoral support offered to children. The promotion of a positive, supportive and secure environment which encourages self-esteem and values all individuals.

**Procedures** for identifying and reporting cases, or suspected cases, of abuse. To promote observance and a sense of responsibility, to report all concerns regarding a pupil's safety or welfare to the designated person for child protection, or in the absence of this person to one of the designated persons detailed on the front of this document.

**Support** for children and staff who may have been abused.

Our policy also applies to all staff and volunteers working in the school, and governors.

### **2.1 Prevention**

The School recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention.

The School will therefore:

- The school will run an annual CP orientation session for parents in the first month of a new academic year.
- The school runs a Child Protection rights program to make children aware of their rights and how to report something that makes them frightened, sore or unhappy.
- Ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty.
- The school runs an annual survey of parents and of children to gauge awareness of CP policy, and satisfaction with it.
- The school shares policy with all parents, staff members and has all information on Safeguarding notice boards in the staffroom and school's reception.
- All staff are trained on school's safeguarding procedures before they start working with children.
- The school's Behaviour Policy emphasises the need to support children.
- As per the Social Media Policy, children should only be referred to by their first name.

## **2.2 Procedures**

We will follow, as closely as possible, sound Safeguarding procedures as used in the UK, but taking into account local procedures and any support agencies which are available and deemed appropriate by the school.

The School will ensure it has senior members of staff who are nominated as Safeguarding persons for each section of the school, who have undertaken appropriate training. The school will acknowledge the level of support and training required by the post holders.

## **2.3 Support**

The school will support the child, parents, teacher and any other party involved with a safeguarding concern. The school will debrief all parties involved and this will be recorded on the safeguarding referral form.

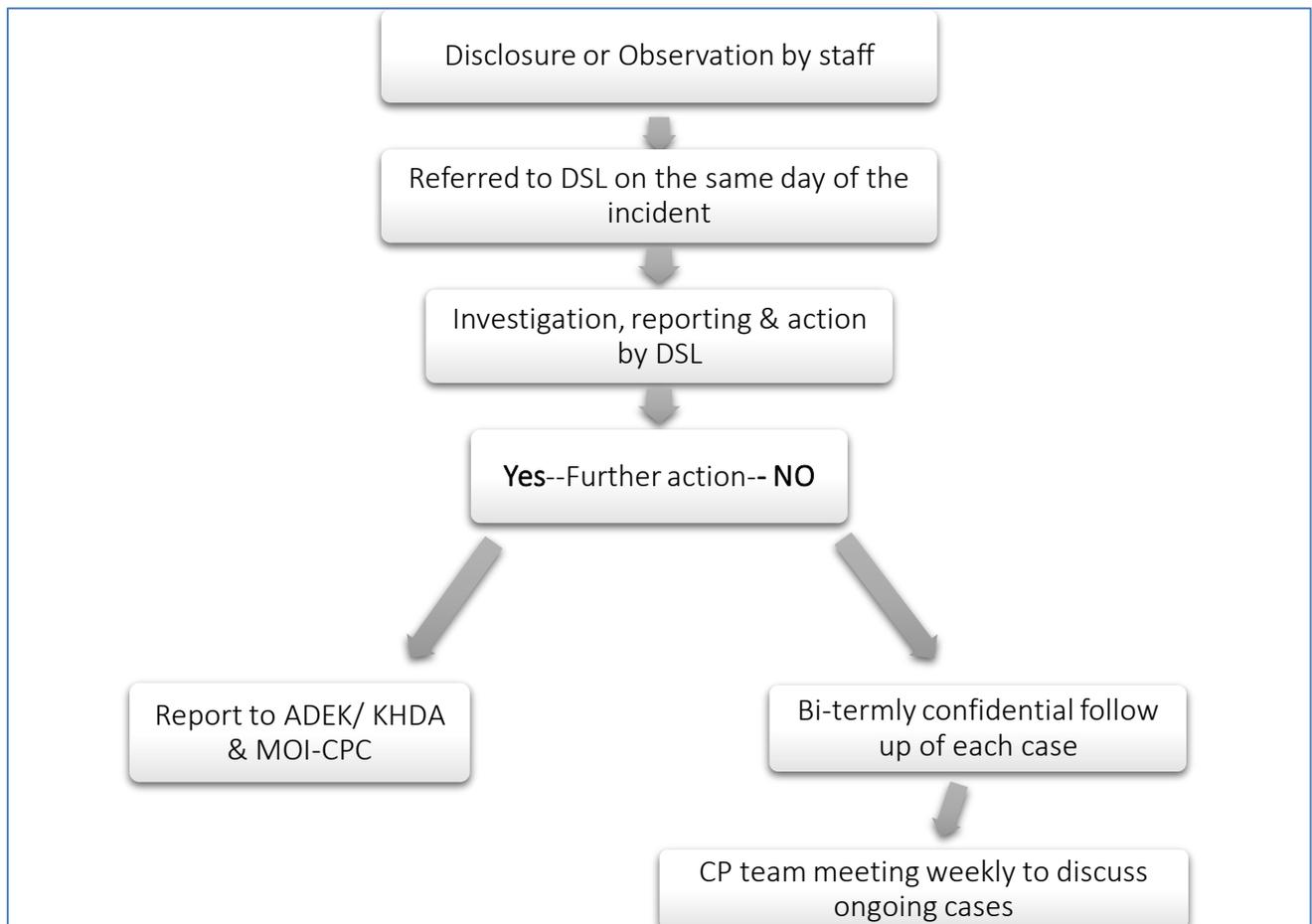
### **3.0 Role of Designated Safeguarding Lead (DSL)**

- a. 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.
- b. Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.
- c. 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.
- d. Provide Safeguarding training for all staff members and support agencies within the school.
- e. Have effective links with relevant local agencies and persons and co-operate as required with their enquiries regarding child protection matters.
- f. Keep written records of concerns about children (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.
- g. 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 children of concern.
- h. Adhere to the procedures set out by the Head Teachers when an allegation is made against a member of staff.
- i. Ensure that Head Teachers in the respective areas of the school are aware of and are conducting the appropriate checks on all new members of staff and on-site personnel.
- j. Ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
- k. Monitor child protection awareness in the school and ensure that due diligence is given to Safeguarding issues.
- l. Safeguarding officers across the school discuss Child Protection matters within the school. The Deputy Head of Pastoral Care in Junior School and Deputy Head Pastoral Senior School will meet regularly with the School Doctor to discuss Child Protection issues.
- m. Liaise/guide and support staff within their respective areas of the school to ensure that *pupils* 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.
- n. 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.

#### 4.0 Reporting a Safeguarding Concern – Flow Chart

As a school, in accordance with UAE Child Protection Law, we are obliged to report a safeguarding concern. A case should only be reported by The Headmaster, The Head teacher of the Junior or Senior School or the Deputy Head of the Junior School or Senior School.

The case will be reported to the Child Protection Centre (CPC) 800 988.



## **5.0 Allegations involving school staff**

Allegations against staff, volunteers or the Designated Person should be reported to the Principal.

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 Headmaster, this should be reported to the Bursar who will contact the appropriate school representative.

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

### *Independent Safeguarding Authority (ISA) and relevant local authorities*

The school undertakes to report to the ISA and any relevant local authorities within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

## 6.0 **Guidelines for Staff**

This guidance is issued within this policy for the protection of both staff and children. 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.

### 6.1 **Keeping yourself safe**

- Do not let suspicion; disclosure or allegations of abuse go unreported or unrecorded.
  - Do provide access for children 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 counselling on matters such as bullying, bereavement or abuse.
  - On residential trips, children and staff must have separate sleeping accommodation.
  - Avoid situations that compromise your relationship with children and are unacceptable within a relationship of trust.
  - Take pictures of pupil from school camera/iPad for school purposes only. Do not take pictures of pupil from your personal phone and never post pictures online.
  - 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 is advised to avoid transporting a single child 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 children. Avoid suggestive remarks or gestures, even in fun.
  - Do not jump to conclusions about others without checking the facts.
  - Do not rely on your good name to protect you.
  - Do not believe “it could never happen to me”.

This is in compliance with:

- Local requirements (ADEK, HAAD)
- UAE Federal Law NO. 3 of 2016 on Child Rights
- UAE Federal Law No. 3 of 1987 on Penal Code
- The DFES Guidance *Safeguarding Children and Safer Recruitment in Education* (UK)

## 6.2 Disclosure

All staff will have seen, have access to and must familiarise themselves with the Safeguarding: Staff Information Booklet. Within this booklet is information with regards to;

- The role of staff,
- Allegations and disclosures,
- How to respond and talk to a person at risk,
- Recording allegations, disclosures or concerns – all verbal conversations should be promptly recorded in writing on Child Protection Referral Forms, which are on – line or held with the named SLDs on the front of this policy.
- All Child Protection Referral Forms must be given promptly to any SLD named on the front of this policy.
- Information on the four types of abuse: Namely Physical, Emotional, Sexual and Neglect and how to recognise them.
- Information on whistleblowing and barriers preventing children and staff from reporting suspected abuse.

Do	Don't
<ul style="list-style-type: none"><li>• Take what you are being told seriously</li><li>• Listen carefully – do not interrupt</li><li>• Acknowledge what you have been told</li><li>• Remain calm</li><li>• Reassure – tell them they have done the right thing</li><li>• Tell them you have to pass the information on, who you will be telling and why</li><li>• Pass the recorded information on immediately to your DSL.</li></ul>	<ul style="list-style-type: none"><li>• Attempt to investigate</li><li>• Look shocked or display disbelief</li><li>• Probe</li><li>• Speculate</li><li>• Pass any opinions about the alleged perpetrator</li><li>• Make negative comments</li><li>• Keep secrets</li><li>• Show emotion or openly cry</li><li>• Delay in getting help</li></ul>

## **7.0 Physical Contact**

Appropriate touches include:

- Providing comfort for a distressed pupil
- When a pupil is being congratulated or praised (on shoulder)
- Demonstrating how to use a musical instrument/ hold a pencil correctly
- Demonstrating exercises or techniques during PE
- To give first aid
- Toilet accidents

Important Reminders

- Never assume that a child will accept a touch as a friendly gesture.
- Children come from different backgrounds and cultures with different sensitivities to touch and physical space.
- Inappropriate physical contact is never permitted

**It is not recommended to initiate physical contact and members of staff should use professional judgment and may be held accountable for their actions.**

**Good practice is to always inform the line manager following close contact with a student.**

### **7.1 Foundation Stage Children**

First School Experiences can be very upsetting for some children. Occasionally children may feel like they want to go home. They may try to leave the classroom. The main aim of the teachers is to

- protect the children from harm
- provide comfort (if the child is happy with this).

## **8.0 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 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 Reception/Teacher should report the loss immediately to the SLT, Head of Year and Facilities Management.

This will include any or all of the following;

- a. Alert other members of staff and deploy appropriately whilst maintaining adequate supervision of the remaining children.
- b. Question children.
- c. Locate the child's photo on Shared Drive and Conduct thorough search of the buildings and outdoor area.
- d. If the child has not been found within 10 minutes,
  - HT to phone Parents
  - DHT to phone Police to notify and seek guidance
  - DHT to phone ADEK/KHDA for guidance
- e. Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone.

## **9.0 Late Collection**

Please refer to late collection policy.

## **10.0 Supporting the pupil at risk**

**10.1 The School recognises** that children 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 children at risk. Nevertheless, when at school their behaviour may be challenging and defiant and they may be withdrawn.

### **10.2 The School will endeavour to support the child through:**

- The content of the curriculum to encourage self-esteem and self-motivation;
- The school ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued;
- The school's Behaviour Policy emphasises the need to support children. All staff agree on a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's sense of self-worth;
- Liaison with other agencies who support the pupil such as the Medical profession;
- Keeping records and notifying the Headmaster and any other relevant parties as soon as there is a recurrence of a concern.

**10.3 When a pupil with child protection concerns leaves the School, we will transfer** information to the next school. If the school does not know where the pupil has moved to, we will contact the local education authority (KHDA)/(ADEK) and inform our governors of the situation.

## **11.0 Supporting SEND and children with additional vulnerabilities**

People of Determination and children with SEND can be more vulnerable to exploitation and abuse and should have enhanced access to support systems. They may be more isolated from their peers and may find it difficult to express concern. No concern should be overlooked or passed off as a symptom of SEND including (not an exhaustive list):

- Communication
- Toileting
- Understanding right and wrong
- Physical build
- Unusual or over-physical attachments to staff members and peers

Staff must be hyper-vigilant to the needs and concerns of these children who are among the most vulnerable.

Additional barriers can exist in identifying neglect and harm for some groups of children.

## **12.0 UAE Regulations and Support**

### **12.1 Ministry of Interior (MoI)**

In the event of an incident occurring, the school must report it directly to the Ministry of Interior (MoI) Child Protection Centre within 24 hours of suspicion .

- MOI- CPC Federal Toll free Hotline
- Hotline: 116111
- Email: [childprotection@moi-cpc.gov.ae](mailto:childprotection@moi-cpc.gov.ae)
- Online Referral: <http://www.moi-cpc.ae/en/Report.Abuse.aspx>
- Hemayati App

### **12.2 Social Support Centre**

- 24-hour hotline: 8002626

If the child is in immediate danger (risk of serious harm), the police should be called on 999, followed by reporting to the Ministry of Interior- Child Protection Centre within one hour upon discovery.

- Emergency: 999
- Social Support Centers: 8005354
- Training Department: 8003333

**Only the Head teacher or the Designated Safeguard Lead should call the emergency services**

### **12.3 ADEK**

- Online: <https://www.adec.ac.ae/en/pages/childabusereportingabudhabiedusector.aspx>
- <https://www.adek.abudhabi.ae/en/pages/childabusereportingabudhabiedusector.aspx>

### **12.4 Community Development Authority (Centre)**

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The centre, under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.

**Services offered:**

- Providing instant support and intervention for urgent and serious cases
- Providing psychological and social support for the children and their families by qualified social workers at the Child Protection Department
- Helping the children and their families overcome the challenges they face by guiding them to the proper methods of dealing with children or teenagers
- Providing a safe environment for conducting visitation if the child's parents are divorced
- Undertaking field visits to cases that require the presence of a social worker
- Providing family counselling that covers both social and psychological support for potential delinquents and children exposed to family feuds
- Raising awareness of all members of the community in all sectors

Helpline 800 899

Email: [child@cda.gov.ae](mailto:child@cda.gov.ae)

Website:

<https://www.cda.gov.ae/en/socialcare/childrenandyouth/Pages/ChildProtectionCentre.aspx>

**12.5 Dubai Foundation for Women and Children (DFWAC)**

Is the first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse and human trafficking. It was established in July, 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services in accordance with international human rights obligations. The Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually and emotionally abused women and children, prevent ongoing abuse and the escalation of violence and promote social awareness through education and outreach. DFWAC provides:

**Services offered:**

- A safe shelter
- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance
- Helpline 800 111 or email [help@dfwac.ae](mailto:help@dfwac.ae)
- Website – [www.dfwac.ae](http://www.dfwac.ae)

### **13.0 Safer Recruitment Procedure**

The School operates safe recruitment procedures:

#### **13.1 Advertisement of Position**

Advertising of the post on the school's website would state "Repton/Foremarke is committed to safeguarding and promoting the welfare of all children."

#### **13.2 Employment Application Form**

The HR officer requests all candidates to complete an application form fulfilling the following requirements:

- Signed Criminal Background Declaration
- Signed Verification of Medical fitness to work with children
- Complete details of previous work experience and professional qualifications
- Child Protection Disclaimer to be signed by the candidate

#### **13.3 Criminal Records Check**

All staff recruited to work at the School must provide evidence of a police check to ascertain their suitability to work with children.

- UK (DSB or ACRO/ICPC)
- UAE (Criminal Record Check)
- Canada (RCMP)
- Australia (National Police History Check)
- Ireland (Police Certificate of Good Character)
- India (Police Clearance Certificate from Embassy of India or certificate from the local senior superintendent/commissioner or senior official of police)
- In case of local hire the candidate must provide a local police check.

#### **13.4 References**

This must be supported by the three confidential references from previous employers including one from the last employer which must specifically state that they have no reason to suspect any wrong doing or harbour any concerns regarding the candidate's suitability to work with children.

#### **13.5 Explanation of Gaps in CV**

All prospective employees are required to submit a copy of their complete CV and a covering letter. These will be checked by the HR manager, when any gaps or discrepancies will be followed up.

#### **14.0 Adults working with children who are not employed directly by school**

- Contractors
- Mace Macro- Cleaning Team and Security Team
- Gulf Star
- STS - School Bus Service

Our contractors will supply written confirmation to the school that all relevant checks have been satisfactorily completed. Identity checks will be carried out when the staff arrives at school.

#### **14.1 Shadow Teachers**

Shadow teachers are appointed by parents for student with different needs and is coordinated by the school's Head of Inclusion and Deputy Head. The school will confirm:

Shadow Teachers suitability to work with children and young people.

Any disciplinary warnings, including time-expired warnings, relating to safeguarding of children and young people.

The candidate will submit these documents to HR officer at school (Passport copy, Visa copy, Emirates ID copy and a Police check)

#### **14.2 Volunteers**

All parent volunteers who support and help during trips, library, reading, and other programs are never alone with children. The DSL, SLT and Health and Safety officer are informed of any volunteers in school with their location within the school and time specified.

#### **14.3 Visitors:**

Book Fair

People conducting programs

Guests in school

Identity checks are carried out at the reception when the visitors arrive in school. The DSL, SLT and Health and Safety officer are informed of any volunteers in school with their location within the school and time specified.

## 15.0 Supporting Policies

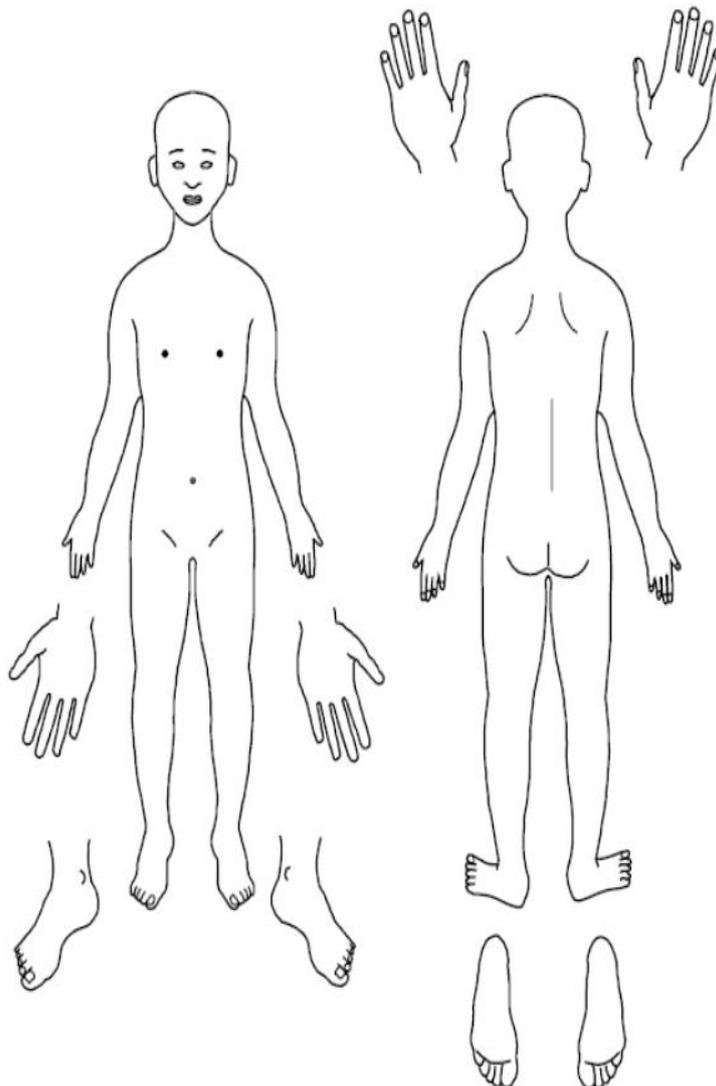
The School has policies on Attendance, Behaviour, Bereavement, Anti-Bullying, Volunteer Helpers in School and Pupil Health. These policies all serve to support and enhance the Safeguarding Policy. It is the responsibility of the staff to have familiarised themselves with these policies and to use them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

Linked Policies	Health and Safety Counselling Policy E-Safety Policy Behaviour Policy and Anti Bullying Procedure Lateness, Absence and Late Collection Policy Abduction Prevention Policy Lost Child Policy
Published to	All Staff on Shared Drive Parents on Engage, Website and Safeguarding Notice board

**16.0 Child Protection referral form**

Name of child:	Year:	Form:
Date:	Person/People involved:	
Day Incident occurred S/M/T/W/T/F/S		
Nature of concern: be specific/be detailed/write down persons words or attach any notes		

Action taken:	
Resolution:	
Who is aware of incident:	Signed:
Feedback to person reporting:	Signed:



## **17.0 Request For Child Protection Records**

In accordance with child protection procedures it is a requirement that, when a pupil changes school, any child protection records held should be transferred to the new school.

As a result of this, we would therefore be grateful to receive any safeguarding or child protection records for the following named pupil(s) who are joining Foremarke School:

**CHILD'S NAME**

We would also be grateful if you could forward any disclosures of, or safeguarding concerns related to:

- Self-harming behaviour and/or eating disorders
- Involvement in bullying
- Mental health – pupil and/or family
- Acrimonious family relations
- Referrals to the Abu Dhabi/Dubai Child Protection Centre or UK Child Social Services
- General safeguarding concerns.

Please find attached a Return Form for you to indicate any areas of concern.

Once completed, please scan and email all pages to the appropriate email address listed below. Any records received will be kept confidentially and only accessed by the Safeguarding Lead, Deputy Safeguarding Lead or Head Teacher.

In order to provide appropriate support, if there are any particular welfare concerns of which we need to be aware, we would be happy to discuss any concerns further. Please request a follow up phone call or email.

[emousley@foremarkedubai.org](mailto:emousley@foremarkedubai.org) or by telephone on +971 4 818 8602.

With regards

Mrs E. Mousley  
Assistant Head Pastoral  
Designated Safeguard Lead

Foremarke School - Safeguarding/Child Protection Information Form

**CHILD'S NAME**

There are safeguarding/child protection records for this child/these children

Yes                      No                      (Circle as appropriate)

There are emotional/behavioural/SEN issues relating to this child/these children

Yes                      No                      (Circle as appropriate)

If you have answered 'Yes' to either of the above statements, please indicate below the name of child or children concerned and whether this relates to safeguarding/child protection or emotional/behavioural/SEN issues and add detail. Please continue on page 3 if needed.

We would like to be able to contact you directly if you have indicated that there are any issues of concern.

Print name of your DSL/CPO: \_\_\_\_\_

Telephone contact: \_\_\_\_\_

E-mail contact: \_\_\_\_\_

Position at your school: \_\_\_\_\_

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

Foremarke School - Safeguarding/Child Protection Return Form

Additional Information: