



CHILD PROTECTION AND SAFEGUARDING POLICY



Amity School Dubai

Policy Document

CHILD PROTECTION AND SAFEGUARDING POLICY

FUNCTION	FOR CHILD PROTECTION AND SAFEGUARDING POLICY	
CATEGORY	STATUTORY	
STATUS	IMPLEMENTED	
ISSUED FOR	THE SCHOOL COMMUNITY	
VERSION	ROLL OUT T2 2018-19, T2 2019-2020, T2 2020-2021, T2 2021-2022, T2 2022-2023, T2 2023-2024, T2 2024-2025	
REVIEW SCHEDULE	ANNUAL	
REVIEWED BY	SUREKHA RAMAN HEAD OF INCLUSION	
APPROVED BY	PRINCIPAL MR KAPIL CHAUDHARY	
OVERVIEWED BY	LINK GOVERNOR	
DATE RATIFIED	APRIL 2025	

CONTENTS

SN	TOPIC	PAGE
1.	POLICY STATEMENT	4
2.	AIM	4
3.	CHILD PROTECTION AND SAFEGUARDING COMMITTEE	5
4.	KHDA & UAE MINISTRY OF EDUCATION COMPREHENSIVE GUIDELINES ON CHILD SAFEGUARDING & PROTECTION	6
5.	KEY ELEMENTS OF A CHILD PROTECTION AND POLICY PROCEDURE	7
6.	SAFE RECRUITMENT PRACTICES	8
7.	STAFF TRAINING, INDUCTION, AND AWARENESS & ACCOUNTABILITY	9
6.	KEY TERMINOLOGY: TYPES OF ABUSE, RESPONDING REPORTING PROCEDURES	10-15
7.	APPENDIX A – CATEGORIES OF ABUSE	16-18
8.	APPENDIX B – WHAT TO DO ON DISCLOSURE	19
9.	APPENDIX C – DISCLOSURE OF ABUSE FORM	20
10	APPENDIX E – ROLES & RESPONSIBILITIES OF STAFF	21-23

VISION @ ASD

'To inspire and energize every student and staff member with an inclusive, innovative and deep learning experience'

POLICY STATEMENT

Introduction

At Amity School, we are fully committed to safeguarding and promoting the welfare of all students. We recognize our moral and statutory duty to protect students from harm and to create an environment where they feel safe, respected, valued, and supported.

Our procedures align with the safeguarding standards of ASD to maintain consistency, accountability, and the highest level of care, and focus on prevention, protection, and support

Safeguarding is the responsibility of all members of our community, including staff, students, families & external agencies. We foster a culture of vigilance and openness, where concerns are taken seriously and addressed promptly, always placing the best interests of the child first. .

This policy applies to all staff, volunteers, and governors and covers all school activities, including educational visits and extracurricular programs.

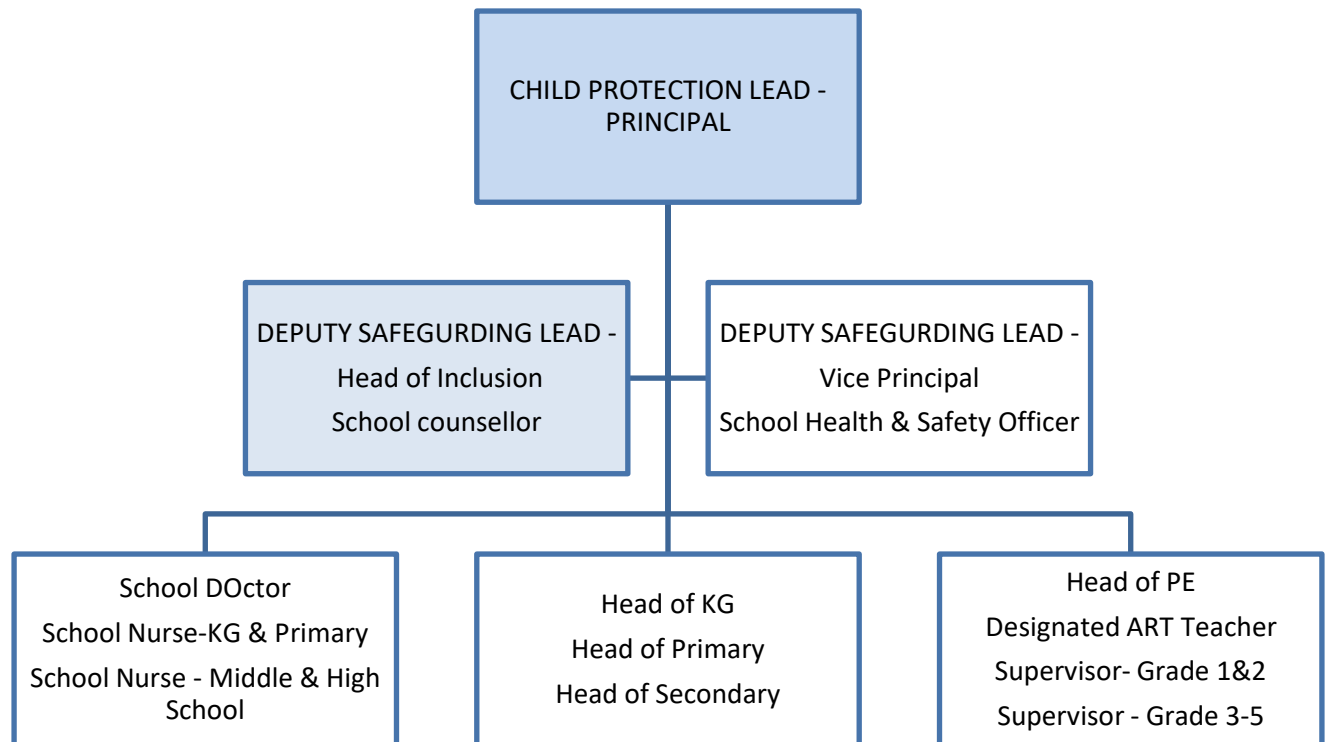
Purpose / Aim

- To provide all staff with the necessary information and training to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice across the wider network of ASD.
- To demonstrate the school's commitment to safeguarding and child protection to students, parents, and other partners.
- To establish a safe environment at school where all students feel safe, cared for, protected, and nurtured.

ASD policy is derived from UAE legislation, which includes the following documents:

- UAE Federal Law No. 3 of 2016 on children's rights (Wadeema's Law)
- UAE Department for Health, School Health Guidelines for Private Schools 2011
- UAE School Inspection Framework 2016, Section 5: The protection, care, guidance, and support of students
- Cabinet Resolution No. (52) of 2018 regarding implementing the regulation of Federal Law No. (3) of 2016 regarding child rights.

CHILD PROTECTION AND SAFEGUARDING COMMITTEE



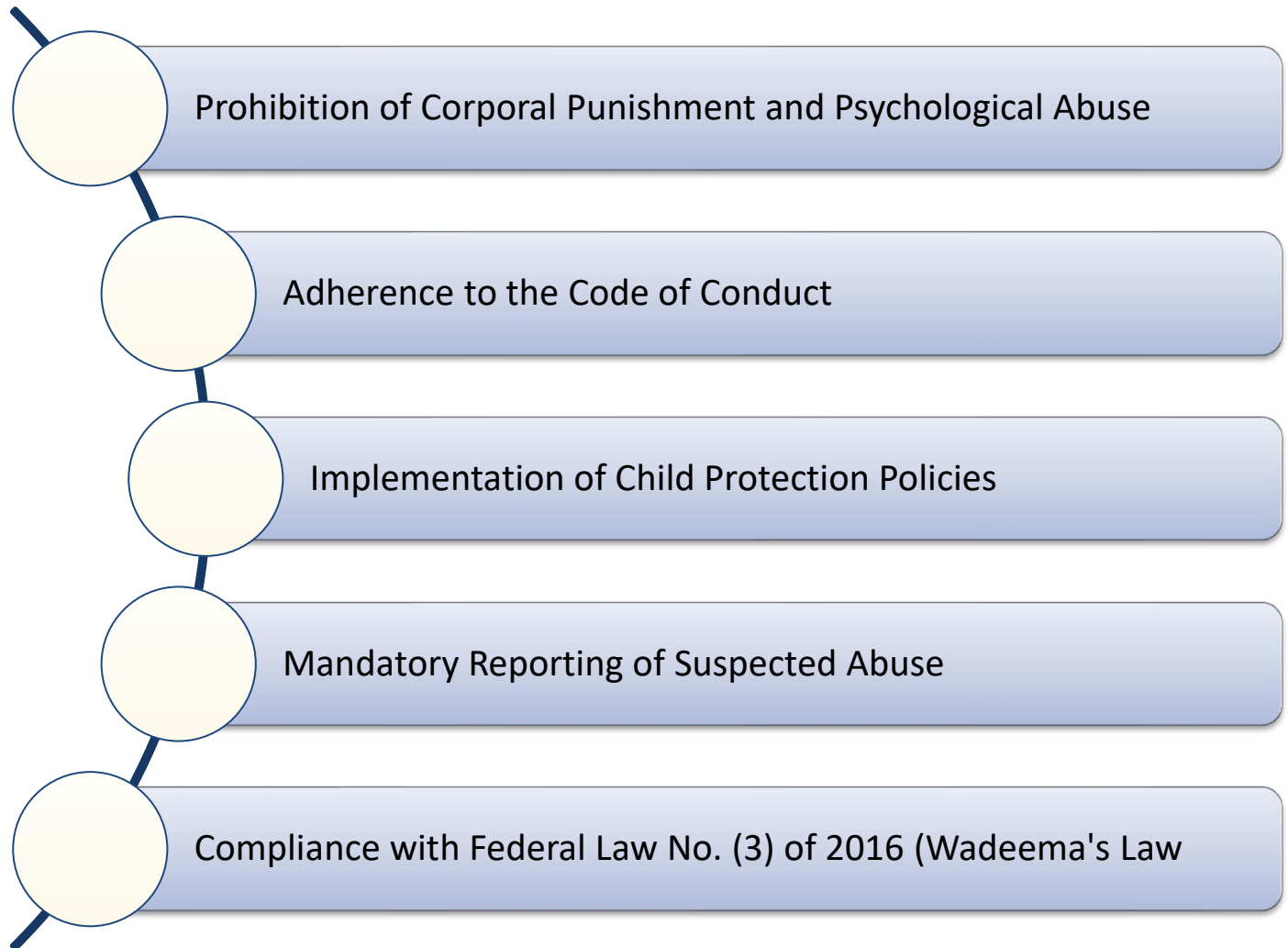
KEY CONTACT WITHIN THE LOCAL AREA

The DUBAI POLICE CHILD PROTECTION HOTLINE for confidentiality and advice. CONTACT NUMBER: 800-243

WEBSITE: www.dubaipolice.gov.ae

AL AMEEN SERVICE CONTACT NUMBER: 800-4-888

KHDA & UAE Ministry of Education comprehensive guidelines on Child safeguarding & protection.



KEY ELEMENTS OF A CHILD PROTECTION AND POLICY PROCEDURE

PREVENTION : we apply the PERMAH model by fostering positive emotions, promoting active engagement in school life, and building strong, trusting relationships. We create meaningful experiences where students feel valued and purposeful, celebrate their accomplishments, and prioritize their physical and emotional health.

Protection: Staff Training & Awareness & Accountability ; Ensuring all staff are trained to recognize and respond appropriately to safeguarding concerns, including providing clear procedures for identifying and reporting concerns about a student's welfare. Making safeguarding everyone's responsibility, with clear lines of accountability for actions taken under this policy.

Early Intervention and Support

Identifying concerns at the earliest possible stage to prevent issues from escalating and to provide timely support. Providing appropriate support for students who have been subject to abuse, ensuring their safety and promoting their well-being.

Safe Recruitment Practices:

Following procedures that ensure only suitable individuals are recruited to work with children.

Partnership with Parents and External Agencies:

Maintaining open and honest communication with parents, and working closely with external agencies and professionals to safeguard students effectively.

Safe Recruitment Practices: Amity School is committed to ensuring that all recruitment processes uphold the highest standards of child protection and safeguarding. The following measures are mandatory

Police Checks : All candidates must undergo police checks to identify any previous convictions or investigations relating to child protection.

References : A minimum of two professional references must be obtained. Referees must not be family members and must have known the candidate for at least two years. All references are verified as genuine.

Commitment to Child Protection : Commitment to the Child Protection Policy is a mandatory condition of employment for all staff, volunteers, and trustees.

Candidate Specification : Each job description includes a clear candidate specification outlining essential and desirable skills, to ensure fair and transparent assessment.

Personal Declaration : All successful candidates are required to sign a personal declaration disclosing any criminal convictions.

Interview Process : A standardized interview process is followed. All interviews explore the candidate's suitability in relation to child protection, and every applicant is assessed equally.

Training and Knowledge : At least one member of every recruitment panel must be trained and knowledgeable in child protection procedures to ensure safeguarding standards are upheld during the recruitment process.

Employment History : Recruiters review candidates' employment histories carefully. Unexplained gaps must be clarified through references and interview discussions.

Job Advertisements : All advertisements for positions clearly reference Amity School's commitment to child protection and the safeguarding screening processes.

Volunteers and Trustees : Volunteers and trustees are subject to the same safeguarding standards as paid staff. They must sign a statement of commitment to the Child Protection Policy and complete safeguarding training.

Staff Training, Induction, and Awareness & Accountability

Amity School is committed to ensuring that all representatives, staff, volunteers, and students are well-informed and confident in implementing child protection principles. The following measures are in place.

Induction Process: All new representatives must undergo an induction that includes training on the school's Child Protection Policy, safeguarding procedures, recognizing and responding to signs of abuse, and the reporting process. . Staff is made aware of their responsibilities.

Organizational Culture: The school promotes an open environment where child protection issues can be openly discussed, questioned, and addressed. A culture of transparency and learning is encouraged to prevent secrecy and to strengthen safeguarding practices.

Behaviour Guidelines: Training on acceptable standards of behaviour towards children is provided to all personnel who have direct contact with students. Staff are given clear guidance on implementing behaviour expectations, including navigating challenging or unclear situations

Student Orientation: Students receive age-appropriate orientation on the school's Child Protection Policy, expected behaviour from adults and peers, recognizing inappropriate behaviour, and how to seek help if they feel unsafe. Students are encouraged to contribute to the ongoing review and implementation of safeguarding procedures.

Timely Training for New Representatives: All new representatives must complete child protection training as soon as possible, and no later than three months after joining the school. Training schedules and deadlines are clearly communicated to maintain safeguarding as a priority.

Training for Existing Representatives: All current staff and volunteers are required to complete child protection training within three months of the policy's implementation or update.

Flexible Access to Training : Safeguarding training is designed to be accessible for part-time staff, volunteers, and those with varying schedules, ensuring comprehensive participation across all roles

Confidentiality and Information Sharing: Training is provided on appropriate and inappropriate sharing of information regarding students, to uphold their right to privacy

Emotional Support : Counselling and emotional support services are available for individuals, including students and staff, who may experience emotional distress during child protection training or discussions

Ongoing Evaluation and Updates: Child protection training programs are regularly reviewed and updated to ensure information remains current, relevant, and effective. Continuous improvements are made to maximize the impact and quality of safeguarding education.

Key terminologies

Child Protection

- Refers to the action that is taken to protect children who are suffering, or likely to suffer, significant harm.

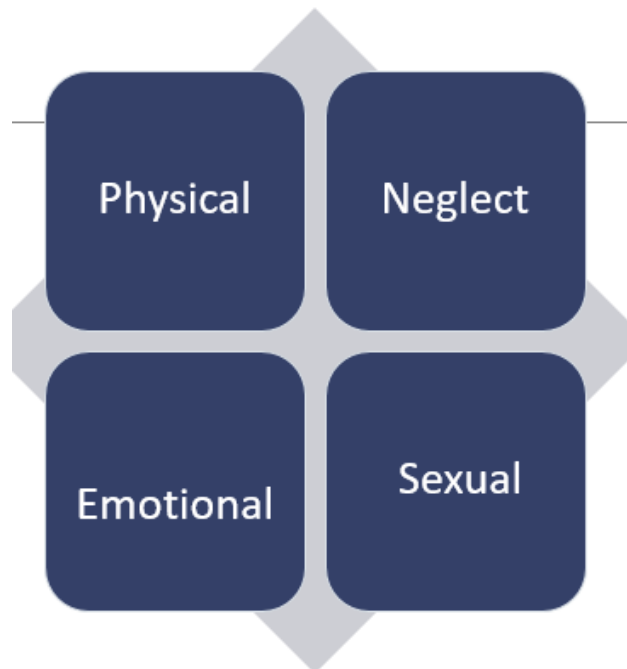
Safeguarding

- what we do for ALL children and is linked to 'promoting welfare'.

Abuse

- *Physical , sexual and psychological maltreatment or neglect of a child under the age of 18. Child abuse may include an act or failure to act by a parent or a caregiver*

Types of Abuse



Definitions.

Physical

- Physical abuse refers to “Any non-accidental physical act inflicted upon a child, by a person having the care of a child”. It is not always a result of intent to hurt a child but sometimes can be justified as being a form of discipline

Emotional

- Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and effects on a child’s emotional development.

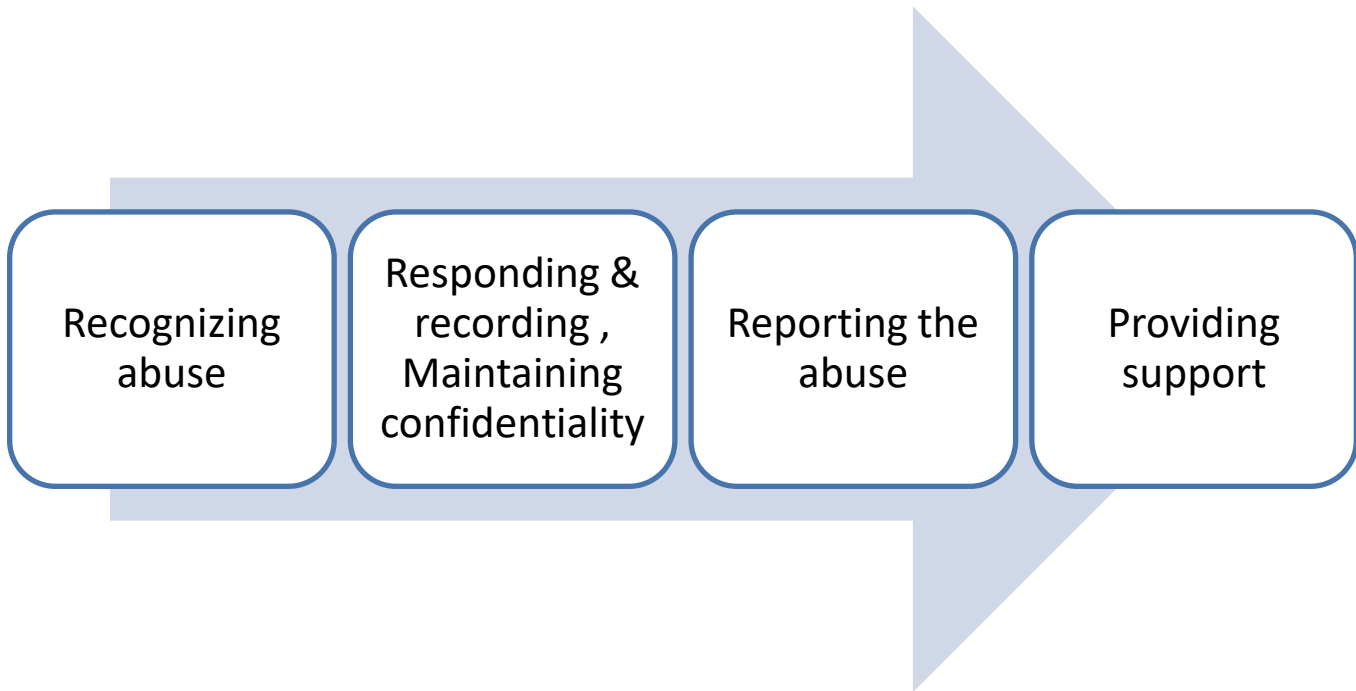
Sexual

- Sexual abuse involves someone forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Neglect

- Neglect is 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.

CHILD PROTECTION PROCEDURES FOR STAFF



Note: Responding to concerns & Mandatory reporting of abuse

PARTICIPATION of outside agencies:

Dubai Foundation for Women and Children (DFWAC)

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: A safe shelter, Case management, Medical care, Psychological support, Counselling, Legal, consular and immigration assistance.

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. .

Services of CDA includes with rehabilitating, providing counselling, visiting and assisting children in need.

Al Ameen Reporting (Dubai & Federal Police)

The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of developments in Dubai, and on issues that concern them.

Website - www.alameen.ae

Related policies

Anti-Bullying Policy
Attendance Policy
Acceptable Use of AI Tools for Students
and Teachers in Amity
Behavior Policy
Bus Arrival and Dispersal Safeguarding
Policy
BYOD Policy
Canteen Policy
Complaint Policy
Counselling Policy
Crisis Management Team Process
Cyber Policy
Emergency Response Policy
Environment Health And Safety Policy
First Aid Policy
Food Allergy Management Policy
Health Record Policy
Inclusion Policy (Policy for Student of
Determination)
Induction Policy
ICT Acceptable Use Policy
Medication Policy
Mobile Phone Policy
Personal Emergency Evacuation Policy
Recruitment Policy and Procedure
Security Access Policy
School Clinic Policy
School Transport Policy
Smoke Free Environment Policy
Staff Code of Conduct Policy
Staff Wellbeing Policy
Student Well Being Policy
Whistleblowing Policy

CODE OF CONDUCT – KHDA

All staff must adhere to the KHDA Staff Code of Conduct, which outlines the professional and ethical standards required to ensure a safe, respectful, and supportive environment for all students. Staff are expected to maintain appropriate boundaries, act with integrity, and prioritize the welfare and dignity of every child. Any breaches of the Code of Conduct will be addressed promptly through the school's Child Protection procedures, ensuring accountability and safeguarding at all levels.

Non-Compliance with the Code of Conduct

In cases of non-compliance with the Code of Conduct, the following procedure will be followed:

Investigation:

The incident will be investigated by the Child Protection Committee (CPC) under the guidance of the Head of the CPC.

Confidential Hearing:

The concerned staff member will be invited for a confidential meeting with the CPC and will be given the opportunity to present their case.

Decision and Action:

If the staff member is found to be in breach of the Code of Conduct, appropriate action will be determined by the Senior Leadership Team, including the Head of Child Protection and Care (HCPC).

Serious Breaches:

In cases where the violation is deemed severe, the HCPC reserves the right to terminate the staff member's employment with immediate effect.

APPENDIX A

Guideline for staff in Recognizing, Responding, Recording and Reporting Abuse

Recognizing Abuse

- Staff should be familiar with the different forms of abuse: physical, emotional, sexual, neglect, and exploitation.
- Staff should remain alert to signs, symptoms, and behavioural changes that may indicate a child is at risk.
- Staff should take all concerns, suspicions, and disclosures seriously, regardless of who is involved.

Responding to a Disclosure or Concern

- Staff should listen carefully and patiently to any child making a disclosure.
- Staff should remain calm and supportive, avoiding any expression of shock, anger, or disbelief.
- Staff should reassure the child that they have done the right thing in reporting and that they will be supported.
- Staff should avoid asking leading or probing questions and should never promise confidentiality.
- Staff should explain to the child, in an age-appropriate way, what will happen next.

:

Recording the Concern

- Staff should record all concerns, observations, and disclosures promptly, clearly, and factually.
- Staff should document the child's exact words wherever possible and avoid assumptions or personal interpretations.
- Staff should note the date, time, place, and names of any individuals present during the disclosure or observation.
- Staff should ensure records are stored securely and access is restricted to authorized personnel only.

Reporting the Concern

- Staff should immediately report any concerns to the Designated Child Protection Officers.
- Staff should complete and submit the reporting form as soon as possible after a disclosure or incident.
- Staff should act without delay, especially if a child appears to be at immediate risk of harm.
- Staff should cooperate fully with any internal or external investigations as required.
- Staff should maintain professional boundaries and confidentiality throughout and after the process.

Support

- A child in distress should be provided necessary support, like counselling or assistance by the

medical team.

Signs of Symptoms of Abuse FOR STAFF

PHYSICAL ABUSE:

- Is actual or attempted physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.
- Unexplained injuries or burns (particularly if they are recurrent)
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Fear of parents being contacted
- Withdrawal from physical contact
- Fear of returning home
- Fear of medical help
- Aggression towards others
- Self-destructive tendencies

EMOTIONAL ABUSE:

- Failure to provide for the child's basic emotional needs such as to have a severe effect on the behaviour and development of the child. This includes conveying to children the feeling that they are worthless or unloved.
- Physical/mental/emotional developmental lags
- Admission of punishment which seems excessive
- Over reaction to mistakes
- Fear of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour (e.g., rocking, thumb sucking etc.)
- Fear of parents being contacted
- Self-mutilation
- Extremes of passivity or aggression

SEXUAL ABUSE:

Where a child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) – including organized networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.

Signs and Symptoms:

- Age-inappropriate sexual knowledge, language, behaviours. Loss of appetite or compulsive eating
- Regressive behaviours such as thumb sucking, needing previously discarded cuddly toys
- Becoming withdrawn, isolated
- Inability to focus
- Reluctance to go home
- Bed-wetting
- Drawing sexually explicit pictures
- Trying to be 'extra good'
- Over-reacting to criticism
- Have outbursts of anger/irritability

NEGLECT:

Refers to persistent or deliberate failure to meet a child's physical or psychological needs e.g. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give adequate response to a child's emotional needs.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

APPENDIX B

GUIDELINES ON DISCLOSURE

Stay calm (Don't over-react, however shocked you may be)



Listen, hear and believe (Listen carefully, take it seriously)



Give time for the person to say what they want (Don't make assumptions and don't offer alternative explanations, ask questions beginning with Tell me about...Explain...Describe... Avoid 'who, what, when, where' questions)



Reassure and explain that they have done the right thing in telling. (Do not promise confidentiality; explain that only those professionals who need to know will be informed)



Record in writing as near verbatim as possible and as soon as possible on a Disclosure Form (Use the child's own words, make your record as soon as possible after the event, so that you don't forget anything, and include information about what action was taken afterwards)



Report to the DCPL

APPENDIX C

AMITY SCHOOL DUBAI, DISCLOSURE OF ABUSE FORM

Name of Person Making Allegation/Disclosure:

Time and Date:

Parent(s) Name and Contact Details:

Nature of Disclosure: (Continue on separate sheet as required, recording as close to verbatim as possible)

Name and Signature:

Role:

Date and Time:

ROLES & RESPONSIBILITIES

Child Protection and Safeguarding Lead

- Takes lead responsibility for safeguarding and child protection in the school
- Is appropriately trained and updates their knowledge and skills to keep up with any developments relevant to their role
- Acts as a source of support and expertise to the school community
- Provides advice and support to the staff
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is alert to the specific needs of all children, including the TDO
- Maintains relevant records of incidents confidentially and safely in a locked cabinet
- Refers cases of suspected abuse to Children's Social Care, or the Police as appropriate
- Attends child protection conferences
- Is an active member of the school's Health and Safety Committee
- Ensures that all staff are trained in child protection and safeguarding
- Ensures that all staff have signed to indicate that they have read and understood the child protection and safeguarding policy
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website
- Ensures parents are aware of the school's role in safeguarding.

The Deputy Child Protection and Safeguarding Leads

- The Deputy Child Protection and Safeguarding Leads are appropriately trained to the same level as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing Deputy Child Protection and Safeguarding Leads.

The Child Protection Committee

- The Committee for Child Protection consists of at least one representative from each Phase.
- They have to ensure that each member of staff is familiar with school guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- They have to support and advise staff on child protection issues generally.
- They have to monitor the attendance and development of children who have given cause for concern.
- Keep abreast of developments in the field of child protection by liaising with the Child Protection Lead, attending relevant trainings or events

- Respond appropriately to disclosures or concerns that relate to the well-being of a child.

Other staff responsibility

- All members of the school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the students in the school. In doing so, they should seek advice and support as necessary from the CPSL.
- All staff are expected to attend regular and relevant professional development sessions.
- All staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- Staff should be aware of safeguarding challenges which may exist for pupils with Students of Determination and more vulnerable pupils who may not be able to communicate the situation effectively.

Specific responsibilities of the School Doctor/Nurse and Counsellor

- The school Doctor/Nurse or Counsellor may be requested to provide physical treatment and emotional support after a child has been abused.
- The Doctor or Nurse may be required to conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition.
- The Doctor/ Nurse and/ or Counsellor can provide positive encouragement to the child, liaise with family members determine how best to promote the child's safety both at school and at home.
- Child abuse can leave deep emotional scars and the School Doctor or Nurse should recognize these and help develop a rehabilitation plan in liaison with the CPSL and other appropriate staff in the case team.
- In some cases, the child may have to take medication as a result of the abuse. The School Doctor or Nurse should ensure that all standards and procedures for administering medications in the school setting are met

Parents

- Be fully responsible towards the child and for the duties entrusted to them in the upbringing, care, guidance and growth of the child as stated in the applicable law and legislations in the country.
- Cooperate with the school for creating a safe environment for the child in which the child feels protected against occurrences that may threaten the child's survival, physical and mental health.
- Notify the school or child protection units in case of an occurrence that may threaten the child's safety, physical, or mental health.

- Positively cooperate with the school or child protection units as required in any stage when dealing with a case of abuse where the parent's children are involved.

GUIDELINES FOR GOOD PRACTICE AND CODE OF CONDUCT FOR STAFF

To meet and maintain our responsibilities towards students, we need to agree standards of good practice which form a code of conduct for all staff. This includes –

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Encouraging positive, respectful and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the school's child protection policy, Staff Behaviour Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, e-safety, safer recruitment etc.
- Maintaining appropriate standards of conversation and interaction with and between students
- Referring all concerns about a student's safety and welfare to the DSL or, if necessary, to higher authorities at school
- Following the school's rules with regard to communication and relationships with students, including via social media

POLICY REVIEW

The School's Senior Leadership Team is responsible for ensuring the annual review of this policy.

The Leadership Team is also responsible for ensuring that the list of key contacts on the cover sheet is kept up to date.

