



Durham School Dubai
Confidence for Life

Safeguarding and Child Protection Policy

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1 Introduction

At Durham School Dubai, the safety and welfare of every child is our highest priority. We recognise the distinction between safeguarding and child protection and understand that both are essential in ensuring the safety and wellbeing of our pupils. Whilst the terms are often used interchangeably, they have distinct purposes and together form the foundation of our commitment to protecting children.

This policy sets out the school's responsibilities and expectations for safeguarding and child protection, ensuring that every member of the school community understands their role in promoting the welfare of children and responding appropriately to concerns.

Safeguarding is everyone's responsibility, and all staff, volunteers, governors, contractors and visitors are expected to remain vigilant and act in the best interests of every child.

1.1 Definitions

DSL - Designated Safeguarding Lead
 DDSL - Deputy Designated Safeguarding Lead
 CPOMS - Child Protection Online Management System
 SoD - Student of Determination
 EAL - English Additional Language
 Child Protection - Response to Abuse
 Safeguarding - Prevention and Protection

1.2 Safeguarding

Safeguarding is the broader concept of promoting the welfare of children and protecting them from harm. It encompasses a proactive and preventative approach to creating a safe, supportive and inclusive environment in which all pupils can thrive academically, socially and emotionally.

At Durham School Dubai, safeguarding includes:

- Establishing a culture of vigilance, openness and awareness throughout the school community.
- Creating and maintaining safeguarding procedures, including safer recruitment practices and effective risk management.
- Promoting pupils' physical health, emotional wellbeing and positive well being.
- Providing age-appropriate education on personal safety, healthy relationships, online safety and safeguarding risks.
- Identifying concerns early and providing timely intervention and support for pupils who may be vulnerable or at risk.
- Working collaboratively with parents, external agencies and professionals to promote the welfare of every child.

1.3 Child Protection

Child protection forms part of safeguarding and focuses specifically on protecting children who are suffering, or are at risk of suffering, abuse, neglect or exploitation. Durham School Dubai has clear procedures to ensure concerns are recognised, recorded, reported and acted upon promptly.

This includes:

- Understanding the definitions and indicators of physical abuse, emotional abuse, sexual abuse and neglect.
- Recognising the signs and symptoms that may indicate a child is at risk.
- Providing clear reporting procedures for all staff and volunteers.
- Ensuring concerns are referred immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Working in partnership with parents and relevant external agencies, where appropriate, to safeguard children.
- Ensuring the child's welfare remains paramount throughout any intervention or support process.

2 Protecting Children

Safeguarding and child protection are complementary and inseparable. Whilst safeguarding focuses on prevention and promoting children's welfare, child protection provides the framework for responding effectively where abuse or harm is suspected or identified.

The Designated Safeguarding Lead (DSL), supported by the Deputy Designated Safeguarding Leads, the Senior Leadership Team and the Governing Body, has overall responsibility for ensuring that safeguarding and child protection procedures are effectively implemented, monitored and continually reviewed. They provide advice, guidance and leadership to ensure safeguarding remains embedded across every aspect of school life.

Durham School Dubai fully recognises its legal and moral responsibility to safeguard and promote the welfare of every child. The school is committed to protecting children from abuse, neglect, exploitation and harm and ensuring that every pupil has the opportunity to learn and develop in a safe and supportive environment.

2.1 Legislative Framework

This policy has been developed in accordance with applicable UAE legislation, KHDA requirements and recognised international safeguarding guidance. It should be read alongside the Durham School Dubai Staff Code of Conduct and other related safeguarding policies and procedures.

This policy is informed by, but not limited to:

- UAE Federal Law No. 3 of 2016 concerning Child Rights (Wadeema's Law).
- UAE Federal Law No. 31 of 2021 (UAE Crimes and Penalties Law), as amended.
- UAE National Child Protection Policy in Educational Institutions (2022).
- KHDA Child Protection requirements and guidance.

- *Keeping Children Safe in Education* (2026), where applicable to international schools.

The principles of this policy are based upon:

- The best interests of the child.
- Respect for children's rights and dignity.
- Professional integrity and ethical conduct.
- Early identification and intervention.
- Partnership working with families and relevant agencies.
- Maintaining the privacy and confidentiality of safeguarding information, sharing information only where it is necessary to protect a child.

Durham School Dubai recognises its responsibility to consider international safeguarding best practice whilst ensuring full compliance with all applicable UAE laws and regulations.

3 Duty of Care

Every adult working at Durham School Dubai has a duty of care to safeguard and promote the welfare of children. Staff play a significant role in children's lives and have a unique opportunity to support their wellbeing and development.

The school is committed to providing the safest possible learning and working environment for pupils and staff. All employees are accountable for the way they exercise professional judgement, manage risk, use their position of trust and maintain appropriate professional boundaries.

Staff must always act in accordance with the school's Code of Conduct and uphold the highest standards of professional behaviour to protect children from discrimination, abuse, exploitation and avoidable harm.

4 Staff, Volunteers and Safer Recruitment

Durham School Dubai is committed to safer recruitment and ensures that all appropriate pre-employment checks are completed for staff, governors, volunteers, contractors and adults working with children on behalf of other organisations.

All new employees and volunteers receive a comprehensive safeguarding induction, which includes mandatory safeguarding and child protection training, familiarisation with the school's safeguarding procedures and expectations, and acknowledgement of the Staff Code of Conduct. Safeguarding training is regularly updated to ensure staff remain informed of current legislation, local requirements and emerging safeguarding risks.

Given the importance of safeguarding, every member of staff and volunteer is expected to adhere fully to the procedures contained within this policy. These responsibilities apply at all times, including whilst working off-site, during educational visits, extracurricular activities and whenever representing Durham School Dubai.

5 Roles and Responsibilities

Safeguarding is everyone's responsibility. Every adult working at Durham School Dubai has a duty to safeguard and promote the welfare of children. All staff, volunteers, governors and contractors are expected to understand their safeguarding responsibilities, remain vigilant to concerns, act in the best interests of the child and follow the procedures outlined within this policy.

Durham School Dubai has a Designated Safeguarding Team responsible for leading safeguarding and child protection across the school. The team provides advice and guidance to staff, manages safeguarding concerns, liaises with external agencies where appropriate and ensures that safeguarding procedures are implemented effectively. All staff must know who the Designated Safeguarding Leads are and how to contact them.

The designated safeguarding lead is:	
Head of Pastoral	Ms. Tabitha Frost t.frost@durhamdubai.ae
The designated safeguarding team is:	
School Principal	Mr. Oliver Bromley-Hall principal@durhamdubai.ae
Head of Secondary	Mr. Sean McDermott headofsenior@durhamdubai.ae
Head of Primary	Mr. Brice Dempster b.dempster@durhamdubai.ae
Safeguarding Governor	Mr. Christopher Luff

Parents and staff can also report safeguarding concerns by emailing the school safeguarding team at safeguarding@durhamdubai.ae. Concerns should be reported as soon as possible and will be treated confidentially and managed in accordance with the school's safeguarding procedures.

5.1 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) has overall strategic responsibility for safeguarding and child protection across the school and is responsible for ensuring that safeguarding arrangements are effective, compliant and embedded throughout the school community.

The DSL will:

- Lead the implementation, monitoring and review of the school's safeguarding and child protection procedures.
- Ensure all staff know the names of the DSL, Deputy Designated Safeguarding Leads (DDSLs) and Safeguarding Committee.
- Ensure all staff understand their individual responsibility to report safeguarding concerns immediately and know the procedures to follow.

- Promote a culture of safeguarding by ensuring staff remain vigilant to the signs and indicators of abuse and understand how to respond appropriately to disclosures.
- Deliver, coordinate and monitor safeguarding training and induction for all staff, volunteers and relevant external professionals working within the school.
- Maintain effective working relationships with relevant external agencies and coordinate referrals where appropriate.
- Ensure all safeguarding concerns are accurately recorded, monitored and securely maintained through CPOMS, ensuring confidentiality at all times.
- Ensure staff working directly with pupils are informed, on a need-to-know basis, of safeguarding concerns relating to children in their care.
- Chair and coordinate regular safeguarding meetings with the Deputy DSLs, school nurse/doctor, Safeguarding Committee and other relevant professionals to review safeguarding concerns and agree appropriate actions.
- Provide advice, guidance and support to staff regarding safeguarding concerns and child protection procedures.
- Ensure appropriate procedures are followed when allegations are made against members of staff or volunteers.
- Monitor safeguarding practice across the school and ensure policies and procedures are implemented consistently.
- Promote professional conduct, appropriate boundaries and the school's duty of care towards pupils and staff.
- Ensure safeguarding information, including the names and contact details of the DSL team, is displayed prominently throughout the school.
- Work with the Senior Leadership Team to ensure safer recruitment procedures are followed and all appropriate pre-employment checks are completed.
- Chair a weekly Safeguarding meeting with the DDSL and/or Safeguarding Committee.

5.2 Deputy Designated Safeguarding Leads (DDSLs)

The Deputy Designated Safeguarding Leads support the DSL in carrying out safeguarding responsibilities and act with delegated authority when required.

The DDSLs will:

- Act on behalf of the DSL in their absence.
- Support the management of safeguarding and child protection cases.
- Oversee safeguarding concerns within their allocated phase or section of the school.
- Ensure safeguarding records are accurate, confidential and securely maintained.
- Provide advice and guidance to staff within their areas of responsibility.
- Attend statutory safeguarding training and undertake regular professional updates.
- Contribute to safeguarding meetings, referrals and multi-agency working.
- Attend weekly Safeguarding meetings with the DSL and/or Safeguarding Committee.

A trained DSL or Deputy DSL will always be available during the school day and during school activities.

5.3 Safeguarding Governor

The Safeguarding Governor has strategic oversight of safeguarding and provides challenge and support to ensure the school fulfils its safeguarding responsibilities.

The Safeguarding Governor will:

- Ensure the school has effective safeguarding and child protection policies that comply with UAE legislation and current safeguarding guidance.
- Review and clear the safeguarding policy annually for board approval and monitor its implementation throughout the year.
- Promote a culture where safeguarding is recognised as everyone's responsibility and where the welfare of the child is paramount.
- Ensure appropriate safeguarding arrangements, staffing and training are in place across the school.
- Monitor compliance with safer recruitment procedures.
- Receive regular safeguarding reports from the DSL and attend safeguarding meetings as appropriate.
- Ensure governors receive appropriate safeguarding induction and ongoing safeguarding training.
- Ensure there is always an appropriately trained DSL or DDSL available during the school day.
- Lead or oversee safeguarding investigations relating to the Head of School in accordance with established procedures.

5.4 Safeguarding Committee

Phase Leaders play an important role in supporting safeguarding practice within their respective phases.

They will:

- Provide day-to-day safeguarding support to staff within their phase.
- Promote consistent safeguarding practice and pastoral care across their teams.
- Monitor safeguarding concerns recorded on CPOMS within their phase.
- Address and monitor lower-level safeguarding concerns in collaboration with the DSL and DDSL
- Escalate complex or high-risk safeguarding concerns immediately.
- Reinforce safeguarding awareness through phase meetings and regular staff discussions.
- Attend weekly Safeguarding meetings with the DSL and/or DDSL team.

5.5 Teachers and Classroom Assistants

Teachers and Classroom Assistants are often the first adults to notice changes in a child's behaviour or wellbeing and therefore play a vital role in safeguarding.

All teaching staff will:

- Build positive, trusting and professional relationships with pupils.
- Remain alert to signs and indicators of abuse, neglect and other safeguarding concerns.
- Listen carefully to children who disclose concerns and respond in accordance with safeguarding procedures.
- Report all safeguarding concerns immediately to the DSL or DDSL.
- Record concerns accurately, factually and promptly on CPOMS.

- Maintain professional boundaries at all times.
- Never investigate safeguarding concerns themselves or promise confidentiality to a child.

Class teachers are often the primary point of contact for pupils and their families and are therefore well placed to identify emerging concerns through their daily interactions.

Specialist teachers may also become trusted adults for pupils. Any safeguarding concern or disclosure received by a specialist teacher must be treated with the same level of seriousness and reported immediately through the school's safeguarding procedures.

All staff should remember that the presence or absence of individual indicators does not confirm that abuse has occurred. Safeguarding concerns should always be considered in context, with professional curiosity, and reported promptly so that appropriate assessment and support can be provided.

Durham School Dubai recognises that identifying and responding to low-level concerns helps create a culture of openness and prevents more serious safeguarding issues from developing. Staff are encouraged to report any behaviour that may be inconsistent with the Staff Code of Conduct, even where it does not meet the threshold for a formal allegation. Such concerns will be managed in accordance with the school's Low-Level Concerns Policy.

6 What is Abuse?

Abuse is any action, or failure to act, that causes or is likely to cause significant harm to a child's physical, emotional, psychological or sexual health, development or wellbeing. Abuse may occur within a family, institution, community or online and may be perpetrated by an adult or another child. Children may experience more than one type of abuse at the same time, and the effects can be immediate or long-lasting.

All staff at Durham School Dubai have a responsibility to recognise the possible signs of abuse, remain professionally curious, and report any concerns immediately in accordance with this policy. Staff should never assume that someone else will take action or dismiss concerns because there is no disclosure or obvious evidence of harm.

6.1 Physical Abuse

Physical abuse is the deliberate infliction of physical injury or harm upon a child. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. Physical abuse also includes fabricated or induced illness, where a carer deliberately causes or exaggerates illness in a child. Possible indicators may include unexplained or inconsistent injuries, bruising in unusual places, burns, bite marks, fractures, repeated injuries, fear of physical contact, flinching, reluctance to change clothes for PE, wearing clothing to conceal injuries, aggression, withdrawal, fear of going home or unusually compliant behaviour.

6.2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child that has a severe and lasting impact on their emotional development and wellbeing. It may involve making a child feel worthless, unloved or inadequate, exposing them to unrealistic expectations, humiliation, intimidation, rejection, exploitation or persistent criticism, or causing them to feel frightened or unsafe. Emotional abuse may occur alone or

alongside other forms of abuse. Indicators may include delayed development, low self-esteem, excessive anxiety, self-harm, compulsive behaviours, an inability to accept praise, fear of making mistakes, social withdrawal or an excessive need for approval and affection.

6.3 Sexual Abuse

Sexual abuse occurs when a child is forced, coerced, manipulated or enticed into taking part in sexual activities, whether or not they understand what is happening or consent to the activity. Sexual abuse includes both contact and non-contact offences, such as sexual touching, rape, assault by penetration, exposing children to sexual acts or pornography, online grooming, encouraging inappropriate sexual behaviour or involving children in creating indecent images. Children can be sexually abused by adults or by other children. Possible indicators include age-inappropriate sexualised behaviour or knowledge, genital pain or injuries, sexually transmitted infections, sudden behavioural changes, self-harm, eating disorders, substance misuse, unexplained gifts or money, fear of particular individuals, secrecy, running away or disclosures made directly or indirectly.

6.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, resulting in, or likely to result in, significant impairment to their health, development or wellbeing. This may include failing to provide adequate food, clothing, shelter, supervision, medical care, education or emotional support, or failing to protect a child from harm or danger. Neglect may occur during pregnancy as a result of maternal substance misuse and can have long-term effects on a child's physical and emotional development. Indicators may include poor hygiene, inappropriate clothing, persistent hunger, untreated medical conditions, poor attendance, tiredness, developmental delay, social isolation or children being left unsupervised.

6.5 Additional Forms of Abuse and Specific Safeguarding Concerns

Durham School Dubai recognises that safeguarding extends beyond the four main categories of abuse. Staff must also be alert to other forms of abuse and exploitation that can place children at risk of harm. These include, but are not limited to:

Child-on-Child Abuse (Including Sexual Violence and Sexual Harassment) - Durham School Dubai recognises that children can abuse other children. Child-on-child abuse may include bullying, cyberbullying, physical abuse, emotional abuse, sexual violence, sexual harassment, coercive behaviour, prejudice-based abuse, initiation or hazing rituals, and the sharing of inappropriate images. Such behaviour will never be dismissed as "banter", "part of growing up" or harmless behaviour, and all concerns will be managed through the school's safeguarding and behaviour procedures.

Child Sexual Exploitation (CSE) - Child Sexual Exploitation (CSE) is a form of child abuse in which an individual or group manipulates, coerces or deceives a child into sexual activity in exchange for something the child needs or wants, or for the advantage of the perpetrator. Staff should remain vigilant to signs of grooming, secrecy, unexplained gifts, changes in behaviour or inappropriate relationships.

Child Criminal Exploitation (CCE) - Child Criminal Exploitation (CCE) occurs when a child is manipulated or coerced into criminal activity for the benefit of others. This may involve transporting drugs, theft, violence, carrying weapons or other illegal activities. Children may appear to consent but are often victims of exploitation.

County Lines - County Lines is a form of criminal exploitation in which organised criminal networks exploit children to transport or distribute illegal drugs. Although primarily associated with the UK, Durham School Dubai recognises this as an important safeguarding risk for pupils who travel internationally or have links with the UK and will respond appropriately to any related concerns.

Domestic Abuse - Children who witness or experience domestic abuse may suffer significant emotional, psychological and developmental harm. Exposure to domestic abuse is recognised as a safeguarding concern, and staff should report any concerns where a child's safety or wellbeing may be affected by violence or abuse within the home.

Mental Health - The school recognises that poor mental health is not, in itself, a safeguarding issue; however, it may become a safeguarding concern where a child is at risk of harm to themselves or others. Staff should be alert to significant changes in behaviour, mood or emotional wellbeing and report concerns promptly.

Self-Harm and Suicide - Any concern that a pupil may be self-harming or experiencing suicidal thoughts must be treated as a safeguarding concern. All disclosures or concerns should be reported immediately to the Designated Safeguarding Lead (DSL) so that appropriate support, risk assessment and intervention can be provided.

Missing Children - Children who are persistently absent, missing from education or whose whereabouts are unknown may be at increased risk of abuse, neglect, exploitation or other safeguarding concerns. The school will investigate unexplained absences promptly and follow procedures in line with the Attendance Policy and safeguarding protocols.

Radicalisation and Extremism - Durham School Dubai recognises that children may be vulnerable to radicalisation or extremist influences. Staff should remain alert to changes in behaviour, attitudes or beliefs that may indicate a child is at risk and report concerns immediately through the school's safeguarding procedures.

Honour-Based Abuse - Honour-Based Abuse is a form of abuse committed to protect or defend the perceived honour of a family or community. It can involve physical, emotional or psychological abuse, coercion or violence and will always be treated as a serious safeguarding concern.

Forced Marriage - Forced marriage occurs when a person is made to marry without their free and full consent. It is a form of abuse and may involve physical, emotional or psychological pressure. Any concerns relating to forced marriage must be reported immediately to the DSL.

Female Genital Mutilation (FGM) - Female Genital Mutilation (FGM) is the deliberate alteration or injury of the female genital organs for non-medical reasons. It is a serious form of child abuse that can have lifelong physical and emotional consequences. Any concerns or disclosures relating to FGM must be reported immediately in accordance with safeguarding procedures.

Online Abuse - Children may experience abuse through digital technologies, including cyberbullying, online grooming, exposure to harmful content, exploitation and image-based abuse. Durham School Dubai promotes safe and responsible online behaviour and responds promptly to any concerns involving online harm.

Grooming - Grooming is a process whereby an individual builds trust with a child in order to manipulate, exploit or abuse them. Grooming can take place both online and offline and may involve gifts, attention, secrecy or emotional manipulation. Staff should remain alert to any indicators of grooming and report concerns immediately.

Sextortion - Sextortion is a form of online exploitation in which an individual threatens or blackmails a child using sexual images or videos, often demanding money, further images or other acts. Any concerns relating to sextortion will be treated as an urgent safeguarding matter.

Artificial Intelligence (AI) Misuse and Online Manipulation - The school recognises the emerging safeguarding risks associated with artificial intelligence, including deepfake images, impersonation, AI-assisted bullying, misinformation and online manipulation. Pupils are educated to use AI responsibly, and any misuse that places a child at risk will be managed through the school's safeguarding procedures.

Upskirting - Upskirting is the act of taking a photograph or recording beneath a person's clothing without their knowledge or consent. It is a form of sexual abuse and is a criminal offence in many jurisdictions. Any allegation of upskirting will be treated seriously and managed as a safeguarding concern.

Youth-Produced Sexual Imagery (Nudes/Sexting) - The creation, possession or sharing of nude or semi-nude images by or of children presents significant safeguarding risks. Durham School Dubai will respond to incidents involving youth-produced sexual imagery in accordance with safeguarding guidance, ensuring that pupils are protected, supported and educated whilst taking appropriate action where necessary.

These forms of abuse may present individually or alongside the four recognised categories of abuse. All concerns, disclosures, indicators or allegations must be taken seriously and reported immediately to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) in accordance with this policy.

6.6 Child-on-Child Abuse

Durham School Dubai recognises that children can abuse other children, and that such behaviour can occur both inside and outside of school, including online. Child-on-child abuse can have serious and long-lasting effects on those involved and will never be dismissed as normal childhood behaviour, harmless banter, horseplay or part of growing up. All allegations and concerns will be taken seriously, investigated promptly and managed fairly, with appropriate support provided to both the victim and the alleged perpetrator.

Child-on-child abuse can affect children of any age or gender and may occur between individuals or groups of pupils. It may include, but is not limited to:

- Bullying, including verbal, physical, emotional and relational bullying.
- Cyberbullying through social media, messaging platforms, gaming or other online communication.
- Physical abuse, including hitting, kicking, shaking, biting or other acts of violence.
- Sexual harassment, including unwanted sexual comments, jokes, gestures, touching or online harassment.

- Sexual violence, including sexual assault, rape or attempted rape.
- Coercive or controlling behaviour, including intimidation, threats, manipulation or pressure to engage in unwanted activities.
- Hazing or initiation activities that humiliate, intimidate or endanger another pupil.
- The sharing of nude, semi-nude or inappropriate images or videos without consent.
- Upskirting or other image-based abuse.
- Prejudice-based abuse motivated by race, religion, nationality, disability, gender, sexual orientation or any other protected characteristic.
- Harmful language or behaviour dismissed as "banter" that causes distress, humiliation or emotional harm.

6.7 Allegations Against Pupils

Durham School Dubai recognises that allegations made against pupils may involve behaviour that constitutes child-on-child abuse and must therefore be managed through the school's safeguarding procedures.

The school adopts a zero-tolerance approach to all forms of child-on-child abuse. Every concern will be assessed on its individual circumstances and managed in accordance with the school's safeguarding procedures, Behaviour Policy and Anti-Bullying Policy. Victims will always be taken seriously, listened to and supported, while appropriate action will be taken to address the behaviour of those responsible.

Where there is reasonable cause to suspect that a criminal offence may have occurred, or where a child is at risk of significant harm, the Designated Safeguarding Lead (DSL) will follow the school's safeguarding procedures and liaise with parents and the appropriate external agencies in accordance with UAE legislation.

Where appropriate, the school will work closely with parents, relevant members of staff and external agencies in accordance with UAE legislation and statutory safeguarding guidance.

The school is committed to fostering a culture of respect, kindness and inclusion through its curriculum, pastoral programme and MARK values. Pupils are taught about healthy relationships, consent, respectful behaviour, online safety and how to report concerns safely. Staff receive regular safeguarding training to enable them to recognise, prevent and respond appropriately to child-on-child abuse.

The school recognises that children displaying harmful behaviour may also be vulnerable and require support. A balanced, child-centred approach will therefore be adopted, ensuring that appropriate support is provided to both the child who has experienced harm and the child whose behaviour has caused concern. All allegations, actions taken and outcomes will be recorded accurately and confidentially using the school's safeguarding recording procedures.

7 Signs of Abuse - recognise, record, report (CPOMS)

Abuse and neglect can affect any child, regardless of their age, gender, culture, ethnicity, religion, disability, family circumstances or socio-economic background. The signs and indicators of abuse are not always obvious, and children may experience more than one form of abuse simultaneously. Some children may disclose abuse directly, whilst others may communicate their experiences through changes

in their behaviour, appearance, emotional wellbeing or academic performance. In some cases, there may be no visible signs at all.

All staff should remain professionally curious and be alert to patterns of concern rather than isolated incidents. A single indicator does not necessarily mean that a child is being abused; however, multiple indicators, repeated concerns or significant changes in a child's presentation should always be taken seriously and reported to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) without delay.

7.1 Recognising Abuse and Safeguarding Concerns

Possible indicators of abuse or neglect may include, but are not limited to:

- Unexplained injuries or injuries that are inconsistent with the explanation provided.
- Frequent absences, poor punctuality or repeated unexplained lateness.
- Sudden or significant changes in behaviour, mood or personality.
- Becoming withdrawn, anxious, fearful, depressed or unusually aggressive.
- Self-harm, suicidal thoughts or other indicators of emotional distress.
- Poor hygiene, inappropriate clothing or unmet medical needs.
- Persistent hunger, tiredness or signs of neglect.
- Difficulty forming relationships or an unusually poor attachment with parents or carers.
- Fear of particular people or places, or reluctance to go home.
- Running away or going missing from home or school.
- Age-inappropriate knowledge of sexual behaviour, drugs or alcohol.
- Changes in eating or sleeping patterns.
- Developmental delay without a medical explanation.
- Reluctance to change clothing for physical education or other activities.
- Receiving little parental support or engagement with the school.
- Regularly being left unsupervised or talking about being left alone.

7.2 Age-Related Indicators

Whilst abuse can present differently depending on a child's age and stage of development, staff should be aware of the following examples.

Early Years (Under 5 Years)

Young children may display delayed speech, language or physical development without medical explanation, show little attachment to their parents or carer, fail to respond appropriately to comfort or separation, or appear consistently hungry, underweight or inadequately cared for.

Primary-Aged Children (5–11 Years)

Children may become unusually secretive, reluctant to return home after school, withdrawn from friendships, anxious about parents or carers being contacted, regularly absent or late, reluctant to change for physical education, or display regression such as bedwetting or soiling.

Secondary-Aged Children (11–18 Years)

Older children may demonstrate increased risk-taking behaviours, including substance misuse, criminal activity or running away from home. They may become secretive, display sudden changes in friendship

groups, exhibit challenging behaviour, show signs of poor mental health or self-harm, express concern for younger siblings, or become increasingly reluctant to engage with trusted adults.

7.3 Indicators of Specific Safeguarding Concerns

Staff should also remain alert to indicators associated with specific safeguarding concerns. These may include, but are not limited to:

Child Sexual Exploitation (CSE) - Unexplained gifts or money, relationships with significantly older individuals, increased absence from school, secretive online activity or evidence of grooming.

Female Genital Mutilation (FGM) and Honour-Based Abuse (HBA) - Discussions about a "special ceremony" or "becoming a woman", anxiety about overseas travel, prolonged absences following travel or concerns raised by siblings or peers.

Child-on-Child Abuse - Repeated bullying, sexualised language or behaviour, inappropriate touching, coercion, intimidation, sharing of indecent images or abusive behaviour dismissed as "banter".

Sexual Violence and Sexual Harassment - Unwanted sexual comments, inappropriate touching, online sexual harassment, sharing or requesting explicit images, or behaviour that violates another child's dignity.

Self-Harm - Unexplained cuts, burns or bruises, wearing long sleeves in warm weather to conceal injuries, possession of sharp objects, withdrawal from friends or significant changes in mood or behaviour.

8 Reporting a Safeguarding Concern

Durham School Dubai follows clear safeguarding and child protection procedures for responding to all concerns, disclosures and allegations relating to the welfare of a child. Any member of staff who has a concern, however small, must report it immediately to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL). Staff should never investigate concerns themselves or assume that someone else has reported them.

The school recognises that identifying concerns early can prevent issues from escalating. Where appropriate, pupils and families will be offered pastoral support, wellbeing interventions, SEND support or referrals to external agencies before concerns reach child protection thresholds.

8.1 Recording Safeguarding Concerns (CPOMS)

Durham School Dubai uses CPOMS (Child Protection Online Management System) as its secure electronic safeguarding recording and case management system.

All safeguarding concerns must be recorded on CPOMS as soon as possible and no later than the end of the same working day. Once submitted, the appropriate members of the Safeguarding Team are automatically notified, allowing concerns to be reviewed promptly, monitored effectively and escalated where necessary.

Access to CPOMS is granted according to professional need and is available to teaching staff and designated members of the administrative teams.

Where a member of staff does not have access to CPOMS, they must immediately provide a written, signed and dated record to the DSL, DDSL or an appropriate member of the safeguarding team, who will ensure the concern is uploaded to CPOMS without delay.

The Safeguarding Team regularly reviews CPOMS records to identify patterns, coordinate support, monitor interventions and ensure safeguarding actions are completed within appropriate timescales.

8.2 Retention of Safeguarding Records

Safeguarding and child protection records will be maintained securely and separately from the pupil's main educational record. When a pupil transfers to another school, relevant safeguarding information will be shared securely with the receiving school in accordance with statutory guidance and applicable data protection requirements.

When a pupil leaves Durham School Dubai, their safeguarding record will be archived securely within the school's safeguarding recording system. Child protection records will normally be retained until the pupil reaches their 25th birthday, after which they will be confidentially and securely destroyed in accordance with the school's Data Protection Policy, Records Retention Schedule and applicable legal requirements.

8.3 Responding to a Disclosure

If a child discloses information that suggests they are at risk of harm, staff must respond calmly, sensitively and without judgement.

Staff should:

- Listen carefully without interrupting.
- Take the disclosure seriously.
- Remain calm and reassuring.
- Thank the child for speaking to you.
- Explain that you cannot promise confidentiality and that the information must be shared with people who can help keep them safe.
- Record the disclosure as soon as possible using the child's own words wherever possible.
- Report the concern immediately to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

Staff should never:

- Investigate the concern themselves.
- Ask leading or probing questions.
- Express shock, disbelief or anger.
- Make assumptions or speculate.
- Criticise or comment about the alleged perpetrator.
- Promise to keep the information secret.
- Delay reporting the concern.

- Contact parents or carers without guidance from the DSL or an appropriate member of the Senior Leadership Team.

Safeguarding at Durham School Dubai is underpinned by three key principles: Prevention, Protection and Support. Together, these principles ensure that children are protected from harm, concerns are identified and acted upon promptly, and appropriate support is provided to pupils, families and staff.

8.4 Prevention

Durham School Dubai is committed to creating a safe, inclusive and supportive environment where all children feel secure, respected and valued. Effective safeguarding begins with prevention through high-quality pastoral care, positive relationships, a broad and balanced curriculum and a culture in which children know they will be listened to.

The school promotes children's resilience and wellbeing by:

- Delivering age-appropriate safeguarding education, including online safety, healthy relationships, consent and personal safety through the curriculum.
- Ensuring pupils know who they can speak to if they are worried or need support.
- Providing safeguarding information for pupils, parents and staff throughout the school.
- Delivering safeguarding induction for all new staff before they begin working with children.
- Providing annual safeguarding refresher training for all staff.
- Offering safeguarding workshops and awareness sessions for parents and carers.
- Displaying safeguarding information, including photographs of the DSL and DDSLs, in prominent locations across the school.
- Promoting positive behaviour, wellbeing and respectful relationships through the school's pastoral and behaviour systems.

8.5 Protection

In accordance with UAE Child Protection legislation, Durham School Dubai has a duty to identify, record and report safeguarding concerns. Every adult working within the school has a responsibility to remain vigilant and act immediately if they have any concern about the welfare of a child.

This responsibility applies to all employees, agency staff, governors, volunteers, contractors and any other adult working on behalf of the school.

Any concern, regardless of its perceived seriousness, must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, a Deputy Designated Safeguarding Lead (DDSL). Staff must never investigate concerns themselves, promise confidentiality to a child or delay reporting whilst seeking further evidence.

Concerns should always be recorded factually and objectively, including:

- The date and time of the concern.
- A clear factual account of observations.
- The child's own words, wherever possible.
- Any actions taken.
- The name and signature of the person making the report.

8.6 Support Following a Safeguarding Concern

Durham School Dubai recognises that safeguarding does not end with reporting a concern. The school is committed to providing appropriate support for children, families and staff throughout any safeguarding process, working collaboratively with parents, carers and external agencies wherever appropriate and in the best interests of the child.

Following a safeguarding concern or incident, the Designated Safeguarding Lead (DSL) will coordinate appropriate pastoral, wellbeing and safeguarding support.

Where necessary, the school will liaise with relevant external agencies to ensure children and families receive the appropriate level of intervention and support.

The school will:

- Ensure children receive timely pastoral, wellbeing and safeguarding support.
- Work collaboratively with parents and carers, where appropriate and in the best interests of the child.
- Liaise with external agencies and relevant professionals where additional intervention is required.
- Maintain accurate safeguarding records and monitor ongoing support through CPOMS.
- Provide appropriate supervision and wellbeing support for staff involved in safeguarding cases.
- Ensure all actions, decisions and outcomes are recorded securely and confidentially.
- Keep the welfare of the child at the centre of all safeguarding decisions and interventions.

The welfare of the child will always remain the school's paramount consideration.

The school uses CPOMS (Child Protection Online Management System) as its secure platform for recording, monitoring and managing safeguarding concerns. All safeguarding records are maintained confidentially, accurately and in accordance with data protection requirements and UAE safeguarding guidance.

9 Professional Confidentiality

Durham School Dubai recognises that staff are entrusted with sensitive personal information about children and their families. Maintaining confidentiality is essential in safeguarding children; however, safeguarding concerns must never be kept secret.

All safeguarding information will be shared strictly on a need-to-know basis to ensure that children receive appropriate protection and support. Information should only be shared with those who have a legitimate professional responsibility for safeguarding the child.

Staff must:

- Treat all personal and safeguarding information with the highest level of confidentiality.
- Store and process information securely in accordance with the school's data protection procedures.
- Only access or share information required to fulfil their professional responsibilities.
- Record safeguarding concerns accurately, objectively and promptly using CPOMS.

- Seek advice from the Designated Safeguarding Lead (DSL) if they are unsure whether information should be shared.
- Be familiar with the school's procedures for reporting safeguarding concerns and allegations against staff.
- Refrain from speculation or gossip of any kind.

Staff must never:

- Discuss confidential information casually with colleagues, friends or family.
- Share safeguarding information with anyone who does not have a legitimate professional need to know.
- Use confidential information for personal benefit or to disadvantage, embarrass or intimidate a child or their family.
- Promise absolute confidentiality to a child where safeguarding concerns have been disclosed.
- Refrain from any form of gossip.

The welfare of the child will always take precedence over issues of confidentiality.

9.1 Information Sharing

Effective information sharing is an essential part of safeguarding children. Durham School Dubai recognises that timely and appropriate sharing of information enables children to receive the support and protection they need.

The school will ensure that information is shared lawfully, proportionately, securely and only when necessary to safeguard or promote the welfare of a child.

Information may be shared with relevant members of staff, parents, external agencies or statutory authorities where there is a safeguarding concern or where there is a legal duty to do so.

Only information that is relevant and necessary for the purpose of safeguarding will be shared.

9.2 Consent

Where appropriate and safe to do so, the school will seek consent before sharing personal information. Children who have sufficient maturity and understanding may be involved in decisions regarding the sharing of their information, taking into account their age, capacity and best interests.

Parents or carers will normally be informed when information is shared unless doing so would:

- Place the child or another person at increased risk of harm.
- Compromise a safeguarding investigation.
- Prevent the detection or prevention of a criminal offence.
- Be contrary to the child's best interests.

9.3 Sharing Without Consent

Information may be shared without consent where there is reasonable cause to believe that:

- A child is at risk of significant harm.

- Immediate action is required to protect a child or another person.
- There is a legal obligation to disclose information.
- Failure to share information could prejudice the prevention or detection of a serious crime.

In such circumstances, the decision to share information will be proportionate, justified and recorded by the Designated Safeguarding Lead.

9.4 Record Keeping

All safeguarding records, including concerns, disclosures, referrals, actions and outcomes, will be maintained securely using CPOMS. Records will be factual, accurate, timely and confidential and will be retained in accordance with the school's record retention procedures and relevant legal requirements.

Safeguarding records will be transferred securely to a receiving school or relevant authority where appropriate to ensure continuity of support for the child.

9.5 Self-Harm and Suicide Risk

Where a pupil is believed to be at risk of self-harm or suicide, information will be shared promptly with the Designated Safeguarding Lead and other relevant professionals to ensure that appropriate support and intervention can be provided.

The school recognises that, in situations involving significant risk to life or wellbeing, information may need to be shared without consent where this is necessary to protect the child or another person from serious harm. Such decisions will always be made in the best interests of the child and recorded appropriately.

9.6 Professional Conduct and Safer Working Practice

All adults working at Durham School Dubai are in a position of trust and have a professional duty to safeguard and promote the welfare of children. Positive relationships between staff and pupils are built upon mutual trust, respect and appropriate professional boundaries. Staff must always act in a manner that protects the safety, dignity and wellbeing of pupils whilst also protecting themselves from situations that could lead to misunderstandings or allegations.

All staff are expected to act in accordance with this Safeguarding and Child Protection Policy, the Staff Code of Conduct and all relevant school policies.

10 Professional Conduct

All staff are expected to:

- Maintain professional boundaries with pupils at all times.
- Remain vigilant and report any safeguarding concerns immediately.
- Record concerns accurately and promptly using the school's safeguarding procedures.
- Foster positive, respectful and supportive relationships with pupils.
- Use professional and appropriate language, both in person and online.
- Use only school-approved communication platforms when communicating with pupils and parents.

- Be mindful of their digital footprint and avoid posting personal content that could undermine their professional role.
- Respect UAE cultural values, customs and expectations, including appropriate dress, language, behaviour and professional conduct.

Staff must never:

- Ignore, dismiss or fail to report a safeguarding concern.
- Develop inappropriate personal relationships with pupils.
- Communicate with pupils through personal social media accounts or private messaging platforms.
- Exchange personal contact details with pupils.
- Use inappropriate language, jokes or gestures.
- Engage in behaviour that could be interpreted as grooming or favouritism.
- Assume that their actions could not be misunderstood by others.

10.1 Safer Working Practice

Whenever possible, staff should work in open and transparent environments.

Staff should:

- Avoid being alone with a pupil unless absolutely necessary.
- Inform another member of staff if a one-to-one meeting is required and, where appropriate, leave doors open or use rooms with visibility panels.
- Plan activities that take place within sight or hearing of other adults whenever possible.
- Exercise additional care during sensitive conversations regarding wellbeing, bereavement, bullying or safeguarding.
- Ensure separate sleeping accommodation for staff and pupils during residential visits.
- Use school-owned devices to take photographs for educational purposes only.
- Never use personal devices to photograph or record pupils.
- Avoid transporting a pupil alone unless there is an emergency or exceptional circumstance, and inform a senior leader where this is unavoidable.

10.2 Use of Photographs, Images and Personal Devices

Durham School Dubai recognises that photographs and videos are an important part of celebrating learning and communicating with families. Images of pupils will only be taken, stored and shared where appropriate parental consent has been obtained and in accordance with the school's Data Protection, Acceptable Use and Photography Policies.

Wherever possible, school-owned devices will be used to capture and store images. Where authorised staff use personal mobile devices for legitimate school purposes, images must be transferred securely to the school's approved systems and permanently deleted from the personal device before the staff member leaves the school premises.

Pupils' names or other identifying personal information must not be included alongside images when shared via digital communication platforms. The unauthorised taking, storing or sharing of photographs or videos of pupils is strictly prohibited and may result in disciplinary action.

10.3 Physical Contact

Durham School Dubai recognises that appropriate physical contact is sometimes necessary as part of normal school life. Any physical contact must always be appropriate, proportionate, age-appropriate and in the best interests of the child.

Examples of appropriate physical contact include:

- Comforting a distressed child where appropriate.
- Congratulating or praising a pupil appropriately.
- Demonstrating the correct use of equipment, musical instruments or practical techniques.
- Supporting pupils during Physical Education activities.
- Administering first aid.
- Supporting intimate care in accordance with the Intimate Care Policy.

Staff should always consider that children have different cultural backgrounds, personal boundaries and sensitivities regarding physical contact.

Staff should avoid initiating unnecessary physical contact and exercise professional judgement at all times.

Where significant physical contact has been necessary, staff should inform their line manager and, where appropriate, ensure this is recorded.

Inappropriate physical contact is never acceptable. All staff have a responsibility to maintain appropriate professional boundaries and must ensure that any physical contact with a pupil is necessary, proportionate, respectful and always in the child's best interests.

10.4 *Reasonable Force and Physical Restraint*

The School is committed to safeguarding the welfare, dignity and rights of every student and to providing a safe, inclusive and supportive learning environment. The use of physical intervention or restraint will always be considered an exceptional measure and will be consistent with applicable UAE legislation, child protection requirements and KHDA expectations.

The School does not regard physical restraint as a behaviour-management technique. A student's disability, additional educational need, status as a Student of Determination (SoD), or presentation of distressed or challenging behaviour does not justify physical intervention.

Physical intervention will only be considered in an exceptional situation where there is an immediate and significant risk of physical harm to the student or to another person, and where other reasonable measures are ineffective, unavailable or inappropriate in the circumstances. Any intervention must be necessary, reasonable and proportionate to the immediate risk, constitute the least restrictive response reasonably available, and be used for the shortest period necessary to remove the immediate risk of harm.

Care will be taken when responding to a Student of Determination. Staff will consider the student's age, size, disability, communication needs, sensory needs, medical conditions, known triggers, emotional

state, previous experiences and any known physical or psychological vulnerabilities. Where there is a foreseeable risk that a student may present behaviour that could result in physical harm, the School will seek to prevent the need for physical intervention through appropriate individual risk assessment, positive behaviour support, reasonable adjustments, de-escalation strategies and an Individual Support Plan with their IEP.

Where appropriate, the student's support plan will identify known triggers, early warning signs, preventative strategies, effective methods of communication, de-escalation and appropriate responses to a potential risk. The aim will always be to reduce and wherever possible, prevent the need for physical intervention.

Any physical intervention will only be undertaken by staff who have received appropriate specialist training

Training will include prevention and de-escalation, safeguarding, understanding behaviour as communication, awareness of disability and additional needs, communication strategies, recognition of medical vulnerabilities, and the risks associated with physical intervention.

Any incident involving physical restraint or physical intervention will be reported immediately to the appropriate to the school's safeguarding lead or senior leadership team and recorded on CPOMS. Parents will be informed as soon as possible in accordance with the School's safeguarding and incident reporting procedures.

Witnesses and CCTV

Physical intervention must not be undertaken in isolation or in private where this can reasonably be avoided. **A second member of staff should be present as a witness and, where available and lawful, CCTV coverage should be used.**

Any available CCTV footage must be preserved in accordance with the School's CCTV procedures.

Where an emergency makes a witness or CCTV recording impracticable, the intervention must be reported and fully documented, including the reason why independent witnessing or recording was not possible.

The overriding principle is that the dignity, welfare and safety of the student must remain paramount. Physical intervention is an exceptional safeguarding response to an immediate risk of physical harm, not a method of behaviour management, discipline or compliance.

10.5 Foundation Stage

The school recognises staff working with Foundation Stage pupils, may require additional reassurance, comfort and emotional support as they settle into school.

Age-appropriate comfort may be provided where it is welcomed by the child and is always appropriate, proportionate and in line with professional boundaries. The safety and wellbeing of the child must remain the overriding consideration.

11 Supporting Children

Durham School Dubai recognises that children who have experienced abuse, neglect, exploitation, trauma or domestic violence may face significant emotional, social and educational challenges. These experiences can affect a child's self-esteem, emotional regulation, relationships, behaviour, attendance and ability to learn. For some children, school may be the only stable, predictable and safe environment in their lives.

The school is committed to providing a nurturing, inclusive and supportive environment where every child feels safe, valued and listened to. We recognise that children who have experienced adversity may display a range of behaviours, including withdrawal, anxiety, distress, challenging behaviour or difficulties forming relationships.

Staff will respond with empathy, consistency and understanding, recognising that behaviour may be a form of communication.

Durham School Dubai will support children by:

- Promoting a safe, caring and inclusive school culture where children's wellbeing is prioritised.
- Providing a broad and balanced curriculum that develops resilience, confidence, emotional literacy and self-esteem.
- Ensuring consistent behaviour management that supports children while maintaining high expectations.
- Providing appropriate pastoral, wellbeing and safeguarding support tailored to individual needs.
- Working collaboratively with parents, carers and external agencies where appropriate and in the best interests of the child.
- Monitoring pupils' welfare and maintaining accurate safeguarding records through CPOMS.
- Reviewing safeguarding concerns regularly to ensure appropriate interventions remain in place.
- Supporting children throughout safeguarding investigations and following any agreed support plans.
- Ensuring that safeguarding information is transferred securely and promptly when a child moves to another school, in accordance with safeguarding and data protection requirements.

11.1 Attendance

Durham School Dubai recognises that regular attendance is fundamental to a child's safety, wellbeing and educational progress. Persistent absence, unexplained absences and children missing education may be indicators of safeguarding concerns, including neglect, abuse, exploitation, mental health difficulties, forced marriage or other forms of harm.

The school monitors attendance closely and investigates patterns of absence promptly, working in partnership with parents and, where appropriate, external agencies to ensure that every child is safe and receives the support they need.

For FS pupils, attendance will be monitored in accordance with the School's registration procedures, taking into account their age, developmental needs and individual circumstances.

Any unexplained or prolonged absence will be treated as a potential safeguarding concern and managed in accordance with the school's Attendance Policy and safeguarding procedures.

11.2 Missing Children from Education

Durham School Dubai recognises that children who are missing from education may be at increased risk of abuse, neglect, exploitation, child criminal exploitation, child sexual exploitation, forced marriage, radicalisation or other safeguarding concerns.

The school therefore takes all unexplained absences seriously and follows up promptly with parents or carers to establish a child's whereabouts and ensure their safety.

Particular attention will be given to pupils who fail to return to school following holidays, extended periods of leave or unexplained absences, especially where there has been no communication from parents or carers.

Where the school has concerns about a child's welfare or is unable to establish contact with the family, the Designated Safeguarding Lead (DSL) will assess the level of risk and, where appropriate, make referrals to the relevant UAE authorities in accordance with statutory safeguarding procedures.

When a pupil leaves Durham School Dubai, the school will take reasonable steps to confirm the destination school and facilitate the secure transfer of educational and safeguarding records where requested. A pupil will only be removed from the school roll once the appropriate withdrawal procedures have been completed and there is confirmation that the child's education and welfare have been appropriately considered.

Where a child leaves without explanation or their destination is unknown, the matter will be treated as a potential safeguarding concern and investigated accordingly.

11.3 Mental Health and Wellbeing

Durham School Dubai is committed to promoting the positive emotional wellbeing of all pupils. The school recognises that good mental health is fundamental to learning, personal development and safeguarding.

Whilst poor mental health is not, in itself, a safeguarding concern, it can become one where a child is at risk of harming themselves or others, has experienced abuse or neglect, or where their mental health places them at increased risk of exploitation or other forms of harm.

All staff should remain alert to significant changes in a pupil's behaviour, mood, attendance, appearance or emotional wellbeing, recognising that these may indicate that a child requires additional support.

Any concerns relating to a pupil's mental health or emotional wellbeing should be reported to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures.

Durham School Dubai adopts an early intervention approach and works collaboratively with pupils, parents, pastoral staff, the Inclusion Team, school counsellors, healthcare professionals and external agencies, where appropriate, to ensure that pupils receive timely and appropriate support. The school promotes resilience, emotional literacy and wellbeing through its pastoral programme, PSHE curriculum and wider school community, helping pupils to develop the knowledge, confidence and strategies needed to maintain positive mental health.

11.4 E-Safety

Durham School Dubai recognises that technology plays an important role in children's education and daily lives. The school is committed to promoting safe, responsible and respectful use of digital technologies both within and beyond the classroom.

Online safety education is delivered through the curriculum and reinforced through assemblies, workshops and pastoral programmes. Staff educate pupils about online risks, including cyberbullying, online grooming, inappropriate content, privacy, digital footprints, misinformation, AI misuse and the responsible use of social media.

The school maintains appropriate monitoring and filtering systems on school networks and devices and works closely with parents to promote safe online behaviour.

11.5 Social Media

The school recognises the safeguarding risks associated with social media and online platforms. In accordance with UAE legislation on Child Digital Safety and Cabinet Resolution No. 106 of 2026, children under the age of 15 are not permitted to create, use or operate personal social-media accounts. Staff must report concerns relating to pupils having access to a social media account to a member of the senior leadership team.

11.6 Use of Artificial Intelligence (AI)

Durham School Dubai recognises the increasing use of Artificial Intelligence (AI) technologies and the safeguarding risks they may present to children and young people. These risks may include the creation or sharing of AI-generated images, deepfakes, AI-assisted grooming, impersonation, AI-assisted bullying, misinformation and the inappropriate use of AI tools to produce harmful, abusive or inappropriate content.

The school is committed to educating pupils about the safe, responsible and ethical use of AI through its curriculum and online safety education.

Staff will remain vigilant to emerging AI-related safeguarding concerns and will report any misuse or suspected harm in accordance with the school's safeguarding procedures. Any use of AI that places a child at risk or causes harm will be managed as a safeguarding concern and responded to appropriately.

11.7 Online and Mobile Phone Addiction

The school recognises the increasing safeguarding risks associated with excessive use of mobile phones, gaming and social media. Excessive screen time can affect pupils' physical health, emotional wellbeing, sleep, concentration, relationships and academic achievement.

Durham School Dubai promotes healthy digital habits by educating pupils about balanced technology use, implementing clear expectations regarding mobile phone use during the school day and working in partnership with parents to encourage responsible technology use at home.

11.8 Substance Misuse

Durham School Dubai is committed to protecting pupils from the risks associated with drugs, alcohol, tobacco, vaping and other harmful substances.

The school adopts a preventative approach through education, early intervention and pastoral support whilst maintaining a zero-tolerance approach to the possession, use or distribution of prohibited substances in accordance with UAE law and KHDA guidance.

Where concerns arise regarding substance misuse, the school will respond in accordance with its safeguarding procedures and work collaboratively with parents and appropriate external agencies to ensure pupils receive appropriate support.

11.9 Racism and Discriminatory Behaviour

Durham School Dubai is committed to providing an inclusive, respectful and equitable environment where every member of the school community is valued regardless of their race, ethnicity, nationality, culture, language, religion or belief. The school recognises that racism, racial discrimination and prejudice can have a significant impact on a child's emotional wellbeing, sense of belonging and educational outcomes, and therefore treats all incidents seriously.

Any incident involving racist language, behaviour, discrimination, harassment or hate-related conduct will be challenged immediately, recorded, investigated and addressed in accordance with the school's Behaviour Policy, Anti-Bullying Policy and Safeguarding procedures. Where an incident places a child at risk of harm or forms part of a wider pattern of abuse, it will be recorded on CPOMS and managed as a safeguarding concern.

Through the curriculum, assemblies, pastoral programme and wider school community, Durham School Dubai actively promotes equality, diversity, inclusion and mutual respect. Pupils are encouraged to celebrate differences, challenge stereotypes and understand their responsibility in creating a safe and welcoming environment for everyone. The school works closely with parents and, where appropriate, external agencies to educate, support and safeguard pupils affected by racism or discriminatory behaviour.

11.10 Supporting Students of Determination and Vulnerable Pupils

Durham School Dubai recognises that Students of Determination (SoD), pupils with Special Educational Needs and Disabilities (SEND), and other vulnerable children may face additional barriers to recognising, communicating or reporting abuse. These pupils may be at increased risk of neglect, exploitation or harm and may require enhanced safeguarding support.

Staff should be particularly alert to the fact that indicators of abuse may be more difficult to identify and should never assume that changes in behaviour, communication or emotional presentation are solely related to a child's additional needs.

Additional barriers may include, but are not limited to:

- Difficulties with communication or expressive language.
- Limited understanding of appropriate and inappropriate behaviour.
- Dependence on adults for personal care or intimate support.
- Social isolation or limited peer relationships.
- Increased vulnerability to bullying, coercion or exploitation.
- Unusual attachment to particular adults or peers.
- Physical, sensory or cognitive needs that may limit a child's ability to seek help.

All staff are expected to exercise professional curiosity, remain vigilant and respond promptly to any safeguarding concern involving a vulnerable child.

11.11 Children with English as an Additional Language (EAL)

Durham School Dubai recognises that children who speak English as an Additional Language (EAL) may face additional barriers in communicating safeguarding concerns or disclosing abuse.

Language differences should never be assumed to be the sole reason for a child's behaviour, presentation or communication. Staff will take appropriate steps to ensure that EAL pupils are listened to, understood and able to communicate effectively. Where necessary, appropriate support will be sought to enable children and families to access safeguarding information and participate fully in safeguarding processes.

All safeguarding decisions will be based on the child's individual needs and circumstances, with their welfare remaining the paramount consideration.

11.12 Safeguarding in the Sixth Form

Durham School Dubai recognises that some students in the Sixth Form may be aged 18 or over whilst remaining enrolled at the school. Regardless of their age, the school maintains a strong commitment to promoting the safety, wellbeing and welfare of all Sixth Form students.

Older students may continue to experience vulnerability, including concerns relating to mental health, exploitation, unhealthy relationships, online harm, abuse or other safeguarding risks.

Where appropriate, safeguarding procedures will continue to be followed, taking into account the student's age, capacity, rights and wishes, whilst ensuring that the school fulfils its duty of care and complies with applicable legal and regulatory requirements.

Sixth Form students will continue to have access to pastoral support, safeguarding guidance and appropriate intervention throughout their time at Durham School Dubai.

11.13 Safeguarding During Educational Visits, Residentials and Off-Site Activities

Durham School Dubai recognises that its safeguarding responsibilities extend beyond the school site and apply to all educational visits, residential experiences, sporting events and other off-site activities.

Appropriate safeguarding arrangements, risk assessments and supervision will be in place to ensure the safety and wellbeing of all pupils whilst participating in activities away from school.

Staff are expected to follow the school's safeguarding procedures, Code of Conduct and Educational Visits Policy at all times, including during travel and transport. Any safeguarding concern arising during an off-site activity will be responded to promptly, recorded in accordance with school procedures and reported to the Designated Safeguarding Lead (DSL) as soon as practicable.

11.14 Transition Between Schools

Where a pupil who is subject to safeguarding or child protection concerns transfers to another school, Durham School Dubai will ensure that all relevant safeguarding information is shared securely and promptly with the receiving school, in accordance with legal requirements and safeguarding guidance.

Where appropriate, the Designated Safeguarding Lead (DSL) will liaise directly with the receiving school's safeguarding team to ensure continuity of support and minimise any disruption to safeguarding arrangements.

12 Whistleblowing

Durham School Dubai is committed to maintaining a culture of openness, transparency and accountability in which all staff feel confident to raise safeguarding concerns. Every member of staff has a professional duty to report concerns about the conduct or behaviour of colleagues, volunteers, contractors or any adult working with children if they believe a child may be at risk of harm.

Staff who raise safeguarding concerns in good faith will be supported by the school and protected from victimisation or reprisal in accordance with UAE whistleblowing guidance and the school's Whistleblowing Policy.

Concerns may be raised verbally or in writing but must be formally documented as soon as possible.

Safeguarding concerns relating to members of staff should be reported as follows:

- Concerns regarding a member of staff, volunteer or contractor should be reported immediately to the Principal.
- Concerns regarding the Designated Safeguarding Lead (DSL) should be reported to the Principal.

- Concerns regarding the Principal should be reported immediately to the Safeguarding Governor or Chair to the Board of Governors.
- Where a concern involves the Principal or senior leaders and internal reporting is not appropriate, staff may report directly to the relevant UAE authorities, including the KHDA or the Ministry of Interior (MOI) Child Protection Centre, in accordance with UAE legislation.

The Safeguarding Governor will provide appropriate oversight of whistleblowing concerns to ensure that procedures are followed fairly, transparently and without unnecessary delay.

All staff are expected to adhere to the school's Staff Code of Conduct, which provides clear guidance on maintaining appropriate professional boundaries and ensuring that their behaviour does not place children, colleagues or themselves at risk.

12.1 Allegations Against Staff, Volunteers and Contractors

Durham School Dubai takes all allegations concerning adults working with children seriously. Allegations against staff (including supply staff), volunteers, contractors or any adult working on behalf of the school will be managed promptly, fairly, confidentially and in accordance with the school's safeguarding procedures, disciplinary procedures and applicable UAE legislation.

The welfare of the child will always be the school's paramount consideration whilst ensuring that any member of staff who is the subject of an allegation is treated fairly and receives appropriate support throughout the process.

The Principal will manage allegations where it is alleged that a member of staff has:

- Behaved in a way that has harmed, or may have harmed, a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm.
- Behaved, either within or outside of work, in a manner that calls into question their suitability to work with children.

All allegations must be reported immediately. A written record will be made, including the nature of the concern, dates, times, relevant witnesses and any actions taken. Appropriate confidentiality will be maintained throughout the process.

Where appropriate, the Principal will consult with the Chair to the Board and subsequently with the relevant authorities and determine the most appropriate course of action, including whether suspension should be considered whilst enquiries are undertaken.

Suspension is a neutral act and will only be considered where it is necessary to:

- Safeguard children from potential harm.
- Protect the integrity of the investigation.
- Prevent interference with evidence or witnesses.
- Protect the welfare of the member of staff concerned.

During any investigation, appropriate support will be provided to both the child or individual making the allegation and the member of staff who is the subject of the allegation.

Comprehensive records of all allegations, investigations, decisions and outcomes will be maintained securely and confidentially. Outcomes will be communicated in accordance with the school's Disciplinary Policy and relevant legal requirements.

Where an employee, volunteer, contractor or any other adult leaves the school because they are considered unsuitable to work with children, or would have been dismissed had they not resigned, Durham School Dubai will make the appropriate referrals and notifications to the relevant UAE authorities within the required timescales.

12.2 Allegations Against the Principal or Member of the DSL Team

Where an allegation or safeguarding concern is made against the Principal or member of the DSL team, it must be reported immediately to the Chair of Governors (or the nominated safeguarding governor).

The Chair of Governors will ensure that the allegation is managed promptly, fairly and confidentially, in accordance with the school's safeguarding procedures, UAE legislation and applicable regulatory requirements.

Appropriate advice will be sought from the relevant authorities where necessary, and the welfare of any child involved will remain the paramount consideration throughout the process.

13 UAE Reporting Procedures and Support Services

Durham School Dubai complies with all UAE child protection legislation and will work collaboratively with the appropriate statutory authorities whenever there are concerns about the safety or welfare of a child.

Where there is reasonable cause to suspect that a child has experienced, or is at risk of, abuse or neglect, the Designated Safeguarding Lead (DSL) will ensure that the concern is reported to the relevant UAE authority within the required timescales.

If a child is believed to be in immediate danger, the safety of the child will always take priority. Emergency Services (999) will be contacted immediately before notifying the appropriate child protection authority.

Only the Principal, Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSLs), or another authorised member of the Senior Leadership Team should make external safeguarding referrals unless immediate action is required to protect life.

13.1 Ministry of Interior (MOI) Child Protection Centre

The Ministry of Interior (MOI) Child Protection Centre is the primary statutory authority responsible for receiving child protection referrals across the UAE.

Emergency: 999

Child Protection Hotline: 116 111

Email: childprotection@moi-cpc.gov.ae

Online Referral: <http://www.moi-cpc.gov.ae>

Where appropriate, referrals will be made within the timescales required under UAE legislation and recorded on CPOMS.

13.2 External Support Services

Community Development Authority (CDA) Child Protection Centre

The Community Development Authority (CDA) provides specialist support, safeguarding interventions and family services for children within Dubai.

Services include:

- Child protection advice and intervention.
- Psychological and social support.
- Family counselling.
- Field visits by qualified social workers.
- Support for children affected by family conflict.
- Safe supervised family visitation arrangements.
- Community awareness and safeguarding education.

Helpline: 800 988

Email: child@cda.gov.ae

Dubai Foundation for Women and Children (DFWAC)

The Dubai Foundation for Women and Children provides specialist protection and support for women and children who have experienced domestic violence, child abuse, neglect, human trafficking or exploitation.

Services include:

- Emergency shelter.
- Medical support.
- Psychological counselling.
- Social work and case management.
- Legal and immigration advice.
- Ongoing rehabilitation and support.

Helpline: 800 111

Email: help@dfwac.ae

14 Safer Recruitment

Durham School Dubai is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers, contractors and visitors to share this commitment. The school operates robust safer recruitment procedures to ensure that all adults working with children are suitable to do so.

Recruitment processes are conducted in accordance with UAE legislation, KHDA requirements and international safeguarding best practice. Members of the Senior Leadership Team and Human Resources staff involved in recruitment receive appropriate Safer Recruitment training.

The school's safer recruitment procedures include:

- Clear safeguarding statements within recruitment advertisements.
- Comprehensive application and employment history checks.
- Verification of identity, qualifications and professional registration where applicable.
- Exploration of gaps in employment history.
- Multiple satisfactory professional references, including safeguarding suitability.
- Verification of previous employment.
- Appropriate criminal record checks from all countries in which the applicant has lived or worked, including UAE Police Clearance where applicable.
- Medical fitness declarations where required.
- Completion of all pre-employment safeguarding checks before employment commences.

14.1 Contractors, Agency Staff and Third-Party Providers

All contractors, agency staff and external providers working on the school site must provide written confirmation that appropriate safeguarding and background checks have been completed before they begin working with pupils.

This includes, but is not limited to:

- Cleaning and facilities staff.
- Security personnel.
- Catering providers.
- Transport providers.
- Extra-curricular activity providers.
- Maintenance contractors.

External adults working regularly in school and with pupils will receive safeguarding induction and must comply with the school's safeguarding expectations whilst on site.

14.2 Learning Support Assistants (LSAs)

Learning Support Assistants (LSAs) are appointed to support individual pupils and work under the guidance of the school's Inclusion Team.

Before working within the school, all LSAs must provide satisfactory identity documentation, relevant qualifications, appropriate police clearance and any other safeguarding documentation required by the school.

Their suitability to work with children will be verified before access to pupils is granted.

LSAs will receive safeguarding induction and must comply with the school's safeguarding expectations whilst on site.

14.3 Volunteers

All volunteers are expected to uphold the school's safeguarding procedures and Code of Conduct.

Volunteers will:

- Receive appropriate safeguarding guidance before working in school.
- Work under the supervision of school staff.
- Never be left alone with pupils unless appropriate safeguarding checks have been completed and authorisation has been granted by the school.

14.4 Visitors

All visitors to Durham School Dubai are required to:

- Sign in at Reception.
- Provide photographic identification where requested.
- Wear a visitor badge whilst on site.
- Follow the school's safeguarding procedures and visitor protocols.
- Remain under appropriate supervision unless authorised otherwise.

Visitors include guest speakers, external providers, contractors, book fair representatives, parents and any other individuals attending the school site.

Visitors receive safeguarding information on arrival.

15 Related Policies and Procedures

Safeguarding is embedded across all aspects of school life and is supported by a range of complementary policies and procedures. This Safeguarding and Child Protection Policy should be read alongside the following documents, which provide further guidance on specific safeguarding responsibilities, expectations and operational procedures. All staff are expected to be familiar with, and adhere to, these policies as part of their professional duties.

Related policies and procedures include, but are not limited to:

- Attendance Policy
- Behaviour Policy
- Staff Code of Conduct
- Low-Level Concerns Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Online Safety Policy
- Intimate Care Policy
- Educational Visits Policy
- First Aid Policy
- Health and Safety Policy
- Missing/Lost Child Procedure
- Late Collection Procedure
- Anti-Bullying Policy

- SEND / Students of Determination Policy
- Complaints Policy
- Data Protection Policy
- Staff Disciplinary Policy

16 Monitoring, Review and Policy Approval

Durham School Dubai is committed to ensuring that safeguarding remains an active and evolving priority across the school. This policy will be monitored regularly to ensure it reflects current legislation, statutory guidance, best practice and the needs of the school community.

The Designated Safeguarding Lead (DSL) has day-to-day responsibility for monitoring the implementation of this policy, ensuring safeguarding procedures are followed consistently and that any lessons learned from safeguarding incidents, audits or external reviews are incorporated into school practice.

The Senior Leadership Team will monitor safeguarding arrangements throughout the academic year, including safeguarding training, reporting procedures, record keeping, safer recruitment, pastoral support and compliance with statutory requirements.

The Safeguarding Governor has strategic oversight of safeguarding and will receive regular reports from the DSL regarding safeguarding practice, training, referrals, monitoring activity and policy implementation. The Governor will provide appropriate challenge and support to ensure safeguarding remains effective across the school.

Each phase of the school has appropriately trained safeguarding personnel who work under the leadership of the Designated Safeguarding Lead. The school ensures these staff receive regular safeguarding training, supervision and ongoing professional development to fulfil their responsibilities effectively.

This policy will be formally reviewed at least annually, or sooner if:

- There are changes to UAE legislation or statutory guidance.
- KHDA, Ministry of Education or regulatory requirements are updated.
- New safeguarding risks or local safeguarding issues emerge.
- Following a serious safeguarding incident, allegation or learning review.
- The school identifies improvements through monitoring, audits or inspections.

All amendments to this policy will be approved by the Principal and the Governing Board before implementation. The most current version will be published for staff and made available to parents on request.

16. 1 Policy Information

Policy Title: Safeguarding and Child Protection Policy

Policy Owner: Designated Safeguarding Lead

Reviewed & Endorsed by: Principal

Approved By: Chair of the Board of Governors

Applies To: All staff, governors, volunteers, contractors, visitors and third-party providers

Review Frequency: Annually (or sooner if required)

Next Review Date: July 2027

16.2 Commitment Statement

Safeguarding is everyone's responsibility. Every adult working at Durham School Dubai has a duty to protect children, promote their welfare and act immediately if they have any concern about a child's safety or wellbeing.

Durham School Dubai is committed to fostering a culture of vigilance, openness and respect, where children feel safe, listened to and valued, and where safeguarding is embedded in every aspect of school life. The welfare of the child will always be our paramount consideration.

Approved by



Oliver Bromley Hall

Principal



Saumya Basu

Chair of the Board of Governors