POLICY		Owner	Designated Safeguarding Lead
SAFEGUARDING AND CHILD PROTECTION		**ID (Version)**	DU/5.1.1 (v5)
		Published	15 August 2024
		Valid Until	15-August 2025 (Annual)

POLICY STATEMENT

The Arbor School ("Arbor", "we", "the school") is committed to ensuring that **everyone is responsible** for the care of children and young people always undertake their duties in a professional manner, ensuring at all times that children are treated with sensitivity and respect. It is extremely important that any concern raised about the conduct of a member of staff or allegations of abuse in our school is managed thoroughly and efficiently, maintaining the highest level of protection is provided whilst also giving support to the victim.

This policy will ensure that all staff, children, parents, volunteers, or carers are aware of the procedure for safeguarding and child protection is adopted consistently and matters arising are confidentially dealt with effectively and efficiently as possible.

The Arbor School complies with local legislation with the introduction of UAE Cabinet directive no. (3/3 و) of 2022 from Mr. Hemal BelHasa, CEO of Knowledge and Human Development Policies. This document has been published in both **English** and **Arabic** for your reference and is designed to protect and safeguard the welfare and wellbeing of all children in the UAE, this policy includes information for school leaders, early childhood centres, teachers and parents, and details the responsibilities and obligations of all adults who come into contact with children. This has been published in conjunction with the UAE's Federal Law No. 3 of 2016 on Child Rights (Wadeema's Law): تنظيم الادارات العامة **(khda.gov.ae).**

For more information on how the UAE protects children by enforcing laws to protect them and empowering them by providing education, good health and other facilities, please use this link: **Children's safety | The Official Portal of the UAE Government**. You can report child abuse to **Ministry of Interior** through the **hotline number 116 111** or through the **MoI's Child Protection Centre's** website and the 'Hemayati' (*Arabic for 'protect me'*) app (available on **Android** and **iOS**).

RESPONSIBILITY ASSIGNMENT
The following position(s) / role(s) has / have been assigned the responsibilities hereunder in relation to the execution of the guidelines, requiring the relevant responsible individual(s) to ensure that they are communicated to, understood, and adhered to by all applicable school employees:

Responsibility	Position(s) / Role(s)
Responsible	Everyone
Accountable	Everyone
Consulted	Arbor Safeguarding Team, ELT and Governing Body
Informed	Parents/Community

APPLICATION

1. BELIEFS
At the Arbor School, we believe that:
- All children, have equal rights of protection.
- All **children (any young person aged 18 and below)** in our care have a right to learn and develop in a safe, caring environment.
- Safeguarding and promoting the **welfare of children is everyone's responsibility.**
- The welfare of children will always be safeguarded and given paramount consideration when developing and delivering school activities.

ARBOR

- The adherence to all applicable safeguarding children's regulations and guidelines, as well as implementing safeguarding best practices in a holistic manner is a critical element of ensuring the safeguarding of all children.
- Through the adoption of a child centred approach, all practitioners at Arbor will be in a position to identify concerns early, provide help to children, promote children's welfare and prevent concerns from escalating.
- Encouraging and promoting the genuine involvement of staff, at all levels, in maintaining high standards of child protection and putting children and young people first; is a duty of the leadership of Arbor.
- All adults at the school must be open, accessible to students, prepared to listen and supportive of a child's needs.

2. DEFINITIONS *(adopted from Keeping Children Safe in Education (KCSIE), 2024)*

Safeguarding and **promoting the welfare of children** means:
- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. *See Appendix A for indicators of abuse.*

Neglect is a form of abuse and 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. *Appendix A defines neglect in more detail.*

All staff are aware of the **indicators of abuse**, **neglect** and **exploitation**, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. Staff must also remain vigilant and aware of children with sexually harmful behaviour, and promptly report any concern to a member of the safeguarding team. Arbor will use the **Brook Sexual Behaviours Traffic Light Tool** continuum to demonstrate and categorise the range of sexual behaviours: **CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course**.

3. SAFEGUARDING TEAM

A Safeguarding Team has been established, led by the Designated Safeguarding Lead (DSL) and comprised of competent experts in safeguarding. The 2024/2025 Safeguarding Team are:

Role	Person
Safeguarding Governor (DSG)	Kenneth Jones governors@thearborschool.ae
Arbor Principal	Gemma Thornley principal@thearborschool.ae
Designated Safeguarding Lead (DSL)	Frances Powell: headofsecondary@thearborschool.ae
Deputy Designated Safeguarding Lead (DDSL)	Kathyrn Keeshan headofprimary@thearborschool.ae
Designated Safeguarding Person (DSP)	**PRIMARY**: Richard Swingler rswingler@thearborschool.ae **SECONDARY:** Vanessa Mitchell vmitchell@thearborschool.ae **NON-ACADEMIC:** Ghadah AlSalous galsalous@thearborschool.ae
Deputy Designated Safeguarding Person (DDSP)	**PRIMARY (EYFS):** Chloe Morritt cmorritt@thearborschool.ae **PRIMARY (KS1):** Megan Gallacher mgallacher@thearborschool.ae **PRIMARY (KS2):** Evelyn Henderson ehenderson@thearborschool.ae **SECONDARY (KS3):** Nicholas Cooke ncooke@thearborschool.ae **SECONDARY (KS4):** Emily Kerr Laslett ekerrlaslett@thearborschool.ae **SECONDARY (KS5):** Chris Martin cmartin@thearborschool.ae **LSAs:** Janice Quinto jquinto@thearborschool.ae **NON-ACADEMIC:** Luda Zuhair lzuhair@thearborschool.ae
Thrive Representative	Sarah Vundum svundum@thearborschool.ae
Family Liaison	Ashleigh Wilson awilson@thearborschool.ae
Counsellors	Alexandra Jurgensen ajurgensen@thearborschool.ae Jacqueline Harrison jharrison@thearborschool.ae
Medical	Dr Quratulain Faisal qfaisal@thearborschool.ae
E-Safety (Digital and Online) Leads	**PRIMARY:** Sabrina Michael smichael@thearborschool.ae **SECONDARY:** David Smale dsmale@thearborschool.ae **NON-ACADEMIC:** Ali Hatamleh a.hatamleh@mggt.company

The identity and contact information for Arbor's Safeguarding Team is shared with the Arbor community, and prominently displayed in multiple locations around campus. *See Appendix B for Roles and Responsibilities.*

4. STANDARDS

- The school will carry out safer recruitment processes to ensure that all adults working with children are suitable.
- Every member of staff, as well as volunteers and third-party providers working in the school's facilities, is responsible for safety and security of all children in their care.
- All staff are responsible for their own actions and behaviour; and will follow the contents of the Safeguarding Declaration and Arbor Staff Handbook.
- All staff will read and understand the Arbor safeguarding policies and procedures.
- All staff have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm, in accordance with the school guidance.
- All staff will recognise that any child may benefit from early help, but all staff must be particularly alert to the potential need for early help for a vulnerable child.
- Each member of staff must know what they need to do if they have concerns about a child, or the behaviour of a colleague/adult, and act immediately.

- All employees are responsible for challenging inappropriate behaviours between children that are abusive in nature, thus reducing any downplaying or dismissal or certain behaviours and harassment. See the Arbor *Child-on-Child Abuse Procedure* for further information.
- All staff will undergo regular and frequent training to ensure they are up to date with their knowledge and understanding of their responsibilities with regards to safeguarding and child protection.

5. GUIDELINES

All staff at Arbor will:

- Know how to communicate appropriately with children.
- Understand what might make a child more vulnerable.
- Understand and respond to possible signs of abuse.
- Be diligent in their approach in responding to matters of a safeguarding nature.
- Know how to share key information and who to share it with.
- Be aware of the circumstances which may make some children particularly vulnerable.
- Be aware of specific safeguarding issues that can put children at risk of harm, including being prepared to identify children who may benefit from early help.

RELATED DOCUMENTS

This policy should be read and applied in conjunction with all relevant governance documents within the school and related reference documents, whether existing or introduced and / or modified subsequent to this procedure being published, including (but not limited to):

Document Title	ID / Reference No.
Students	
Safeguarding and Child Protection Procedure	DU/5.1.1.1
Child-on-Child Abuse Procedure	DU/5.1.1.2
E-Safety (Digital and Online) Safety Procedure	DU/5.1.1.3
Home Visits Procedure	DU/5.1.1.4
Local Guardianship Procedure	DU/5.1.1.5
Non-Collection Procedure	DU/5.1.1.6
Safe Touch and Positive Handling Procedure	DU/5.1.1.7
Self-Harm and Suicidal Ideation Procedure	DU/5.1.1.8
Student Supervision and Transitions	DU/5.1.1.9
Toileting and Intimate Care	DU/5.1.1.10
Relationships, Sex and Health Education (RSHE) Procedure	DU/5.1.1.11
Behaviour for Learning Policy	DU/5.1.2
Behaviour for Learning Procedure: Primary	DU/5.1.2.1
Behaviour for Learning Procedure: Secondary	DU/5.1.2.2
Educational Visits and Excursions Policy	DU/5.1.3
Educational Visits and Excursions Procedure	DU/5.1.3.1
Staff	
Managing Allegations Against Staff Policy	DU/5.2.1
Managing Allegations Against Staff Procedure	DU/5.2.1.1
Safer Recruitment Policy	DU/2.4.9
Social Media Procedure	DU/5.2.2
Health and Safety	
Health and Safety Policy	DU/2.1.1
Incident Management Policy	DU/2.2.4

Document Title	**ID / Reference No.**
Lockdown Procedure	DU/2.2.4.4
Fire Safety	DU/2.2.5
Medical Care Policy	DU/2.2.2

ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	**Description / Definition**
SLT	Senior Leadership Team
DSL	Designated Safeguarding Lead
DSPs	Designated Safeguarding Person
DSG	Designated Safeguarding Governor
KHDA	The Knowledge and Human Development Authority
CDA	Community Development Authority
HR	Human Resources
SCR	Single Central Record