

<b>PROCEDURE</b>	<b>Owner</b>	Designated Safeguarding Lead
<b>SAFEGUARDING AND CHILD PROTECTION</b>	<b>ID (Version)</b>	DU/5.1.1.1 (v5)
	<b>Published</b>	15 August 2024
	<b>Valid Until</b>	15 August 2025 (Annual)

## INTRODUCTION

### 1. PURPOSE / SCOPE

The Arbor School (“Arbor,” “we,” “the school”) is committed to ensuring that all staff responsible for the care of children and young people always undertake their duties in a professional manner, always ensuring that children are treated with sensitivity and respect.

### 2. RELATED DOCUMENTS

This procedure 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.
<b>Students</b>	
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
<b>Staff</b>	
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
<b>Health and Safety</b>	
Health and Safety Policy	DU/2.1.1
Incident Management Policy	DU/2.2.4
Lockdown Procedure	DU/2.2.4.4
Fire Safety	DU/2.2.5
Medical Care Policy	DU/2.2.2

### 3. 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:

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

## GUIDELINES

### 4. 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**.

### 5. 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 <a href="mailto:governors@thearborschool.ae">governors@thearborschool.ae</a>

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

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

## 6. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. To ensure that all children receive equal protection, we will give special consideration, attention and early help to children who are:

- Disabled or have special educational needs (Students of Determination);
- Suffering from a mental health crisis;
- Living in a known domestic abuse situation;
- Affected by known parental substance misuse or misusing alcohol and other drugs themselves;
- Living away from home;
- Vulnerable to being bullied, or engaging in bullying;
- Vulnerable as of stated sexual orientation or gender reassignment;
- Living in temporary accommodation or transient lifestyles;
- Living in chaotic, neglectful, and unsupportive home situations;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, or religion, including any form of honours-based abuse (Female Genital Mutilation or Forced Marriage);
  7. At risk of modern slavery, trafficking, sexual or criminal exploitation;
  8. At risk of being radicalised or exploited (PREVENT Duty);
  9. Significantly absent from school and deliberately missing education.

## 10. IF YOU SUSPECT A CHILD IS AT RISK OF HARM

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There will be occasions when you suspect that a child may be at serious risk, but you have no ‘real’ evidence. The child’s behaviour may have changed, their artwork could be bizarre, or you may have noticed other physical but inconclusive signs. In these circumstances:

- Try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are okay or if you can help in any way. It is important to note, that the child(ren) may not feel ready or know how to tell someone they are being abused, and appropriate measures should be taken to support. This should not prevent staff from having a professional curiosity and acting accordingly.
  - 11. Use CPOMS to record these early concerns and report them to the DSP/DDSP. Please make sure to have a confidential conversation. If you believe the child to be at immediate risk of harm, see DSP/DDSP immediately.**
- In all cases, if you are unsure, always speak with your DSP/DDSP or DSL.

## 12. DEALING WITH DISCLOSURES

If a child talks to you about any risks to their safety or wellbeing you will need to let him/her know that *you must pass the information on – **you are not allowed to keep secrets!***

### DURING A CONVERSATION WITH A CHILD

Whenever a child discloses, it is **NOT** your job to decide whether this is correct or not; your role is to:

1. **Listen with care.**
2. Stay calm and be reassuring.
3. Find a quiet but open place to talk.
4. **Do not show disbelief at what you are being told.**
5. Do not promise to keep secrets.
6. Listen, but do not press for information.
7. Say that you are glad that the child told you.
8. Explain that you need to record what they have said.
9. **Keep handwritten notes and produce a signed and dated record the same day (yellow form to DSP). Transfer to CPOMS:**
  - a clear and comprehensive summary of the concern (chronology),
  - The DSP will then add:
    - details of how the concern was followed up and resolved, and
    - a note of any action taken, decisions reached and the outcome.
10. **Say that you will do your best to protect and support the child.**
11. If necessary, seek medical help.
12. If the child has told another adult, such as a school doctor/nurse, contact them. Their advice may make it easier to help the child.
13. **Refer the issue to your school’s Safeguarding Designated Person as quickly as possible. Do not openly discuss disclosures with friends or colleagues.**
14. **If this related to a colleague or another adult, please speak with the Principal or Safeguarding Governor, directly.**

## 13. REPORTING A DISCLOSURE OR RAISING A CONCERN

- I. If a staff member becomes aware of any signs that indicate possible abuse may have occurred (*see [Appendix C for more details](#)*); they must report the incident immediately.
  - Members of staff and volunteers **do not** investigate; staff or volunteers who believe that a student may be at risk must immediately refer concerns to the DSP.
- II. If the concern is about a child, staff follow the Arbor flow chart for reporting a safeguarding concern about a child (*[Appendix D](#)*).

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- III. If the concern is with regards to other members of staff, they should raise the concern/ allegation in confidence by rapidly contacting the Principal, in line with school’s internal *Managing Allegations Staff Policy and Procedure*.
- IV. CPOMS (a secure digital platform: Child Protection Online Management System) is used for reporting, recording, and monitoring both child protection and safeguarding concerns. Incidents and concerns are added directly to CPOMS, for staff with access to CPOMS, or recorded on an Arbor Yellow Form ([Appendix E](#)) for those without. The DSP will scan and upload Arbor Yellow Form to CPOMS on their behalf.
- V. Parents wishing to raise a safeguarding or child protection concern or allegation, should follow Arbor’s reporting system on poster guidance around the building: report the schools’ safeguarding teams or DSL. An electronic form (QR Code) is available for parents to scan and complete digitally.

#### 14. FOLLOWING UP ON A DISCLOSURE

- I. Following a disclosure, the member of the safeguarding team who received the concern (CPOMS or Yellow Form) will evaluate the case and decide how to proceed. Typically, this involves discussing any concerns about the child with parents, however, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, the advice will be first sought from the Community Development Authority (CDA).
- II. Low level concerns will be dealt with and managed directly by each DSP team. However, on receipt of a specific child protection concern the DSP will notify the DSL (CPOMS) or in person if a conversation is needed. In all serious child protection incidents, the Arbor Safeguarding Governor (DSG), must be informed.
- III. When following up on a disclosure, the DSP/DDSP must:
  - a. Ensure a written account\* is completed and signed by the child(ren) involved. This must be uploaded to CPOMS.  
\*Age and stage appropriate for the child(ren) involved and decided upon by the DSP/DSL.
  - b. Meet the child(ren) in pairs and one member to take minutes that both adults sign and counter sign. This must be uploaded to CPOMS.
  - c. If required, CCTV can only be requested by the DSL/DSP. CCTV will not be shared with families or other staff members.
- IV. If a disclosure is made in relation to a child and a staff member (parent or non-parent):
  - a. The immediate course of action is to take guidance from the Principal/DSG on how to proceed with the investigation. The DSL may take over the person deployed to work with the child(ren) involved.
  - b. If required, CCTV can only be requested by the Principal/DSG. CCTV will not be shared with families or other staff members.
  - c. Repeat steps above as required and deemed necessary. All information to be stored in CPOMS on Yellow Forms and in the Principals safe (confidentiality dependent).
  - d. An ‘executive’ summary to be completed in CPOMS if Arbor Yellow Forms were to be used.
- V. Arbor practices are in line with both international and, to the extent, possible local laws ([Appendix F](#)).
  - a. These relate to the regulations concerning the reporting of suspected instances of domestic abuse and any other circumstance under which the physical and mental health of a minor is seriously harmed or the minor is facing the risk of unlawful infringement (minor's personal rights, property rights or other rights being infringed).
  - b. Arbor ensures that all data relating to all students is confidentially managed on CPOMS in accordance with GDPR regulations, in and out of the UAE.
  - c. Should a circumstance arise, that may lead to a reporting obligation, guidance should be immediately sought from the Arbor Safeguarding Governor, who may consult with Praxis’ legal advisory team.

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## 15. SUPPORTING THOSE INVOLVED IN A CHILD PROTECTION ISSUE

Whilst endeavouring to minimise stress caused to students, parents and staff involved in child protection issues, the school will inform all parties about any new information.

- Concerns or allegations raised about an individual will be shared as soon as possible, with an explanation of the actions that will be taken, unless the external agencies raise an objection.
- In the event of external agencies being involved, the DSL is responsible for ensuring an 'appropriate adult' is appointed.
- Arbor has produced a *Mapping Tool of external services and agencies* within Dubai, the UAE and globally that support the welfare of children and young people.

## 16. CONCERNS ABOUT A COLLEAGUE

The school's internal *Managing Allegations Against Staff Policy and Procedure* (available for staff on the school's shared folder (Sharepoint)) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues must be reported to the Principal in person. Complaints about the Principal should be reported to the Safeguarding Governor.

Equally, Arbor has created a culture where all concerns about adults are shared responsibly. This is to:

- encourage an open and transparent culture.
- enable Arbor to identify inappropriate, problematic, or concerning behaviour early.
- minimise the risk of abuse.
- ensure adults are clear about professional boundaries.

A **staff low level concerns and self-reporting form** is available electronically via QR Code and can be scanned from any central staff area.

- This form is confidential and will be sent securely to the Principal.
- It is important to note, students may develop an infatuation with an adult. If a staff member or volunteer suspects this, they must report it. The Principal and DSL will decide on the best way to proceed and give advice accordingly.

The term 'low-level' or 'self-reporting' concern does not mean 'insignificant.' A low-level/self-report concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt,' that any adult working Arbor may have acted in a way that:

- is inconsistent with the Safeguarding Declaration, including inappropriate conduct outside of work.
- does not meet the harm threshold or is otherwise not serious enough to consider an official report.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone, contrary to Arbor policy.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- humiliating students.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is intended to enable abuse.

The Principal must respond to all adult concerns raised within 48 hours, depending on severity of risk raised. Once all fact finding, investigations and procedures are completed, this must be closed off with a written

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statement to those adults involved and a printed stored with 'Arbor Yellow Form' in the Principal's safe. Reports must be passed on the DSG on a regular basis, during the Principal's, DSL's and DSG's termly meetings.

### 17. ADULT WHISTLEBLOWING GUIDANCE

A staff member, volunteer or visitor may recognise that something is wrong but may not feel able to express concerns because of loyalty to colleagues or a fear of harassment or victimisation. All adults are encouraged to ensure that students are their priority and should not be unnecessarily at risk. This is known as 'whistleblowing' when adults are encouraged to speak up and speak out.

Reasons for whistleblowing:

- every individual has a responsibility to raise concerns about unacceptable practice or behaviour in relation to the safety and welfare of our students, particularly those that pose a risk of harm to children.
- to prevent a problem from becoming more serious.
- to protect or reduce risks to other students.

**How to raise a concern:**

- Concerns should be expressed as soon as possible. The earlier a concern is expressed the sooner action can be taken.
- The concern should express exactly what practice is causing concern and why.
- The person raising a concern should approach the Principal immediately and, in his absence, the Arbor Safeguarding Governor.
- If a concern is expressed about the Principal, it should be referred to the Arbor Safeguarding Governor.
- If a concern is expressed about the Arbor Safeguarding Governor, it should be referred to the Arbor Principal who will consult with/refer to the CEO.

### 18. CONFIDENTIALITY AND RECORD KEEPING

The Arbor Safeguarding Team will ensure that all staff fully understand that child protection issues warrant a high level of confidentiality; not only out of respect for the child and staff involved, but also to ensure that the release of any information beyond the school, (and therefore potentially into the public domain) does not compromise the safety of any person/s. It is the responsibility of the DSP to manage the process in each of the schools and the Principal for employees/adults.

Staff shall only discuss concerns with the school's Safeguarding Team. The Safeguarding Team member will then decide who else needs to have the information and they will disseminate it on a strict 'need-to-know' basis. Child protection information will be stored securely in the Arbor CPOMS system. Any physical documents will be stored in a twin lock secure, held by the DSL.

Information recorded will be factual, accurate, relevant, and reliable and will be made available to authorised individuals only. If a student transfers to another school, a copy of the files will be transferred to the receiving establishment marked as strictly confidential and for the attention of the DSL, if so requested.

CPOMS allows for staff members in positions of responsibility for safeguarding to be blocked from viewing their own child(ren's) records. This is recommended in order to maintain confidentiality. If this situation arises, the DSL will be notified to ensure continuity of care.

### 19. TRANSFERRING CHILD PROTECTION FILES

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When an Arbor student with an active child protection file moves to another school, there is a moral duty to inform the school about any issue about which they should be aware. This could be an internal CPOMS transfer if the receiving school also operates with CPOMS.

The first duty of the Arbor Safeguarding Team is to protect the student; if in doubt it is better to telephone the future school and raise a concern: this must be Principal to Principal who may then instruct the DSLs to collaborate. There is a duty to talk to the Principal about a significant issue. It is not appropriate to leave information with another member of staff, including admissions.

The Principal must make a phone call and make a note of the conversation on CPOMS, to include:

- the date and time of the call;
- the position of the person receiving the call;
- who the call was made to;
- the nature of the communication.

Before transferring any child protection information legal requirements must be checked, from the UAE and the inbound school's country of residence.

It would be **reasonable to share information without consent where**: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place the child at risk. In cases where the school safeguarding team believes that they need to share information without consent, they must consult the safeguarding governor who will present the request anonymously to the Arbor Executive Board for approval.

## 20. RETENTION AND REVIEW OF FILES

It is generally good practice to share information with parents. If a parent makes a request to access the file on the child's behalf, it should be done in writing in accordance with the applicable policies including any *Data Protection Policy and Arbor Information Sharing Procedure*.

Information can be withheld if a disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition;
- of the child or another person;
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child;
- is likely to prejudice an ongoing criminal investigation;
- about the child also relates to another person who could be identified;
- has been given by another person who could be identified as the source.

Subject to applicable laws, there may be circumstances under which parents may be refused access to the child protection files. Advice from the Safeguarding Governor will be sought where there are concerns that sharing of information would pertain to any of the points above.

All file documentation relating to concerns about a student or adult will be kept indefinitely in a secure file on CPOMS in case it is required as future evidence. If a hard copy is stored, it must be:

- kept in a secure (twin lock: key and code) safe with the DSL if a student;
- kept in a secure (twin lock: key and code) safe with the Principal if staff or adult.

## 21. SAFEGUARDING IN THE CURRICULUM



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Our curriculum will cover specific safeguarding issues through targeted learning opportunities, constructive talks, and activities. Relationships, Sex and Health Education (see separate guidelines), alongside Positive Education is taught within Moral Education, ensuring that children explore age-appropriate themes, in a safe setting, to help them understand their role in society and in the wider world as well as important values, such as tolerance, diversity and respect.

- Regular learning opportunities will be delivered to students to recognise, resist, and report child-on-child abuse or abuse/neglect by adults. The *Arbor Child-on-Child Abuse Procedure* provides more information and details on this.
  - This will be delivered at the beginning of each academic year as part of the ‘Speak Out Stay Safe’ learning framework but also revisited regularly throughout the year, as part of our *Arbor Relationships, Sex and Health Education Procedure*.

The Arbor ‘Speak Out Stay Safe’ Curriculum includes:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice, and equality.
- Body confidence and self-esteem.
- How to recognise an abusive relationship, including coercive and controlling behaviour.
- The concept of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

## 22. SAFER RECRUITMENT

To ensure that every child at Arbor is protected, all staff are carefully selected, screened, trained, and supervised. More details of procedures followed Arbor’s HR and Recruitment Teams can be found in the *Safer Recruitment Policy and Procedure*. This also includes online searches for all shortlisted candidates, and CVs to be accepted for candidates, however this is ONLY alongside a fully completed *Arbor Application Form* and *Arbor Criminal Declaration Check*.

The Arbor HR Team manage the school’s employee (including student teachers, supply teachers and Board of Governors/Arbor Advisory Council) Single Central Record (SCR) and any anomalies are addressed, in addition to completing an *Arbor Risk Assessment* that is signed by the Principal, DSL, Arbor Head of HR and Praxis Head of HR. The Arbor Operations Team manages the third-party contractor and volunteer Single Central Record (SCR). The *Arbor Site Security Policy and Procedure* covers the expectations for outsourced staff. The DSL and HR to meet every 6 months to review the SCR, alongside the monitoring of risk assessments that sit with this.

## 23. TRAINING AND AWARENESS

The Arbor Training Framework for staff will ensure all adults entering the Arbor community and working with/alongside our student are well-trained to fulfil their responsibilities by providing them with regular safeguarding and child protection training.

Children are taught safeguarding and child protection issues through a range of targeted learning opportunities; and parents are actively encouraged to participate in different awareness activities aimed to prevent and address safeguarding and child protection issues.

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- All staff will receive relevant safeguarding and child protection training on an annual basis so that they possess the necessary knowledge and skills to carry out their role effectively. Staff will also be made aware of Arbor’s safeguarding and child protection policies and procedures.
- Staff working in HR will undertake appropriate training in safer recruitment, and at least one person with safer recruitment training must be part of the recruitment panel.
- The school safeguarding team will undergo specific training to fulfil their responsibilities, which will be updated every two years.
- In addition to their formal training, as set out above, all school staff must receive, at least annually, updated information to keep abreast of developments relevant to their role.

*See Appendix G for the full training framework for Arbor employees and visitors.*

#### **24. SAFEGAURDING DECLARATION**

Arbor has a duty to ensure that professional behaviour applies to relationships between staff and students, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

- Induction training will be based upon the Arbor Safeguarding Declaration. Once completed, all staff will sign the Arbor Safeguarding Declaration (**Appendix H**), along with the key policies and practices documentation (**Appendix I**).
- This will be re-signed annually by all staff and available in English, Arabic, Tagalog, and Hindi.

#### **25. VOLUNTEERS, VISITORS AND THIRD-PARTY CONTRACTORS**

A volunteer is someone with specific skills who spends regular time at the Arbor School. Examples of volunteer roles include:

- Class helpers or readers.
- Trip support.
- Student teachers.

Parents or other volunteers who help on an occasional basis must work under the direct supervision of a member of staff and may not have any unsupervised contact with students. They must sign the *Volunteer and Outsourcing Safeguarding Declaration* (**Appendix J**). This is available in English, Arabic, Tagalog, and Hindi. A specific one is available to parents supporting on school trips (**Appendix K**). It is the responsibility of the DSL and DDSL to ensure that appropriate arrangements are in place to keep children safe.

The Arbor Operations Team ensures that all service providers and contractors we work with sign a standard supplier agreement.

- The responsibility is placed with the service providers to warrant that their personnel have no criminal or violent record, no inappropriate behaviour, and the service providers have known them for a period of time to know their personnel adequately.
- Any personnel from these companies will sign the Safeguarding Declaration, stating that they are supervised on site and provided with appropriate training.
- **A copy of the safeguarding policy and procedure will be included in all such contracts.**

There are times outside of the normal school day, where the Arbor School facilities/premises are rented to organisations or individuals.

- where services or activities are provided separately by another body, the DSL will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures are in place.

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- Arbor will ensure that arrangements are in place to consult with Arbor on matters of safeguarding and/or child protection where appropriate.
- This applies regardless of whether or not the children who attend any of these services or activities are children on the Arbor School roll.
- The DDSL also ensures safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

## 26. E-SAFETY (DIGITAL AND ONLINE)

The safe use of equipment, applications and systems is central to the *Arbor and Praxis Education IT policy* as we are aware that technology can be a significant component in many safeguarding and wellbeing issues.

- Appropriate filtering and monitoring practices are routinely conducted throughout the school. These systems are annually checked for their ‘fit for purpose’ status at Arbor and here in the UAE.
- Monitoring and appropriate actions are taken where issues are identified, along with the regular review of systems to ensure they remain fit for purpose.
- The Arbor School is committed to ensuring a safe digital learning community through curriculum plans, professional development, auditing of systems and collaborating with parents. This approach is described in an *E-Safety (Digital and Online) Procedure* and supported by our Arbor E-Safety Leads (Primary and Secondary).
- Any online/remote learning that takes place will do so on Arbor approved platforms (Microsoft Teams or Zoom).
- During online/remote learning students and teachers may engage in learning activities in more informal locations that are different to the usual professional classroom environment. It is recognised that online learning can break down barriers and that students may speak more freely. It is important that clear guidance be given to staff, students and parents and it is the responsibility of the DSL to ensure these guidelines are shared.

Staff, students, parents, visitors, and volunteers are expected to engage in the safe and responsible use of social media. *Social Media Procedure* have been produced to support employees and visitors. Any member of staff who is alerted to any child protection concerns related to the use of the internet or social media should follow the lines of communication set out in this *Arbor E-Safety (Digital and Online) Procedure*. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into the four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We acknowledge that parents enjoy and appreciate taking photos and videos of their children in performances, sports events, and other presentations. This is a standard and expected part of family life. We do not discourage parents from celebrating their children’s successes. However, parents are expected to be mindful of sharing photos on social media, especially if other students are visible. Reminders are provided by event hosts, and clear information is displayed around and near the auditorium.

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If parents indicate that they would not like their child’s photograph or video to appear in Arbor’s materials, brochures, websites, advertisements or press releases, Arbor will ensure that their wishes are fulfilled. The Arbor School will be held accountable for photos or videos taken by parents or members of the public at our planned functions and shared via social media or other means.

Staff are expected to take photos of students for educational purposes, such as Seesaw learning journals and e-portfolios) on school authorised devices. In the unlikely event of taking photos on personal devices, these images must be deleted immediately after being uploaded to school drives.

## ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
KCSIE	Keeping Children Safe in Education
SLT	Senior Leadership Team
DSL	Designated Safeguarding Lead
DSP	Child Protection Officer
DDSP	Deputy Child Protection Officer
DSG	Designated Safeguarding Governor
CPOMS	Child Protection Online Management System
KHDA	The Knowledge and Human Development Authority
CDA	Community Development Authority
CEO	Chief Executive Officer
HR	Human Resources
SCR	Single Central Record
UAE	United Arab Emirates

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## APPENDICES

### Appendix A: Indicators of abuse

**Abuse:** 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.

Indicator of abuse	Definition
<b>Physical abuse</b>	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
<b>Emotional abuse</b>	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Arbor will use the Brook Sexual Behaviours Traffic Light Tool continuum to demonstrate and categorise the range of sexual behaviours: <a href="#">CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course</a> .	
<b>Sexual abuse</b>	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college’s policy and procedures for dealing with it.
<b>Neglect</b>	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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or

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	abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
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### Appendix B: Roles and Responsibilities

The Arbor School **Principal** is responsible for:

- implementing, promoting and reviewing the safeguarding policy and procedure;
- ensuring that the two-year safeguarding audit cycle is complied with and acted upon;
- establishing an Arbor Safeguarding Working Party;
- supporting the agreed safeguarding action plan (in the SEF) through regular meetings with the DSL;
- reporting to the relevant Board of Management (Safeguarding Governor) on the progress of the action plan;
- ensuring that safeguarding is an ongoing part of the development and action planning of their schools;
- disseminating safeguarding awareness amongst staff, parents, visitors, and students at the school;
- supporting a clear protocol for reporting, recording and communication for safeguarding;
- ensuring that all staff understand that information sharing is key to providing effective early help;
- ensuring that information is transferred to new schools as soon as possible, in accordance with local guidance;
- ensuring that if a new school is not known, the relevant authorities are alerted where appropriate;
- ensuring key safeguarding staff are replaced and receive appropriate professional learning to ensure that they can carry out their roles;
- ensuring that every employee of the Arbor School has appropriate safety checks and references;
- responding to an allegation against adults in school unless the allegation is against him;
- participating in an advanced level of safeguarding training that is refreshed at least every two years.

The Arbor School **DSL (Designated Safeguarding Lead)** and **DDSL: Deputy Designated Safeguarding Lead** are responsible for:

- managing, monitoring, and maintaining internal safeguarding auditing processes;
- implementing, reviewing, and supporting the safeguarding policy and procedure;
- ensuring that a two-year safeguarding audit cycle is complied with and acted upon;
- writing the agreed safeguarding action plan;
- liaising with the Principal to support any issues and ongoing investigations and ensure there is always cover for the role;
- ensuring that staff have the lines of communication and details of DSPs for reporting concerns;
- acting as a source of expertise within the school;
- supporting staff as needed;
- being fully conversant with local, national, and international safeguarding procedures;
- maintaining information on key local contacts including any relevant local authority departments through up-to-date resource mapping;
- periodically inspecting the filtering and monitoring practices are relevant and in line with the Arbor School IT policy and procedure;
- periodically inspecting the Single Central Record in HR in line with the Arbor School Safer Recruitment policy and procedure;
- ensuring that training is facilitated for everyone in the school, including new staff, contractors, and volunteers;
- ensuring that communications are clear on how reporting is done;
- chairing the Arbor Safeguarding Working Party and making sure that DSPs and other key staff attend;
- appointing new DSPs and trainers when there are vacancies;
- reporting at least once a term to the School Leadership Team and Board of Management;
- Liaising with trainers and overseeing any new developments in training;
- overseeing all documentation related to safeguarding;

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- ensuring that the policy and procedure is updated and reviewed annually;
  - ensuring parents are aware of the safeguarding policy and procedures;
  - ensuring that any weaknesses in child protection arrangements are remedied without delay;
  - developing links with outside agencies such as KHDA, CDA, medical providers and embassies;
  - responsible for appointing an ‘appropriate adult’ for any child who may be involved with any external agency;
  - maintaining links with safeguarding consultants to ensure ongoing support and training;
  - monitoring safeguarding concern reports to ensure they are child-centred, that information is shared and that decisions are made in the child’s best interests, rooted in child development, and informed by evidence;
  - participating in an advanced level of safeguarding training that is refreshed at least every two years.
- The DSL may delegate some of these responsibilities to the DDSL who may also stand in for the DSL in his absence.

The Arbor School **Child Protection Officer (DSP) and Deputy Child Protection Officer (DDSP)** are responsible for:

- managing, monitoring, and maintaining internal safeguarding auditing processes;
  - implementing, reviewing, and supporting the safeguarding policy and procedure;
  - be an active member as part of the Arbor Safeguarding Working Party;
  - supporting a two-year safeguarding audit cycle and the resultant safeguarding action plan;
  - acting as a source of expertise within the school;
  - leading on referrals to relevant agencies over cases of abuse and/or neglect;
  - keeping detailed, accurate and secure written and/or digital records of incidents/concerns;
  - having detailed knowledge of the school’s policy and procedures for managing child protection concerns;
  - making themselves known to staff, volunteers, and Board of Management members;
  - ensuring that staff members know their roles and the lines of communication;
  - ensuring that all staff understand that information sharing is the key to providing effective early help;
  - ensuring child protection documentation is kept appropriately and monitored regularly, ensuring the outcomes of safeguarding actions are reviewed and reported;
  - being clear about the barriers inhibiting children from disclosing abuse and know how to respond effectively to children who do disclose;
  - leading the Principal and other staff in making appropriate plans and decisions to address concerns about a child;
  - ensuring that issues are explained in connection with disclosure to parents if the situation arises and clarify the parent’s responsibility to address those concerns;
  - advising on matters of confidentiality and record keeping;
  - ensuring that school support services are accessed when appropriate for the child/family’s wellbeing;
  - identifying ways to support staff who may be involved in a safeguarding issue;
  - giving support to ensure that assessments of any safeguarding situation are child-centred, that decisions are made in the child’s best interests, are rooted in child development, and informed by evidence;
  - participating in an advanced level of safeguarding training that is refreshed at least every two years.
- The DDSP may take some of the DSP specific responsibilities and will deputise for the DSP in his/her absence.

The Arbor School **Family Liaison Team** are responsible for:

- be an active member as part of the Arbor Safeguarding Working Party;
- acting as a point of contact on ensuring every child receives the correct level of support they require;



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- acting as a point of reference and contact for family support in matters relating to safeguarding and child protection;
- prioritise children and their families who are of a child protection nature in their case load;
- working with the DSL to ensure policies and procedures that incorporate matters that relate to a psychological services route are maintained and implemented consistently;
- making themselves known to staff, volunteers, and Board of Management members;
- ensuring that staff members know their roles and the lines of communication;
- ensuring that all staff understand that information sharing is the key to providing effective early help;
- ensuring child protection documentation is kept appropriately and monitored regularly, ensuring the outcomes of safeguarding actions are reviewed and reported;
- being clear about the barriers inhibiting children from disclosing abuse and know how to respond effectively to children who do disclose;
- leading the Principal and other staff in making appropriate plans and decisions to address concerns about a child;
- ensuring that issues are explained in connection with disclosure to parents if the situation arises and clarify the parent’s responsibility to address those concerns;
- advising on matters of confidentiality and record keeping;
- identifying ways to support staff who may be involved in a safeguarding issue;
- giving support to ensure that assessments of any safeguarding situation are child-centred, that decisions are made in the child’s best interests, are rooted in child development, and informed by evidence.

**The Arbor School E-Safety (Digital and Online) Leads are responsible for:**

- acting as a point of contact on online safety issues and liaising with other members of staff as appropriate;
- working with the leadership team to ensure policies and procedures that incorporate online safety concerns are in place;
- assisting with regular online safety training for all members of staff (including as part of induction);
- working with staff to ensure that appropriate online safety education is embedded in the curriculum;
- promoting the responsible use of technology and empower children to keep themselves and others safe online;
- actively engaging with local and national events to promote positive online behaviour;
- ensuring that online safety is promoted to parents and carers and the wider community through a variety of channels and approaches;
- ensuring that their own knowledge and skills are refreshed at regular intervals;
- evaluating the delivery and impact of the online safety policy and practice;
- reviewing any reported online safety incidents to inform and improve future areas of teaching, training and policy/procedure development;
- feeding back online safety issues to the DSL.

**The Arbor School Safeguarding Trainers are responsible for:**

- ensuring that professional learning is delivered in line with Arbor School training framework, and having regular availability;
- ensuring that only approved safeguarding training materials are used;
- ensure that photos of children (without approval) are not used as part of the training materials;
- keeping up to date with any changes to policy/procedure and make sure this is reflected in the training materials;
- assuring the quality of training through per review and support;

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- being a part of an annual review of the Arbor School training framework and course materials.

The Arbor School **Safeguarding Governor (Board of Management)** is responsible for:

1. **Strategic:** plan, coordinate and quality assure the delivery of safeguarding services across the Arbor School with the DSL.
2. **Support:** promote safeguarding issues and ensure that the Arbor School is aware of his responsibilities regarding safeguarding. Facilitate any links to external agencies alongside the DSL.
3. **Operational:** ensure that the Arbor School is a safe place, and that safer recruitment is in place to prevent unsuitable adults working or volunteering with our children.

This includes:

- ensuring that safeguarding is considered in the designing, setting up, staffing and management of for Praxis Educational Investment and the Arbor School;
- reporting to the governing body on matters related to the safeguarding and child protection of Praxis Educational Investment and the Arbor School;
- ensuring that everyone working for Praxis Educational Investment and the Arbor School has access to the appropriate level of professional learning in safeguarding;
- ensuring that safer recruitment is further developed and continually reviewed, including guidance on criminal record checking in every country;
- ensuring that the Arbor School carries out an annual audit and creates an action plan;
- ensuring the Designated Safeguarding Persons meet regularly and receive advanced training at least every two years;
- ensuring that Praxis Educational Investment and the Arbor School has a training programme using approved materials and that safeguarding trainers receive training;
- ensuring that sufficient resources are made available to enable the necessary tasks to be carried out properly;
- ensuring that the DSL and DSPs are given sufficient time to carry out duties, including accessing training;
- reviewing child protection practices on a regular basis, and no less than annually;
- ensuring that Praxis Educational Investment and the Arbor School are carrying out their duties to safeguard the welfare of children;
- ensuring that members of staff and volunteers are aware of current practices in this matter and that staff receive training where appropriate;
- ensuring that child protection is integrated within safeguarding induction procedures for all new members of staff and volunteers.;
- ensuring that Praxis Educational Investment and the Arbor School follow the agreed procedures;
- ensuring that only people suitable to work with children shall be employed in the school or work in a voluntary capacity.

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### Appendix C: Signs of abuse and neglect

Physical signs may define some types of abuse. However, the identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they ‘tell.’ It is also difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Staff should remember that these are ‘possible signs’ and individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the member of the safeguarding team to decide how to proceed. It is particularly important that staff report their concerns – ‘absolute proof’ that the child is at risk is not required.

Possible physical and behavioural signs in children may include:

- Unexplained or repeated injuries (e.g., bruises, bleeding, burns, fractures, or other injuries);
- Show signs of pain or discomfort;
- Be concerned about changing for physical education or swimming;
- Look unkempt and uncared for;
- Eating disorders;
- Have difficulty in making or sustaining friendships;
- Appear fearful;
- Be reckless with regard to their own or other’s safety;
- Self-harm;
- Frequently miss school or arrive late;
- Show signs of not wanting to go home;
- Display a change in behaviour - from quiet to aggressive, or happy-go-lucky to withdrawn;
- Challenge authority;
- Become uninterested in their schoolwork;
- Be constantly tired or preoccupied;
- Be wary of physical contact;
- Be involved in, or particularly knowledgeable about drugs or alcohol; and / or
- Display sexual knowledge or behaviour beyond that normally expected for their age.

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At the end of a **Signs of Safety** meeting, information will be gathered and recorded. Actions will be taken within one of the following traffic light categories:

### Appendix D

#### A welfare issue:

After discussion a decision is made not to complete an open cause for concern, and this is noted on CPOMS (NOT monitored). Adult is praised for reporting and asked to report any further concerns.

#### A Safeguarding issue:

Adult records concern on CPOMS (or Yellow Form uploaded) and remains open (monitored). Adult is praised for reporting and asked to report any further concerns.

If a concern is recorded on CPOMS (or Yellow Form uploaded), all subsequent notes are tracked. A decision is made as to the next steps by the DSP who may have consulted with other adults connected with the student to make a decision.

#### Working with child/teacher/parents

The DSP/DDSP supports work with teacher and/or parents and regularly checks the welfare of the student and adds any comments/record of checks on CPOMS.

#### What to do if you are concerned about an Arbor student:

You must immediately raise your concern with the Child Protection Officer (DSP) or Deputy DSP (DDSP)

#### Continued support to student and family (internal network):

- Support from the teacher/DSP/DDSP to the student and family
- Support from the counselling team to the student and family
- Family meeting

#### Other agency action (external referral support):

- Multi-agency support
- Outside referral for support/counselling
- Support and advice from outside agencies (Mapping Tool referral)

#### Urgent Action:

If the student is **at immediate or significant risk of harm**

- Further investigation with external support
- Report to local UAE authorities as required/suitable
- Contact employer
- Contact consulate/embassy
- Contact Child Protection Service of student's home country

Escalated concerns of any case involving a Signs of Safety meeting or any other case the DSL/Principal deem serious will be reported to the Arbor Safeguarding Governor.

### Appendix D: Arbor flow chart for reporting safeguarding concerns about a child

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*The DSP will decide if the concern is a welfare rather than a safeguarding issue. He/she may consult with the Designated Safeguarding Lead (DSL) and/or Principal in order to make the decision.*

<p><b>No further investigation</b>  <i>The concern is noted on CPOMS. The DSP/DSL regularly check the welfare of the student and adds any comments and record of checks on CPOMS.</i></p>	<p><b>Signs of Safety meeting</b>  <i>A team around the child is created. This focus team is made up of a small group of adults considered able to support the issue, led by the Arbor DSL.</i></p>
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<p><b>Signs of Safety meeting</b>  <i>A team around the child is created. This focus team is made up of a small group of adults considered able to support the issue, led by the Arbor DSL.</i></p>
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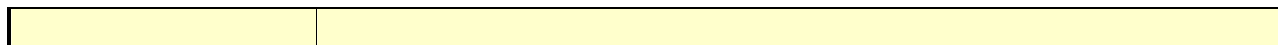
*The DSP will decide if the concern is a welfare rather than a safeguarding issue. He/she may consult with the Designated Safeguarding Lead (DSL) and/or Principal in order to make the decision.*

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### Appendix E: Arbor Yellow Form

SAFEGUARDING CONCERNS FORM (front)					
<p>This form should be handwritten, and notes should be clearly legible. <b>It must be confidentially completed within 24 hours of the incident/concern/disclosure and given to the DSP (student)/Principal (staff).</b> If you notice any injury or mark, please collect the body map form from the school's nurse.</p> <p><b>This form should be given directly to Principal if a member of staff is the subject of concern.</b></p>					
<b>Student Concern</b>	<b>Yes/No</b>	<b>Staff Concern</b>	<b>Yes/No</b>		
Name of student:		Name of staff member:			
Class:		Role:			
Date and time of concern:		Date and time of form completion:			
Location of concern:		Has medical attention been arranged (onsite or offsite)?	Yes / No		
<b>Please tick the appropriate box below:</b>					
Self-Harm	Child-on-child	Child and adult (non-staff)	Child and adult (staff)	Adult (staff or volunteer)	
DSP/DDSP			Principal/DSG		
<p>Description of incident/concern/disclosure (please describe your concern or conversations you have had with the student/staff member as well as physical/behavioural indicators). <i>Please avoid opinions and stick to facts.</i></p>					
<b>Passed to DSP/DSL/Principal</b>					
<b>Name and position at Arbor</b>					
<b>Signature</b>					
<b>Date and time handed over</b>					
SAFEGUARDING CONCERNS FORM (back)					
<p>This section should be completed by the Designated Safeguarding Lead, Designated Senior Person or Principal handling the issue.</p>					
Description of follow up and agreed actions:					
<b>Checklist to be completed by DSP/Principal</b>			<b>Yes or No</b>		
Has the form been discussed with more than 1 DSP/DSL?					
Have you checked the safeguarding file (CPOMS) for the child (any other incidents)?					
Have you fed back to the member of staff who gave you the form? (within 48 hours)					
Have parents been contacted?					
Has the KHDA/CDA/MOE/authorities been contacted?					
<b>Signature</b>					
<b>Date and Time</b>					

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### Appendix F: Local Laws (United Arab Emirates)

The following information can be used in a school/service’s literature/website to inform parents of the expectations of the school staff regarding UAE child protection legislation:

‘Under UAE governmental guidance, schools must make arrangements to safeguard and promote the welfare of students. Parents/carers should know that the law requires all school staff to pass on information, which gives rise to a concern about a child’s welfare, including risk from neglect, physical, emotional or sexual abuse. Staff will seek, in general, to discuss any concerns with the parent/carer and discuss the need to make a referral to UAE agencies if that is considered necessary, however, this discussion will only take place where such discussions will not place the child at increased risk of significant harm or cause undue delay.

The school will seek advice from UAE agencies when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later found to be unproven. Parents/carers will appreciate that the school’s Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all students.

- Federal Law No.3 of 2016 on child rights (Wadeema’s Law).
- Cabinet Resolution No. (52) of 2018 Governing the Executive Regulations of Federal Law No. (3) of 2016 on Child Rights Law (Wadeema).
- Department for Health, School Health Guidelines for Private Schools 2011.
- The UAE School Inspection Framework 2016.
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai.
- Abu Dhabi Education Council Private Schools Policy and Guidance Manual 2014.
- Abu Dhabi Education Council Organising Regulations of Private Schools in the Emirate of Abu Dhabi- The Chairman of the Executive Council Resolution No. (26) of 2013.
- The Cooperation Council for the Arab States of the Gulf Secretariat-General GCC Human Rights Declaration – reiterating rights of children and the protection of children within the GCC (see Articles 3, 14, 18, 19 and 23).
- Ministerial Decision No. 368/2014 On the Implementing Regulation of Federal Law No 1/2012 on Children of Unknown Kinship.
- Federal Decree Law No. 10/2019 On the Protection From Domestic Violence – covers correction of behaviours harmful to the family, woman and child within the UAE.
- Federal Decree Law No. 15 of 2020 Amending Certain Provisions of Federal Law No. 3 of 1987.
- Law No. (26) of 2015 on the Organisation of Dubai Data Publication and Sharing.
- Federal Law No. 5 of 2012 on Combatting Cybercrimes.

Without exception, the Arbor School will adopt the relevant law governing the jurisdiction of the operating locality of our school, Dubai and the United Arab Emirates. Throughout our Arbor safeguarding policies and practices, we have accepted the principles and ethos of the United Kingdom’s safeguarding legislation, as we believe this to be some of the most robust legislation internationally and aligned to both KHDA and BSO frameworks. Keeping Children Safe in Education commissioned and developed by the Department for Education England and Wales, is debatably the most robust educational safeguarding resource in circulation. This procedure reflects the revised 2024 version, alongside the fundamentals of both Human Rights Act (1998) and Equality Act 2010.

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**Appendix G: Training Framework**

Role	Induction (level 1)	Child Protection (level 2)	Knowledge Checks	Child Protection (level 3)	Additional
Volunteers and parent volunteers (regular and for school trips)	Complete Safeguarding Declaration brief (video and form <b>annually</b> )	N/A	N/A	N/A	N/A
Arbor Partners (third party contractors with direct contact to students: ISM, guards, cleaners and bus team)	Childsafeguarding.com course ( <b>every two years</b> )  Complete Safeguarding Declaration brief (video and form <b>annually</b> )	N/A	One knowledge check <b>each term</b> (3 in total)	N/A	<b>Annual</b> refresher (start of academic year or start of Term Two)
Arbor Contractors (third party contractors: no direct contact with students)	Complete Safeguarding Declaration brief (video and form <b>annually</b> )	N/A	<b>One knowledge check in school year.</b> Dependent on length of contract	N/A	<b>Annual</b> refresher (start of academic year or start of Term Two)
Arbor employees (non-academic team)	Childsafeguarding.com course ( <b>every two years</b> )  Complete Safeguarding Declaration brief (video and form <b>annually</b> )	N/A	Weekly knowledge check quiz (Friday)  One knowledge check <b>each term</b> (3 in total) <b>HR: Safer Recruitment (every three years)</b>	N/A	<b>Annual</b> refresher (start of academic year or start of Term Two)
<b>EduCare/NOS package:</b>	<b>Year One: A/B/C</b>		<b>Year Two: D/E/F</b>		
Arbor employees (academic team)	Safeguarding Induction training.  Complete Safeguarding Declaration brief (video and form <b>annually</b> )	Child protection session and follow up ( <b>within first term</b> )  <b>Refresh every three years.</b>	Weekly knowledge check quiz (Friday)  One knowledge check <b>each term</b> (3 in total) through EduCare	N/A	<b>Annual</b> refresher (start of academic year or start of Term Two)  <b>Foundation Stage:</b> Safe Touch, Intimate Care Toileting and First Aid ( <b>annual</b> )



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			<b>PE and Music:</b> Safe Touch <b>PE:</b> Water safety and outdoor injury <b>Inclusion:</b> Intimate Care, Restraint and First Aid		<b>Educational Trip Leads:</b> <b>annual</b> course <b>Recruiting Staff:</b> Safer Recruitment ( <b>every three years</b> ) EduCare
<b>EduCare package:</b>	<b>Year One: A/B/C</b>		<b>Year Two: D/E/F</b>		
<b>Arbor employees (Safeguarding team)</b>	Safeguarding Induction training. Complete Safeguarding Declaration brief (video and form <b>annually</b> )	Child protection session and follow up ( <b>within first term</b> )  <b>Refresh every three years.</b>	Weekly knowledge check quiz (Friday)  One knowledge check <b>each term</b> (3 in total) <i>Scenario based</i>	External level 3 safeguarding course ( <b>every two years</b> )  DSL- training <b>within first year</b> and refreshers <b>every two years</b>	<b>Nominated members for:</b> Restraint ( <b>every two years</b> ) First Aid ( <b>every two years</b> ) <b>Recruiting Staff:</b> Safer Recruitment ( <b>every three years</b> ) EduCare
<b>Arbor employees (SLT)</b>	Safeguarding Induction training. Complete Safeguarding Declaration brief (video and form <b>annually</b> )	Child protection session and follow up ( <b>within first term</b> )  <b>Refresh every three years.</b>	Weekly knowledge check quiz (Friday)  One knowledge check <b>each term</b> (3 in total) <i>Scenario based and on Incident Policy</i>	DSL to be SLT member and safeguarding representative.	<b>Recruiting Staff:</b> Safer Recruitment ( <b>every three years</b> ) EduCare
<b>Arbor employees (Arbor Executive Board)</b>	Safeguarding Induction training. Complete Safeguarding Declaration brief (video and form <b>annually</b> )	Child protection session and follow up ( <b>within first term</b> )  <b>Refresh every three years.</b>	Weekly knowledge check quiz (Friday)  One knowledge check <b>each term</b> (3 in total)	Safeguarding Governor to have level 3 training and refresher ( <b>every two years</b> )	<b>Annual</b> refresher (start of academic year or start of Term Two)

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## Appendix H: Employee Safeguarding Declaration

### 2024/2025 safeguarding declaration for employees when working with children at the Arbor School.

All staff of Praxis Educational Investment and the Arbor School are valued members of the school community. Everyone who is representing our school and working or spending time with our children is expected to set and maintain the highest standards towards the safety and welfare of all, work diligently as part of the school community and to be an excellent role model for our children as outlined in this safeguarding declaration document. ***\*The term child/children refers to any young person aged 18 and below.\****

As an employee of the Arbor School, this safeguarding declaration forms part of your contract of employment with us here at the Arbor School in the United Arab Emirates. You are required to sign this as agreement and compliance to your commitment of this on an annual basis.

As an Arbor employee you have already committed to no criminal or administrative penalty record, and have not engaged in any behaviour that is considered inappropriate for a person to be in a school environment as part of our safer recruitment practices through the completion of the criminal declaration form.

#### This safeguarding declaration:

- makes clear what is expected of all our employees and supports them in their duty to protect themselves, our children and the whole school community;
- reduces the risk of any false allegation being made against an Arbor employee;
- applies to all learning contexts associated with the Arbor School. It regulates professional behaviours in school, online, and in other settings where Arbor employees are responsible for children.
- applies to all contexts as an Arbor employee.

#### As an Arbor School employee, these 7 core standards must be always demonstrated:

1. Place the child at the centre of all you do.
2. Know how to communicate appropriately with children.
3. Understand what might make a child more vulnerable.
4. Understand and respond to possible signs of abuse.
5. Be diligent in your approach in responding to matters of a safeguarding nature.
6. Know how to share key information and who to share it with.
7. Take time to read and understand the Arbor safeguarding related policies and procedures.

#### Alongside this, all Arbor employees must:

- respect children's rights and treat them with fairness, honesty, dignity and respect; avoid language or behaviour that devalues the importance of safeguarding;
- be able to identify situations that may place a member of the school community at risk and know how to deal with such situations;
- maintain the highest levels of personal and professional conduct, face to face and remote (only using school approved online platforms);
- know how to report any knowledge, concerns or suspicions about possible abuse or maltreatment;
- recognise any child may benefit from early help, but be particularly alert to the potential need for early help for a vulnerable child;
- understand the importance of *safe touch* as guided by the Arbor School Safe Touch guidelines, and be

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aware of how physical touch may be perceived and/or misunderstood, and whether it is appropriate or not;

- organise work and the workplace (including the organisation of remote learning) to minimise any potential safeguarding risks; including always being as visible as possible to other adults when working with children face to face, and recording remote interactions;
- ensure that any actions or forms of behaviour that are inappropriate or may lead to abuse do not go unnoticed or tolerated;
- discourage and report any infatuation (unwanted or over-attentive behaviour) of a child towards a staff member.

**All Arbor employees must never:**

- harm, abuse or maltreat a child (physically, emotionally, sexually, or through neglect);
- engage in cultural, racial or gender stereotyping;
- use a child’s designated bathroom or invite a child into an adult only bathroom;
- use their position to intimidate, bully, threaten, discriminate against, coerce or undermine anyone in the school community;
- behave or communicate with children or adults to build inappropriate relationships in order to abuse or put them at risk;
- give or receive gifts to/from children or their family members or anyone acting on the children’s or family’s behalf; give special rewards or privileges in an attempt to build inappropriate relationships with children;
- engage in, or attempt to engage in, sexual or inappropriate relationships with children, including the use of suggestive conversations, comments, texting, sharing of inappropriate images/videos, or emails;
- engage with children using personal online communication including but not limited to e-mail, chats, and social networks, except only professional online tools and environments that are sanctioned by the Arbor School and used in the course of the child’s education and welfare;
- arrange to meet children outside of school hours or school duties;
- record, possess or share indecent images of children on personal devices;
- sleep in the same room or bed as a child with whom you are working;
- do things for children of a personal, independent nature that they can do themselves;
- offer transport in your car to a child without express parental/management permission, except in the case of emergency;
- carry out your duties or volunteering whilst adversely affected by alcohol, solvents or drugs;
- encourage or assist others to break the law in any way; condone or participate in behaviour by children that is illegal, abusive or endangers their safety;
- provide children with alcohol, drugs or any other illegal substance;
- discriminate against, show differential treatment towards or favour particular children to the exclusion of others.
- expose children to inappropriate text, images, films, music and websites, including but not limited to mature content, indecent images (pornography), violence or would cause offence or harm.

**In relation to remote learning at the Arbor School, staff should specifically mitigate against risks relating to:**

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1. **Conduct and etiquette:** personal online behaviour that increases the likelihood of, or causes, harm; for example, inappropriate working environment when delivering remote learning, standard of professional dress, heightened exposure to online bullying;
2. **Online contact:** being subjected to harmful online interaction with other users; for example, exposure to commercial advertising, unregulated or unsupervised online interaction;
3. **Content of learning:** being exposed to illegal, inappropriate or harmful material; for example, pornography, false news, racist or radical and extremist views.

This list is not exhaustive or exclusive. The basic principle is that staff MUST avoid behaviours that may be inappropriate or potentially abusive towards children.

This safeguarding declaration is reviewed annually by the Designated Safeguarding Lead, the Arbor Safeguarding Committee team and our Arbor Executive Board. If further clarification is needed, please contact our Designated Safeguarding Lead, Ms Frances Powell: [headofsecondary@thearborschool.ae](mailto:headofsecondary@thearborschool.ae) or 056 147 0557.

**Declaration:**

I acknowledge that I have read and fully understand the Arbor School Safeguarding Policy/Procedure and agree to strictly adhere to the rules and guidelines in this safeguarding declaration as a condition of me providing services to the children and staff of Praxis Educational Investment and the Arbor School in the United Arab Emirate of Dubai.

In addition, I will:

- comply with the mandatory reporting regulations of the Arbor School;
- co-operate fully in any investigation into the abuse of a child or adult.

My signature confirms that I have read this safeguarding declaration and that, as a person working with children, I agree to follow these standards. I understand that any action inconsistent with this safeguarding declaration or failure to act mandated by this document may result in disciplinary action up to and including termination of my contract with the Arbor School.

Name	
Date	
Employee signature	
Current phone number	

*The Arbor School is committed to safeguarding and promoting the welfare of all the children in our care and expects all employees to share this commitment. We hold ourselves to the highest standard of effective practice with specific attention to child protection.*

\*This form will be kept in your personal HR file for the academic year 2024/2025

**HR USE ONLY:**

The above-named Arbor member of staff has independently completed the staff declaration form: Yes/No

Signed:

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**Appendix I: Employee Policies and Procedures Signing Form  
2024/2025 Arbor Employee Safeguarding and Children Protection Compliance Form**

Name	
Position with the Arbor School	

My signature on this document confirms that I have read, understood and that, as a person working with children and young people at the Arbor School (remote and on/off campus), I agree to follow the outlined standards and expectations. I understand the responsibilities of Praxis Educational Investment, the Arbor School and my own in respect to the administration and conduct of safeguarding, health and safety and general welfare throughout the school (physically and virtually). This form is in relation to the reading and understanding of the following:

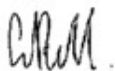
- **Arbor Safeguarding and Child Protection Policy and Procedure;**
- **Arbor Safe Touch and Positive Handling Procedure;**
- **Arbor Intimate Care and Toileting Procedure;**
- **Arbor Behaviour for Learning Policy and Procedure;**
- **Arbor E-Safety (Digital and Online) Procedure;**
- **Arbor Social Media Procedure;**
- **Arbor Health and Safety Policy and Procedure.**

I understand that any action inconsistent within the named policies/guidelines and this safeguarding declaration, or failure to take action mandated within them may result in disciplinary action up to and including removal from the Arbor School with a revoke of your residency visa here in the United Arab Emirate of Dubai.

Signed		Date	
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*If you have any questions or queries, related to any matter of safeguarding and/or welfare within our school community, please do not hesitate to contact me: [headofsecondary@thearborschool.ae](mailto:headofsecondary@thearborschool.ae) or 056 147 0557*

*Thank you for all you do in ensuring the safe operations within our school, for all of our Arbor community.*



**Ms Frances Powell**  
Head of Secondary and Designated Safeguarding Lead

\*This form will be kept in your personal HR file for the academic year 2024/2025.

**HR USE ONLY:**

The above-named Arbor member of staff has independently completed the policy review check: Yes/No

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Signed:

## Appendix J: Volunteer and Outsourcing Safeguarding Declaration 2024/2025 Arbor Volunteer Safeguarding Declaration

### A safeguarding declaration for volunteers, visitors, contractors and temporary staff when working with students at the Arbor School

All volunteers and workers are valued members of the school community. Everyone who is representing our school and working or spending time with our students is expected to set and maintain the highest standards towards the safety and welfare of all, work diligently as part of the school community and to be an excellent role model for our children.

#### All volunteers, visitors and/or temporary school staff must:

- follow the direction of the teacher or supervisor they are reporting to;
- be aware of the school safeguarding leads and the process of recording and reporting a concern about a student or staff member;
- place the safety and welfare of children above all other considerations;
- treat all members of the school community with consideration and respect;
- understand that professional conduct is expected at all times;
- treat each child as an individual and make adjustments to meet individual need;
- demonstrate a clear understanding of and commitment to non-discriminatory support;
- with permission, only take photos or film the students using an Arbor School's device;
- understand that volunteers and staff members are in a position of trust and that sexual or otherwise inappropriate relationships with a child, even over the age of 18, are not condoned;
- be alert to, and report immediately, any behaviour that may indicate that a child is at risk of harm;
- never condone inappropriate behaviour by children or adults;
- refrain from any action that would bring the Arbor School into disrepute;
- read, sign, and return this declaration.

#### All volunteers, visitors and/or temporary school staff must never:

- enter a student toilet or support a student with toileting;
- use a personal device to take photos or film the students, including of your own child;
- engage in physical contact with students;
- breach the Arbor E-Safety (digital and online) procedure and expectations for all adults;
- be alone with a student, unless this has been agreed by a member of Senior Leadership and is a requirement of your role in an appropriate, open and visible space e.g., music teacher giving individual lessons;
- exchange personal information with students;
- physically or verbally abuse any student;
- act in any way which could embarrass or humiliate a student.

I have read and understood the statements above and I agree to the terms outlined in this document.

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I confirm that I have no criminal or administrative penalty record and that I have not engaged in any behaviour that is considered inappropriate for a person to be in a school environment. If further clarification is needed, **please contact our Designated Safeguarding Lead, Head of Secondary, Ms Frances Powell:** [headofsecondary@thearborschool.ae](mailto:headofsecondary@thearborschool.ae) 056 147 0557

I have received, and understand, the safeguarding brief appropriate to my role in the Arbor School.

<b>Volunteer/employee signature</b>	
<b>Name</b>	
<b>Date</b>	
<b>Current phone number</b>	

*The Arbor School is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We hold ourselves to a high standard of effective practice with specific attention to child protection.*

*Relevant Documents which you may request for further information:*

- Safeguarding and Children Protection Policy and Procedure
- Safe Touch and Positive Handling Procedure
- Toileting and Intimate Care Procedure

.....  
**School use only- verified by:**

<b>Head of Primary/Secondary signature</b>	
<b>Date</b>	



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**Appendix K: Parents on Trips Safeguarding Declaration**  
**2024/2025 Parents' Code of Ethical Practice when supporting Arbor Primary School trips**

All parent volunteers are valued members of the school community. Everyone who is representing our school or supporting our students is expected to set and maintain the highest standards towards the safety and welfare of all, work diligently as part of the trip's team and to be an excellent role model for our children.

<b>Name and year group of trip</b>	
<b>Trip leader</b>	
<b>Date of trip</b>	

**All parent volunteers on trips must:**

- follow the direction of the trip leader at all times;
- place the safety and welfare of children above all other considerations;
- treat all members of the school community with consideration and respect;
- understand that parental volunteers should behave, as we would expect any teacher to when looking after children;
- treat each child as an individual and make adjustments to meet individual need;
- demonstrate a clear understanding of and commitment to non-discriminatory support when on the trip;
- with permission, only take photos or film the students using an Arbor School's device;
- ensure the trip lead is aware when you wish to visit the bathroom and ensure no child is present and your group is supported;
- understand that parent volunteers are in a position of trust and that sexual relationships with a child, even over the age of 16, is not condoned;
- be alert to, and report immediately, any behaviour that may indicate that a child is at risk of harm;
- never condone inappropriate behaviour by children or adults;
- refrain from any action that would bring the Arbor School into disrepute;
- be aware that verbal interactions with a student could be interpreted as being inappropriate;
- read, sign and return this declaration to your trip leader.

**During the trip, please do not:**

- support a sub-group that has your own child in it from your child's class trip;
- hinder the normal flow of high expectations and behaviour between teacher and children, including your own child;
- take any nuts or pork products on the trip;
- enter a public bathroom with any child on the trip;
- use a personal device to take photos or film the students, including of your own child;



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- engage in physical contact with students;
- be alone with a student, or work away from the sight of your trip lead;
- exchange personal information with students;
- physically or verbally abuse any student;
- act in any way which could embarrass or humiliate a student.

I have read and understood the statements above and I agree to the terms outlined in this document.

I confirm that I have no criminal or administrative penalty record and that I have not engaged in any behaviour that is considered inappropriate for a person to be in a school environment. If further clarification is needed, please contact our Designated Safeguarding Lead and Head of Secondary, Ms Frances Powell: [headofsecondary@thearborschool.ae](mailto:headofsecondary@thearborschool.ae)

I have received, and understand, the safeguarding brief appropriate to my role as a parent volunteer on trips.

<b>Parent volunteer signature</b>	
<b>Parent volunteer name</b>	
<b>Date</b>	
<b>Current phone number (please bring your phone on the trip)</b>	

*The Arbor School is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We hold ourselves to a high standard of effective practice with specific attention to child protection.*

.....  
**School use only- verified by:**

<b>Head of Primary signature</b>	
<b>Date</b>	