



Policy Statement

This policy and Cranleigh's safeguarding practices are in line with ADEK's 'Child Protection Policy', published in September 2016 and Federal Law No. 3 of 2016 pertaining to the Rights of the Child (often referred to as Wadeema's Law). As well as guided by the DFE statutory guidance 'Keeping Children Safe in Education', reviewed in September 2021, and 'Working Together to Safeguard Children', published in 2018. Cranleigh Abu Dhabi will amend this policy with any updates as and when required.

This policy has been authorised by the Board of Trustees as well as the Cranleigh Abu Dhabi Senior Leadership Team. It is published on the school's VLE page and is readily available to parents. For those support staff for whom English is a second language or who require support to access the policy, the school will provide additional training to ensure all staff at Cranleigh Abu Dhabi are familiar with the Safeguarding Policy and procedures within this policy.

Safeguarding Statement 2021

"It could happen here"

Safeguarding, for the purpose of this policy, is defined as all measures, steps and actions that must be taken to protect children from risks that may cause harm or injury while they are in the school's care as well as all activities organised by the school inside or outside the school community. As well as ensuring that children grow up in circumstances and environments consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. We want a system that responds to the



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needs and interests of children and families and not the other way around. In such a system, staff will be clear about what is required of them individually, and how they need to work together in partnership with others. Whilst it is parents and carers who have primary care for their children, working with partner organisations and agencies (if applicable), have specific duties to safeguard and promote the welfare of all children in their area.

"Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified." *-Working Together to Safeguard Children, July 2018*

At Cranleigh Abu Dhabi safeguarding and promoting the welfare of children is our primary concern. Safeguarding and promoting the welfare of children is **everyone's** responsibility. The term 'children' includes everyone under the age of 18 including those who are over 18 and may be completing further studies with us due to our broad international context. We believe it is vital that every child feels safe, valued and listened to in order to be successful and happy in their learning journey. This also includes adults within the community. Children need to be free from harm, both physically and emotionally, in order to lead a positive, flourishing and fulfilling life. At Cranleigh Abu Dhabi children are placed at the center of all the school's pastoral, wellbeing and safeguarding systems.

The purpose of this policy provides members of staff, volunteers including the Board of Trustees working within Cranleigh Abu Dhabi, as well as parents and carers, the necessary guidance for ensuring all children are safe whilst in the school's care. Cranleigh Abu Dhabi is committed to safeguarding and promoting the welfare of children and young people and expects all staff, parents



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and guardians to share this commitment. We recognise that everyone who comes into contact with children and their families has a role to play in safeguarding children.

This policy should also be read alongside the additional pastoral policies. The Safeguarding UK liaison alongside the whole school Designated Safeguarding Lead and Deputy Safeguarding Lead review this policy annually.

For the purpose of this policy please see the key terminology below:

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring children grow up in circumstances with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early help means providing additional support as soon as possible.

Staff refers to all of those working for or on behalf of the school, full or part time, temporary or permanent, in either paid or voluntary capacity.

Child(ren) includes everyone under the age of 18. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children from other establishments or those that are over 18 and may still be completing studies with us.



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Safeguarding Contacts:

Even though the Designated Safeguarding Lead and the Deputy Safeguarding Leads have overall responsibility no single practitioner can have a full picture of a child's needs and circumstances. Everyone who comes in contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Designated Safeguarding Lead (DSL) for safeguarding and well-being is Tim McConnell-Wood supported by the Director of Wellbeing, Elizabeth Hewitt (DDSL).

Each School (Pre-Prep, Prep and Senior) has a Level 3 trained DSL to support the whole school DSL:

Pre-Prep - Amy Edmundson, Deputy Head of Pre-Prep

Prep School - Siobhan Bee, Deputy Head of Prep School, Steven James, Assistant Head Pastoral, Prep School

Senior School – Rory Gallagher, Assistant Head Pastoral, Senior School

The UK liaison is Emma Lewis, DSL and Deputy Head of Cranleigh Prep School.

The Trustee who oversees Safeguarding is Monica Fisher

Policy Principles and Values

The welfare of the child is paramount. Staff must always have an attitude of "It could happen here"

All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm whether the harm occurs in school or out.



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Through this policy we aim to:

- To demonstrate the school's commitment with regards to safeguarding, wellbeing and child protection to pupils, parents and other partners.
- To raise awareness of all teaching and non- teaching staff of their responsibilities to safeguard children.
- Provide a safe and positive environment in which children can learn successfully and can develop future skills required for a successful and positive educational experience.
- Embed and develop robust safeguarding systems that are effective, rigorous, reviewed and up to date.
- Support staff in safeguarding training ensuring all staff feel confident and supported within this area, which is updated regularly. This also includes administration and facilities staff.
- Be alert to the medical needs of children with medical conditions.
- Ensure prevention is the key to the success so concerns are identified early.
- To ensure we are alert to signs of abuse both in the School and from outside to protect each child from any form of abuse, whether from an adult or another child.
- Ensure appropriate action is put in place to protect a child that is suffering significant harm or is likely to do so, even if the child is not at immediate risk.
- Teach pupils about safeguarding through the Moral Education Programme, together with guidance on adjusting behaviour to ensure responsible use and online safety) With regards to online safeguarding and online safety please see further information in the school's Digital Policy.
- Take all practicable steps to ensure that the School premises are as secure as circumstances permit.

Supporting children



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- We recognize that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.
- We recognize that a child who is abused or witnesses abuse may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We accept that research shows that the behaviour of a child in these circumstances may range from which is perceived to be normal to aggressive or withdrawn.
- Cranleigh Abu Dhabi will support all children.
- We will promote a caring, safe and positive environment within the School.
- We will encourage self-esteem and self-assertiveness through the pastoral systems and the *Moral Education* curriculum and through positive relationships within the community.
- We will ensure children are taught (where and when required) to understand and manage risk this includes online safety.
- We will respond sympathetically to any requests for time out to deal with anxiety or distress.
- We will offer details of counselling or external support where and when required.
- We will liaise with external agencies or support workers when and where required.

Safeguarding and Child Protection Practice, Prevention and Procedures

Safe School, Safe Staff

We recognize that the school plays a significant part in the prevention of harm to children by providing children with good lines of communication with trusted adults within the pastoral systems. Safeguarding and well-being is part of all staff members' professional duties including volunteers and members of the Board of Trustees.



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All staff and volunteers have a duty to be aware and follow the school's procedures and policies in order to safeguard and promote children's welfare including:

- Establishing and maintaining an ethos where children feel safe and secure, are encouraged to talk and are always listened to;
- Regular consultation with children for example through questionnaires, tutor time, Moral Education lessons and one-to-one conversations;
- Ensuring all children know where there is someone they can approach if they need to in the school;
- To report any child protection and safeguarding matters to the Designated Safeguarding Lead straight away;
- Attending safeguarding and child protection awareness training annually and made aware of recent policy or statutory guidance changes where necessary;
- To know how to access and implement procedures in this policy;
- To pass on any safeguarding and well-being information, records, discussions in accordance with this policy.
- Ensuring staff understand the school guidance for their use of mobile technology and are aware of the safeguarding issues around the use of these devices and the associated risks.

The Principal will ensure that the policies and procedures adopted by the Board of Trustees, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff and external visitors.

The Board of Trustees has nominated one of its members to manage safeguarding incidents on behalf of the Board and to liaise with external agencies where this is required.

Training



Safeguarding Policy

The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children both at interview and when taking up references from previous employers. Further information on safer recruitment can be found in the HR policy documentation. This follows guidelines from Cranleigh UK where applicable.

All staff members will receive annual safeguarding awareness training including information about the school's safeguarding arrangements, the school's staff safe working practice agreement and additional policies linked to behaviour and pastoral systems. Pastoral leads with year group responsibility will also have formal advanced/Level 2 safeguarding and child protection training including members of the Senior Leadership Team, the IT manager, Head of Digital Strategy, Head of Learning Support, Head of Admissions and Head of HR. For further details of which staff members have conducted additional annual training please speak to the Designated Safeguarding Lead. There are also staff trained in First Aid in Mental Health.

All staff, including temporary staff and volunteers, will be provided with regular induction training that includes:

- Guidelines included in the Staff Safe Working Practice Agreement
- Online Safeguarding training (Educare and National Online Safety)
- An outline of what to do if a child discloses and the types and signs of abuse staff should be aware of key signs to look out for in relation to safeguarding and well-being
- A copy of ADEK's Child Protection Policy
- A copy of part 1 of KCSIE (where appropriate to Abu Dhabi and the UAE) for all teaching and co-curricular staff or Annex A and Annex B of KCSIE 2021 for non-teaching and support and administration staff members.
- Contact details of the Designated Safeguarding Lead and Deputies



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The policy documentation and guidelines associated with this policy are made available on the VLE.

The Principal, all staff members and the nominated Board of Trustee will undertake appropriate safeguarding training where necessary and will be updated regularly in accordance with the qualification taken. In addition, all staff members will receive safeguarding updates via e-mail, staff meetings and insets on a regular basis and at least annually.

Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns in relation to their geographical setting and needs of the community

The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including questionnaires, staff meetings and the appraisal system.

The Designated Safeguarding Lead, Deputy Safeguarding Leads and pastoral management team will undertake training to provide them with the knowledge and skills required to carry out the role. The training will be updated where and when necessary (best practice every two years). In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with developments relevant to their role and current setting.

The school also creates a culture of keeping the children safe; it has clear policies and training on this topic as well as a complaints procedure and whistleblowing policy to augment it.

The Designated Safeguarding Lead (DSL)



Safeguarding Policy

Cranleigh Abu Dhabi has appointed a member of the School's Senior Leadership Team with the necessary status and authority (Designated Safeguarding Lead) to take lead responsibility for safeguarding. The Designated Safeguarding Lead (DSL) for safeguarding and well-being is Tim McConnell-Wood supported by DDSL Elizabeth Hewitt as noted in the contacts section.

The Designated Safeguarding Lead shall be given the time, training, resources and support to enable him/her to provide advice and support to other staff on safeguarding and child welfare matters, to take part in discussion and external agency meetings if required.

The main responsibilities of the DSL are:

In addition to the role and responsibilities of all staff the DSL will:

- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding, child protection and the welfare of children.
- To act upon all suspicion, belief and evidence of abuse reported to them and decide with the Head of School/s, or the Principal what action should be taken.
- To ensure all safeguarding policies and procedures are followed, updated and reviewed regularly at Cranleigh Abu Dhabi.
- To ensure the Principal and relevant Heads of School/s are kept informed of any safeguarding and child protection concerns.
- To ensure accurate child protection and safeguarding records are maintained and updated and are kept in a secure place, which are dealt with sensitively and confidentially.
- To coordinate the safeguarding procedures and training in the school and to ensure all staff including visitors, administrative and facilities are aware of the procedures and protocols for safeguarding and the welfare of children.
- To liaise with the local authorities if required and develop effective links with the police, ADEK and Ministry of Interior (Child Protection Centre).



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- To liaise and inform parents of a concern and work supportively and alongside them to facilitate a change, unless this would place the child at greater risk
- Liaise with other professionals to ensure that children who are subject to child protection plans are monitored.
- Where appropriate, to take part in child protection conferences (i.e. Child Protection Cluster Network) or local meetings to keep up to date with local safeguarding and child protection changes.
- Keep in regular contact with the Cranleigh UK, Surrey link to ensure UK guidelines are followed where and when required.
- Ensure the Deputy DSLs are up to date with training and information surrounding child protection and safeguarding.

Signs of abuse

It is important that all staff members, including visitors, should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. These signs may include one or more of the following:

- Physical abuse, for example beating or punching
- Emotional abuse, for example rejection and denial of affection
- Sexual abuse, for example sexual assault or encouraging a child to view pornographic material
- Neglect, for example failure to provide appropriate care including warmth or medical attention.



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- Please note that the KCSIE (2021) also acknowledges that the following as safeguarding issues:

FGM (Female Genital Mutilation)

The School will be alert to the possibility of a girl being at risk of FGM and will activate external safeguarding agencies if they are potential indicators. Any incidence of FGM will be reported to the police.

'Prevent' Strategy

Protecting children from the risk of extremism should be seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of abuse and harm. Any suspected cases of extremism should be referred to the DSL in the same way as any other suspected cases of abuse.

Peer on Peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).



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It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

- bullying (including cyberbullying, prejudice based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or other causing physical harm (this may include an online element which facilitates, threatens and or encourages physical abuse);
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and or encourages sexual abuse)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;



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- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Please see further information in our Anti-Bullying Policy.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school. All staff should be considering the context within which such incidents and/or behaviours occur. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Other signs that can indicate a child is or has been abused:

- The child says s/he has been abused or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a child's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The child lacks emotional intelligence.
- The child's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- The child's personal or social development is delayed.
- The child loses or gains weight.
- The child appears neglected, e.g. dirty, hungry, inadequately clothed.
- The child is reluctant to go home, or has a change in relationship with parents/guardians.

Procedures and disclosures



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Statistically children rarely disclose their own abuse, and it is vital that staff are alert and respond to signs such as a change in behaviour, or concerns from friends or other sources. Staff members working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. If staff have concerns about a child's welfare, they should act on them immediately.

When concerned about the welfare of a child, staff members should always act in the best interests of the child. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification. Fears about sharing information **must not** be allowed to stand in the way of the need to promote welfare, and protect the safety of children.

It is important that if staff have any concerns regarding Peer on Peer abuse they report immediately to the DSL or Deputy or one of the individual School DSLs.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Early Help

The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.



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The School's annual safeguarding training includes guidance about the signs and early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.

A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL or Deputy DSL. The DSLs will consider the appropriate action to take.

School staff should be alert to the potential need for early help of the following children who may have particular vulnerabilities:

- Students of Determination (SEND)
- Those with mental and other health conditions
- persistently absent from school
- challenging family circumstances (e.g. substance abuse in the home, domestic violence, adult mental health issues in the home, neglect)

Statutory assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Child Protection Center (CPC) and ADEK is made immediately. This would be discussed prior alongside the Principal.

Concerns about a child's welfare

If a member of staff is concerned about a pupil's welfare, the matter should be reported to the Designated Safeguarding Lead as soon as possible.



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If a child discloses to a member of staff he or she must:

- Listen carefully to the child, acknowledging but not prompting
- Allow the child to talk freely and accept what is being said. Staff should not take a decision as to whether or not the abuse has taken place.
- Reassure the child, but do not over promise or guarantee confidentiality.
- Listen and do not ask direct questions; ask minimal open rather than leading questions.
- Try to avoid looking shocked or disbelieving; remain calm and listen.
- Whilst the initial information may be verbal, all referrals must be a written record of the conversation and hand this to designated DSL as soon as possible. This should include the date, time and place of the conversation including who was present.
- Do not discuss the disclosure with any other staff member, child or parent apart from the DSL.

Pupils of Determination (SEND)

All adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.



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Any concerns regarding the safeguarding of SEND pupils should be referred to the DSL immediately so that appropriate support can be given.

Online Safeguarding

Cranleigh Abu Dhabi recognises the risks to children and young people in using digital technology and the internet. All online safeguarding policy is held in the [Responsible Use Policy](#) and other digital safety policies. All staff are required to read this policy annually.

Remember the seven R's:

Receive - listen to what is being said.

Reassure - reassure the child, but only so far as is honest and reliable. Do not make promises.

Respond - respond to the child as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

Report - Share concerns with the DSL immediately.

Record - If possible make some brief notes at the time (handwritten). Record the date, time, place, persons present and noticeable nonverbal behaviour.

Remember - support the child: listen, reassure, and be available.

Review (led by DSL)

If members of staff are ever unsure, they must always speak to the Designated Safeguarding Lead.



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On being notified the DSL/DDSL will gather information before deciding whether there is sufficient evidence for suspecting abuse in which case s/he will speak with the Principal and a referral to CPC, ADEK and/or the police will be made. In the event that there is a physical injury, the child will be seen by the school nurse. The DSL/DDSL will contact the child's parents where this is an appropriate course of action and where the child will not be placed at greater risk.

If it is decided that a referral is not required, the DSL/DDSL will keep the matter under review and recorded on the safeguarding log for future reference if required.

Assessment and record keeping (Confidentiality and Sharing Information)

All information relating to safeguarding and child protection is confidential and kept securely in a fire resistant, lockable cabinet in the DSL's office. From February 2022, documentation shall be filed on the CPOMS Child Protection Software. All concerns, discussions and decisions made, are the reasons for those decisions, are recorded. Only the DSL, Deputy DSLs, Vice Principals and Principal have access to these documents. It is vital for children to receive the right help at the right time to address risks and prevent issues escalating. When a disclosure has been made staff should be aware of the following:

- Notes should be made as soon as possible after the disclosure or concern and given directly to the DSL.
- No notes or evidence should be destroyed in case they are required by outside agencies.
- The date, time and place should be clearly recorded on all notes made.
- Statements and observations should be recorded, not interpretations or assumptions.

Staff Behaviour



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At all times staff at Cranleigh Abu Dhabi are expected to behave in a professional manner in line with the [staff code of conduct policy](#), in particular with respect to their relationships with pupils. The code also covers the acceptable use of technologies (also in the Acceptable Use for Staff Policy), appropriate relationships with pupils and the use of social media and other communication and should be read in conjunction with the Whistleblowing Policy.

Allegations against staff or volunteers

All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead, who will liaise with the Principal and or Vice Principal (DSL). When an allegation or complaint is made against the Principal, the person receiving the allegation should immediately inform the Board of Trustee Safeguarding Lead, without first notifying the Principal. A record of the concerns must be made, including a note of any witness to the incident or allegation.

The school has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. They should be used where a member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

In the event of an allegation against the Principal, this should be reported to the Board of Trustees Safeguarding Lead. If the member of staff is deemed unsuitable after an internal investigation, then the school will take the appropriate action, which could involve external bodies including referral to



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the DBS/NCTL for staff from the UK. This could end the staff member's ability to work in the UAE and lead to prosecution.

Please see the school's [whistleblowing policy](#) for further information.

Low level concerns

There is an increased focus in KCSIE 2021 on Staff behaviour in the light of a number of recent cases in the UK. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold that would require a referral to outside organisations.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, *including* inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Child Protection Service.

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;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Using inappropriate sexualised, intimidating or offensive language

Staff must report low level concerns to the DSL/DDSL if this is about the DSL they must report to the Principal.

Staff guidance



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Detailed guidance is highlighted in this policy to ensure protection of both staff and children. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

- Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for children to talk to you about any concerns they may have.
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room.
- Recognise that caution is required in sensitive moments on matters such as bullying, bereavement or abuse.
- Avoid situations that compromise your relationship with children and are unacceptable within a relationship of trust.
- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff are advised to avoid transporting a single pupil in a vehicle except in case of an emergency.
- Remember that someone else may misinterpret your actions, no matter how well intentioned.
- Do not have inappropriate physical or verbal contact with children. Avoid suggestive remarks or gestures, tickling or “play fighting” even in fun.
- Do not rely on your good name to protect you.
- Do not believe “it could never happen here”

Use of Mobile Phones



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We recognise that staff have their mobile phones at work in case of emergencies. Safeguarding of pupils within the School (including the Early Years) is paramount and it is recognised that personal mobile phones have the potential to be used inappropriately, as such Cranleigh Abu Dhabi School does not permit the use of personal mobile phones and cameras by staff where children are present. All visitors to Cranleigh Abu Dhabi School are asked to store their mobile phones for the duration of their visit to ensure the safety of all pupils. Parents and visitors to the School who are seen to be using their mobile phones to capture images and / or video of children are challenged by members of staff ensuring any images are deleted.

Missing child procedures

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, and any child missing from school.

Please see the school's [Missing Child Policy](#) for further information.

Confidentiality and information sharing

All concerns, discussions and decisions made and the reason for these decisions should be recorded in writing (unless otherwise stated by ADEK). The School will keep all safeguarding and child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

All staff authorised through the DSL and or Principal are mandated by ADEK to report all cases of suspected abuse and / or neglect directly to the Ministry of the Interior - Child Protection Centre within 24 hours upon discovery.



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The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and meet the Trustee Safeguarding Lead throughout the academic year as well as completing termly safeguarding reports. The DSL will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.

The Principal and Vice Principal will undertake an annual review of this policy. They will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay. The DSL prepares a written report termly and annually. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled. This is sent to the Principal, Vice Principal, Deputy DSLs, Cranleigh UK Safeguarding Liaison and Head of Schools.

The use of 'reasonable force' (positive handling)

There are circumstances where it is appropriate for staff to use positive handling to safeguard children. The term 'reasonable force or positive handling' covers a broad range of actions used by staff that involve a degree of physical contact to keep children safe. 'Reasonable or positive handling' in these circumstances means using no more force than is needed. Please see additional policy for further details.

Safer recruitment

It is vital that schools create a culture of safe recruitment and, part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. As the majority of staff will be engaging in regulated activity, vetting checks are required. In an international setting the checks carried out vary depending on the country. References are always obtained and followed up by members of the HR department through verbal and written confirmation. These references



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are scrutinized before a new appointment is confirmed. Local checks are conducted for all to obtain visa requirements. The HR manager oversees the Central Staff Register following Cranleigh UK guidelines where applicable and best practice covered in UK statutory guidance.. Please see the HR policies for further information on safer recruitment.

Staff must be familiar with low level concern guidelines and the whistleblowing policy.

UAE regulations

Failure to comply to ADEK's guidelines on Child Protection is subject to legal accountability and administrative penalties stipulated in accordance with ADEK's regulations, policies and requirements, in addition to the UAE Federal Law No. 3 of 2016 on Child Rights, Federal Law No.3 of 1987 on Penal Code, and any other local or Federal relevant laws effective at the time of the incident.

The main points of this law are as follows:

- Maintain the child's right to life, survival and development and provide all necessary opportunities to facilitate the same and grant him/her a free, secure and developed life.
- Protect the child from all forms of neglect, exploitation and abuse and from any physical and psychological violence that exceeds the limits of the Sharia and the Law, such as the rights of the parents and their equivalents to discipline their children.
- Raise the child in a way to adhere to his/her Islamic faith and to have pride in his/her national identity and respect for the culture of human brotherhood.
- Protect the best interests of the child.
- Raise awareness among children on their rights, obligations and duties in a society in which justice, equality, tolerance and moderation prevail.



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- Raise the child on the sense of morality, particularly the respect of his/her parents and family and social surroundings.
- Spread the culture of child rights as widely as possible using appropriate means.
- Involve the child in the aspects of community life according to his/her age, maturity and developed abilities in order to be raised on the love of work, initiatives, legitimate earning and self-reliance.

Appendices:

Appendix 1: School Contacts (Designated Safeguarding Leads and Deputy Designated Safeguarding Leads)

Please only use the out of hours numbers for the DSLs below for safeguarding emergencies and disclosures only.

Staff member and Role	Contact Information
<p>Cranleigh Abu Dhabi Designated Safeguarding Lead Whole School Tim McConnell-Wood (Vice Principal Pastoral) Elizabeth Hewitt (Director of Wellbeing) will deputize for Tim in his absence.</p>	<p>Email: twood@cranleigh.ae lhewitt@cranleigh.ae Telephone number term time: 02 497 0000 Telephone number out of hours/ out of term time: +971 52 314 1297</p>
<p>Cranleigh Abu Dhabi Designated Safeguarding Lead Senior Rory Gallagher (AH Pastoral)</p>	<p>Email: rgallagher@cranleigh.ae Telephone number term time: 02 497 0000 Telephone number out of hours/ out of term</p>



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	time: +971 50 414 8349
Cranleigh Abu Dhabi Designated Safeguarding Lead Prep Siobhan Bee (Deputy Head Prep School)	Email: sbee@cranleigh.ae Telephone number term time: 02 497 0000 Telephone number out of hours/ out of term time: +971 56 995 1685
Cranleigh Abu Dhabi Designated Safeguarding Lead Pre- Prep Amy Edmundsen (Deputy Head Pre- Prep)	Email: aedmondson@cranleigh.ae Telephone number term time: 02 497 0000 Telephone number out of hours/ out of term time: +971 50 361 8752

Deputy Designated Safeguarding Leads:

Pre- Prep

Claire McGrory cmcgrory@cranleigh.ae +971 50 580 7269

Prep

Steven James sjames@cranleigh.ae +971 56 607 3552

Appendix 2: External contacts

Ministry of Interior Child Protection Center:

Hotline: 11611 (*only to be used by the Principal, Vice Principals or DSL*)



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Telephone: + 971 2 333 3999

Email: Childprotection@moi-cpc.gov.ae

American Center for Psychiatry & Neurology:

Telephone: +971 2 697 9999

Email: info@americancenteruae.com

Maudsley Health: child and adult mental health specialist in Abu Dhabi:

Telephone: +971 2 666 2655

Email: enquiries@maudsleyhealth.com

Appendix 3 Additional Documentation

[UAE Government Law on Child Protection](#)

UAE GOVERNMENT SAFEGUARDING MANDATE FOR EDUCATORS

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



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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.

Version: 4

Reviewed by: Liz Hewitt, Director of Wellbeing

Final reviewed by: Tim McConnell-Wood, Vice Principal

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