Al Zuhour Private School – مدرسة الزهور الخاصة

AL ZUHOUR PRIVATE SCHOOL

Safeguarding Policy

Approved by: SLT
Last reviewed on: June 2026
Next review due by: June 2027

Policy statement

Our school will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. This policy is one of a series in the school's integrated safeguarding portfolio.

Policy aims:

1. To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
2. To ensure consistent good practice across the wider network of AZPS.
3. To demonstrate the school's commitment regarding safeguarding and child protection to students, parents and other partners.
4. To contribute to the school's safeguarding portfolio.

Procedures

Staff and volunteers

- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants as well as candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- We abide by Sharjah Educational Zone requirements in respect of references Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the school.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorized person has unsupervised access to the children.

Responding to suspicions of abuse:

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behavior, or their play.
- Where such evidence is apparent, the child's teacher makes a dated record of the details of the concern and discusses what to do with the head of section who is acting as the 'designated person'. The information is stored on the child's personal file.
- We take care not to influence the outcome either through the way we speak to children or by asking children questions.

Recording suspicions of abuse and disclosures:

Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that give cause for concern, such as significant changes in behavior; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will act; does not question the child.

- makes a written record that forms an objective record of the observation or disclosure that includes:
- The date and time of the observation or the disclosure.
- The name of the person to whom the concern was reported, with date and time.
- The name of any other person is present at the time.
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.
- Contact CDA (Community Development Authority) to provide help with suspected abuse. CDA is where we can share the records of abused children.

Informing parents:

- Parents are normally the first point of contact.
- If suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases, the investigating officers will inform parents.

Allegations against staff:

- We ensure that all parents know how to complain about the behavior or actions of staff or volunteers within the school, or anyone living or working on the premises occupied by the school, which may include an allegation of abuse.
- We respond promptly to any disclosure by children or staff that abuse by a member of staff or volunteer within the school or anyone living or working on the premises occupied by the school, may have taken, taking place, by first recording the details of any such alleged incident, carrying out required investigations, then taking out necessary procedures.
- Disciplinary action:
- Where a member of staff or a volunteer is dismissed from the school because of misconduct relating to a child, we notify the Sharjah Educational Zone so that the name may be included on the Protection of Children and Vulnerable Adults Barred List.

Roles and responsibilities-The Designated Safeguarding Lead (DSL):

- Is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Acts as a source of support and expertise to the school community.
- Encourages a culture of listening to children and taking account of their wishes and feelings.
- It is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers.
- He has a working knowledge of relevant UAE law, education inspection processes, and inter- agency support.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the student's general file.
- Refers cases of suspected abuse to Children's Social Care, or the Police as appropriate.
- Attends and/or contributes to child protection conferences and strategy meetings.
- Coordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- Develop effective links with relevant statutory and voluntary agencies.
- Ensure that all staff sign to indicate that they have read and understood the child protection and safeguarding

policy and Staff Behavior Policy (Code of Conduct).

- He has a working knowledge of relevant national safeguarding guidance.
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of students, parents, staff, volunteers and governors, AZPS regarding this.
- Keeps a record of staff attendance at child protection training.
- Make the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means.
- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- Ensures that the headteacher is aware of the responsibility under UAE Law.

Good practice guidelines and staff code of conduct:

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

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behavior among students.
- Being a good listener.
- Being alerted to changes in students' behavior and to signs of abuse and neglect and exploitation.
- Recognizing that challenging behavior may be an indicator of abuse.
- Reading and understanding the school's child protection policy, Staff Behavior Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behavior, physical contact, sexual exploitation, extremism, e-safety and information-sharing.
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualized or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and AZPS guidance.
- Referring to all concerns about a student's safety and welfare to the DSL or, if necessary, directly to the Police or Children's social care.
- Asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.

Training:

- We seek training opportunities for all adults involved in the setting to ensure that they are able to recognize the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect.
- We ensure that all staff know the procedures for reporting and recording their concerns in the school.

Planning:

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

Curriculum:

- We introduce key elements of keeping children safe into our program to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that

they develop an understanding of why and how to keep safe.

- We create within the school a culture of value and respect for the individual, having positive regard for children's heritage arising from their color, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for children.

Confidentiality:

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families:

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, and monitoring of the child.
- We will continue to welcome the child and the family whilst investigations are being carried out into any alleged abuse.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure.