



The Apple International Community School

Child Protection and Safeguarding Policy **2026-2027**

POLICY INFORMATION

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Approved By	Principal - Ms Pretty Khosla



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Rationale

The Leams Education affiliated group of schools recognizes that because of their day -to-day contact with children, school staff are well placed to observe the outward signs of abuse.

The Apple International Community School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to, whilst remembering that unconditional confidentiality cannot be promised (it may be necessary to seek help from others for the child);
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities throughout the curriculum, including ICT, Moral education & Value Education, P.S.H.E classes for children to develop the skills they need to recognize, and stay safe from, abuse, including on-line abuse.

Vision

Bringing out the best in every child in an inclusive and innovative learning environment and nurture them to develop into inspiring future leaders of the world

Mission

To create a learning environment that nurtures students to become emotionally and academically intelligent, innovative, and caring learners. This is achieved by empowering students with a holistic and inclusive education in a safe, inspiring multicultural community that helps them achieve their future aspirations.

Aim

The aim of the policy is to ensure the school's commitment to the continued development of explicit and best practices and procedures. Child protection concerns, referrals and monitoring is to be handled in a professional manner, sensitively and in a way that supports the child. The three main components of our child protection policy include:

1. Prevention: Prevention is created through a positive school atmosphere, teaching and pastoral care and support provided to all students. AICS establishes and maintains a safe environment where students feel safe and secure and are encouraged to talk and have their voice heard. Safeguarding themes, activities and training are included in the pastoral care curriculum empowering students with the skills they will need to recognize and stay safe from any form of abuse.
2. Protection: Protection is ensured through following agreed processes and procedures which ensure staff are well trained and supported to respond effectively, appropriately, and sensitively to child protection concerns. Students are made aware that there are adults within the school whom they can approach, if they are concerned or are in a difficult situation.
3. Support: Support to students who have undergone any form of mental or physical trauma. We will ensure that every effort will be made to establish effective working relationships with parents, colleagues, and external agencies.

UAE Connect

- Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Designated Safeguarding Lead and the Safeguarding Team.
- UAE Legal and Safeguarding Framework

- This policy is implemented in accordance with applicable UAE and Dubai requirements, including Federal Law No. 3 of 2016 Concerning Child Rights (Wadeema's Law), Federal Decree by Law No. 26 of 2025 Regarding Child Digital Safety, current KHDA safeguarding expectations, and directions issued by the competent UAE child-protection, police and judicial authorities.
- The UAE has established child-protection legislation, reporting channels and competent authorities. AICS will cooperate with the Ministry of Interior Child Protection Centre, Dubai Police, the Community Development Authority, Dubai Foundation for Women and Children, healthcare services and any other competent authority as appropriate to the concern and level of risk.
- AICS has a duty to recognise, respond to, record and report safeguarding concerns without delay. Decisions about external referral or escalation will be based on the child's immediate safety, the level of safeguarding risk, legal obligations and advice from competent authorities; they will not be limited by nationality, financial considerations, parental preference or whether an allegation appears to constitute a serious criminal offence.

Roles and Responsibilities

All adults working in or on behalf of the school share responsibility for safeguarding. Staff must remain alert to concerns, provide immediate support, preserve the child's voice, make a factual record and report without delay to the Designated Child Protection & Safeguarding Lead (DCPL/DSL) or, in the DCPL/DSL's absence, the Deputy Designated Safeguarding Lead (DDSL). Staff must not diagnose, investigate or decide that a concern does not require reporting.

CHILD PROTECTION AND SAFEGUARDING COMMITTEE

Governor for Child Protection: Principal - Ms. Preeti Khosla

Deputy Governor: Vice-Principal - Ms. Beenu Bobby

Child Protection and Safeguarding Lead: Head of Inclusion & Well-being - Ms. Zainab

Deputy Child Protection and Safeguarding Leads: Head of KS2 - Ms. Urvashi

Section Safeguarding Lead: Head of FS - Ms. Reema, Head of KS1 - Ms. Namisha, Head of KS2 - Ms. Urvashi, Head of KS3 - Ms. Leena

Wellbeing Safeguarding Support: School Counsellor - Ms. Joshmy

Child Protection and Safeguarding Team: Manager of School Operations - Mr. Vishnu, Doctor -Dr. Najmun Nissa, Ms. Nissy & Ms. Shiny (School Nurse), Mr. Shubin (IT Department), Ms. Pavithra (Admin & Transport Department), Ms. Mariyah (Activity Co-ordinator), All Teachers & Staff

KEY CONTACT WITHIN THE LOCAL AREA

➤ The DUBAI POLICE CHILD PROTECTION HOTLINE
for confidentiality and advice.

CONTACT NUMBER: 800-243

WEBSITE: www.dubaipolice.gov.ae

➤ AL AMEEN SERVICE CONTACT NUMBER: 800-4-888

- **ALTERNATIVE REFERRALS** When members of the school have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during school hours, they should make an immediate referral to a member of the Safeguarding Team or any accessible member of the Senior Leadership Team.

AICS SAFEGUARDING REPORTING AND ESCALATION PATHWAY

This is the authoritative route for all safeguarding concerns, disclosures, observations and allegations.

1. CONCERN / DISCLOSURE / OBSERVATION - Recognise the concern and remain calm.
2. IMMEDIATE DANGER? - YES: ensure immediate safety, alert the DCPL/DSL or Principal at once, and obtain emergency or external-authority support as required. NO: listen, reassure and do not investigate.
3. RESPOND - Do not promise confidentiality, confront an alleged perpetrator, ask leading questions or seek proof.
4. RECORD - Complete the approved Child Protection/Safeguarding Incident Report Form. Include the date, time, place, persons present, the child's exact words, factual observations and immediate action taken.
5. REPORT - Submit the form immediately to the DCPL/DSL or, in their absence, the DDSL. Urgent verbal reporting must be followed by the formal written record without delay.
6. ASSESS AND ACT - The DCPL/DSL assesses risk, safeguards the child and decides on internal support, consultation, referral or escalation to competent authorities.
7. FOLLOW UP - Maintain a secure chronology of decisions, rationale, actions, outcomes, monitoring and review.

ROLE DESCRIPTION:

All staff are trained to be professionals while interacting with the students. However the following key personnel have specific responsibilities to ensure that the Child Protection Policy is implemented effectively.

Governor for Child Protection will ensure the following:

- Ensure the cultivation of a safe and happy learning environment for all the students,
- Staff and other personnel related to school.
- Identify the DCPL/DSL in school.
- Lead the child protection policy and procedures in school by dedicating sufficient time and resources in school.
- Respond to any challenges pertaining to child safety.
- Updating and reviewing the child protection policy annually.

The policies and procedures adopted by school are fully implemented and followed by all staff. Resources and time are allocated to enable the DCPL/DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children; all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

Safeguarding Team will ensure the following:

- The school has a child protection policy and procedures in place, and the policy is made available to Parents on request.
- School operates safe recruitment practices, including appropriate use of References and checks on new staff.
- There are procedures for dealing with allegations of abuse against members of staff.
- The principal and all other staff who work with children, undertake appropriate training as part of their induction of the school's arrangements for child protection and their responsibilities.
- Policies and procedures are reviewed annually.
- The welfare of the child is paramount and should always be at the forefront of all decisions taken.
- Confidentiality must be always respected.
- The policies and procedures adopted by the School management are fully implemented and followed by all staff.
- They must ensure that there are no physical punishments given to any student in school by any of the staff members.
- Sufficient resources and time is allocated to enable the DCPL/DSL and other staff to carry out their duties properly.
- Create a conducive environment for teaching and learning on a day-to-day basis.
- Address any concerns brought to them sensitively and in a timely manner.

- Implementation of behavior management policies.
- Make sure all staff know about the procedures and their responsibilities relating to child protection.
- Ensure the Principal is kept informed of every situation, including those cases of uncertainty, as well as giving an update report on the welfare of those children who have a Child Protection Plan or are being monitored.
- Keep all records up to date.
- Advise staff in cases of uncertainty and give informed advice and guidance to new staff.
- Consider, in conjunction with the Head of School, at what point to involve parents/carers.
- Contact and liaise with other relevant agencies.
- Be supportive to those members of staff to whom students have made disclosures.
- Be active in supporting the Child Protection Plan.
- Ensure, in consultation with the Principal, that volunteers and other adults with access to students complete identity, suitability, reference and any legally required background checks before undertaking their duties.

The Role of Staff

All safeguarding concerns, disclosures, observations or allegations must be recorded using the school's approved Child Protection/Safeguarding Incident Report Form and reported immediately to the DCPL/DSL or, in their absence, the DDSL. Staff must not rely on email, WhatsApp, Teams messages or

verbal communication as the safeguarding record. Where immediate verbal reporting is necessary to protect a child, the formal written record must follow without delay.

Records must be factual and include the date, time, location, persons present, nature of the concern, the child's own words wherever applicable, observations, immediate action taken, and the name and time of the person to whom the concern was reported. Information is shared strictly on a need-to-know basis.

If the DCPL/DSL is unavailable, staff must report to the DDSL. If neither is available and the matter is urgent, staff must contact the Principal or the most senior available leader and ensure that the DCPL/DSL is notified at the earliest opportunity.

Partnership with Parents

We recognize that the protection of children should always be of paramount importance and consideration and that the primary focus in child protection should always be the child's safety and welfare. However, good child protection practice and outcome relies on a positive, open, honest working partnership with parents. We will ensure that all parents are treated with respect, dignity and courtesy.

We will respect parents' right to privacy and confidentiality unless they give permission for information to be shared or it is necessary to infringe this in order to protect the child or children. When a referral has been made without informing parents, we will clearly explain that we have acted following consultation, and in line with our statutory responsibilities, this policy and UAE laws and Guidelines.

We will make parents aware of this policy and guidance on the school website and state that we may, on occasion, need to make

referrals without consultation with them. However, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect the child or children. Parents will be made aware that they can view this policy on request.

AICS will inform parents and carers annually about safeguarding expectations and reporting routes through the school website, parent communications, meetings and awareness sessions. The school may act or refer without prior parental consultation where informing a parent could increase risk, compromise evidence, delay protection, or conflict with legal or competent-authority advice.

Student Information

We recognize the importance of keeping up-to-date and accurate information about students. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility
- Emergency contact details
- Details of any persons authorized to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence order, contact order, care order, injunctions etc.)
- Name and contact detail of g.p.
- Any other factors which may impact on the safety and welfare of the child
- Medical conditions/allergies

Confidentiality

Information about students given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a “need to know” basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the student transfers.

Key points to follow if abuse is suspected or observed:

Adults looking after children or young people should be aware of the risks of abuse (by adults or other young people) and take steps to reduce those risks.

Staff in charge of children or young people should know what to do if they suspect that someone is physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and what not to do:

- 1. Always stop and listen** straight away to someone who wants to tell you about incidents or suspicions of abuse.

2. Listen attentively and allow the child to speak in their own words. Do not interrupt the disclosure merely to complete documentation. Make a factual written record as soon as practicable, using the approved form, and retain any original contemporaneous notes. Record the date, time, location, persons present, the child's exact words, factual observations and actions taken.

3. Never make a promise that you will keep what is said confidential or secret – if you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.

4. Do not ask leading questions that might give your own ideas of what might have happened (e.g. “did he do X to you?”) – just ask “what do you want to tell me?” or “is there anything else you want to say?”.

5. Report immediately to the DCPL/DSL or, in their absence, the DDSL. If the concern relates to either person, follow the alternative reporting route set out in this policy. Do not discuss the matter with staff, students or other persons who do not need to know.

6. Take only the immediate actions needed to keep the child safe. The DCPL/DSL will assess the risk and coordinate next steps, including consultation, support and referral or escalation where required.

7.Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc.

Competent child-protection and police authorities are responsible for formal investigation. Staff must preserve evidence, avoid repeated questioning and comply with directions from the DCPL/DSL and competent authorities.

8. The matter must be reported on the same day and without delay. The DCPL/DSL will inform the Principal as appropriate, assess immediate safety, document the decision and rationale, and make or coordinate any required external referral. The school must not conduct a parallel investigation that could compromise a statutory or police process.

9.Never think abuse is impossible in your organization or group, or that an accusation against someone you know well, and trust is bound to be wrong.

10.Children and young people often tell other young people, rather than staff or other adults, about abuse - make sure that your senior young people know the points on this sheet as well as the responsible adults.

1.PERSONNEL RECRUITMENT

ELEMENTS	PURPOSE
Identity, qualification, employment-history, suitability and legally required background verification	To confirm identity and suitability for work with children and to identify concerns or gaps requiring resolution before appointment.

A minimum of two verified professional references, including the most recent employer where possible	To obtain reliable evidence of conduct, safeguarding suitability and competence; references must be authenticated and discrepancies followed up.
Commitment to the safeguarding policy and a signed Staff Code of Conduct as conditions of employment	To make safeguarding expectations explicit, establish accountability and confirm acceptable professional boundaries before duties begin.
Candidate specification included with job description	To ensure that you recruit the best person for the job (above and beyond child protection issues) by assessing applicants according to pre- determined specific essential and desirable skills
A signed declaration of relevant criminal, disciplinary and safeguarding matters, subject to applicable UAE requirements	To support transparent suitability assessment and enable concerns to be considered before appointment.
A standardised interview that includes safeguarding, professional-boundary and scenario-based questions	To assess safeguarding knowledge, judgement, values and suitability for direct or indirect contact with children.

2.EDUCATION AND TRAINING

ELEMENTS	PURPOSE
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Induction process for all representatives, including child protection policy principles and procedures, learning about, recognising and responding to child abuse	Having a 'child-safe' organisation depends on all personnel associated with the organisation fully understanding the child protection policy and procedures, knowing exactly what to do as part of their ongoing work and in case of an incident, knowing where to get further advice and support. Personnel must feel confident and comfortable in discussing child protection issues
Organisational atmosphere encourages opportunities to question and learn about child protection issues	To overcome taboos related to discussing child abuse in order to create an open and aware culture where secrecy is not allowed to prevail and learning is maximised
Training on behaviour guidelines available for those with direct contact with children	To make sure that guidelines are understood and implemented in practice, giving personnel the opportunity to discuss and work through challenges and to have clear guidance where circumstances may be less clear-cut
Training on behaviour guidelines available for those with direct contact with children	To make sure that guidelines are understood and implemented in practice, giving personnel the opportunity to discuss and work through challenges and to have clear guidance where circumstances may be less clear-cut
Orientation given to children themselves on all relevant aspects of the organisation's child protection policy and procedures	To ensure that children know how to protect themselves, what behaviors to expect from personnel and from each other, to know the difference between 'good touch' and 'bad touch' and when and how to speak out if they feel uncomfortable. To open up opportunities for children to input into ongoing

	implementation and review of child protection policy and procedures
All new staff, volunteers, contractors and relevant third-party personnel must receive core safeguarding induction before or at the commencement of duties and before unsupervised contact with students. Role-specific follow-up training must be completed within the school's defined induction schedule.	To ensure that every adult understands the reporting pathway, Code of Conduct, professional boundaries and immediate responsibilities before working with children.
Existing staff and relevant representatives must complete annual safeguarding refresher training and additional briefings whenever procedures, risks or legal requirements change.	To keep safeguarding knowledge current and reinforce consistent use of the reporting form, escalation pathway, Code of Conduct and professional boundaries.
Training should be flexible and accessible for part-timers and volunteers	To respond to the different needs of different personnel
Training available on acceptable and	To respect children's right to privacy and confidentiality, and to protect children from those

unacceptable sharing of information on children	who may use information about them to cause them harm
Emotional/counselling support available for individuals (including children) participating in training orientation in the case of an emotional reaction to the topics	To support personnel and children to cope with possible emotional effects of discussing issues around child protection, and that there is someone they can speak to if such discussions raise painful issues in relation to their own past
Constant re-evaluation and updating of training and education	To ensure that information being given is as up- to- date as possible and that personnel find it relevant to their work, that every opportunity is taken to maximise the quality, effectiveness and impact of training and education

3.MANAGEMENT STRUCTURE

ELEMENTS	PURPOSE
Open lines of communication, atmosphere of support and encouragement for reporting, positive environment for giving and receiving feedback	Creating a 'child-safe' organisation depends on having clear structures and an open and aware culture in place to ensure that all personnel and children feel confident and comfortable speaking out and implementing child protection safeguards
DCPL/DSL to implement the child protection policy	Officially assigning responsibility for child protection issues to one person as part of their job description ensures that child protection is prioritised

	within the organisation and that it doesn't fall through the gaps
Role of designated child protection lead is clearly defined	To ensure that everyone in the organisation is clear about the extent of the roles and responsibilities of the designated person, so that expectations on all sides are clear and that deliverable are monitored
Ongoing supervision, monitoring and support for all personnel	To ensure that child protection policies and procedures are understood and being implemented and that any problems or queries are dealt with as soon as they arise
Child protection issues are included in regular, formal staff evaluations/appraisals	➤ To provide a two-way forum for discussing areas of concern regarding the individual's part in implementing the organisation's child protection policy and procedures. ➤ To assess existing knowledge and to identify further training needs on an individual basis. ➤ To provide an opportunity for personnel to input into suggestions for improvement and to feed into overall organisational monitoring of the child protection policy
Management should reflect core principles and values, uphold professional approach and demonstrate awareness of abuse	Having a 'child-safe' organisation depends on strong and proactive support for child protection issues from management at all should demonstrate levels. Management should leadership in this area and act as role models

Disclosure of personal information on children limited to those who need to know	To ensure that there is a system in place for information storage and sharing (both hard copy and electronic) that does not solely rely on individual practice - that ensures respect for children's right to privacy and confidentiality, and that protects children from those who may use information about them to cause them harm
Trustees'/Executive Body overall responsibility /oversight to ensure implementation	To ensure that management take the issue of child protection seriously and that there is a collective body with which to share responsibility for child protection implementation / that ultimate responsibility for implementing child protection issues does not just rest with one individual (l.e. Director)
Incorporate child protection into regular internal and external programme and organisational evaluations/assessments	Internal assessment monitors the progress of child protection policy implementation against targets agreed. External assessment promotes and ensures objectivity and transparency (which in itself encourages an open and aware culture to prevent abuse) and provides a different / fresh perspective / recommendations for improvement on child protection policies and procedures
Trustees'/Executive Body overall responsibility /oversight to ensure implementation	To ensure that management take the issue of child protection seriously and that there is a collective body with which to share responsibility for child

	protection implementation / that ultimate responsibility for implementing child protection issues does not just rest with one individual (l.e. Director)
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4.BEHAVIOUR PROTOCOLS

ELEMENTS	PURPOSE
Code of conduct developed as appropriate to the organisation that includes guidelines on appropriate behaviour of personnel towards children.The Code of Conduct (including visitors code of conduct) should include a statement which encourages personnel to interpret the Code in a spirit of transparency and common sense,with the best interests of the child as the primary consideration	➤ To clarify what constitutes appropriate and inappropriate behaviour towards children. ➤ To ensure that all personnel understand and abide by behaviours which create a ‘child safe environment’ that respects children’s physical and mental integrity/space/privacy.Behaviour guidelines also allow children to know what behaviour to expect from personnel and from each other,to know the difference between ‘good touch’ and ‘bad touch’ and when to speak out if they feel uncomfortable. ➤ To avoid potential misunderstandings which may lead to false allegations of child abuse
Code of conduct is developed in collaboration with children that includes guidelines on appropriate behaviour of children towards other children	To ensure that children know what behaviour to expect from each other,to know the difference between ‘good touch ‘ and ‘bad touch’ and when to speak out if they feel uncomfortable
Display the Codes prominently/make them easily accessible for all organisation representatives and children	To act as a constant reminder and to be a point of easy reference in times of doubt and emergency

5.COMMUNICATIONS ABOUT CHILDREN

ELEMENTS	PURPOSE
Communications Guidelines developed including the essentials and as many desirables as possible.	To clarify what constitutes appropriate and inappropriate use of communications(images,stories,case studies,personal information) in relation to child
Acquire permission of child/guardian/responsible NGO to use images for publicity/fundraising/awareness(informed consent) as much as possible	➤ To ensure that all personnel understand and abide by guidelines which create a ‘child safe environment’ that respects children’s physical and mental integrity,privacy and dignity and that protects children from those who may use information about them to cause them harm ➤ To promote a culture that portrays children accurately,emphasising their role as actors in their own development and that of their peers and communities whilst also acknowledging their vulnerability
Let the people give their own accounts as much as possible rather than others speaking on their behalf; highlight the ability of people to take responsibility and action for themselves.	
Accurate and balanced portrayal of children.with emphasis on dignity and as much as reference as possible to their social,cultural and economic environment	
Avoid degrading,victimising or shaming language and	

images,making inaccurate generalisations,discrimination of any kind,taking pictures out of context(try to provide informative caption)

Balanced portrayal even in cases of 'victimhood'(recommended use of 'before' and 'after' images/stories)

Accurate representation of children:avoid manipulation or sensationalising text and images,emphasis on dignity

Establish System of signed consent for use of organisation's visual materials by outside individuals/organisations with ramifications for misconduct

6.REPORTING AND REACTION PROTOCOL

ELEMENTS	PURPOSE
Guiding principle of the best interests of the child	To keep every decision child-centred and risk-based. Immediate protective action and reporting must not be delayed because a named school

	contact is unavailable, and external consultation or referral must be made whenever legal duties, the child's best interests or the level of risk require it.
➤ Standardised process clearly outlined and made available to all representatives and children to include reporting and storing information ➤ Develop and make available a standardised reporting form ➤ Relevant contact details for child protection services, social services department, police emergency medical help and helplines readily available and easily accessible to representatives. ➤ Guidance to all representatives on the confidentiality and information sharing	➤ To ensure that everyone in the organisation is working to same standard ➤ To ensure that sensitive information that emerges through the reporting and reaction process is kept confidential and shared only on a need -to -know basis ➤ To ensure that everyone, including children is confident and comfortable with procedures ➤ To ensure that procedures are easy available in times of emergency when clear guidance can help to avoid panic ➤ To ensure that all personnel have guidance on when the principle of confidentiality comes second to the need to share certain information in the best interests of the child
Develop and make available a standardised management flowchart for reporting suspected abuse	To clarify lines of reporting and responsibility in an easy- to- use /understand format

Further guidelines are made available on dealing with allegations from a child e.g. to reassure;listen carefully and calmly,try not to repeat questions,do not promise secrecy,take steps to ensure their safety,distinguish between what the child actually said and your interpretation;do not permit persona; doubt to prevent you from reporting	To ensure that personnel are clear about the approach to take when a child makes an allegation that: a relationship of trust is established,that the incident is reported with the greatest possible factual accuracy.To ensure that the child understands that the issue may need to be taken further
Guidance on dealing with allegations from a child that ensure that the child is treated with respect	To ensure that the child is taken seriously and treated in the manner in which you yourself would wish to be treated in a similar situation
Arrangements to provide supervision and support to those affected during and following an allegation	To ensure that all personnel and children within the organisation have the opportunity to discuss issues of concern in order to minimise trauma;that everyone is clear about the action that is being taken,that the person alleged of committing the offence is assumed innocent until proven guilty and that the process is conducted as smoothly as possible

7.RAMIFICATION OF MISCONDUCT

ELEMENTS	PURPOSE
In the case of an allegation by a named individual from a verifiable source,the accused individual to be suspended (on full pay if relevant) pending outcome of an independent investigation	To ensure that the child in question /children in the projection general are protected from further harm
Outline disciplinary and other steps which may include reporting to the police	To ensure that child protection is taken seriously and ramifications are standardised ad part of institutional practice and made clear as part of terms and conditions of employment/association with the organisation
Adverse determination from an investigation should be open to challenge through an appeals process	To ensure that justice is fully adhered to

CONTEMPORARY SAFEGUARDING RISKS AND AICS RESPONSE

The scope of safeguarding includes physical, emotional and sexual abuse and neglect, as well as child-on-child abuse; bullying and cyberbullying; online grooming and exploitation; harmful sexual behaviour; sexual harassment; coercion and intimidation; domestic or family violence affecting children; self-harm and suicide-related concerns; substance misuse; missing or absent students where safeguarding concerns arise;

trafficking and exploitation; discriminatory abuse; and digital or AI-enabled harm.

Child-on-Child Abuse

All child-on-child abuse will be taken seriously. It includes bullying, cyberbullying, sexual harassment, harmful sexual behaviour, coercion, intimidation, discriminatory abuse, image-based abuse and abuse within friendships or relationships. It must never be dismissed as banter, part of growing up or an inevitable conflict. The needs and safety of all children involved will be assessed, recorded and supported, with external referral where required.

Online and Digital Safeguarding

AICS safeguards students across school systems, personal devices and online environments. Concerns may involve cyberbullying, grooming, sextortion, inappropriate or harmful content, sexual images, non-consensual image sharing, gaming and chat platforms, impersonation, location or data misuse, online exploitation, AI-generated or manipulated content and deepfakes. Staff must use approved communication channels, maintain professional boundaries, preserve relevant evidence and report digital concerns through the same safeguarding pathway without delay.

Students of Determination and Other Vulnerable Learners

Students of Determination and other vulnerable learners may face additional safeguarding risks and barriers to recognising, communicating or reporting abuse. Staff must not assume that changes in behaviour, communication, emotional regulation or presentation are solely related to an identified need or disability. Appropriate communication methods, visual supports, AAC, language support and trusted adults must be used where required to enable the student's voice to be heard.

Student Voice and Accessible Reporting

AICS provides multiple age-appropriate and accessible reporting routes, including trusted adults, class or form teachers, the safeguarding leads, the school counsellor and student concern or worry mechanisms. Routes will be adapted for younger students, Students of Determination and EAL learners.

Through induction, assemblies, curriculum, displays and student surveys, the school will check that students know who they can speak to if they feel unsafe.

Allegations, Low-Level Concerns and Concerns About Adults

Any allegation or concern about the conduct of an adult - including a teacher, leader, LSA, volunteer, contractor, transport staff member, visitor or third-party provider - must be reported immediately, recorded factually and managed in line with UAE requirements and the school's disciplinary and safeguarding procedures. Staff must also report low-level concerns or boundary breaches that may not meet an allegation threshold but could indicate unsafe, inappropriate or inconsistent conduct. Where the concern relates to the DCPL/DSL, it must be reported directly to the Principal. Where it relates to the Principal, or both the Principal and DCPL/DSL, it must be reported to the authorised LEAMS Education corporate safeguarding or governance authority and, where required, directly to the competent external authority. The person who is the subject of the concern must not control the initial safeguarding response. Protective actions will be proportionate, documented and will not presume the outcome of any investigation.

Safeguarding Awareness, Monitoring and Evaluation

Safeguarding induction and refresher training will be recorded on a training register. The Safeguarding Team will review cases, patterns, attendance concerns, online-safety issues and actions at least termly; audit reporting forms and chronologies; gather student, parent and staff feedback; and document how findings improve procedures, curriculum, supervision, training and support. The policy and its effectiveness will be formally reviewed at least annually and sooner following significant incidents or legal or regulatory change.

Definitions of Child Abuse

Defining child abuse is not easy. The most important aspect in defining abuse is sound professional practice where judgement

are made supported by evidence from research and from thorough assessments.

Somebody may abuse or neglect a child by inflicting harm, or by knowingly not preventing harm. Children may be abused in a family, the community, an institutional setting, or more rarely by a stranger. Most young people who are abused know their abuser.

Physical Abuse

This 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.

Emotional Abuse

Is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects to the child's emotional development. It may involve conveying to children they are worthless, unloved, and inadequate or valued only in so far as they meet the needs of another person. It may cause the child to feel frightened, in danger, or to be exploited or corrupted.

Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. It may involve physical contact, penetrative or non-penetrative acts and also includes children in looking at, or in the production of, sexual online images, watching sexual images, or encouraging children to behave in sexually inappropriate ways.

Neglect

This is the persistent failure to meet a child's basic physical and/or psychological needs which is likely to result in serious impairment to their health and development. May involve a parent or carer failing to provide adequate food, shelter, clothing or a failure to protect from physical and emotional harm or danger or allow access to medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

FIRST STEPS IN CHILD PROTECTION

Indicators of Abuse

The following is a summary of some of the indicators that may suggest that a child is being or is at risk of harm under each category. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Every child needs to be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. An incident report body form will be used to mark any signs of abuse on the body. Please refer to the appendix.

The important message is that if it makes you feel unsure, or worried, do something about it, don't keep it to yourself.

Physical observations

- Bruising especially:
 - bruises on trunk
 - bruises on upper arm, shoulders, neck consistent with gripping
- cigarette burns
- burns caused by lengthy exposure to heat.
- Injuries or impressions:
 - Human bite marks
 - Fractures, particularly spiral fractures

- Swelling and lack of normal use of limbs
- Any serious injury with no explanation or conflicting explanations/inconsistent accounts.
- Untreated injuries.

Behavioral observations

- Unusually fearful with adults
- Unnaturally compliant to parents
- Refusal to discuss injuries/fear of medical help
- Withdrawal from physical contact
- Aggression toward others
- Wears cover-up clothing
- Neurotic behavior (such as rocking, hair-twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Aggressive behavior

Indicators of neglect

- Constant hunger
- Constant tiredness
- Frequent lateness or non-attendance at school
- Destructive tendencies
- Low self-esteem
- Neurotic behavior
- No social relationships
- Running away
- Compulsive stealing
- Multiple accidents and accidental injuries.

Physical observations

- Poor personal hygiene
- Poor state of clothing
- Emaciation, pot belly, short stature
- Poor skin tone and hair tone
- Untreated medical problems

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted disease
- Unexpected pregnancy especially in very young girls
- Soreness in genital area, anus or mouth
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualized behavior in young children
- Sexually provocative behavior/promiscuity
- Hinting at sexual activity
- Inexplicable falling off in school performance
- Sudden apparent changes in personality
- Lack of concentration, restlessness, aimlessness
- Socially withdrawn
- Overly compliant behavior
- Acting out, aggressive behavior
- Poor trust in significant adults
- Regressive behavior, onset of wetting, by day or night
- Onset of insecure, clinging behavior
- Arriving early at school, leaving late, running away from home

- Suicide attempts, self-mutilation, self-disgust
- Eating disorders, hysteria attacks in adolescent

Indicators of emotional abuse

- Physical, mental and emotional development lags
- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations.
- Actions to be taken in the case of a possible abuse:
- If a member of staff suspects or becomes aware that a student may be experiencing abuse, neglect, exploitation or any other safeguarding harm, they must respond, record and report immediately to the DCPL/DSL or DDSL using the approved form.
- Report immediately to the DCPL/DSL. If the concern involves the DCPL/DSL, report to the Principal; if it involves the Principal or both persons, use the alternative corporate or external reporting route in this policy.

Recognition, Reporting, Referral and Escalation

1. Be aware of the school's child protection procedures.
2. Keep a factual and sufficiently detailed record of every significant concern, disclosure, observation, conversation, decision and action.
3. Report every safeguarding concern immediately to the DCPL/DSL or DDSL using the approved Child Protection/Safeguarding Incident Report Form.
4. Undertake appropriate training, including refresher training every year
5. It is not the responsibility of school staff to investigate suspected abuse. The school is not an investigation or intervention agency for child protection, but it has an

important role to play at the recognition and referral stages.

6. The school will follow applicable UAE law, current KHDA requirements and the directions of competent child-protection, police, healthcare and judicial authorities when responding to allegations or suspected abuse.
7. The DCPL/DSL will consider when and how parents or carers should be informed. Parental consultation or consent is not a precondition for reporting or referral where a child may be at risk. Parents must not be contacted before consultation with the DCPL/DSL where doing so could increase risk, compromise evidence, delay protection or conflict with advice from a competent authority.
8. If there is uncertainty about the appropriate external route, the DCPL/DSL will seek advice promptly from a competent authority. Consultation must not delay immediate protective action or reporting where sufficient concern exists.
9. The DCPL/DSL will keep the Principal appropriately informed unless the concern involves the Principal. In that case, the authorised LEAMS Education corporate safeguarding or governance authority will be informed and the matter escalated externally where required.

Referral and Escalation Decision-Making

- Referral and escalation decisions will be based on the child's immediate safety, the nature and cumulative pattern of concerns, vulnerability, professional judgement, legal duties and advice from competent authorities - not only on whether the matter appears to constitute a serious criminal offence.
- A student's or parent's wishes will be heard and considered, but they do not prevent the school from reporting, consulting or referring where safeguarding duties or the child's best interests require action.

- Lower-level concerns may be supported and monitored internally only after a documented risk assessment by the DCPL/DSL. Any new information, repeated pattern, escalation in risk or failure of support must trigger immediate reconsideration of external consultation or referral.

Record Keeping

- Child-protection records will be maintained separately from the main student file in a secure, access-controlled system. Each case must contain a clear chronology; date, time and location; the source and nature of the concern; the child's own words where applicable; factual observations; persons present; immediate safety action; reports and referrals; decisions and rationale; advice received; follow-up; outcomes; and dates of monitoring and review. Access is limited to authorised persons on a need-to-know basis and disclosure will follow applicable UAE law and competent-authority directions.
- When a student transfers, the DCPL/DSL will arrange the secure and timely transfer of relevant safeguarding records directly to the receiving school's designated safeguarding lead, in line with applicable requirements. The date, recipient, method of transfer and confirmation of receipt will be recorded; safeguarding records will not be handed to the student or sent through an unsecured channel.

Consistency of Policy

This policy should be read alongside the following other school policies:

- ☐ Health and Safety
- ☐ Teaching and Learning
- ☐ Inclusion
- ☐ Gifted and Talented

- ☐ Behavior & Disciplinary Policy
- ☐ Recruitment

External Child Protection Agencies

- Ministry of Interior Child Protection Centre: hotline 116111 and official Ministry of Interior reporting channels.
- Emergency risk or immediate danger: UAE Police emergency number 999. The DCPL/DSL or senior leader must coordinate emergency contact and immediate safety action.
- Dubai Police Child Protection: 800243 and www.dubaipolice.gov.ae. Contact details must be checked during each annual policy review.
- Dubai Foundation for Women and Children (DFWAC): 800111 and www.dfwac.ae.
- Latifa Hospital Child Welfare Unit
Tel: 04 2193000 Fax: 04 3241717 PO Box 4115 Dubai, UAE
Working Hours: 24 Hours

A Quick Look into the Procedures on Disclosure

WHAT TO DO ON DISCLOSURE

Stay Calm(Don't over-react,however shocked you may be)



Listen,hear and believe(Listen carefully,take it seriously)



Give time for the person to say what they want(Don't make assumptions and don't offer alternative explanations,ask questions beginning with Tell me about...Explain....Describe Avoid Who,What,When,Where questions)



Reassure and explain that they have done the right thing in telling.(Do not promise confidentiality;Explain that only those professionals who need to know will be informed)



Record the disclosure in writing, as close to the child's exact words as possible, and as soon as practicable on the approved Child Protection/Safeguarding Incident Report Form. Include the date, time, location, persons present, factual observations, immediate action taken, and the name and time of the person to whom it was reported. Preserve any original notes.

Report immediately to the DCPL/DSL or, in their absence, the DDSL. Urgent verbal reporting must be followed by the formal written record without delay.

Ms. Zainab
Head of Inclusion
Apple International Community School

Ms. Urvashi
Head of Section
Apple International Community School

Appendix 1: Declaration Statement by the staff member

**Declaration statement by the
staff member**

(to be recorded in the employee
personnel file)

I, Mr/Ms. in my capacity as , have read and understood the Child Protection & Safeguarding Policy guidelines of my school. I recognize that I am in a professional position and hereby abide to strictly follow the policy guidelines.

I am aware of:

- Our systems support safeguarding, including the staff code of conduct policy, the behavior policy and the role of the designated child protection & safeguarding team.
- What to do if I identify a safeguarding issue or a child tells me they are being abused or neglected, including statutory duties such as reporting to safeguarding team and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues.

I will undertake safeguarding and child protection training, including on whistle blowing procedures, to ensure that I understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

Name of the Employee:

Signature:

Date:

**Name of the
DCPL/DSL:**

Signature:

Date:

Appendix 2:

Incident Report

Body Form



