مدرسة دلهي الخاصة ذ.م.م

DELHI PRIVATE SCHOOL L.L.C.

Nurturing confident, respectful students who are empowered contributors to global society

Affiliated to C.B.S.E, New Delhi. School licensed by - Sharjah Private Education Authority

NAME OF POLICY	CHILD SAFEGUARDING POLICY
APPROVED BY	PRINCIPAL & DIRECTOR
APPROVED ON	19th MARCH 2026
NEXT REVIEW	MARCH 2027
RELATED POLICIES	HEALTH AND SAFETY POLICY, BEHAVIOUR MANAGEMENT POLICY, ANTI BULLYING POLICY, WELLBEING POLICY , E SAFETY POLICY.

Distribution list:

- Principal & Director
- Designated Safeguarding Lead
- V.Ps
- Designated Child Protection Officer (HM of Phase)
- Deputy DSLs
- Supervisors
- School Counsellor
- Staff
- Students

CONTENTS

OBJECTIVES
TYPES AND SIGNS OF ABUSE
SAFEGUARDING RESPONSIBILITIES OF THE STAFF
DISCLOSURE OF ABUSE (TO A STAFF MEMBER)
GUIDELINES FOR USE BY STAFF
SOP
PROCEDURE AND PREVENTIONS
ABUSE BY A STAFF MEMBER/PARENT
GENERAL GUIDELINES TO PROVIDE A SAFE ENVIORMENT
TRAINING FOR STAFF
GUIDELINES FOR VISITORS

INTRODUCTION

Federal Law No. 3 of 2016 concerning child rights, also known as Wadeema's Law stresses that **all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination**.

It also states that every child in the UAE, whether a resident or tourist, has the right to live and be safe, be educated, and be protected from neglect and all forms of abuse, whether physical, sexual, verbal, emotional or psychological.

At Delhi Private School, Sharjah the health, safety, and wellbeing of all our children is of paramount importance to every employee. We recognize the importance of safeguarding the overall wellbeing of our children. The management and staff believe that the school should provide a nurturing, safe and stimulating environment which promotes the social, physical, and emotional development of each student. Our children have the right to protection, regardless of age, gender, race, culture, or ability.

Child protection is the responsibility of all staff and especially those working with children. The designated Senior Person for Child Protection is the Headmistress of the phase. They are assisted by the admin supervisors and Reps of each grade.

PURPOSE

The purpose of this policy is to emphasize the protection of students as a core principle and help all stakeholders of the school understand their roles and responsibilities in creating a safe school. The policy also highlights the expectations of the staff members and the procedures they will follow from referrals to documentation and consultation with regards to child protection.

1. OBJECTIVES

The three main objectives of the policy are:

Prevention: *The School believes in providing a positive learning environment, equipping students with the skills needed to keep them safe. We practice safe recruitment procedures therefore in checking the suitability of staff to work with children.*

Protection: *The School ensures that staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.*

Support: *Take immediate steps to safeguard all those involved, such as reporting incidents to the relevant official entities, considering other laws that may be related to the incident.*

2. TYPES AND SIGNS OF ABUSE

Physical Abuse

Physical Indicators	Behavioural Indicators
• Unexplained bruises – in various stages of healing – grip marks on arms. • slap marks, bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions. • untreated injuries. • bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern	• Self-destructive tendencies. • aggressive to other children. • Behavioural extremes (withdrawn or aggressive) • appears frightened or cowed in presence of adults. • improbable excuses to explain injuries. • uncomfortable with physical contact • clothing inappropriate to weather – to hide part of body; violent themes in artwork or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
• Well below average in height and weight. • Poor hair and skin; alopecia. • Swollen extremities i.e., icy cold and swollen hands and feet. • Recurrent diarrhoea, wetting and soiling. • Sudden speech disorders. • Signs of self-harm • signs of solvent abuse (e.g., mouth sores, smell of glue, drowsiness). • extremes of physical, mental, and emotional development (e.g., anorexia, vomiting, stooping).	• Apathy and dejection. • inappropriate emotional responses to painful situations. • rocking/head banging. • inability to play. • indifference to separation from family • reluctance for parental liaison. • fear of new situation. • attention seeking/needing behaviour. • poor peer relationships.

Neglect

Physical Indicators	Behavioural Indicators
• Looks very thin, poorly, and sad. • constant hunger; lack of energy. • untreated medical problems. • special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene. • repeated accidents, especially burns.	• Tired or listless (falls asleep in class). • Compulsive eating withdrawn; lacks concentration; misses school. • reports that no one cares at home. • low self-esteem. • persistent non-attendance at school. • exposure to violence including unsuitable videos.

Sexual Abuse

Physical Indicators	Behavioural Indicators
• Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen, or thighs. • chronic ailments such as recurrent abdominal pains or headaches. • difficulty in walking or sitting. • frequent urinary infections. • avoidance of lessons especially PE, games, showers.	• withdrawn; chronic depression. • children having knowledge beyond their usual frame of reference e.g., young child who can describe details of adult sexuality; parent/child role reversal. • poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement. • suicide attempts (especially adolescents); hysterical/angry outbursts. • lack of emotional control. • sudden school difficulties • e.g., deterioration in schoolwork or behaviour.

It is vital to highlight at this point those children with special educational needs and disabilities, including communication or behavior difficulties, have a higher risk of bullying, neglect and abuse than others. Often, they are not identified or looked at as at-risk when it comes to indicators of possible abuse owing to mood, injury or behavior being attributed to the pre-existing condition rather than signals for safeguarding. Staff specifically involved with SOD are to be alert to these factors.

3. SAFEGUARDING RESPONSIBILITIES

3.1 Principal and Director

Provides strategic oversight and chairs/constitutes safeguarding case arrangements as required.

Informs the Board of Governance and SPEA where required.

Ensures appropriate action is taken where concerns involve staff or other adult.

Acts as the authorized school spokesperson on safeguarding matters

3.2 Designated Safeguarding Lead (DSL)

Receives and records safeguarding reports.

Assesses the concern and determines the appropriate next action.

Ensures the child is made safe and receives appropriate support.

Maintains safeguarding records and ensures confidentiality.

Coordinates internal action and external reporting/referral.

Escalates serious concerns to the Principal and Director.

3.3 Deputy DSLs

Deputy DSLs support the DSL and undertake the same safeguarding functions when the DSL is unavailable. The school maintains appropriate coverage across its phases/wings.

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3.4 Safeguarding Governor / Board of Governance

The Safeguarding Governor/Board receives appropriate safeguarding oversight information. Where a concern involves the Principal or DSL, the matter is escalated directly to the Safeguarding Governor/Board and the person concerned takes no part in the case.

3.5 Counsellor and School Nurse

The Counsellor provides appropriate emotional support and contributes to student wellbeing and follow-up.

The School Nurse assesses and records injuries and provides/coordinates appropriate first aid or medical support.

3.6 Head of HR

The Head of HR manages the employment/disciplinary aspects where a concern involves an employee, while safeguarding decisions remain subject to this policy and the direction of the DSL/Principal and relevant authorities.

3.7 All Staff and Adults

Know the signs of abuse and neglect.

Maintain professional boundaries and safe practice.

Listen and respond appropriately to students.

Report concerns the DSL/Deputy DSL on the same day.

Record factual information accurately and securely.

Maintain confidentiality on a strict need-to-know basis.

Never investigate a safeguarding concern independently.

4. DISCLOSURE OF ABUSE (TO A STAFF MEMBER)

When a student discloses abuse and / or neglect, the staff member should:

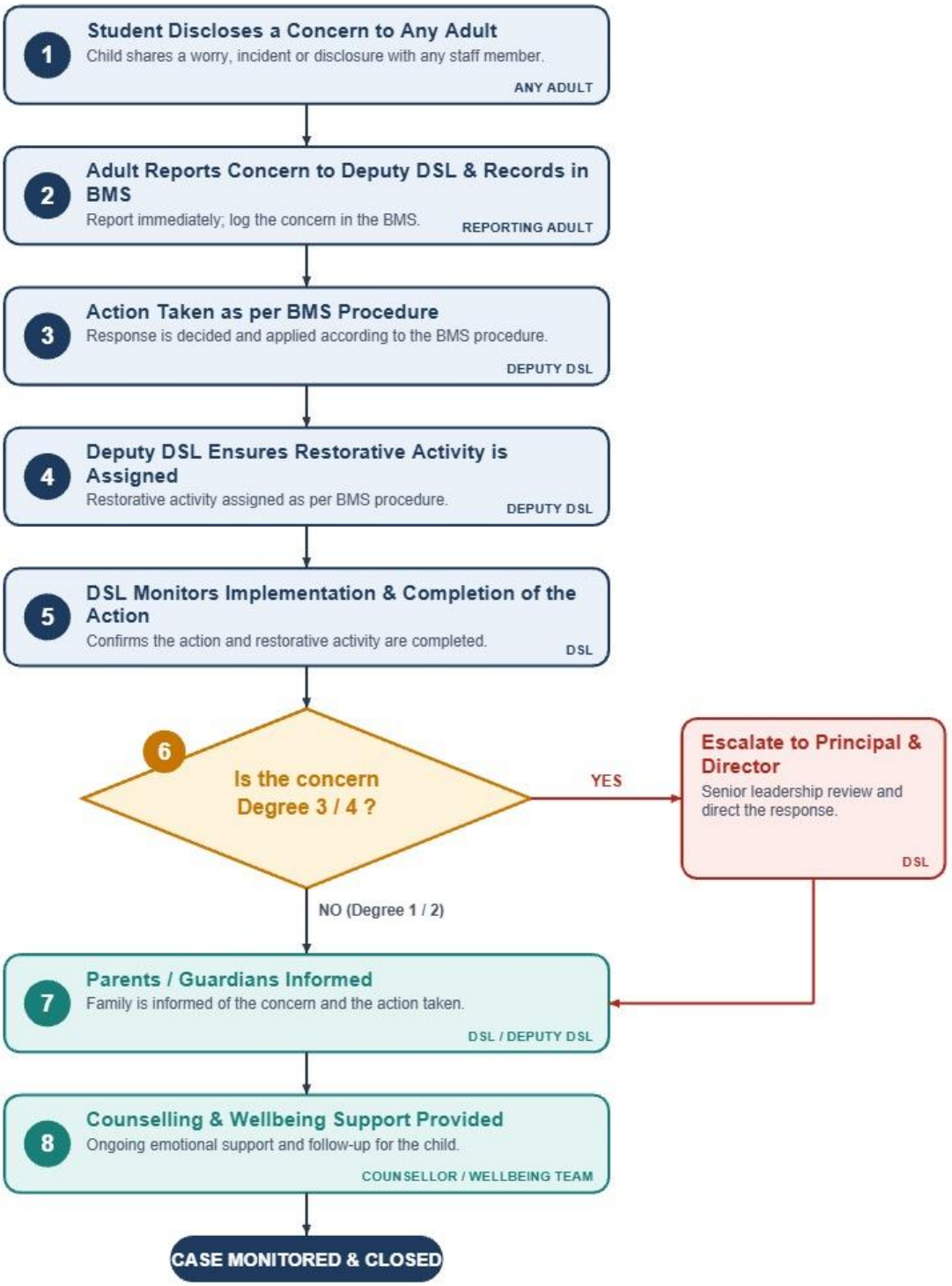
- Stay calm.
- Listen carefully to what the student is saying noting the main points.
- Talk normally without applying any pressure on the student.
- Reassure the student that what has happened is not his/her fault and that he/she has done the right thing by confiding in the staff member.
- Report at once the disclosure of abuse/ neglect to the DCPO

5. The following are guidelines for use by staff should a child disclose concerns of a child protection nature.

Do:	Do not:
• Listen to what the child says • Assure the child they are not at fault. • Explain to the child that you cannot keep it a secret. • Document exactly what the child says using his/her exact words. • Remember not to promise the child confidentiality. • Stay calm. • Listen • Accept • Reassure • Explain what you are going to do.	• Ask leading questions. • Put words into the child's mouth. • Ignore the child's behaviour. • Remove any clothing. • Panic • Promise to keep secrets. • Make the child repeat the story unnecessarily. • Delay • Start to investigate. • **Do Nothing**

SOP FOR CHILD SAFEGUARDING

Standard Operating Procedure | Reporting, Response & Support Flowchart



KEY NOTES

- DSL = Designated Safeguarding Lead | BMS = Behaviour Management System | Every step must be recorded in BMS.
- Any adult who receives a disclosure must report it to the Deputy DSL immediately, without investigating or promising secrecy.
- Information is shared on a need-to-know basis only. Concerns are handled confidentially at every stage.

6. PROCEDURE AND PREVENTIONS

In the case of a staff member reporting a disclosure of abuse and / neglect:

- Reach out to the concerned child and reassure him/her that help will be given.
- Gather information regarding the disclosure made to the staff member.
- Provision of on-going First Aid training, and dissemination of knowledge regarding all health, safety and prevention matters so that all School staff knows what is expected of them and what to look out for with respect to the protection and safety of students (e.g., First Aid, CPR).
- Communicating with students and their Parents/Guardians to hear their opinion through a variety of means, which may include surveys, group discussions and opportunities for them to express their views while ensuring their privacy. Additionally, Parents/Guardians shall be continuously informed of and given clarification regarding the roles and responsibilities they share with the School to protect their children.
- Decide the category in which the disclosure will fall – Urgent, Demands Attention, needs to be Observed.

➢ ***Urgent Situation***: means the disclosure of an ongoing physical or sexual abuse. In this case:

- The police should be called using the 999 service.
- Report disclosure to the MOI Child Protection Centre within 24 hours of disclosure.
- The teacher should seek advice from the police/ MOI Child protection Center about informing the parents and the further course of action to be followed in the given situation.

➢ ***Demands Attention:*** means high levels of emotional abuse, neglect, minor physical abuse. In this case:

- Support the child and work on the issues raised.
- The school can seek advice from the MOI Child protection Centre at this stage as well.
- Inform parents of the situation and offer counselling services.
- Inform the Class teacher of the situation.
- Sensitize the classmates, if required.

➢ ***Needs to be observed :*** means that there are some reasons to believe that the child needs protection and help as the situation may lead to abuse / neglect. In this case:

- Offer support services so that a situation of abuse or worsening of the present conditions can be averted.
- Inform parents of the situation and offer counselling services.
- Inform the Class teacher of the situation.
- Sensitize the classmates, if required.

7. IN CASE OF ABUSE BY A STAFF MEMBER/PARENT

- If a staff member observes that a colleague/parent is causing concern to a student, the staff member should discuss the issue with DSL who will discuss this with the Principal and Director.
- Should a student accuse a member of staff/parent/family of physically or sexually abusing him/her, the matter should be referred immediately to the grade supervisor.

- The parent is called to the school and advised.
- The Principal should constitute a committee who will investigate the incident.
- The Committee will submit its findings to the Principal within a week of the reported incident.
- The Principal will consider the findings of the Committee and take necessary action.
- Until the investigation takes place the concerned staff member shall be on forced leave.
- The student is sent for counselling to the school counsellor.

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8. GENERAL GUIDELINES TO PROVIDE A SAFE ENVIORMENT

Staff members must maintain a professional relationship with all students. It is advised that:

- Any discussions with a student should take place in a room with a window or the door should be left open.
- Physical contact with students should be done carefully and needs to be always appropriate.
- No corporal punishment to be given as it is against the UAE laws.

Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through its curriculum. The safeguarding of children is an important focus in the school's personal development programme and is also addressed where it arises within the context of subjects. Through the preventative curriculum we aim to build the confidence, self-esteem, and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.

Throughout the school year child protection issues are addressed through assemblies and there are Child Protection posters and relevant information displayed in the school, which provides advice and displays child helpline numbers.

9. TRAINING

Staff will be trained annually on the Child Protection Policy highlighting any changes to the previous year's policy.

10. VISITORS

The following guidelines are applicable for visitors:

- Staff is responsible for enquiring from the visitors the purpose of their visit and ensuring that at least one responsible member of the staff/support staff accompanies them during their always visit on campus.
- It is required for the staff inviting visitors to the school for purposes of interacting with the students, to ensure they have information about the background of the visitors.
- Care must be taken that visitors are not left unsupervised when students and young people are present.
- Visitors, who have no legitimate reason to be on site when students are present, must be asked to leave.
- It is not encouraged that students have frequent visitors to the school other than to drop off or collect as this could give them access to other students.

REVIEW: This policy shall be reviewed annually.