



RAFFLES

INTERNATIONAL
SCHOOL

Safeguarding and Child Protection Policy

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world




Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Adopted: September 2014

Last Revised/Amended: August 2024

Next review: August 2025

CEO/Board		 Principal
 Head of Primary School	 Head of Secondary School	Safeguarding Governor

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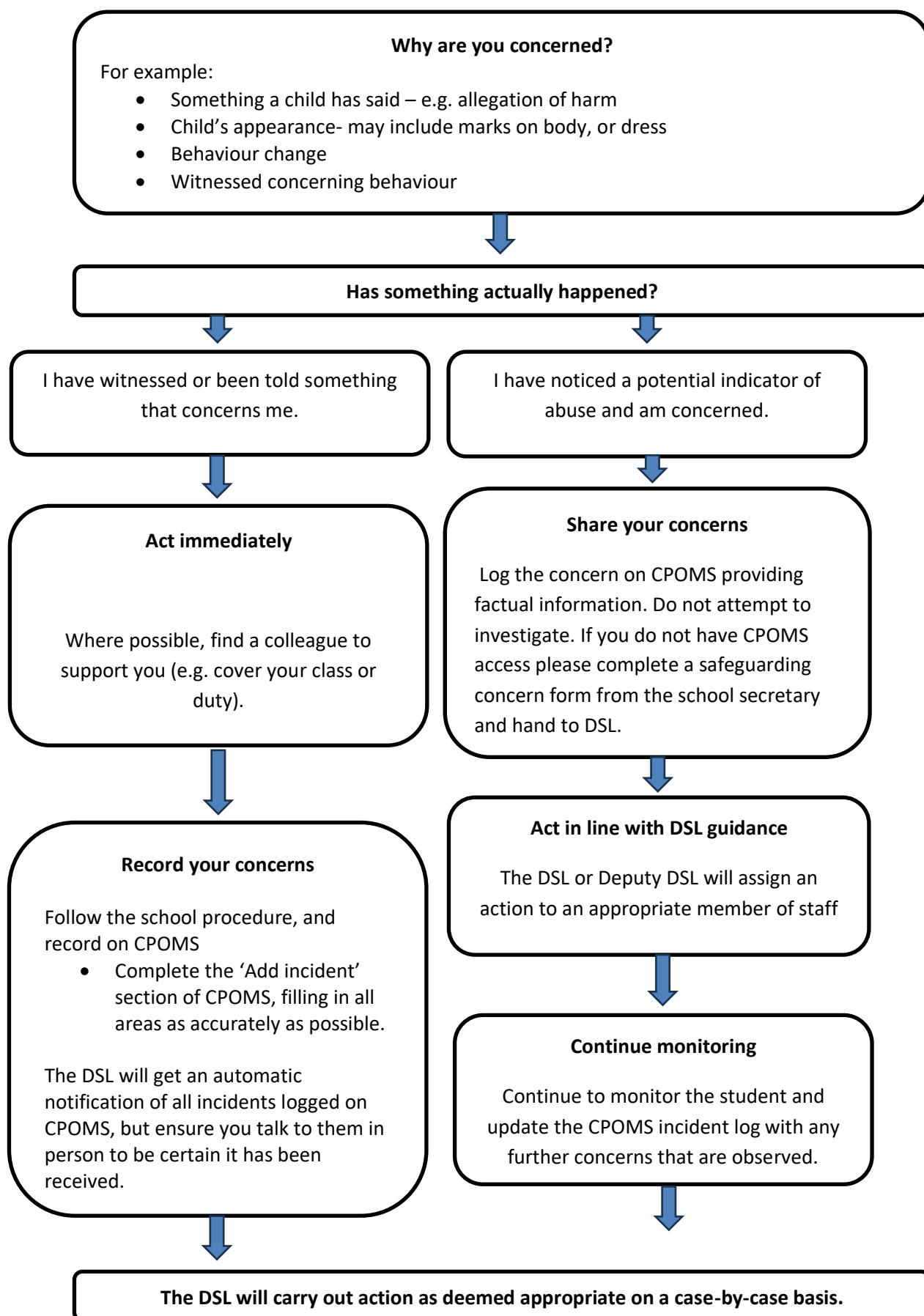
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Key Contacts

DESIGNATED SAFEGUARDING LEADS (DSLs)	
Name	Contact
Martyn Humphries – Secondary Link DSL Deputy Head of Secondary	martynh@rafflesis.com
Rebecca Humphries – Primary Link DSL Deputy Head of Primary	rebeccah@rafflesis.com
Sarah Varghese - Deputy DSL School Counsellor	sarahv@rafflesis.com
Matthew Barrett – Deputy DSL Principal	matthewb@rafflesis.com

In order to contact any member of the safeguarding team via phone, please contact the school office on +971 4427 1200 and ask to speak with the relevant DSL or Deputy DSL.

How a member of staff should respond to a safeguarding concern.



How a parent or other adult can raise a concern

Parents are advised to speak with the appropriate Class Teacher / Form Tutor or Head of Year in the event of any pastoral concerns they may have. If there is a concern regarding the safety and welfare of a student and a parent believes this may constitute a safeguarding concern, the parent is to contact the most appropriate safeguarding lead using the key contacts information on page 3 of this policy.

Introduction and Ethos

The purpose of this policy is:

- To protect the safety, welfare, and well-being of the students on roll at our school.
- To set out the school's overarching principles, approaches and systems to child protection and safeguarding across all aspects of school life.
- To ensure staff are aware of their statutory safeguarding duties and responsibilities.
- To ensure staff are well-equipped and confident to recognise and report child protection concerns.
- To promote an open and listening culture where everyone can voice concerns in the knowledge they will be believed, helped, and supported.

Our core safeguarding principles are:

Promotion- making sure students, parents, staff, and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school.

Prevention- positive, supportive, vigilant, open, and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures.

Protection- following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

Support- for all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.

Working with parents and other agencies- to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

Raffles International School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Staff and other adults working with children at Raffles International School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Raffles International School believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account

and all children regardless of age, gender, ability, culture, race, language, religion, have equal rights to protection.

Raffles International School recognises the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.

Raffles International School expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately. All staff have a duty and will report any suspected or disclosed issues of child protection to the Designated Safeguarding Lead (DSL)/ Safeguarding Team. If the threat is immediate or on-going it will be reported to the appropriate local safeguarding authorities as set in place by the UAE.

This policy is implemented in accordance with our compliance with the statutory guidance from the Ministry of Education, and KHDA, which requires individual schools and colleges to have an effective child protection policy.

The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers.

Legislation and Guidance

Raffles International School Safeguarding and Child Protection Policy is derived from laws and guidance set within the UAE. These include:

- UAE Federal Law No. 3 of 2016 on Child Rights (Wadeema's Law).
- UAE Ministry of Education- National Child Protection Policy in Educational Institutes in United Arab Emirates.
- UAE School Inspection Framework 2016, Section 5- The protection, care, guidance and support of students.

Other guidance for this policy has been sought from:

- DfE Keeping Children Safe in Education 2024 (KCSIE)
- DfE Working Together to Safeguard Children 2023 (WTSC)

Other Related Policies

This policy should be read alongside the following policies, all of which serve to safeguard the children at Raffles International School:

- RIS Anti-bullying policy
- RIS Attendance Policy
- RIS Behaviour for Learning Policy
- RIS BYOD Policy
- RIS Health and Safety Policy
- RIS Healthy Eating Policy

- RIS Inclusion Policy
- RIS Minor Injuries, First Aid and Emergency Policy
- RIS Online Safety Policy
- RIS Parent ID Policy
- RIS Safeguarding Children- Safer Recruitment Policy
- RIS Wellbeing Policy

Definitions of safeguarding

In line with KCSIE 2024, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Safeguarding is what we do to prevent children suffering or coming to harm.

Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.

Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and psychological needs. Section 8 and Appendix 1 provides a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.

Informing staff and others of the safeguarding policy

All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them. The policy can be found on the school website and within the schools online shared areas.

Parents/carers can obtain a copy of the school’s Safeguarding and Child Protection Policy downloaded from the school website along with other related policies, including for online safety, safer recruitment and anti-bullying. Additionally, these and other policies are available from the school office on request.

Students will be made aware of the school’s systems in age-appropriate ways through displays around the school site, within lessons, assemblies and via the school website. The DSLs will ensure students have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken.

Roles and Responsibilities of RIS Staff

All adults working with or on behalf of children have a responsibility to protect and safeguard them, to identify and report suspected abuse and to ensure the safety and wellbeing of the students in the school. There are, however, key people within the school who have specific responsibilities under safeguarding and child

protection procedures. The names of those carrying out these responsibilities are listed on the third page of this policy.

All staff are responsible for ensuring they are kept informed about child protection procedures by attending annual safeguarding training. All staff, including temporary staff and volunteers, must read appropriate literature provided to them (KCSIE 2024), and sign to say they have received training.

Responsibilities of the Designated Safeguarding Leads (DSL)

It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that all the child protection procedures are followed within the school, and to make appropriate, timely referrals if practicable. If for any reason a DSL is unavailable, the Designated Safeguarding Team (DST) will act in their absence. Additionally, it is the role of the DSL to ensure all staff employed, including temporary staff and volunteers within the school, are aware of the schools' internal procedures, to advise staff, and to offer support to those that require.

It is the responsibility of the DSL to ensure their relevant training and qualifications are kept up to date. They will The DSL is also responsible for ensuring all adults working with or on behalf of children at RIS have received up-to-date safeguarding training.

All safeguarding records, notes, and concerns will be logged on CPOMS. CPOMS is a secure online platform that is password protected and includes two-factor authentication. It enables individual profiles to be shared with the relevant people whilst keeping all other profiles private. CPOMS is used as it means there is no need for notes or paper which can be lost or misplaced; all safeguarding profiles are stored safely online. All staff are informed to record factually on CPOMS to protect themselves as well as the child of concern. The DSLs are responsible for maintaining well-kept records of incident reports on CPOMS.

Responsibilities of the School Doctor/Nurse and Counsellor:

- The school Doctor/Nurse or Counsellor may be requested to provide physical treatment and emotional support.
- The Doctor or Nurse may be required to conduct an examination if there are physical injuries and write an initial report.
- The Doctor/ Nurse and/ or Counsellor can provide positive encouragement to the child, liaise with family members to determine how best to promote the child's safety and emotional welfare both at school and at home.
- In some cases, the child may have to take medication. The School Doctor or Nurse will ensure that all standards and procedures for administering medications in the school setting are met.

Responsibilities of the HR department

The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes, following the Safeguarding Children: Safer Recruitment Policy. As part of the schools recruitment and vetting process, these checks include:

- Provision of an up-to-date police 'good conduct' letter and/or criminal records check.
- Provide proof of identity and verification of professional qualifications.
- That two or more references are taken up from previous employers with follow-up questions with regard to the applicant's compliance with any Child Protection procedures.

- A declaration signed by the prospective employee on any application form and/or contract that s/he has not been convicted or undergoing court or disciplinary proceedings for any offence involving child abuse and/or breach in exercising a duty of care for children.
- Proof of registration with the General Teaching Council where applicable (for teaching staff).

Responsibilities of parents and carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant school policies and procedures.
- Wear their parent ID lanyard when on school site.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.
- Speak to school staff if they have any concerns about the welfare, well-being, and safety of their children.

Recognising Indicators of abuse and neglect

All staff at Raffles International School are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (KCSIE) 2024.

Raffles International School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The school acknowledges that safeguarding includes a wider range of specific issues. Additional information on these specific issues is given in the sections below, in Appendix A of this policy and also set out in KCSIE Part 1 and Annex B.

Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused, however, all concerns should be taken seriously and explored by the relevant DSL on a case-by-case basis.

Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms. By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

Action if a child is in immediate danger or suffering harm or likely to suffer harm

As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must keep the child with them and let the DSL know immediately.

The member of staff must make a record of what the child (ideally contemporaneously or swiftly after the conversation to ensure an accurate record) is telling them/has told them and also record this on CPOMs as soon as soon as possible after the alert to the DSL. (See details under making a record of a concern). The DSLs, along with the relevant Deputy DSLs will review the case and decide on the next steps.

Action if a concern about a child is not in immediate danger or risk

Staff must be vigilant at all times. In doing this staff may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small to share and that they are vital in helping the DSLs to build a picture of the child's well-being, welfare, mental health, and safety and take the necessary action.

Staff must follow school procedures and record the concern on CPOMs. The DSLs will ensure that there is continuous monitoring of CPOMs throughout the day, so no concerns are missed, and any necessary actions are taken. The member of staff should not hesitate in discussing their concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

Guidance on receiving a disclosure from a child

Staff should follow this approach:

Listen to what the child has to say. Allow them time to talk freely and do not ask leading questions. Reassure the child that they are doing the right thing in telling you. Let them know they are being taken seriously.

Stay calm and do not show any judgement or shock at what you are being told. Do not in any circumstance promise to keep what they have told you a secret. Explain you will have to pass on information to ensure the child is safe and that other adults who are trained to help will be informed.

If possible, make a handwritten record as the child speaks. If this is not possible, make a handwritten record as soon as possible afterwards. Follow the school procedure to also make a report on CPOMs.

Speak to a DSL or deputy DSL immediately if the child is in immediate risk or has been harmed as noted above.

Under **no** circumstances should the staff member undertake any investigation into the concern.

Making a record of a concern or disclosure

Any child protection concerns should be entered into CPOMS. If the concern is a direct disclosure from a child, then this should be recorded in as much detail as possible so there is a contemporaneous record of the disclosure, which can be used as evidence should it be required. The start, end time, location and date on the disclosure should be added to the report. The report should be uploaded to CPOMS and the DSL or member of the safeguarding team informed immediately. If you do not have access to CPOMS, a Logging a Safeguarding Concern Form should be completed and submitted to a DSL.

Notifying parents/carers of child protection concerns

Parents/carers will be informed of concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm.

Confidentiality

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

Designated Safeguarding Leads and Deputy Designated Safeguarding leads will share information about a child on a 'need to know' basis to help maintain confidentiality.

Record keeping

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in CPOMS and will be actioned by the appropriate staff member.

Records must be completed at the time using the child's words and recorded via CPOMS as soon as possible after the incident/event. A body map is available to record any marks or injuries observed.

If members of staff are in any doubt about recording requirements, they should discuss their concerns with an appropriate DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSLs.

Suitable records will also be kept regarding applicable communication / meetings for each child to build a full and detailed chronology. Other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour may also be applicable in safeguarding a child.

Supervision

Raffles International school ensures that systems are in place to keep children supervised and safe. It is important for staff to understand the importance of student supervision and observe the following guidelines at all times.

Before school

- The school building is open to students from 7:15am. Students that arrive before this time should remain in the canteen, unless they are participating in supervised school activities (sports team training for example).

During school hours

- Primary students are supervised during transitions between lessons by a member of the teaching staff.
- Children are not allowed to leave the school site during school hours, unless there is clear written evidence of a request from the parent/guardian. Any early leave should be authorised by a member of SLT, and students should sign out with security at the main reception.

- If a child is taken ill during the school day and needs to leave school, the clinic will contact parents and arrange for the child to be collected. Students should sign out with security at the main reception
- There are designated areas for students during break and lunch times. Students will be supervised at all times in these designated areas during break and lunch.

After school

- Students that are in school for CCA/sports team will be supervised by the member of staff leading the CCA/sports team.
- Any students that are not participating in an after school activity should leave school site immediately. Any students waiting for collection from school should wait in main reception or be seated in the canteen.

Trips and visits

- Any students participating in a school-led trip or visit will be supervised in accordance with our Educational Visits Policy.

Safeguarding Children with Special Educational Needs and disabilities

Raffles International School acknowledges that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges as they may have an impaired capacity to recognise, resist and/or avoid abuse. The school will ensure that children with SEND, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEND may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEND.

The DSL will work closely with the Head of Inclusion to share information and plan support and monitor as required.

Mental health and children requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour, and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

The school is proactive in promoting the mental health and wellbeing of students. This includes links to the school's approach for preventing and tackling bullying.

Children that are absent from education

Persistent absence, patterns of absence or children that go missing from education can act as a vital warning sign of a range of safeguarding issues. The school has in place robust systems for recording and monitoring daily attendance and punctuality of students. This includes 'first day' calls, follow up calls, letters home and meetings with parents/carers. Where patterns of absence or persistent absence are noted, these should be recorded on CPOMS.

The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, wellbeing, and safety of students. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the wellbeing of a student.

Child-on-child abuse

All members of staff at RIS recognise that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place. Staff must be mindful that their response could impact on another child coming forward in future.

All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:

- That even if there are no reports 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 child-on-child abuse, they should speak to the DSL (or deputy).
- The importance of challenging inappropriate behaviour between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours with terminology such 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.
- That some child-on-child abuse issues may be affected by gender, age, ability, and culture of those involved.
- That children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

In line with KCSIE 2024 the school recognises that child-on-child abuse is likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual violence
- sexual harassment
- upskirting
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)

Appendix D of this policy comprehensively details the types and forms of child-on-child abuse staff should be aware of.

Concerns and allegations against members of staff and adults in the school

An allegation of abuse made against any employee must be reported immediately to the Principal. In the absence of the Principal this must be reported to the relevant Designated Safeguarding Lead.

In the event of an allegation being made against the Principal, the allegation should be reported to the Innoventures CEO. The reporting an allegation form (appendix I) may be completed in this instance and handed to the Principal / CEO ensuring details include the subject of the allegation.

The school has a duty to act on every allegation made.

When acting upon allegations, RIS will (in line with KCSIE 2024)

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently, and
- provide effective protection for the child and support the person subject to the allegation.

This part of the policy has two sections covering the two levels of concerns and allegations:

1. Concerns / allegations that may meet the harm threshold.
2. Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this policy as ‘low-level concerns’.

Behaviour that may meet the harm threshold

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Behaviour indicative of a Low-Level Concern

This does not mean that it is insignificant. Only that the adult’s behaviour does not meet the harm threshold set out above. 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’.

Low Level Concerns

A Low-Level Record of Concern Form Regarding a Staff Member can be found in appendix H. Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with Raffles International School’s Staff Code of Conduct, and/or;
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Where possible, please speak with the Principal as soon as possible, or in his absence the suitable designated safeguarding lead. It is also helpful to document your concerns, which can be done using the form found in appendix H. When completed, please pass this form to the Principal. If the concern is about the Principal, please pass the form to the Innoventures CEO.

Safeguarding concerns and allegations made about staff, temporary/supply staff, contractors and volunteers

When a safeguarding concern or allegation is made about a member of staff, including temporary/supply staff, contractors or volunteers, or relates to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children our set procedures must be followed. The full procedures for dealing with allegations against staff and managing low level concerns raised about staff can be found in the *Innoventures Education Safeguarding Concerns and Allegations made about Staff, Temporary/supply staff, Contractors and Volunteers Policy and Procedures* that itself is derived from procedures outlined in *Keeping Children Safe in Education (DfE, 2024)* and contextualised to the nature of British overseas education provided in the UAE. Safeguarding concerns or allegations made about staff who no longer work at the school, or historical allegations will be reported to the police

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider steps outlined in the complaints procedure policy or whistleblowing policy.

Positive Handling

While behaviour at RIS is typically excellent, we acknowledge that there may be occasions when staff need to use reasonable force to protect themselves or others, including children or adults, from harm. It is essential that all staff members who might need to intervene physically with children clearly understand the available options and strategies. The use of force to restrain or physically guide someone should always be seen as a last resort.

Positive handling refers to the use of force to contain a child and restrict movement in order to prevent harm to them or others. As there is no precise legal definition of reasonable force, its appropriateness and extent will depend on the specific circumstances. Physical force is not justified in response to minor behaviours or situations that can be resolved without it. Any force used must be proportionate to the circumstances, kept to the minimum necessary to achieve the intended outcome, and always aimed at de-escalating the situation to prevent further escalation.

RIS has members of staff who are appropriately trained in positive handling. These members of staff are the only persons authorised to use reasonable force. Staff will try to avoid physical intervention by attempting to de-escalate an incident. The use of reasonable force will only be used, as a last resort, to protect a child from doing the following:

- Causing injury to themselves or others
- Causing damage to property including their own
- Behaving in a way that would be a criminal offence if the child were not under the age of criminal responsibility

Immediately following an incident of restraint the member of staff should record the incident on CPOMS, alerting the DSL. Parents will be informed of any incident where physical restraint is used.

Whistleblowing/Complaints procedure

All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team. Wrongdoing covered by this 'public interest disclosure' includes:

- someone's health and safety is in danger;
- damage to the environment
- a criminal offence (e.g., fraud)
- not obeying the law;
- covering up wrongdoing
- misusing public funds
- actions that negatively affect the welfare of children

All members of the RIS community are made aware of the school's complaints procedure policy. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

All staff are advised to contact the Innoventures HR manager to report a whistleblowing concern.

Site security and arrangements for visitors

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into the school. Visitors will be expected to sign in and out via the visitors log and to display a visitor's badge whilst on site.

The school will consider the suitability of any external organisations who may provide information, resources & talks to students. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (e.g. for multiple sessions).

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Policy Review

This policy is to be reviewed annually, though any deficiencies or weaknesses in child protection arrangements will be remedied without delay. The Principal and CEO (on behalf of the Board) will undertake an annual review of the school's Child Protection/ safeguarding policies and procedures and of the efficiency with which the related duties have been discharged.

DATE FOR REVIEW

August 2025

Appendix A- Categories of Abuse

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso

- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix B- Specific Safeguarding Issues

(KCSIE Annex B)

This text is taken from Annex B of KCSIE which contains further important additional information about specific forms of abuse and safeguarding issues.

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this Annex.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic abuse

The Federal Decree-Law No. (10) of 2019 On the Protection Against Domestic Violence recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, attendance and progress at school.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. 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.

It is essential that **all** victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when students are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Appendix C- What to do on disclosure

Stay calm



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 open ended questions beginning with Tell me about...Explain...Describe... do not ask 'why?' a child thinks an event occurred)



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 and this is to keep the child safe)



Record in writing as near verbatim as possible and as soon as possible on CPOMS
(Use the child's own words, make your record as soon as possible after the event, so that you don't forget anything, and include information about what action was taken afterwards)



Report to the DSL

Appendix D- Child-on-child abuse

This section comprehensively covers forms of child-on-child abuse, including sexual violence and sexual harassment.

Raffles International School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child-on-child abuse will never be tolerated or passed off as part of “just banter”, “just having a laugh”, “part of growing up”.

All child-on-child abuse is unacceptable and will be taken seriously.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond.

In cases where child-on-child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We understand that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported, therefore we are committed to remaining vigilant.

Types of child-on-child abuse

Child-on-child abuse is most likely to include, but not limited to:

- 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 otherwise 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 violence);
- sexual harassment, such as sexual comments, remarks, jokes, unwanted touching and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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 nudes 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, or under a toilet door, without their permission, with the intention of viewing their genitals or buttocks to obtaining sexual gratification, or cause the victim humiliation, distress, or alarm;
- 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).

Procedures to minimise the risk of child-on-child abuse

We respect every child/young person's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available. We actively promote a school culture where children are able to confidently report abuse, knowing that their concerns will be treated seriously.

We will minimise the risk of child-on-child abuse by:

- Ensuring that our formal and informal curricula educates our school community about inappropriate/appropriate behaviours, and consent
- Ensuring that all staff are trained to recognise harmful behaviours
- Challenging all forms of derogatory or sexualised language or behaviours
- Ensuring that staff are available and on duty during social times (e.g., break/ lunch/ before school/after school)
- Ensuring that our CCTV is operational
- Empowering our students to challenge harmful behaviours and bullying, and supporting our students to reflect on their behaviour, and access additional support where needed
- Ensuring our students know they can speak to staff about any issues they are concerned about

[Appendix E- CPOMS](#)

What is CPOMS?

CPOMS (Child Protection Online Monitoring Service) is a software application for monitoring child protection and other student welfare issues, which works alongside our school's existing safeguarding procedures. CPOMS provides schools with an online, centralised database where all safeguarding data is stored safely and securely.

The role of CPOMS in Safeguarding

CPOMS aids in the management of child protection, behavioural issues, domestic/home related issues and other issues pertaining to the welfare of students in school.

Every member of staff across the school has an obligation to report any concerns that they may have. CPOMS allows us to record information in a central system and have relevant people alerted immediately. DSL's are able to build a chronology around a student and can produce reports for meetings, governors and KHDA and fulfil any information requests from professionals/parents.

If a member of staff identifies an immediate child protection concern, they must act in accordance with the Child Protection Procedures and alert the DSL immediately with regards to the nature of the concern.

The member of staff must also record in writing this concern via one of the following means:

- SLT/Teachers/admin/pastoral staff: Record the concern on CPOMS in accordance with training.
- Teaching assistants/cleaning staff/security/anyone without a CPOMS account must speak to a designated safeguarding lead if they have a concern: Record the concern on a 'safeguarding concern form' located in the school secretary's office and hand it to a DSL.
- It is the responsibility of the DSL to scan the concern form onto CPOMS.

Staff may also log significant events on CPOMS if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child e.g. parent lost job, parents separated, significant bereavement, parent in prison or a significant piece of information regarding significant wider family members.

Staff may also log 'parental contact' if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child e.g. parent displaying violent/aggressive/discriminatory behaviour, parent informing school of changes in behaviour/child worried about school or social relationships.

There are occasions whereby staff come to know about incidents outside of school either through direct observation/third party. This may be recorded if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child e.g. social media issues, parent/carer seen being physically/verbally inappropriate with their child, parent seen using substances/excessive alcohol use, child seen having contact with parent which school are aware is unsuitable/explicitly not allowed.

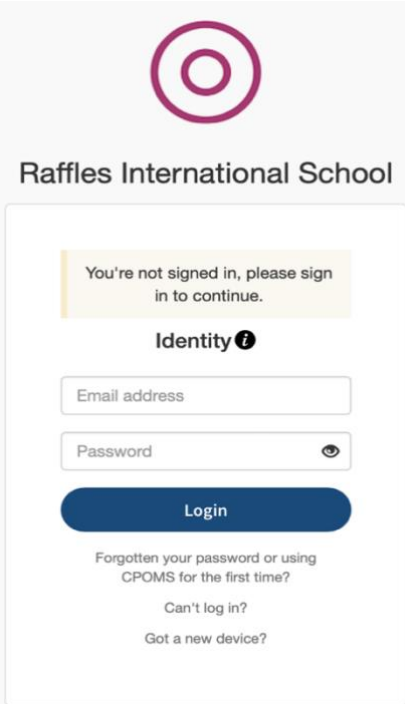
How to access CPOMS

CPOMS can be accessed from wherever there is an internet connection as it uses a web-browser interface. This means any mobile device can be used. All teaching staff have access- which means any member of the teaching staff can incidents and actions.

Visit the website <https://rafflesis.cpoms.net/>

Login to your school account using your school email address. If you have forgotten your password, or are using CPOMS for the first time, click below the 'Login' button and the process.

It is the responsibility of every teaching member of staff to they have set up their CPOMS account before the start of academic year 2024-2025.



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Elevate your access

Any member of staff that requires more than just logging incidents (Heads of Year, SLT) needs to elevate their access by enabling two-factor authentication. To do this:

- Download CPOMS authenticator app from the app store on your phone.
- Login to CPOMS.
- Click Account Settings along the top, and then Security Keys.
- Add new device.
- Scan the QR code using the CPOMS app on your phone, input the code you are given.
- This will link your CPOMS account with the authenticator app.
- Now whenever you log into CPOMS, you will have to authenticate (the same as with ISAMS).
- A step-by-step guide will be shared.

Logging Incidents

Once logged in you are presented with the CPOMS dashboard. Click the '+Add incident' option at the top of the screen to begin recording a safeguarding concern.

Refer to the CPOMS guidance in the schools shared area for support with logging incidents.

[Appendix F- Involvement of Outside Agencies](#)

Community Development Authority (Centre)

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The recently opened centre under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.

www.cda.gov.ae

Contact number: 800988

Ministry of Interior

The MOI Child Protection Centre has been established to undertake the role of providing safety, security and protection for all children living in the UAE.

www.moi-cpc.ae

Contact number: 116111

Dubai Police Human Rights Department

24/7 Duty Officer 056 6862121

 <p>Major Shahein Dubai Police Human Rights Department</p> <p>04 6082608 Work +971 506355377 Mobile almazmi@dubaipolice.gov.ae</p>	 <p>Miss Fatma Albloshi Dubai Police (Child & Women... Head of Awareness & Educati...</p> <p>+971 46082602 Work +971 508400058 Mobile f.murad@dubaipolice.gov.ae http://www.dubaipolice.gov.ae</p>
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Dubai Foundation for Women and Children (DFWAC)

The first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse and human trafficking. It was established in July, 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services in accordance with international human rights obligations. The Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually and emotionally abused women and children, prevent ongoing abuse and the escalation of violence and promote social awareness through education and outreach.

www.dfwac.ae

Contact number: 800111

Latifa Hospital Child Welfare Unit

Tel: 04 2193000

Al Ameen Reporting (Dubai & Federal Police)

The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of developments in Dubai and on issues that concern them.

www.alameen.ae/en/

Contact number: 800-4-888

Appendix G- Logging a Safeguarding Concern Form

This form is designed to report any safeguarding incidents or concerns. It should be completed by the person who has disclosed the incidents/concerns. Once completed it should be submitted to one of the Designated Safeguarding Leads at RIS.

Name of person completing the	
Role	
Date form is completed	
Relationship to child	

Details of child at risk:

Name	
Date of birth	

Gender	
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Incident details:

Date and time:		
Location:		
<p>Description of the incident or concern: (continue on separate sheet if necessary, and attach any relevant documentation): (Include relevant information such as what happened, how it happened, description of any injuries sustained, behaviour witnessed, the names of any witnesses, and whether the information provided is being recorded as fact, opinion, or hearsay)</p>		
Name:	Signature:	Date:

[Appendix H - Logging a Low-Level Record of Concern Form](#)

Low-Level Record of Concern Form - Regarding a Staff Member

Name of adult writing this concern:	
Name of adult whom this concern is about:	
Date written:	
Signature:	
<p>PLEASE WRITE YOUR CONCERNS BELOW (Continue overleaf if needed): <i>You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary). Consider any contextual information that may be appropriate to know</i></p>	

Appendix I – Reporting an allegation against a member of staff, supply staff or volunteer

This form is designed to report any allegation in relation to a member of staff, supply staff or volunteer. It should be completed by the person who has been informed of the allegation and handed to the

Principal / DSL / CEO as appropriate. Remember: it is not appropriate for you to inform the person subject to this allegation that you have completed this form.

Name of person completing the form	
Role	
Date form is completed	
Relationship to child	

Details of child at risk:

Name	
Date of birth	
Gender	

Details of the adult subject to this allegation

Name	
Designation / role	
Gender	

Allegation details:

Date and time:		
Location:		
Description of the allegation: (continue on separate sheet if necessary, and attach any relevant documentation):		
To your knowledge, is the adult subject to this allegation or the parents of any children involved currently aware of this allegation?		
Name:	Signature:	Date: