MAMOURA

BRITISH ACADEMY

Child Protection and Safeguarding Policy

Policy Issued	Term 3 2020-2021
Policy Updated	Term 3 2024-2025
Next Review	Term 3 2026-2027
Lead Professional	Assistant Principals - Pastoral
SGG Ratification	Term 3 2025-2026

Rationale

Mamoura British Academy acknowledges that it has a responsibility for the safety and welfare of all the children in its care. This policy is an outline of how the Academy proposes to implement these guidelines to ensure the protection and welfare of all children attending our school.

Classification: General Internal Purpose

Policy References:

- ADEK Student Protection Policy
- ADEK Safeguarding Policy
- Aldar Education Safeguarding and Student Protection Policy
- Aldar Education Training Matrix

Purpose

This policy acts as a Mamoura British Academy Addendum to the Aldar Education Central Safeguarding Policy.

Mamoura British Academy fully recognises its responsibility to safeguard and promote the welfare of children. The purpose of this policy is to provide staff and employees with the guidance they need to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

This document is generated specifically for Mamoura British Academy as a supplement to:

1) Aldar Education Safeguarding and Student Protection Policy
2) Training information on Safeguarding- annual update for all staff (located in the induction Team for all staff to access)
3) CPO posters (located around the school building)
4) Aldar Academies Safer Recruitment Policy

The Mamoura British Academy Safeguarding and CP Team:

Child Protection Co-ordinators (Designated Safeguarding Leads)
• Saoirse Hall – LS Assistant Principal and DSL- 050 9213763 - shall@almamouraacademy.sch.ae • Ian Wignall – MS/SS Assistant Principal and DSL- 058 584 4026 - iwignall@almamouraacademy.sch.ae
Child Protection Officers
• Katie Moran- School Counsellor – 0585864191 - kmoran@almamouraacademy.sch.ae • Rachael Heathcote – Director of Inclusion - 058 5230701 rheathcote@almamouraacademy.sch.ae • Ashleigh Dabell – Director of Welfare - 058 546 6016 - adabell2@almamouraacademy.sch.ae • Amy Locker – Director of Upper Key Stage 2 – 0585703990 - alocker@almamouraacademy.sch.ae • Kerry Birch- Director of Lower Key Stage 2- 0527439833 - kbirch@almamouraacademy.sch.ae • Saniah Majid – Director of Key Stage 1 – 0585407408 - smajid@almamouraacademy.sch.ae • Sudi Limbu – Director of Early Years – 058521919 - slimbu@almamouraacademy.sch.ae • Chris Hughes – Head of Year – 055 957 8851 chughes@almamouraacademy.sch.ae

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Aims

These procedures apply to all staff and employees working within Mamoura British Academy. The aim of our procedures is to prevent children from being abused, and to safeguard and promote the welfare of pupils at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff and volunteers
- Develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse or neglect
- Support pupils who have been abused in accordance with an agreed child protection plan
- Support children with additional needs
- Ensure the practice of safer recruitment in checking and recording the suitability of staff and volunteers to work with children, and subsequently including this on the single central record
- Establish a safe environment in which children can learn and develop
- Ensure that allegations or concerns against staff are dealt with in accordance with Ministry of Education policies and procedures in collaboration with police.

Types and Signs of Maltreatment

1. Physical Abuse

Definition (ADEK):
Physical abuse is an intentional physical act which results in, has a high likelihood of resulting in, or poses a threat of resulting in immediate and/or long-term physical injury or harm to a student's health, survival, or development.

Possible Signs of Physical Abuse

Physical abuse may present through **observable injuries**, **behavioural changes**, or **concerning explanations**. Examples include:

- Unexplained bruises, burns, cuts, fractures, or marks in various stages of healing
- Injuries with patterns (e.g. handprints, belt marks) or frequent injuries without reasonable explanation
- Wearing long sleeves or clothing inappropriate for the weather to hide injuries
- Fear of physical contact or flinching when adults approach
- Reluctance to go home or expressed fear of a particular person
- Aggressive behaviour or, conversely, extreme withdrawal
- Explanations for injuries that are inconsistent or implausible

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2. Emotional Abuse

Definition (ADEK):
Emotional abuse is an act, whether consistent or inconsistent, that causes a student to feel unloved, worthless, or without value or integrity, and which interferes with the student's positive mental and emotional development.

Possible Signs of Emotional Abuse

Emotional abuse is often **less visible** and may be identified through patterns over time:

- Low self-esteem, excessive self-criticism, or feelings of worthlessness
- Anxiety, depression, or frequent emotional distress
- Extreme compliance, people-pleasing, or fear of making mistakes
- Developmental delays not linked to learning needs
- Difficulty forming friendships or trusting adults
- Sudden changes in behaviour, mood, or academic performance
- Regressive behaviours (e.g. bedwetting, thumb-sucking in younger students)

3. Sexual Abuse

Definition (ADEK):
Sexual abuse involves a student in sexual activity that they may not fully comprehend or that violates laws or social taboos. This may occur between an adult and a student, or between students where there is an imbalance of age, development, power, responsibility, or trust, and where the activity is intended to gratify another person.

Possible Signs of Sexual Abuse

Signs may be **physical, emotional, or behavioural**, and no single sign confirms abuse:

- Knowledge, language, or behaviour related to sexuality that is inappropriate for the student's age
- Sudden changes in behaviour, including withdrawal, aggression, or fear
- Avoidance of specific individuals or places
- Difficulty sitting or walking, unexplained pain, or frequent complaints of illness
- Sudden decline in academic performance or concentration
- Sleep disturbances, nightmares, or anxiety
- Reluctance to participate in physical activities or changing clothes for PE

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4. Neglect

Definition (ADEK):
Neglect is the failure of a parent or supervising adult to provide for a student's basic needs and rights related to physical safety, development, and wellbeing, which may lead to significant harm to the student's health or overall development.

Possible Signs of Neglect

Neglect often appears as **ongoing unmet needs**, rather than isolated incidents:

- Consistently poor hygiene or inappropriate clothing for weather conditions
- Persistent hunger, fatigue, or falling asleep in class
- Regular lateness, absenteeism, or lack of supervision
- Untreated medical, dental, or vision issues
- Poor concentration or delayed development
- Students taking on adult responsibilities beyond their age
- Lack of parental engagement despite repeated school contact

5. Exploitation

Definition (ADEK):
Exploitation is the use of a student in work or activities for the benefit of others, including child labour, sexual exploitation, involvement in gangs, militia, or military activities, in ways that harm the student's physical, mental, educational, moral, or social development.

Possible Signs of Exploitation

Indicators may include:

- Frequent absence from school linked to work or external obligations
- Extreme fatigue, stress, or unexplained income or possessions
- Sudden changes in peer groups or secrecy about activities
- Evidence of being controlled, threatened, or coerced
- Use of technology or social media in ways that raise safeguarding concerns
- Reluctance to discuss home life or activities outside school

6. Bullying (Including Cyberbullying)

Definition (ADEK):
Bullying is repeated physical, verbal, or social aggression by individuals or groups who perceive themselves as having power over others, causing physical and/or emotional harm. Bullying may occur offline or online (cyberbullying). Severe bullying may be treated as maltreatment.

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Possible Signs of Bullying or Cyberbullying

- Unexplained injuries or damaged belongings
- Sudden withdrawal from peers or school activities
- Fear of attending school or using digital devices
- Emotional distress after using phones or social media
- Changes in eating or sleeping patterns
- Declining academic performance
- Social isolation or reports of being targeted repeatedly

Recording Concerns and Record Keeping

- Mamoura British Academy advocates CPOMS, an online tool, as our central tracking system for logging CP concerns
- All staff will receive login details and annual training on how to use this package
- Staff are given training on what to do in the event of suspected abuse (Appendix A)
- Staff are given training on what to do in the event of a disclosure (Appendix B)
- Staff are expected to log the concern on CPOMs as soon as possible and notify the DSL face to face before the end of the day
- Nobody should leave school with an unreported concern
- If danger is imminent or immediate medical attention required, it must be reported immediately
- The guide to logging an incident is included in Appendix C
- It is policy that no photographs are used within any recording on CPOMs. Body Maps Body Maps are to be completed alongside the reporting form to represent any injuries that have been observed (Appendix D)
- All recording on CPOMs must be timely, comprehensive, robust and communicated in a factual manner
- For any disclosures that are made by volunteers or auxiliary staff who do not have access to CPOMS, they will be required to complete the Child Protection Reporting Form (Appendix E)
- If staff or members of the community are unsure, they should always speak to the DSL
- Outside of reporting to the DSL, all information remains confidential and should not be shared with anybody else
- Concerns are regularly reviewed by the DSL/CPC and Safeguarding/CP Team and closed in a timely manner.

Allegation Management

When an allegation is made against a teacher of volunteer, the reporting procedures are as follows:

1. **Immediate Reporting**:
    a. Any staff member, including volunteers, who receives an allegation or has a concern that a student may have been maltreated by a teacher must report the matter immediately to the Child Protection Coordinator (CPC) or any other member of the Child Protection Team (CPT).

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2. **Safety Concern Form**:
    a. The CPC should then fill out the Safety Concern Form online on the digital safety concern portal. This report will be automatically shared with the ADEK Child Protection Unit (CPU), the Family Care Authority (FCA), and the Ministry of Interior - Child Protection Centre.
3. **Emergency Situations**:
    a. If the student is in imminent danger, the CPC must report the incident to the Police (999) and inform the Principal.

When an allegation is made against a Child Protection Co-ordinator, the reporting procedures are as follows:

1. **Reporting to the Child Protection Unit (CPU)**:
    a. If a staff member receives an allegation against the CPC, they should report the matter immediately to the ADEK Child Protection Unit (CPU).
2. **Filling out the Safety Concern Form**:
    a. The staff member should fill out the Safety Concern Form online on the digital safety concern portal to formally document the allegation. This form automatically shares the report with the Family Care Authority (FCA) and the Ministry of Interior - Child Protection Cente.
3. **Emergency Situations**:
    a. In cases where a student is in imminent danger, the staff member should report the issue to the Police (999), and also to another designated member of the Child Protection Team (CPT) if the CPC is implicated.

When an allegation is made against the Principal, the reporting procedures are as follows:

1. **Reporting to the School Complaints Committee**:
    a. Allegations against the Principal should be reported to the Chair of Governors. who will convene the School Complaints Committee. The Principal shall be excluded from the committee in such situations and replaced by a member of the Governing Board.
2. **Emergency Reporting**:
    a. In cases of imminent danger or severe maltreatment, it is essential to report the issue to the Police immediately and to the designated Child Protection Coordinator (CPC) or another representative.

When an allegation is made against the Chair of Governors, the reporting procedures are as follows:

1. **Reporting to the ADEK Child Protection Unit (CPU)**:
    a. Allegations against the Chair of Governors should be reported directly to the ADEK Child Protection Unit (CPU) within 24 hours of the allegation being raised.
2. **Filling out the Safety Concern Form**:
    a. The concerned staff member should complete the Safety Concern Form online using the digital safety concern portal. This form will automatically share the report with the Family Care Authority (FCA), the Ministry of Interior - Child Protection Center (MoI-CPC), and the ADEK CPU.
3. **Emergency Situations**:

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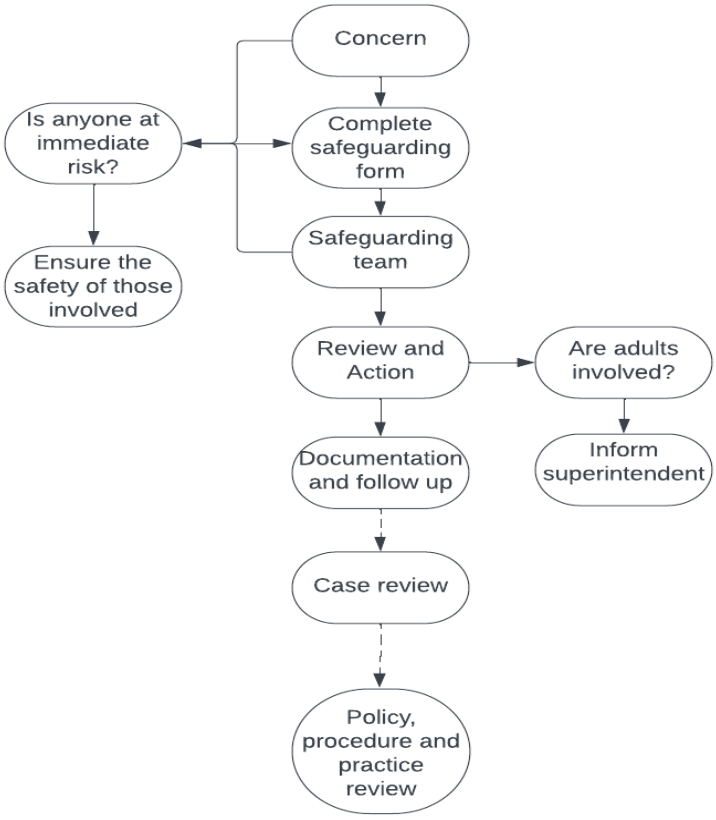
a. If the allegation involves a situation where a student is in imminent danger, the report must be made immediately to the Police (999), and the CPC must also be informed promptly.

Child Protection (CP) Reporting Flowchart

At Mamoura British Academy, we use the CP reporting flowcharts below to inform our next steps when reporting incidents related to Safeguarding and Child Protection:



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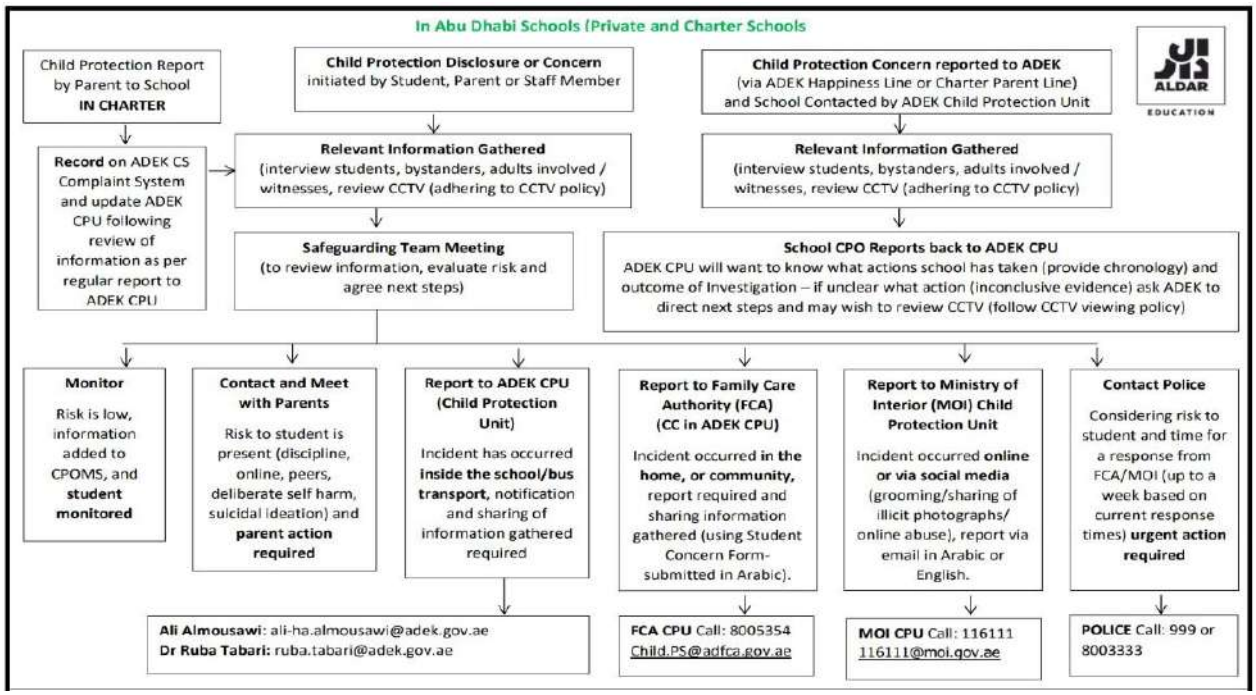

Safeguarding Procedures at MBA

Lanyard Reminders

At Mamoura British Academy, we believe that keeping children safe should always be at the forefront of our minds. To promote this with all staff, prompt cards are carried around in lanyards as a reminder of protocols and expectations.

Child Protection Briefing Sheets for Visitors

When entering Mamoura British Academy to work with students (whether it be physically or virtually), guests and volunteers are requested to complete the below form to confirm they understand their role and the expectations when it comes to safeguarding and child protection.

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Mamoura British Academy Child Protection Briefing Sheet for Guests and Volunteers

As a visitor, guest of volunteer at Mamoura British Academy, you have a duty of care towards the students here with regards to safeguarding and child protection. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you suspect or think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL), who is the Assistant Principal – Miss Saoirse Hall for Lower School and Mr Ian Wignall for Middle & Senior School.

As with all members of our staff, we request ask that if you are communicating with an individual child or group of children, there is always another member of staff (silent observer) present. This is for the protection and safety of both staff and students. Please note, all our live lessons are recorded and later uploaded to the files section on Teams for any students who were unable to attend the live lessons.

Please refer directly to the DSL if at any point during your virtual visit to Mamoura British Academy concerns arise as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person.
- a child or young person telling you that they have been subjected to some form of abuse
- comments in the chat feature that you deem to be inappropriate

In any concerns arise, you must write down what you saw or heard, date and sign your account, and give it to the DSL.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive

- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

Please sign below to convey your understanding of our expectations in relation to Child Protection, agreement to abide by our Child Protection Policy and reporting expectations.

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Name: _____

Signature: _____

Date: _____

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Video Recording Procedures for a Teacher Interview

If a teacher is requested to send a recording of them teaching as part of their interview process, below are the procedures that must be followed ensure the privacy of our students and reputation of Mamoura British Academy is maintained.

DSL confirms the recording can go ahead if the below procedures are adhered to:

- The 'no photo' list is checked to ensure no student on the list is included in the recording
- The recording focuses on the teacher and not the students, as much as possible
- Student faces are not visible at any point during the recording
- Student names are not visible at any point during the recording
- The teacher represents the positive and high expectations of MBA

Teacher sends the recording to the DSL to be quality assured. If further clarification is needed the video will be shared with the Lower School or Middle and Senior School Principal, as appropriate.

If video is approved, DSL completes the form below (Appendix 1) and uploads a copy to the ELT CP TEAMs folder.

Teacher is notified via email that the video has been approved and can be sent.

If a school requires a video recording of a staff member teaching, they must complete the attached disclaimer which must be submitted to the DSL (Appendix F).

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Stakeholder Responsibilities

School Director/Board Responsibilities:

The Directors and Board of Aldar Education recognise their responsibility to safeguard children. They will do this by ensuring safeguarding procedures can be followed within the learning environment. The stakeholders will therefore:

- Ensure school Principals receive Child Protection training through the Ministry of Interior (MoI) or approved provider to ensure the safeguarding and protection of children is at the centre of their organisational and corporate philosophy
- Provide adequate funding for new Principals or Designated Safeguard Leads (DSL) to attend and receive Child Protection Training
- Ensure facilities support Child Protection/Safeguarding by facilitating access to separate changing rooms and toilets for males and females
- At all times comply with ADEK requirements for safeguarding equipment (CCTV), supervision and policy.

Principal and Designated Safeguarding Leads Responsibilities:

They will:

- Ensure that all staff are fully aware of and understand their responsibilities and obligations under this policy
- Ensure they themselves have received appropriate training and attend training every 3 years
- Ensure every member of staff and all volunteers know the names of the designated person DSL, their role and how to contact them
- Ensure DSLs & Child Protection Officers (CPO) are clearly named and contact details provided in school CP policies and training guides
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL/CPO
- Ensure that whole school training occurs annually so that every member of staff and volunteers can fulfil their child protection responsibilities effectively and to comply with the requirements of the Ministry of Education (training every 3 years at a minimum)
- Ensure any mid-year admission staff are fully inducted in MBA Child Protection procedures as part of their induction programme
- Keep records of child protection concerns that securely and use these records to assess the likelihood of risk
- Include Child Protection as a standing agenda item for all ELT/PLT/SLT weekly meetings
- Ensure that where external companies provide services, that staff (e.g. Music services, bus drivers/ monitors) provide evidence of having received Child Protection training – or access it through the school
- Ensure that ancillary teams (e.g. cleaners, maintenance, security, canteen staff) provide evidence of having received Child Protection training and access it through the school
- For staff that experience a disclosure, ensure they receive any necessary debriefing or counselling support.

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Whole Staff Responsibilities:

Mamoura British recognises that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

The staff will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Attend school training provided and sign a compliance register of attendance
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Follow the procedures set out by the Ministry of Education and take account of guidance issued by the Ministry of Interior
- Ensure that all concerns and disclosures are recorded on CPOMs in line with the school guidance
- Treat all disclosures with the strictest confidence
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by being open and transparent about policies and procedures
- Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Ensure that all records pertaining to CP concerns are treated with the highest level of confidentiality and maintained on CPOMs.

Responsibilities of Adults Within the School Community:

- All adults are required to be aware of and alert to the signs of abuse
- If an adult identifies that a child may be in an abusive situation they should record their concerns and report them to the CPO/DSL as soon as practical
- If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy
- If the disclosure is an allegation against a member of staff they will follow the allegations procedures attached to this policy.

Mamoura British Academy will Educate and Encourage Pupils to Keep Safe by:

- Teaching through the curriculum how to keep themselves safe and what to do if they are worried or have a concern
- Providing a school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- Creating a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Policy Review

This policy is to be reviewed on an annual basis or when any policy updated require the revision of this document.

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Appendix A

WHAT TO DO IF YOU *SUSPECT* NEGLECT OR ABUSE:

1. **Do not** discuss it with the child
2. **Do** share your concerns as soon as possible with the Designated Safeguarding Lead/Child Protection Coordinator in your school
3. **Do** log in CPOMS as soon as you are able
4. **Do** maintain confidentiality

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Appendix B

What if Neglect or Abuse is Disclosed?

Try to limit questions, below are some examples of what you should ask (if the child has not already provided you with the information).

- What happened?
- When did it happen?
- Where did it happen?
- Who did it? (How do you know him / her if the relationship is unclear).

After the disclosure refer immediately to Ian or Saoirse and complete an incident log on CPOMS.

Remember, passing the disclosure to the Child Protection Team is urgent to ensure safety measures can be taken before the end of the **school day.**

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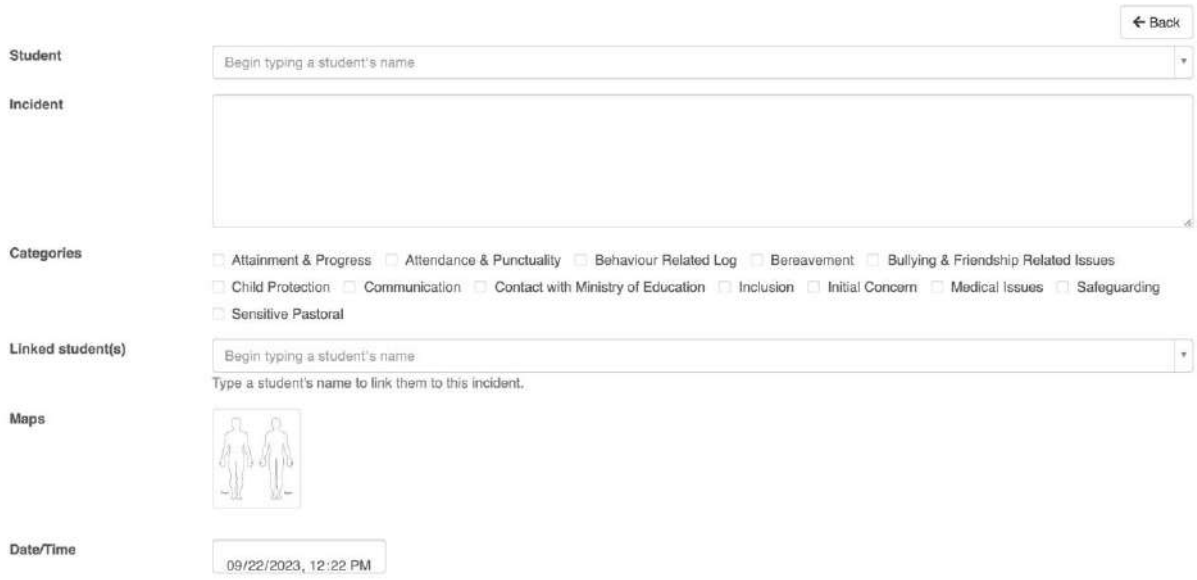
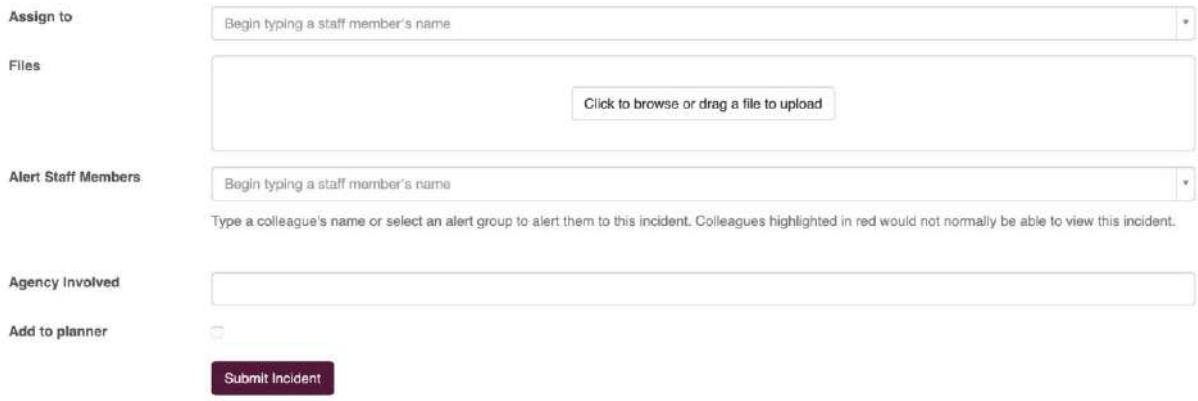
Appendix C

Guide to logging an incident/concern or disclosure on CPOMs:

- Begin typing students name in the allocated box- ensure you select the correct student
- Type the incident using as much factual information and detail as possible- please do not record any assumptions or 'feelings' that are personal to you
- Remember to include what actions you took immediately after noticing the incident
- Remember to tick only one category you wish to assign the incident to



- At this point it is vital to assign the incident to Ian Wignall for MS/SS and Saoirse Hall for LS
- Click submit once you have completed all relevant sections



- **REMEMBER:** Anyone with anything assigned to them should be logging an action against the incident- contacting parents and the outcomes, for example
- Concerns are regularly reviewed by the DSL/CPC and safeguarding/CP Team and closed in a timely manner.

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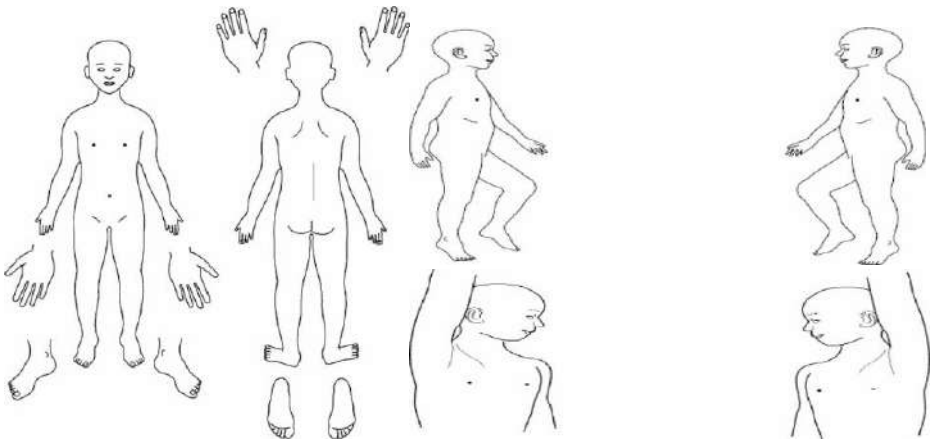
Appendix D

Body Maps



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Appendix E

Paper Child Protection Reporting Form

For any disclosures that are made by volunteers or auxiliary staff who do not have access to CPOMS, they will be required to complete the Child Protection Reporting Form. Reporting Forms are kept in all the EYFS/ MS and Main reception areas. When completed they should be handed to a Child Protection Officer/ Designated Safeguarding Lead.

Child Protection Reporting Form		
Student Name:	Year:	Person making report:
Location / Time of disclosure:	Teacher:	Date:
Disclosure/ Observation/ Concern:		
Actions Taken:		
Signature: _____	Name: _____	
Child Protection Officer Only- CPO name: _____ Date: _____		
CPO Follow Up Actions: Follow up investigations: ☐ Parent meeting: ☐ Monitoring ☐ Referral to External Agency: ☐ Notes:		
CPO Referral made to: Police ☐ MoI ☐ Counsellor ☐ Notes: Review date:		

Name:

Designation: **Copied to:**

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Appendix F

Disclaimer for Filming

To whom it may concern,

We have received your request for a video recording of one of our teachers, teaching a group of students. To ensure we have protected our students and staff, we kindly request that you complete the declaration below.

Kind Regards,

Mamoura British Academy

[Enter name of school] has requested a pre-recorded video of [Enter name of MBA teacher] as part of the interview process. It is understood that for safeguarding purposes, the student's names and faces will not be visible. By completing this declaration, the school confirms that the video will only be used as part of the interview process and will be permanently deleted once a decision about the candidate has been made.

Name of school:

Name of contact:

Email address of contact person:

Signature:

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