



**DUBAI GEM PRIVATE SCHOOL**

***STRIVE FOR EXCELLENCE***

**Safeguarding & Child Protection Policy – 2025-2026**



<b>Written by:</b>	<b>Ms. Parie Stoneman</b>	<b>Last Review:</b>	<b>September 2025</b>
<b>Position:</b>	<b>Principal</b>	<b>Next Review Date:</b>	<b>September 2026</b>

## **1. Introduction**

At Dubai Gem Private School, we recognize our responsibility to safeguard children and young people and to promote a safe and supportive environment for all members of our school community. We strongly believe that all members have the right to protection, regardless of age, gender, ethnicity, beliefs, or disability. Everyone in our community should be free from harm, both physically and emotionally, to lead a positive and fulfilling life. Our commitment to this is addressed through Prevention, Protection, and Reporting.

The school is committed to safeguarding and promoting the welfare of children and young people, ensuring all staff, students, parents, visitors, and members of the wider community share this commitment. We recognize that everyone who comes into contact with children and their families has a role to play in safeguarding children.

## **2. Purpose**

2.1 An effective whole-school Safeguarding and Child Protection Policy provides a clear direction to staff and others about expected behaviour when dealing with child protection issues. It makes explicit the school's commitment to the development of good practice and sound procedures, ensuring that child protection concerns, referrals, and monitoring are handled sensitively, professionally, and in ways that support the needs of the child.

### **2.2 - The three main elements to our policy:**

- Prevention through creating a positive school atmosphere, teaching, and pastoral support offered to pupils.
- Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- Reporting of students who may have been abused.

2.3 - This policy applies to all students, staff, governors, volunteers, and visitors to Dubai Gem Private School.

2.4 - The school recognizes it is an agent of referral, not of investigation.

### **3. School Policy/Objectives:**

We recognize that our students' high self-esteem, confidence, supportive friends, and clear lines of communication with a trusted adult help to prevent abuse.

The prime objective of this policy is to ensure that all adults working or visiting the school are aware of the school's commitment to safeguarding and promoting the welfare of children. It provides detailed guidelines about the prompt, necessary, and appropriate actions to help prevent abuse.

#### **Dubai Gem Private School will:**

- Establish and maintain an environment where students feel safe and secure, are encouraged to talk, and are listened to.
- Ensure that students know there are adults within the school they can approach if they are worried or in difficulty.
- Include in the curriculum activities and opportunities for Moral Education, PSHE/SEL lessons, and specific themes-based activities conducted by the counsellors to equip students with the skills they need to stay safe from abuse.
- Establish effective working relationships with parents and colleagues from outside agencies.

### **4. Legal Framework (Dubai Context)**

**4.1** - Child protection is the responsibility of all adults, especially those working with children. The Designated Safeguarding Lead and the Safeguarding team are responsible for developing appropriate school procedures and monitoring good practice.

**4.2** - The safeguarding policy and practices align with the most recent child protection legislation in the UAE and the UK, including UAE Federal Law No. 3 of 2016 (Wadeema's Law) and DfE statutory guidance 'Keeping Children Safe in Education' (September 2022).

**4.3** - Key contacts within the local area include the Child Protection Section within the Community Development Authority (CDA), Al Ameen Services, and The UAE Council for Digital Wellbeing.

### **5. Roles and Responsibilities**

**5.1** - All adults working with or on behalf of children have a responsibility to protect and safeguard them. Key individuals within the school have specific responsibilities under safeguarding and child protection procedures.

**5.2** - The Principal ensures that all aspects of the Safeguarding Policy are effectively adhered to and implemented.

5.3 - The Designated Safeguarding Lead(s) ensure all child protection procedures are followed within the school and make appropriate, timely referrals. They ensure all staff, including temporary staff and volunteers, are aware of the school's internal procedures, advise staff, and offer support.

<b>Safeguarding and Child Protection Team</b>	
Role	Name
<b>Safeguarding Governor</b>	Mr. Kevin Bensusan
<b>Principal</b>	Ms. Parie Stoneman
<b>Designated Safeguarding Lead (L3)</b>	Ms. Bhawna Goel
<b>Designated Safeguarding Lead (L3)</b>	Ms. Samina Rizvi
<b>Designated Safeguarding Lead (L3)</b>	Ms. Supreet Kaur
<b>Designated Safeguarding Lead (L3)</b>	Ms. Ida Braganza
<b>Designated Safeguarding Lead (L3)</b>	Ms Anagha Mulay
<b>School Doctor</b>	Dr. Gehan Sabry
<b>Head of Inclusion</b>	Ms. Anagha Mulay



**Safeguarding and Child Protection Team**



Mr. Kevin Bensusan  
Safeguarding Governor



Ms. Parie Stoneman  
Principal



Ms. Bhawna Goel  
Designated  
Safeguarding  
Lead (L3)



Ms. Samina Rizvi  
Designated  
Safeguarding  
Lead (L3)



Ms. Supreet Kaur  
Designated  
Safeguarding  
Lead (L3)



Ms. Ida Braganza  
Designated  
Safeguarding  
Lead (L3)



Ms. Anagha Mulay  
Designated  
Safeguarding  
Lead (L3)



Dr. Gehan Sabry  
School Doctor

**5.4** - The DSL's main responsibilities include ensuring policies and procedures are reviewed and updated, working with the senior leadership team, being the first point of contact for safeguarding matters, acting upon reports of abuse, and maintaining accurate records.

**5.5** - The Governing Body and school leadership team ensure the school follows safe recruitment processes, including seeking a Police Clearance Certificate for all staff with substantial unsupervised access to children.

**5.6** - The Nominated Governor for Safeguarding ensures the school has an effective policy and supports the school in this aspect. Governors must not be given details relating to individual child protection cases to ensure confidentiality is not breached.

## **6. Responding and Reporting Procedures:**

**6.1** - Staff are kept informed about child protection responsibilities and procedures through briefings and awareness training.

**6.2** - Any member of staff, volunteer, or visitor who receives a disclosure of abuse, an allegation, or suspects abuse must report it immediately to the Designated Safeguarding Lead. In the absence of the DSL, the matter should be brought to the attention of the most senior member of staff.

**6.3** - The DSL will immediately refer cases of suspected abuse or allegations in accordance with the procedures outlined within this policy.

**6.4** - The school will always share an intention to refer a child with the parents unless it could place the child at greater risk of harm. In such cases, advice will be taken from relevant government agencies.

**6.5** - Parents can obtain a copy of the school's safeguarding and child protection policy on the Dubai Gem Private School website.

## **7. Training and Support:**

**7.1** - The Principal and all other staff who work with children will undertake appropriate safeguarding and child protection awareness training to carry out their responsibilities effectively and stay up to date with any changes.

**7.2** - The school ensures the DSLs undertake regular training and refresher training to keep their knowledge and skills up to date.

**7.3** - All new staff will receive induction training, including orientation to the school's child protection policy and procedures.

## **8. Professional Confidentiality:**

**8.1** - Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

**8.2** - Staff will be informed of relevant information regarding individual cases on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidential.

## **9. Records and Monitoring:**

**9.1** - Well-kept records are essential to good safeguarding and child protection practice. All safeguarding concerns are reported through a safeguarding reporting form and sent directly to the DSL(s). Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, and giving the date, time, and location. These records will be stored confidentially by the DSL.

## **10. Supporting Students at Risk:**

**10.1** - The school recognizes that children who are abused or witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

### **10.2 - DGPS supports students through:**

- A curriculum that encourages self-esteem and self-motivation.
- A school ethos promoting a positive, supportive, and secure environment.
- The implementation of the school's Behaviour Policy.
- A consistent approach agreed by all staff.
- Regular liaison with other professionals and agencies.
- A commitment to develop supportive relationships with parents.
- The development of a responsive and knowledgeable staff group.
- Sensitivity to signs of abuse, especially for children with behavioural difficulties and disabilities.
- Recognition of vulnerability in environments with domestic violence, drug or alcohol abuse.

**10.3** - This policy should be considered alongside related policies, including the curriculum for Moral Education and PSHE, counsellor guidance, SEL (Social Emotional Learning), the behaviour management policy, anti-bullying, cyberbullying, and health and safety policies.

## **11. Building Relationships with Students:**

**11.1** - Building positive relationships with students is essential. This can be achieved by:

- Consulting with students.
- Providing someone to talk to.
- Providing an appropriate environment.
- Supporting learning in class.
- Encouraging positive peer relationships.
- Building good student/teacher relationships.

### **11.2 - The school aims to be a safe, caring environment by:**

- Actively promoting self-esteem.
- Having the child at the centre of our philosophy.
- Encouraging independence, self-confidence, and assertiveness.
- Offering a curriculum discussing emotions and relationships.
- Establishing good links with parents and other professionals.
- Providing a curriculum allowing problem-solving and decision-making.
- Respecting each other regardless of gender, race, creed, or colour.
- Having clear policies on health education, equal opportunities, behaviour, and bullying.

## **12. Whistleblowing:**

12.1 - We recognize that children cannot be expected to raise concerns in an environment where staff fails to do so. All staff are expected to fully comply with the School's Professional Code of Conduct and raise concerns about colleagues' attitudes or actions.

## **13. Policy Review:**

The Designated Safeguarding team or, in their absence, a member of the School's Senior Leadership Team is responsible for ensuring the annual review of this policy and ensuring that the list of key contacts is up to date.