

Reference number	E6	Policy name	Child Protection
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Person responsible	Mick Wright	Date of next review	June 2024
Policy links	E2, E1, 12, 14, F1, F3 (also; D2, D4, E3, E7, F2, F3, F4, F5I1, I3)		

Vision, mission and values	Promote positive relationships and wellbeing.
Rationale	<p>Uptown International School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. The purpose of a Child Protection policy is to provide clear direction to staff and others about the expectations when dealing with a child protection issue. This policy makes explicit the school's commitment to the development of robust practice and procedures in order that child protection referrals are handled sensitively and professionally. This policy applies to all students, staff, volunteers and visitors to UIS. The school recognises it is an agent of referral and not of investigation. There are three main elements to our child protection policy;</p> <ol style="list-style-type: none"> 1) Prevention through the creation of a positive school environment and the teaching, and pastoral support offered to students. 2) Protection by following agreed procedures, ensuring staff are trained, supported and updated to respond appropriately and sensitively to child protection concerns. 3) Support to students who may have been abused or experienced any other risks or issues relating to Child Protection. <p>The welfare of children is paramount, and they have an equal right to protection from abuse whatever their age, culture, ability or disability, gender, language, racial origin, religious beliefs or sexual identity. All staff and other adults in school will be aware of their responsibilities regarding the welfare of children and adults and the need to reduce the risk of adults using their position of trust to abuse children.</p>

WSLT sign off		Date	June 2023
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FRAMEWORK & DUBAI CONTEXT

We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. Our school will therefore:

- Establish and maintain an environment where students feel safe and secure and are encouraged to talk and are listened to.
- Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities (school enrichment activities, assemblies etc.) and opportunities for PHSE, which equip students with the skills they need to stay safe from abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from outside agencies.

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Principal and Designated Safeguarding Leaders (also referred to as DSLs).

Within Dubai and the United Arab Emirates, the infrastructure of Educational Child Protection and/or Social Care Services is under development and growth. Following cases which caused concern in the Emirati community, Sheikh Mohammed, the Ruler of Dubai, supported the drafting of a Federal law on child protection ‘to ensure a secure and stable future for children in the UAE.’

In April 2012, it was reported that Dubai had ‘embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need.’ The policy aims to provide protection to Emirati and expatriate children under the age of 18 who live permanently or temporarily in Dubai. The Dubai Strategic Plan 2015 calls for the provision of ‘proper social services to meet the requirements of the local community.’

In November 2012, the UAE Cabinet approved a draft of “Wadeema’s Law” to protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that ‘all children have rights regardless of religion and nationality.’ In December 2015, ‘The Childs Rights Law’ (previously Wadeema’s Law) was passed by the Federal National Council. In March 2016, ‘Federal Law No 3 2016 Law on the Rights of a Child in effect’ was passed.

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the school who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in 'Key Contacts - appendix 6'.

UIS takes the view that what is important in delicate situations is that there is someone; School Counselor, Class Teachers, Subject Teacher or some other adult in school with whom a student in difficulty can talk to. The Principal, Senior Leaders, Curriculum Coordinators and School Nurses also make themselves available to all members of the UIS community for discussion/advice.

Taaleem Central Office

Taaleem Central Office and the school safeguarding team are responsible for ensuring that the school follows safe recruitment processes. As part of the school's recruitment and vetting process, enhanced Disclosure and Barring Services (DBS) or Police Checks, where relevant, and other statutory lists will be sought on all staff that have substantial and unsupervised access to children. The role of the Taaleem Central Office for Child Protection is to ensure that the school has an effective child Protection Policy and effective HR procedures, and that the guidelines are complied with and to support the school in this aspect.

Safeguarding Team

This consists of the Principal, DSLs and Deputy DSLs. The team will meet monthly to monitor and review specific cases or policies and procedures.

Principal

- To oversee and ensure that all policies related to child protection are in place.
- To support and advise the DSLs when dealing with a child protection case.
- To meet with parents, where relevant, for any safeguarding cases that need to be discussed with parents.
- To support the DSLs in liaising with the police and external agencies if needed.
- To ensure all documentation is up to date and kept in a safe and secure place.
- To monitor practices and procedures to ensure effectiveness of the policy and procedures in place.
- To provide an annual report for Taaleem Central Office detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- To attend at least monthly safeguarding team meetings.

Designated Safeguarding Leader (DSL)

- To be fully conversant with the school's Child Protection Policy and procedures.
- To ensure all staff follow the school child protection policy and procedures.
- To ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

- To be available to all staff of the school community for consultation on child protection issues.
- To ensure that appropriate action is taken in the school and that procedures are followed in actual or suspected cases of child abuse.
- To liaise with other professionals to ensure that children at risk are monitored.
- Where appropriate to organise child protection conferences or reviews.
- In consultation with the Principal, to monitor staff development and training needs with regard to child protection issues and to provide training as appropriate.
- To ensure that training is current and relevant and keep an up to date record of training delivered.
- To set monthly dates for safeguarding level 1 training for any new staff, visitors or external agency contacts who visit the school regularly.
- To ensure that the curriculum offers opportunities for raising student awareness of child protection issues and developing strategies for ensuring their own protection.
- Designated Safeguarding Leaders and the Principal provide an annual report for Taaleem Central Office detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- To review the school's Child Protection Policy (and any linked policies) with the Principal and Leadership Team on an annual basis.
- If for any reason the DSL is unavailable, the Deputy DSLs have been identified who will act in their absence – see appendix 6
- To lead at least monthly safeguarding team meetings.
- Keep a confidential register (On CPOMS) of all students in all grades with safeguarding files or of those 'at risk'

Deputy Designated Safeguarding Leader (Deputy DSL)

- In the absence of the DSL, the Deputy DSL will act as the DSL (see above)
- To attend at least monthly safeguarding team meetings

Homeroom Teachers

At UIS, the Class teacher/Homeroom Teachers are regarded as the student's first point of contact. As students see these staff on a daily basis, regular face-to-face contact, high quality student-teacher relationships may be established which would lead to a student in difficulty discussing issues of concern with his/her teacher. It is the responsibility of all Teachers to follow the procedures outlined in this policy when a disclosure is made.

Specialist and Subject Teachers

Students at UIS also enjoy excellent relationships with their Subject Teachers. Depending on Grade Levels and subject time allocation, students may actually spend more time each week with a particular Subject Teacher than with their Homeroom teacher – especially in Secondary. These circumstances may create the conditions for discussing sensitive issues. It is the responsibility of all Specialist and Subject Teachers to follow the procedures outlined in this policy when a disclosure is made.

Other Staff

Students have access to admin staff, cleaners, bus drivers, bus nannies and external agency or external providers. It is the responsibility of all adults to follow the procedures outlined in this policy when a disclosure is made.

TRAINING AND SUPPORT

All staff will undertake Level 1 Child Protection training - this includes all staff that work on the premises; maintenance staff, cleaners etc. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities. The DSLs will set monthly dates for level 1 training to ensure any staff starting mid-year have access to the training. Level 1 refresher training will take place annually for staff that have received the Level 1 Child Protection training.

The school will ensure that the Safeguarding team also undertake Level 2 and Level 3 refresher training at two yearly intervals to keep knowledge and skills up to date. Heads of Schools, HR Manager and the Principal will undertake Safer Recruitment Training. Identified staff will undertake physical restraint training.

Support will be available for staff from the DSLs and the Principal in the first instance, and from members of the Safeguarding team where there are concerns or queries about child protection. All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook. A register of all staff who have completed training, including bus drivers, cleaners etc. will be kept by the Designated Safeguarding Leaders.

PROFESSIONAL CONFIDENTIALITY

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. A member of staff must never guarantee confidentiality to a student nor should they agree with a pupil to keep a secret. The case should not be discussed with other staff, but only with those in the safeguarding team.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves. When students transition into the next grade, DSLs will share any relevant information with the new teachers if appropriate.

RECORDS AND MONITORING

All records pertaining to child protection must be placed on the child protection tab of CPOMS and nowhere else. No further notes or emails should be stored on a computer or by a teacher as they can compromise confidentiality and are also subject to tampering. Well-kept records are essential to good child protection

practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must complete a child protection CPOMS alert as soon as possible (same day) noting what was said or seen, putting the event in context, and giving the date, time and location.

If a student transfers from the school, these files will be copied or transferred for the new establishment and forwarded to the student's new school marked confidential and for the attention of the receiving school's DSL.

For new students, admissions will contact the previous school to identify whether there were any Child Protection concerns.

School records of Child Protection issues should be kept on file (within CPOMS) permanently. Any old paper records should be in a locked, fire-resistant storage container.

STATEMENT ON SCHOOL CONFIDENTIALITY POLICY

The welfare of our students will always be our central concern. Students are actively encouraged to raise personal and general concerns with members of staff and seek advice in confidence. It is important to note, however, that such discussions, whilst remaining confidential in nature, must consider a full appreciation of our duty of care. This will mean that information may have to be shared with senior members of staff or parents on a need to know basis - not as a breach, but as an extension of a confidence given. This aspect of the policy will apply if there is a risk of an individual becoming a danger to themselves or others. Best practice indicates that;

- The welfare of the child is the paramount consideration.
- Children are best cared for in their own family.
- Schools have a responsibility to make their child protection policy known to both parents and teachers so that it is clear that, should a referral need to be made, parents are aware.

SUPPORTING STUDENTS AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. UIS may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn. The school will endeavor to support students through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.

- A consistent approach agreed by all staff which will endeavor to ensure the student knows that some behaviour is unacceptable, but s/he is valued.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
- Ensure e-safety and cyber bullying are addressed through the curriculum.
- Analyse PASS data thoroughly to identify any potential vulnerable students to refer them for internal or external support as appropriate.

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where another body provides services or activities separately, using the school premises, Taaleem will seek proof that the body concerned has appropriate policies and procedures in place with regard to Child Protection – also see Health and Safety Policy.

WHISTLE BLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are expected to fully comply, at all times, with the School's Professional Code of Conduct. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues towards students to the Principal. If a member of staff has concerns about the conduct of a member of the School's Leadership Team (other than the Principal) they should contact the Principal. If a member of staff has concerns about the conduct of the Principal, they should contact Taaleem Central Office. Following a complaint, the DSL will share appropriate information with the relevant staff. There may be instances where the sharing of this information will not be possible.

ALLEGATIONS AGAINST MEMBERS OF STAFF

Allegations against members of staff must be treated with the same professional regard as those made against others. It is recognised that abuse does take place in the context of schools, although fortunately the incidences are rare. It may be that allegations are falsely made. What is important is that staff should feel that they will be treated fairly and according to clearly set out procedures which will give them confidence that abuse, and false allegations will be dealt with. Managing accusations of abuse against staff members is the sole responsibility of the Principal. If it is an allegation about the Principal, Taaleem Central Office should be informed.

As such there are a number of sensitive issues to manage:

- The welfare and rights of the child
- The rights of the member of staff involved
- The reaction of the parents

TYPES OF ABUSE

If you're worried about a child, it can be hard to know what to do. There is information and advice on different types of child abuse, how to spot the signs and what you can do to help keep children safe. For further information, please click this link; <https://www.moi-cpc.ae/en/CHILD.PROTECTION.DIMENSION.aspx>

Types of abuse can include;

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect
5. Bullying and Cyberbullying
6. Child Sexual Exploitation
7. Domestic Abuse
8. Online Abuse

Physical Abuse
<p>This is the physical injury of a child where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. This can include, for example, non-accidental cuts, bruises, wounds, burns, fractures, bites, deliberate poisoning, attempted drowning, attempted smothering and Munchausen's syndrome by proxy (also known as Factitious Syndrome).</p> <p>Possible signs of Physical Abuse;</p> <ul style="list-style-type: none"> • Unexplained injury or refusal to explain or discuss them • Cigarette burns • Long bruises (possibly made by a belt) • Teeth marks • Fingertip/nail/slap marks or bruises • History of bruises/injuries with inconsistent explanations • Bilateral black eyes • Self-destructive comments, possibly repeated, or tendencies • Aggression towards others • Untreated injuries or fear of medical treatment

Emotional Abuse
<p>This category deals with the persistent or severe emotional ill treatment of a child, which has a severe adverse effect upon the behaviour and emotional development of that child. Its diagnosis will require medical, psychological, psychiatric, social and/or educational assessment. It is accepted that all abuse involves emotional abuse, but this category supersedes only when it is the main or the sole form of abuse. Possible signs of Emotional Abuse:</p> <ul style="list-style-type: none"> • The child is developmentally delayed • Inappropriateness of social responses • Self-mutilation • Extreme passivity or aggression • Truancy from school or running away from home • Drug or solvent abuse (either in the child or in its principal carer/s) • Excessive fear of situations or people • Social isolation • Depression • Pressure (possibly when carers are unstable emotionally or behaviourally)
Sexual Abuse
<p>This is the involvement of dependent (legally under 18), developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent. The key elements in any definition of Sexual Abuse are:</p> <ul style="list-style-type: none"> • The betrayal of trust and responsibility. • Abuse of power for the purpose of the sexual gratification of the abuser. • The inability of the child to consent. <p>Possible signs of Sexual Abuse:</p> <ul style="list-style-type: none"> • Depression, suicidal tendencies, self-harming • Anorexia or bulimia • Acting in a sexually inappropriate manner towards adults/peers • Unexplained pregnancies • Truancy/running away from home • Seeking guidance for a “friend with a problem of abuse” • Sexually abusing a younger child/sibling • Sudden changes in school or work habits or fear of people • Abnormal precociousness or aggression • Chronic medical problems (stomach pains/headaches) • Withdrawn, isolated, excessively isolated • Genital/abdominal or anal injury or pain

Neglect

This is the persistent or severe neglect of a child, which results in serious impairment of that child's health or behaviour. This may involve exposure to danger or the repeated failure to attend to the physical and developmental needs of a child. The non-organic failure of a child to thrive may result from the neglect of a child but will always require medical diagnosis by appropriate exclusion of organic causes. Possible signs of Neglect:

- Failure to thrive (looks thin, emaciated, unwell, below average height, weight)
- Unusually hungry
- Has regular accidents especially burns
- Poor personal hygiene
- Avoidance of school medicals
- Tiredness
- Reluctance to go home, frequent lateness or non-attendance
- Poor social relationships

None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action. It must be remembered that even an explicit disclosure by a child may be untrue. Children may sustain injury by accident or design in order to implicate someone else.

Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment that ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and as such, very difficult to confront. All abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

MONITORING OF LOW-LEVEL CP CASES

All concerns a teacher has regarding a child protection issue must be discussed with the DSL. Often there are insufficient grounds or evidence to suggest referral to an outside agency. However, it must be stressed that this is not sufficient reason to ignore a concern. It may be that the designated teacher will contact external agencies or authorities to seek clarification on what action should be taken.

Monitoring the Home Circumstances

It may be that the decision is made to monitor the family. In this case a decision will be made as to:

- which aspects of the student should be monitored
- who should be involved in the process and what their responsibilities should be
- an action plan be drawn up and reviewed
- a date at which time a review will take place (approx 4–6 weeks)

Consultation with the parents will need to take place at this time but needs to be undertaken carefully so as not to arouse any suspicions on their part. The reason for this is twofold: if abuse is taking place it may cause a change in patterns of behaviour, etc. which may prolong the evidence gathering which would bring about referral. Secondly, there may be no cause for concern at all and 'ineffective monitoring' would serve only to upset those involved. Abuse at home can potentially come from a variety of sources – friends, nannies, drivers, siblings, extended family. The focus in such contacts with parents will be on the individual's work and behaviour and thus eliciting further information from parents/carers. Records must be kept in a separate file to the other school records. The written record must contain only observable behaviour and verbatim accounts and again not be interpretative or speculative. These records may be required as evidence.

Review

At the stipulated time of review the following will be established:

- Grounds for further action.
- If it is decided not to refer the issue, it must be indicated on the record that monitoring took place, the date of the decision not to refer and the reasons for this decision.
- If further monitoring is warranted, a new review date must be set. It is likely that this should be a brief period of time and if the results of the subsequent review are inconclusive the issue will be referred.

PARENTS AND CP ISSUES

Schools and their staff are placed in a delicate position when allegations of abuse or investigation of abuse is on-going, as the school still needs to maintain a working, constructive relationship with the parents/carers involved. Allegations of abuse and those cases subsequently proven to be abuse can result in difficulties in maintaining a constructive and open relationship with parents.

Parents will have a range of feelings in relation to abuse of their children. They may well be angry at the school staff for having made a referral, be anxious about confidentiality of the issues and concerned that the children involved may be stigmatised as a result. If the family are broken up, parents are likely to be distressed as well as feeling guilt and shame. It is paramount that parents are made aware of the school's responsibility to the student so that they are aware that concerns will be dealt with. A clear statement of the child protection and confidentiality policies will be both a support to parents in working with them and provide a clear statement regarding the reasons for such policies. In this way all parents should recognise the priority of the School is the child's welfare.

A teacher/learning assistant should never discuss with parents matters pertaining to child protection. Should the need arise, this will be done through DSL, Principal, Counsellor and other staff called for that particular child's case conference.

Guidance for staff who are invited to discuss matters with parents with the DSL:

- Provide clear guideline that the nature of the discussion will be on the student's progress, performance and behaviour.
- This information should be as objective as possible.
- Do not share other information.

There is a clear need to deal with the emotions parents are feeling and diffuse further escalation of these:

- Acknowledge their feelings.
- Be clear that your responsibility is to the child's welfare and state and reinforce this to parents.
- If a child is at the center of a child protection allegation, it is prudent to offer parents the name/s of agencies that will be able to advise and support them – see DSL

Parent guardianship – Legal Rights

If a parent mentions that there is a guardianship court order in place, ensure you share this information with the DSL. Where there are legal court orders against parents collecting their child, all appropriate staff will be informed by the Principal or DSL. This will include Security Staff, Admin, Homeroom Teachers and Senior leaders.

COLLECTION OF CHILDREN

All teachers should have a list of students being collected, going home by bus, waiting for siblings or attending ECA's for the end of day collection. If teachers do not recognise the adult collecting the student, they should call parents to confirm if alternative arrangements have been made. This list should be displayed in classrooms so cover teachers are aware. Students from grade 10 onwards are allowed to collect siblings from grade 5 or below. If parents want their children to walk home alone written consent is needed – this applies to grade 5 to grade 12. Students must be granted written permission by parents to leave during the school day.

SECONDARY STUDENTS LEAVING SCHOOL

Parents wishing to take their children out of school during the day will need to request a pink slip from the secondary office. Parental permission (verbal or written) needs to be provided in order for the pink slip to be issued directly to the student.

If students wish to leave school in a taxi, parents must provide verbal or written permission to the secondary office. The secondary office would then follow up with a phone call if an email has not been received before providing the pink slip.

Students wishing to walk home via the Shorooq gate, must have a gate pass. Students cannot leave by foot through any other school exit (Tripoli Street or Algeria Road).

Using CPOMS for The First Time – Appendix 1

At Uptown International School, all our safeguarding and behaviour concerns are reported on CPOMS (Child Protection Online Monitoring and Safeguarding System).

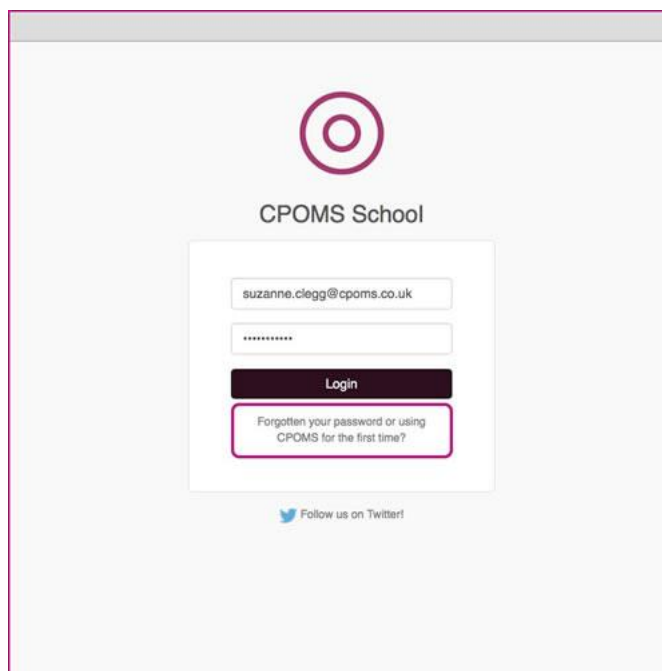
Firstly, every user needs to set their own password.

To ensure that all users change their passwords to something that is personal and secure you are not provide you with a password to begin with.

To create your first password please **visit Uptown International School's CPOMS URL:**

<https://uptown.cpoms.net>

Click on the **'Forgotten your password or using CPOMS for the first time?'** option (beneath the 'Login' button).



Next, input your school email address and click **'Reset Password'**. This will then send you a unique hyperlink to your email address which will enable you to create your first CPOMS password.

Once you have created your first password, go back to your CPOMS log in page and enter your email address, password and click the 'Login' button.

Authenticator App - Soft Key Setup

1. Download the CPOMS Authenticator App.

The new soft key user must firstly download the '**CPOMS Authenticator**' app to their chosen device i.e. smart phone, tablet or ipad.

You can find the CPOMS Authenticator app by searching the name in your app store, or by using one of the below hyperlinks:

Itunes	https://itunes.apple.com/gb/app/cpoms-authenticator/id1093080934?mt=8
Google Play	https://play.google.com/store/apps/details?id=uk.co.meritec.cpomsauthenticator&hl=en_GB

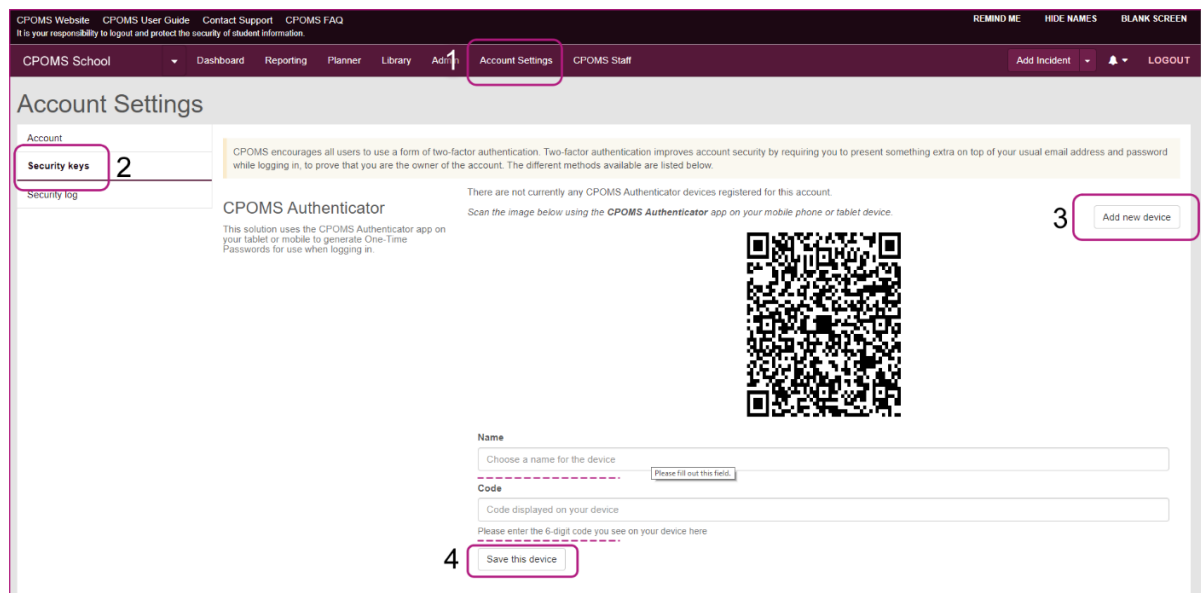
To complete the process, the new soft key user must be present with their chosen device

2. Log in to your CPOMS Account

Once you have downloaded the app, please log in to your CPOMS account (*on a separate device to the App*). If you already have a key please log in with it.

When using CPOMS for the first time you will need to request an initial password to log-in by clicking on the 'Forgotten your password or using CPOMS for the first time?' option.

Once you have logged in to CPOMS, click on the '**Account Settings**' section (Along the top bar), and then into the '**Security keys**' tab, to the left-hand side of the screen.



CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ
It is your responsibility to logout and protect the security of student information.

CPOMS School Dashboard Reporting Planner Library Add Account Settings CPOMS Staff Add Incident LOGOUT

Account Settings

Account

Security keys 2

Security log

CPOMS encourages all users to use a form of two-factor authentication. Two-factor authentication improves account security by requiring you to present something extra on top of your usual email address and password while logging in, to prove that you are the owner of the account. The different methods available are listed below.

There are not currently any CPOMS Authenticator devices registered for this account.
Scan the image below using the **CPOMS Authenticator** app on your mobile phone or tablet device.

3 Add new device

CPOMS Authenticator
This solution uses the CPOMS Authenticator app on your tablet or mobile to generate One-Time Passwords for use when logging in.

4 Save this device

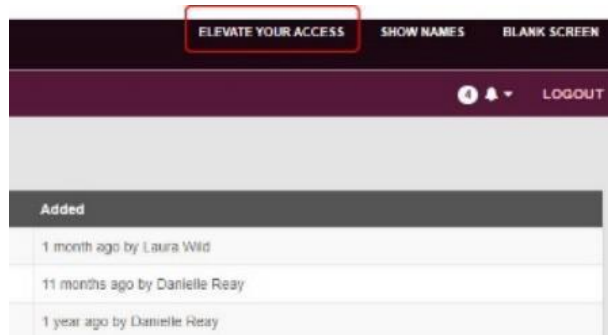
Here you will see a sub-heading for the **'CPOMS Authenticator'**. Firstly, click on 'Add new device'. This will then bring up a QR code for you to scan within the CPOMS Authenticator App, by simply pointing the camera at the on screen QR code.

Once you have scanned the QR code and it begins generating numbers, enter a name of your device, i.e. iPad/ My phone.

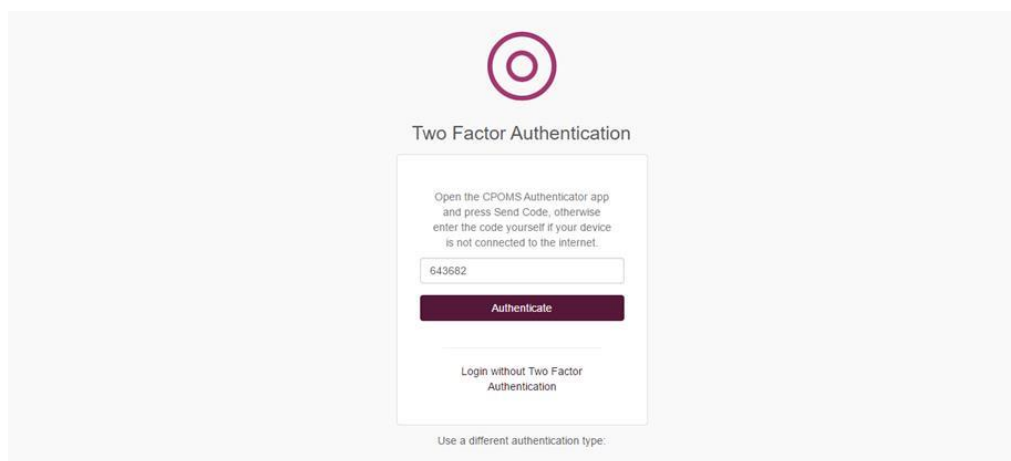
Next, type in the current 6 digit code appearing on your device into the **'Code'** box.

3. Elevate your Access

Next, within CPOMS, click back to the **'Dashboard'** and click the **'Elevate your Access'** option (which will now appear in the top right-hand corner) of your screen.



This will take you to a new screen which asks for your authentication code, simply go back to your CPOMS authenticator app and press the **'Send code to CPOMS'** button, or you may type in the code.



Once you have elevated your access, key access will take effect fully.

Adding A New Incident

All safeguarding, behavioral and conduct incidents must now be recorded directly onto CPOMs using the following as guidance. Please remember to only state the facts as they occurred, and refrain from giving opinions.

Selecting a student

Firstly, select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system.

Once you have selected a name, the box will turn grey. If you have selected the wrong name click the red 'X' delete button to choose an alternative.

Incident Details

Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.

N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.

After you have filled in all of the details of the incident you need to select at least one category to assign it to **(See CPOMS Categories below)**.CPOMS Categories

Umbrella Category	Sub-Categories / Examples	Permissions/Usage
Child Protection	Domestic Abuse Emotional Related Neglect Related Online Abuse Physical Related Sexual Related Well-Being Plan Other	All staff MUST use this category to add a child protection incident or disclosure. This will automatically alert the DSL team. Only the DSL team will be able to access file information.
Inclusion	Group Session IEP Observation Parent Meeting School Support Other	This will be predominantly used by the inclusion team to record information on students. Class teachers will be able to access relevant information.
Medical	Chronic Illness EpiPen/Asthma First Aid High Risk Other	This will be predominantly used by the school nurses to alert tutors and class teachers of any incidents that have occurred.
Family History	Relevant information pertaining to the family situation (divorce, single parent, living with grandparents etc)	For use by any member of staff.

Praise Student	Attendance and Organisation Punctuality Uniform Equipment and kit Other Behaviour and Conduct: Positive behaviour Embodiment of IB Learner Profiles Engagement and Learning: Contribution to group work Effort in class Other	For use by all staff to log related incidents. Other staff (eg HODs/GLLs/SSLT) can be alerted.
Negative Incident	Attendance and Organisation Punctuality School Refusal Uniform Equipment and kit Other Behaviour and Conduct: Cyber incident Disrespectful towards staff member Disruptive behaviour Friendship issues Physical incident Racist incident Verbal Incident Other Engagement and Learning: Contribution to group work Effort in class Non-Submission work Other	For use by all staff to log related incidents. Other staff (eg HODs/GLLs/SSLT) can be alerted.
Student Support Counselling	Relevant information pertaining to student counselling sessions.	For use by the student support counsellor. Other staff (eg HODs/GLLs/SSLT) can be alerted.

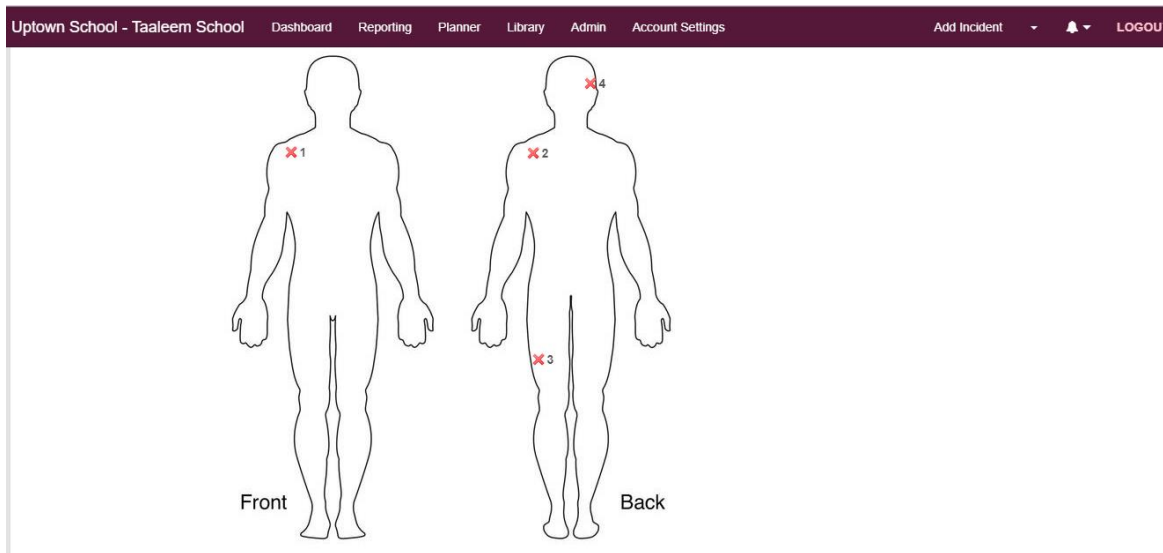
NOTE: For student disclosures/child protection concerns, please check ‘Child Protection’ and then a subcategory.

Linking Students

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and share any documents attached to the incident.

The Body Map

The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text. If you have noticed a mark/injury, or a student has shown you a mark/injury, please do not take a photograph, instead make a mental note, and then add it to the body map by clicking on the location of the injury and adding details.



Date and Time

Following this you can select a time and date. These will both default to the current time and date you are adding the incident, so you will need to change it to when the incident actually occurred. For example, if an incident happens whilst you are on duty, it is important that you log it at that time, that way reports can be run and trends of behaviour patterns at set times can be identified.

All incidents **MUST** be recorded prior to the end of the day, ideally immediately after the incident/disclosure occurred.

The relevant DSL must be alerted immediately for all matters concerning child protection and safeguarding. If you are worried about a child's safety, please ensure the matter is addressed prior to them going home.

Status

This refers to whether or not the incident/case is active or closed.

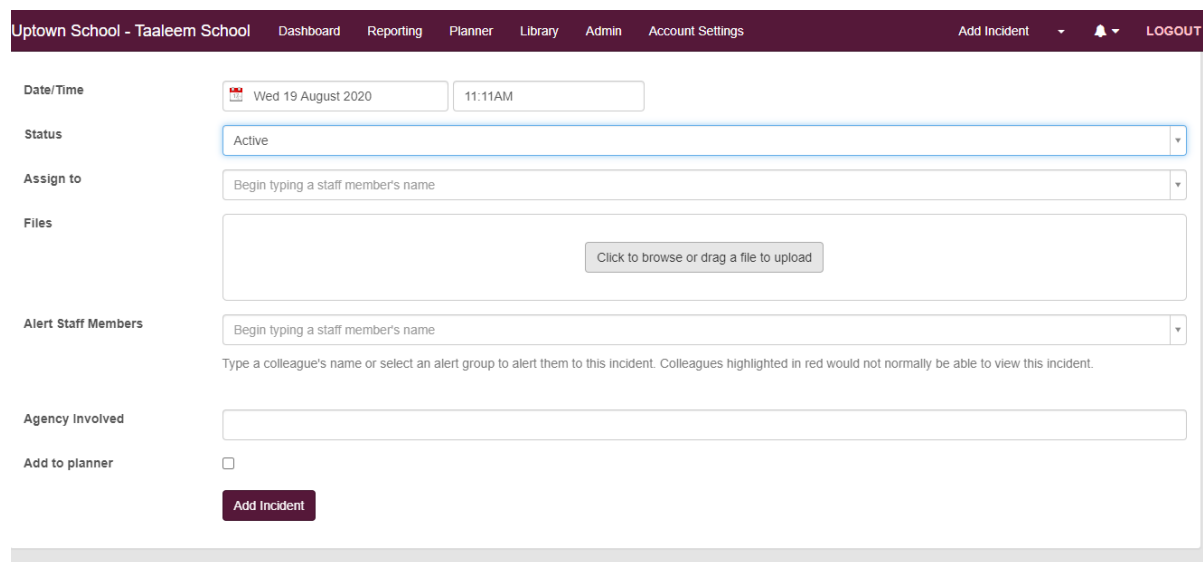
Assigning Staff

The next step is to 'Assign' and incident to someone. You don't have to do this, but by doing so you are making them aware of the incident. If you want to upload a file to accompany this report, e.g. a letter or note. This can be done through clicking on the 'click to browse or drag a file to upload.'

If you would like to attach a document to support the incident e.g. meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment or drag a file from one of your folders to upload.

Files

It is possible to attach files to each incident – examples of this may be student statements, notes etc. This can be done by clicking and browsing or dragging and dropping items into the files box.




The screenshot shows the 'Add Incident' form in the Uptown School - Taaleem School system. The form includes the following fields and options:

- Date/Time:** Two input fields showing 'Wed 19 August 2020' and '11:11AM'.
- Status:** A dropdown menu currently set to 'Active'.
- Assign to:** A text input field with the placeholder 'Begin typing a staff member's name'.
- Files:** A large text area with a button that says 'Click to browse or drag a file to upload'.
- Alert Staff Members:** A text input field with the placeholder 'Begin typing a staff member's name'. Below it, a note states: 'Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.'
- Agency Involved:** A text input field.
- Add to planner:** A checkbox that is currently unchecked.
- Buttons:** A purple 'Add Incident' button at the bottom left and a 'LOGOUT' link at the top right.

Alerting Staff

It is important to choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively, you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option). By alerting someone you are keeping them in the loop and forcing them to action something if you want them to.

Uptown School - Taaleem School Dashboard Reporting Planner Library Admin Account Settings Add Incident  **LOGOUT**

Status: Active

Assign to: Begin typing a staff member's name

Files:
 Click to browse or drag a file to upload

Alert Staff Members:
 Begin typing a staff member's name
 Claire
 Claire Henderson (Heads of Department)
 Claire Hitchings (Designated Safeguard Team (DST))
 Claire Semple (Teachers)

Agency Involved:
 Add to planner: ☐

Add Incident

All staff members can be alerted. When you alert a staff member you have 3 further choices available, you can choose to tick these or not.

Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

Anyone who you alerted or assigned in the incident will receive an email. By clicking on the link in the email you will open up CPOMS and view the full report. At this point, depending on your role, you may be required to:

- simply read the incident and acknowledge that you have read it
- action the incident and say how you have actioned it If you do not see an action, it does not mean that one has not taken place.

If you have been alerted to anything at all within CPOMS it will display within your 'Alert' section to view.

The 'My History' section will list any incidents or actions that you have added in the last 7 days for your information.

CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ
It is your responsibility to log out and protect the security of student information.

CPOMS School Dashboard **Add Incident** Library Account Settings  **LOGOUT**

Dashboard

Alert	Added
Chloe Kelan added an incident to Hannah Greenwood Child Protection Home Issue	2 days ago by Chloe Kelan
Chloe Kelan added an incident for Danielle Bradshaw Home Issue	4 days ago by Chloe Kelan
Wendy Abbott added an incident for Aali Hussain School	6 days ago by Wendy Abbott

My History Added

You have not logged any incidents or actions in the last 7 days.

Agency Involved

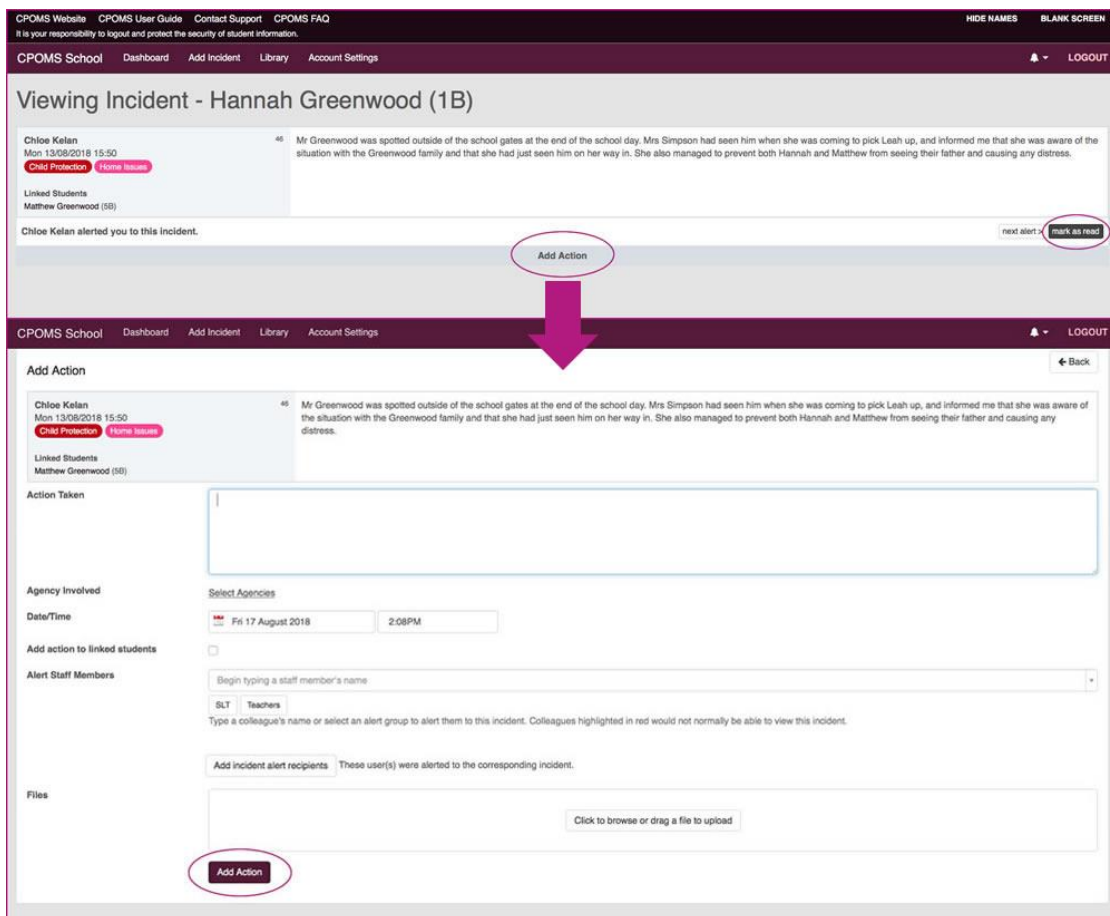
Please leave this section blank.

Add to Planner

Check this if you wish to add a reminder to you CPOMS planner. GLLS/HODS may wish to use this to help them follow up on incidents.

Adding an Action

This is to be used for follow-up actions. Once you have read an alert and dealt with it, you can then log an action. This is very similar to incident logging, and you can choose to alert other staff in the same manner. You can then make sure that there is a clear trail of what has been done, by whom and when. This ensures that everyone alerted has an up-to-date knowledge of what is happening with that student.



CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ
It is your responsibility to logout and protect the security of student information.

CPOMS School Dashboard Add Incident Library Account Settings HIDE NAMES BLANK SCREEN

Viewing Incident - Hannah Greenwood (1B)

Chloe Kelan
Mon 13/08/2018 15:50
Child Protection Home Issues

Linked Students
Matthew Greenwood (SB)

Chloe Kelan alerted you to this incident.

46 Mr Greenwood was spotted outside of the school gates at the end of the school day. Mrs Simpson had seen him when she was coming to pick Leah up, and informed me that she was aware of the situation with the Greenwood family and that she had just seen him on her way in. She also managed to prevent both Hannah and Matthew from seeing their father and causing any distress.

next alert: mark as read

Add Action

CPOMS School Dashboard Add Incident Library Account Settings

Add Action

Chloe Kelan
Mon 13/08/2018 15:50
Child Protection Home Issues

Linked Students
Matthew Greenwood (SB)

Action Taken

Agency Involved

Date/Time
Fri 17 August 2018 2:08PM

Add action to linked students

Alert Staff Members

Begin typing a staff member's name

SLT Teachers

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Add incident alert recipients These user(s) were alerted to the corresponding incident.

Files

Click to browse or drag a file to upload

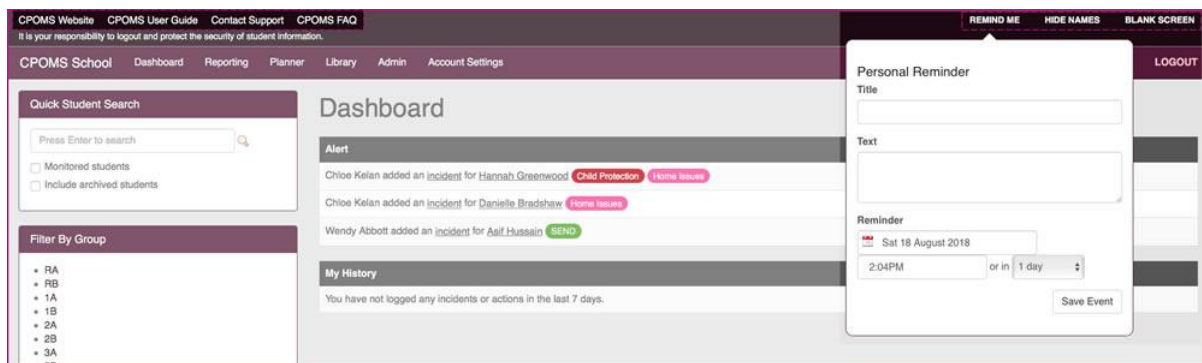
Add Action

- Fill in the free text box with all the information needed about the action taken.
- Ignore the **'Agency Involved'** section as this is UK centric
- Select the date and time you wish to record, if different to the current.
- If you would like the action to be copied to the linked students profile click on the tick box to **'Add action to linked students'** next, and **'Share documents?'** if necessary.

- Alert the relevant staff members by typing in the individual staff names, or alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).
- Add a file if needed, using the **‘Click to browse or drag a file to upload’** button.
- Click **‘Add Action’** to submit and send on any selected alerts to staff.

Additional Key Features

You will find these at the top left and right of each page throughout the system.



Hide Names

The **Hide Names** mode, available in the top right-hand corner of your screen, will star out the names of all students within the system. This follows suit throughout every page until you turn it off by re-clicking the button, which would now be called Show Names.

Blank Screen

The **Blank Screen** mode, available in the top right-hand corner of your screen, will quickly provide you with a cover to hide your screen; for example, if you are perhaps interrupted by someone who you do not want to see your screen when adding a new incident, without having to lose where you are in the system.

The blank screen mode will automatically activate after fifteen minutes of inactivity.

N.B We do always recommend that you log out completely if you are leaving your computer for any time.

Contact Support

Lastly there is a Contact Support function, to the left-hand side of your screen. You can choose to contact CPOMS Customer Support Team from within the system saving you precious time. Simply click on the

‘Contact Support’ button, enter your message and submit it. This will then be sent directly to the CPOMS helpdesk where someone will carry out your request as soon as possible and notify you once it has been completed.

Key Contacts – Appendix 2

Safeguarding Team		
Name	Role	Email
Coline Gerrie	Principal	cgerrie@uptownschool.ae
Carrie Hoza	Designated Safeguarding Leader	choza@uptownschool.ae
Mick Wright	Designated Safeguarding Leader	mwright@uptownschool.ae
Jonathan Lumb	Safeguarding Team Member	jlumb@uptownschool.ae
Mala Talwar	Safeguarding Leader - Taaleem	mtalwar@taleem.ae

Other Key Contacts		
Dubai Police Child Protection Hotline		800 244 www.dubaipolice.gov.ae
Al Ameen Service		800 4 888
Lieutenant Khalifa	Rashidya Police station	050 770 7771
Major Abdulrahman Ahmed	Deputy Director of Child Protection Unit (Federal Level)	050 8226 617
Zakarya Saif Alwan	Head of Education Sector Dubai Police	056 1451111
Rhoda	Head of Child Protection Dubai Police	055 880 0099
Maitha Al Shamsi	CEO Human Rights Sector Community Development Authority	maitha.alshamsi@cda.gov.ae 044493 292
Sumaya Al Dubaili	Compliance and Resolutions at KHDA	sumayah.aldubaili@khda.gov.ae
Mahmoud Arif	Project Manager Resolutions at KHDA	mahmoud.arif@khda.gov.ae
MO CP	Ministry – Child Protection	116111 www.moi-cpc.gov.ae

Other Useful Websites

- Dubai Foundation for Women and Children
- Good Conduct Certificate - www.cpni.gov.uk
- Types of abuse - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>
- UKCCIS - <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- Online Safety - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>



















Appendix 3

SAFEGUARDING SUPPORT SERVICES: UAE and GLOBAL

With the exception of counselling services secured as part of therapy, the following services are free. These are a selection of the many support services available. As always, please seek advice and guidance where necessary on individual cases.













Please note this is not an exhaustive list but it is compiled to provide you with a starting point to seek support for children and families, there may be other services that you use and have a good relationship with. We want to add to this list, particularly from other Emirates and countries, so if you have a service you would like to be added to the list please contact me.

Name	Website	Comments	Helpline numbers/Contact Details
COUNSELLING SUPPORT SERVICES			
Alcoholics Anonymous UAE	https://www.aauae.net/	All meetings moved online during COVID restrictions.	<ul style="list-style-type: none"> ☎ +971 56 788 1416 Dubai/Sharjah ☎ +971 56 129 5635 Road to sobriety Hindi/English ☎ +971 52 467 3804 / +971 50 133 7219 Abu Dhabi ☎ +971 50 178 1003 Al Ain
Al Amal Psychiatric Hospital Al Awir, Dubai	https://alamalhospital.me/	Hospital dedicated to psychiatric treatment and treatment of addiction. Will take emergencies including psychosis, suicide ideation or attempt to die by suicide.	☎ 04 519 2500
Al Anon For families and friends of alcoholics including specific support for teens.	https://www.alanonuae.com/	No physical meetings but ring and check current situation – phone or website	<ul style="list-style-type: none"> ✉ webmaster@aauae.net ☎ +971 50 550 2810 – Fatma: Dubai ☎ +971 50 579 2874 – Julie: Abu Dhabi










Better Help Online Counselling	https://www.betterhelp.com/	Largest therapy platform online based in USA.	 contact@betterhelp.com
Camali Clinic Centre for children, adolescents and adults. Psychiatric and counselling service.	https://camaliclinic.com/	Online and face to face consultations. Based in Healthcare City and JLT.	 info@camaliclinic.com  +971 42766064  0589405900
The Developing Child Centre Working with children aged 1-18. Multi-disciplinary centre offering psychological, behavioural and therapeutic services. Assessments for SEND also offered.	https://www.tdcc.ae/about/	Based in Al Manara, Dubai and led by Dr Ruba Tabari.	 info@tdcc.ae  +971 43011900  The TDCC  @TheTDCC  @the-developing-child-centre
Erada Centre for Treatment and Rehab Rehabilitation and treatment centre for substance abuse.	http://erada.ae/en/home/	Multidisciplinary centre that has in-patient and out-patient treatment programmes.	 info@erada.ae  +04 239 9992
Insights Psychology Specialised community-based services for child, adolescent and Educational Psychology, Counselling Psychology and organisational psychology.	www.insightspsychology.com	All meetings moved online during restrictions for COVID 19.	 reception@insightspsychology.com  +971 56 266 0227  insightspsychologydmcc  @DMCCInsights  @insightspsychologydmcc
Priory Group Wellbeing centre for children, adolescents, adults	https://www.priorygroup.ae/	Call to get an initial assessment and appointment which	 dubaienquiries@priorygroup.com  abudhabienquiries@priorygroup.com

in Dubai (Healthcare City) and Abu Dhabi (Al Bateen).		can be online or face to face.	<ul style="list-style-type: none"> +971 4 245 3800 Dubai +971 2 651 8111 Abu Dhabi
The Lighthouse Arabia A mental health and wellness clinic providing psychological and psychiatric care to children, adults, couples and families. Also home to the Raymee Grief Centre.	https://www.lighthousearabia.com/	All counselling and therapy moved online. GEMS charging and provision framework agreement in place.	<ul style="list-style-type: none"> info@lighthousearabia.com +971 4 380 2088 +971 50 473 3563 +971 50 688 3313 LighthouseArabia @LightHouseDXB @lighthousearabia
Taaluf Free counselling service from Ministry of Community Development to address the psychological impact of home quarantine. 24/7 for some services and confidentiality assurance by Ministry.	https://www.mocd.gov.ae/en/home.aspx	Free online counselling – some services available 24/7	<ul style="list-style-type: none"> www.mocd.gov.ae 800623 – hotline open Sun-Thurs 9am-9pm 24/7 @mocduae Register on website for a WhatsApp video appointment.
Thrive Wellbeing Centre Child, adolescent, adult and couples counselling service. Consultant Psychiatrist also available.	https://www.thrive.ae/	Dr Sarah Rashmi Based in JLT, Dubai.	<ul style="list-style-type: none"> info@thrive.ae +971 56 895 2347 04 514 7386
UAE National Programme for Happiness & Wellbeing -	https://www.hw.gov.ae https://wam.ae/en/details/1395302834864	Check post-lockdown arrangements. Daily live sessions from mental health	<ul style="list-style-type: none"> @happyuae @happyuae

Campaign for Mental Support More than 50 experts providing mental support for all UAE residents to overcome psychological impact of Coronavirus.		professionals (Eng & Arabic) 20:30 @happyuae. Mental health video bank. Online support groups.	
CHILD PROTECTION EMERGENCY SERVICES			
Al Jalila Children's Hospital, Dubai Full service paediatric hospital with psychiatric aftercare services. Accept referrals from all Emirates and will treat international patients.	https://aljalilachildrens.ae/ https://www.aljalilachildrens.ae/centers-services/mental-health	All online support for currently due to restrictions for COVID-19 Seeing children up to age 18. (Contact: Natasha Rizuan- intake mental health team)	☎ 04-2811000 ☎ 8002524
CDA - Multi Agency Abuse Hotline Dubai multi-agency hotline run by CDA to report concerns about child abuse 24/7.	https://www.cda.gov.ae/en/socialcare/childrenandyouth/Pages/ChildProtectionCentre.aspx	https://gulfnews.com/uae/government/dubai-introduces-24-hour-hotline-to-report-child-abuse-1.1586361611374 24/7 hotline run by CDA with direct links to Dubai Police, Dubai Foundation, social workers. PLEASE BE AWARE THAT WE HAVE HAD SOME PUSH BACK FROM THE CDA AS PRIVATE SCHOOLS. WE HAVE BEEN REFERRED TO KHDA CP UNIT WHICH DOES NOT HAVE A CP	📧 child@cda.gov.ae ☎ 800988 (Dubai cases) ☎ 800700 (Sharjah cases) 🐦 @CDA_Dubai

		UNIT. PLEASE REACH OUT TO KIRSTY OR MYSELF FOR ADVICE & GUIDANCE BEFORE REFERRAL.	
Dubai Police Child and Women Protection Centre Child Protection arm of the Dubai Police. Will respond to non-emergency calls as well as emergency.	https://www.dubaipolice.gov.ae/	Dedicated centre staffed by specialist CP workers. Will respond to emergencies and concerns about welfare and abuse.	 cwprotection@dubai.police.gov.ae  901  @DubaiPoliceHQ  @dubaipoliceHQ
Dubai Foundation for Women and Children Non-profit shelter in the UAE for women and children victims of domestic violence, child abuse, and human trafficking. Offers victims immediate emergency protection and support services. Confidential service.	https://www.dfwac.ae/	Multi-disciplinary team offer full range support including legal. Small number of residential emergency accommodation.	 info@dfwac.ae  help@dfwac.ae Urgent support  800111 Free helpline  04 606 0300 General enquiries  @DFWAC  @dfwac
Hemayati app App run by Ministry of Interior UAE, has an emergency function. Can be downloaded on all platforms.	https://www.moi.gov.ae/en/about.moi/Initiative/7467417.aspx	App available in Arabic and English. Has a 'red button' which can be used by anyone worried for their safety to report directly to the Police. A unit will be dispatched to support.	
MOI Child Protection Centre	http://www.moi-cpc.ae/en/GET.INVOLVED/Professionals.aspx	116111 Hotline to report any concerns about abuse. Need	 Childprotection@moi-cpc.gov.ae  116111

UAE wide hotline run by Ministry of Interior to report concerns about child abuse.		an Arabic speak preferably if reporting by phone. ALWAYS follow up with email.	
Rashid Hospital Full service hospital with A&E centre and 24/7 psychiatric emergency support.	ntdabbagh@dha.gov.ae (need to be UAE resident with DHA health card. Free service for locals and Northern Emirates).	All online support and not taking any new patients Psychiatric support after age 13+ Adults For child: Largest ER/Trauma unit in Dubai (on call 24/7)	☎ 04 219 1000 ☎ 04 219 2387
ONLINE SAFETY RESOURCES			
UK Safer Internet Centre A partnership of three leading organisations: Childnet International , Internet Watch Foundation and SWGfL , with one mission - to promote the safe and responsible use of technology for young people	https://www.saferinternet.org.uk	Resources for Teachers, Parents and Students.	🐦 UK_SIC 📺 @UK_SIC
Childnet International A UK based charity focusing on working in partnership with others around the world to help make the internet a great and safe place for children. Part of the UK Safer Internet Centre.	https://www.childnet.com/ www.childhelplineinternational.org – website for details of global child abuse helplines.	Comprehensive sets of resources for teachers, students and parents, including an online safety toolkit for parents.	🐦 @childnet 📧 info@childnet.com

<p>International Centre for Child Exploitation An organisation that advocates for changes in laws, treaties, and systems to protect children worldwide.</p>	<p>https://www.icmec.org/</p>	<p>Comprehensive website that contains links to laws, policies etc globally concerned with the protection of children from sexual abuse, exploitation and trafficking</p> <p>Contains a very useful research library and is focused internationally not in any one country.</p>	<p> information@icmec.org  +1 703 837 6313  @ICMEC_Official </p>
<p>National Society for the Prevention of Cruelty to Children (NSPCC) UK based charity working to protect children in the UK.</p> <p>NSPCC Netaware Subsidiary website that provides up to date information on apps, gaming and social media for parents, students and staff.</p>	<p>https://www.nspcc.org.uk/keeping-children-safe/ https://www.net-aware.org.uk/</p>	<p>Comprehensive resources, well researched and high quality for staff, parents and students on a variety of safeguarding topics. UK based.</p> <p>Netaware has a simple search facility where you can enter an app or social media site to find out information on risks and how to mitigate them (for anyone).</p>	<p> @NSPCC  @NSPCC</p>
<p>South West Grid for Learning Founder of the UK Centre for Internet Safety (UKCIS) and partner in the UK Safer Internet Centre. They are a charity that aims to</p>	<p>www.swgfl.org.uk/SafeRemoteLearning Project Evolve curriculum materials: https://projectevolve.co.uk/</p>	<p>Huge resource base of materials for staff, students and parents. All free. Also includes free access to comprehensive scheme of work for EYFS-Y12 for online</p>	<p> info@dfwac.ae  @SWGFL_Official  @SWGFL_Official</p>

ensure children use the internet free of harm.		safety with all online resources called <i>Project evolve</i> , linked to the UK Gov document – Education for a Connected World. Can be used with any curriculum but must be checked for cultural sensitivity.	
German Neuroscience Centre Healthcare City & JLT, Dubai	https://www.gncdubai.com/	Psychology, neurology, counselling and psychiatric centre for children and adults.	✉ mail@gnc-dubai.com ☎ +971 442 98579