



PROGRESSIVE ENGLISH SCHOOL (L.L.C.)

(Approved by the Ministry of Education, UAE, Affiliated to CISCE (ICSE / ISC), New Delhi)

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SAFEGUARDING POLICY

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INTRODUCTION

The purpose of the Safeguarding Policy is to provide clear direction to children, staff and any visitors to Progressive School about expectations, procedures and practice in relation to all safeguarding matters. All adults working at the school are aware of their responsibility to safeguard and promote the welfare of every pupil and there is a positive commitment to ensure the satisfactory development and growth of every child. This policy makes explicit the commitment to the development of good practice in order that all safeguarding issues may be handled sensitively, professionally and in ways that support the needs of the child.

Aims and Objectives We are committed to:

- Supporting the children and adults of the School to feel safe at all times.
- Ensuring all adults who have contact with pupils have received appropriate checks and have been adequately trained and recruited using safe recruitment methods.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Safeguarding procedures are understood and adhered to at all times by everybody in school.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils in school who may be a victim of abuse
- Establishing a safe environment in which children can learn and develop

Progressive English School believes in keeping children safe at all times which is achieved by high-quality leadership and management that makes safeguarding a priority across all aspects of a school's work. We ensure that we have designated members of staff for child protection who have received appropriate training and support for the role and we have a nominated Governor for Safeguarding.

The school will support its pupils through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- School policies, which are aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that certain types of behavior are unacceptable.

We will ensure that:

- Stringent vetting procedures are in place for staff and other adults to ensure suitability to work with children including robust arrangements for site security, background checks of all adults working in school and appropriate procedures expected of all visitors
- Safeguarding practice and procedures are in place to ensure that child protection arrangements are known and accessible to everyone, allowing pupils and adults aware of who they can talk to if they are worried and which procedures they should take
- Maintain thorough communication systems with up-to-date information records that can be accessed and shared by those who need it, adhering to confidentiality where expected
- A high priority is given to staff training in all safeguarding areas, extending expertise widely and building internal capacity to handle sensitive issues and situations
- Teachers deliver a curriculum that promotes safeguarding, teaching pupils how to protect themselves from harm and how to take responsibility for their own and others' safety. Pupils will take part in health education lessons to help learn how to keep themselves safe. We expect courteous and responsible behavior by the pupils, enabling everyone to feel secure and well-protected and have developed well thought out and workable day-to-day arrangements to

PRINCIPLES OF SAFEGUARDING

There are 6 main principles of safeguarding

Empowerment, prevention, protection, proportionality, partnerships and accountability.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs.
- Affected by parental substance misuse, domestic abuse and violence or parental mental health needs.
- Asylum seekers.
- Vulnerable to being bullied, or engaging in bullying behaviors.
- Living in temporary accommodation.
- Living transient lifestyles.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.

- At risk of child sexual exploitation (CSE).
- At risk of being drawn into extremism.

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Early Help

The school recognizes that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help. The school is committed to working in partnership with children, parents and other agencies to:

- Identify situations in which children and/or their families would benefit from early help.
- Undertake an assessment of the need for early help; and provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes. The school will be particularly alert to the potential need for early help for any child who:
 - Is disabled and has specific additional needs;
 - Has special educational needs;
 - Is a young carer;
 - Is showing signs of engaging in anti-social or criminal behavior;
 - Is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse;
 - Is showing early signs of abuse and/or neglect; and/or
 - Is particularly vulnerable in any of the ways identified in paragraph 6 above. Careful consideration should be taken regarding who to involve in the 'Early Help' process. The process should involve the child and family as well as all the professionals who are working with them. However, if by doing so this puts the child at further risk, relevant best interests decisions should be made, in consultation with UAE inter-agencies. The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.