



BLOOM WORLD ACADEMY

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BWA-03

Safeguarding Policy	
Audience and coverage	School Community
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Owner	Nicola Upham, Principal – Primo & Junior School and Well-being and Development (Whole School)
Reviewer	John Bell, Executive Principal 



BLOOM WORLD ACADEMY

1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

2. Statement of Intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

Safeguarding is everyone's responsibility. Every adult who has contact with children and families has an active role in keeping children safe.

3. Scope

This policy applies to all *stakeholders* and applies on site, during transport, trips, residentials as well as during including online, remote, and hybrid learning environments.

4. Unique Definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

Definition of Child Abuse

Child abuse and neglect

Child abuse and neglect may take many forms and can occur online or offline. Safeguarding concerns may include abuse, neglect, exploitation or other circumstances that may place a child at risk of harm or impair their health, development, safety or wellbeing. (Refer Appendix A Categories of Abuse) Abuse may be physical, emotional or psychological, sexual, neglectful or exploitative and may involve adults, peers, organised networks or online environments.



BLOOM WORLD ACADEMY

Safeguarding concerns may overlap. Staff should consider the wider context of a child's circumstances and should not assess an individual indicator in isolation.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have identified as suffering, or being at risk of suffering significant harm.

5. Processing and practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates with regard to safeguarding policy.

6. Purpose

The safeguarding of children and young people from harm is the highest priority here at BWA. Our students have a right to feel safe and protected from significant physical, emotional, sexual and other forms of harm both inside and outside of school.

Students from BWA will leave the school as well rounded, proactive young adults ready to be responsible citizens of the future with strong values, principles and ambition for success. This is achieved by a clear focus on the skills and attributes that we know are essential for future success in life.

To achieve this outcome, the School Needs to be a Safe, Caring Environment

Where we:

- Create a safe environment in which children and young people can learn.
- Act on concerns about a child's welfare immediately.
- Promote self-esteem, independence, confidence and assertiveness.
- Establish positive links with parents and other professionals working with children in our school
- Provide a curriculum where children can solve problems and are able to make safe decisions and seek help.
- Respect each other regardless of gender, disability, race, culture or religion.
- Identify and fulfil our legal responsibilities to identify children who may benefit from early help and those who may be suffering or likely to suffer, significant harm. BWA recognises that early help is most



BLOOM WORLD ACADEMY

effective when support is provided as soon as a concern emerges. The school will use its Team Around the Child process to identify concerns, coordinate support and determine when additional or external support is required.

- Ensure that victims of harm are never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Listen to children's views and use their feedback to improve safeguarding
- Recognise safeguarding concerns can arise at home, in school, in the community, during travel or online.
- Maintain an 'it can happen here' approach where safeguarding is concerned.

Safeguarding is not an isolated activity which is undertaken by a select few within only certain areas of school practice. Safeguarding children is everyone's responsibility and everyone at our school who has contact with children and families must play an active role in keeping children safe from harm. In that respect we take a whole school approach to safeguarding, ensuring that it is at the forefront of all our work, that it underpins all of our policies and processes and that everything we do is always with the best interests of the children at heart.

This policy is a crucial part of promoting the welfare of our students; it is designed to inform our staff regarding the signs of child abuse and to equip them with the knowledge on what to do in the event of suspected abuse. This policy defines abuse, outlines signs of abuse and explains the procedures for investigating and reporting suspected cases.

This policy should be read in conjunction with the Positive Behaviour Policy and Anti-Bullying policies.

All action taken by BWA will be in accordance with:

- National Child Protection Policy in Educational Institutions in United Arab Emirates (2022)
- Keeping Children Safe in Education, DfE (Sept 2026) including Part One, which BWA has regard to as an International school operating in Dubai.
- Working Together to Safeguard Children (June 2025), which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
- What to do if you are worried a child is being abused (March 2015).
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2015).
- UK Early Years Foundation (EYFS) Framework – Section 3 safeguarding and welfare requirements, where applicable to the EEC set out in section 3
- KHDA requirements and guidance applicable to safeguarding, student wellbeing, inclusion and early childhood education.



BLOOM WORLD ACADEMY

- KHDA – How to open or expand an early childhood centre in Dubai

This Policy is underpinned by the fundamental principle of the United Nations Convention of the Rights of the Child (UNCRC) 1989 of which the United Arab Emirates (UAE) ratified on the 3rd January, 1997 along with the UAE local laws (the Emirates Human Rights Association have launched the Federal Law No. 3 of 2016, on Child Rights (WADEEMA's LAW) as well as Federal Decree Law 26, 2025 Child digital safety.

Where UAE law or KHDA requirements apply, these take precedence for BWA's operational and reporting obligations. KCSIE is used as an additional safeguarding benchmark and source of good practice.

7. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students, we have an agreed standard of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the school's safeguarding policy, Staff Behaviour Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, substance misuse, extremism, e-safety and information-sharing.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and BWA guidance.
- Referring all concerns about a student's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care.
- Following the school's rules with regard to communication and relationships with students, including via social media.
- Adhering to the Online and Remote Learning Code of Conduct during any virtual sessions or communications.



BLOOM WORLD ACADEMY

8. Procedures

When a child reports abuse, neglect, exploitation or another safeguarding concern, arising during online or remote learning sessions, the adult receiving the disclosure must act immediately.

- Stay calm and listen.
- Take the child seriously and allow them to explain in their own words.
- Do not investigate, interrogate or ask leading questions. Use open prompts such as Tell me about..., Explain... or Describe...
- Reassure the child that they have done the right thing by telling someone.
- Do not promise confidentiality. Explain that information will only be shared with people who need to know to keep them safe.
- Do not confront an alleged perpetrator or contact parents/carers before consulting the DSL where doing so may increase risk or interfere with safeguarding action.
- Record the concern as soon as possible, using the child's own words wherever possible.
- Report the concern verbally to the DSL or deputy immediately and log it on CPOMS.

The DSL will consider the information, review relevant chronology and context, determine the appropriate safeguarding response, consult appropriate professionals and make or coordinate external referrals where required. All decisions, including decisions not to refer, should be recorded with the rationale.

Parents/carers will normally be informed unless the DSL considers that doing so could place the child at greater risk, compromise safeguarding action or interfere with a criminal investigation.

The DSL will then form a school-based response team to address the report. The response team may include the school doctor, nurse, counsellor, and other individuals as the DSL sees fit. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually, and that strict confidentiality is maintained. We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our students. We will consider the 'unthinkable' and challenge when required.

Based on acquired information, a plan of action will be developed to assist the child and family. Actions that may take place are:

- Discussions between the child and the DSL in order to gain more information.
- In-class observations of the child by the teacher, counsellor, or appropriate DSL.
- Meetings with the family to present the school's concerns.
- Referral of the student and family to external professional counselling.
- Consultation with local authorities.



BLOOM WORLD ACADEMY

As per the 'National Child Protection Policy in Educational Institutions in United Arab Emirates policy 2022' KHDA shall be notified of any suspected critical abuse or one to which the student is exposed in, around or in the utilities of the educational institution campus, the transportation buses or camps and internal and external activities organised by an educational institution or the Ministry according to the applicable legislations and laws. In addition, registers shall be kept of all cases of reported abuse in educational institutions.

Subsequent to a substantiated case of child abuse or neglect, the following actions may take place:

- The DSL will maintain contact with the child and family to provide support and guidance as appropriate.
- The DSL will provide the child's teachers with ongoing support, and provide strategies for the teacher to use.
- The DSL will maintain contact with outside therapists, in order to update the therapist about the progress of the child in school, and to keep the school informed about the progress of the therapy.
- The DSL refers the case to local authorities for further action.

BWA uses the online software program CPOMS to log any concerns regarding safeguarding. This enables a forensic analysis of concerns and patterns across the school and enables reports to be shared instantly and securely with the DSL. The DSL uses CPOMS to build chronologies around students and it can be used to produce reports for vulnerable students.

CPOMS is a safe platform for recording and managing child protection and safeguarding concerns. All information documented on CPOMS linked to safeguarding, remains confidential and is only accessible to members of the safeguarding team. Identified concerns must be reported on CPOMS or to a member of the Safeguarding team if you are not a permanent staff member.

Each school section displays Safeguarding Posters are displayed in each classroom and that identify safe adults to whom children can report concerns and seek help. The receiving member of the team documents the concern on CPOMS.

All concerns are received by the Designated Safeguarding Lead (DSL).

Using CPOMS

- On the school landing page- click on CPOMS
- Sign in on CPOMS and click on Add Incident on top right corner
- Add the name of the student, click on the correct name
- Enter the details of the incident
- Click on one of the most appropriate categories



BLOOM WORLD ACADEMY

- Enter the date and time of the incident
- Upload any documentation that is appropriate
- Submit your incident Reporting Reports. This must include a detailed description of the event incorporating a clear, sequential, and factual account of the concern. For example, exchange of dialogue should be stated in the concerned person(s) exact words.

Reports should include the following:

- Dates and/or time of the suspected concern
- Name(s) of the child/staff involved
- Name(s) of external parties involved
- State the concern and how you learnt about it, including names
- Share any additional information about the student/staff or others involved

9. Procedures specific to EEC (Nursery)

Staffing and Safer Practice

At Bloom World Academy's Early Education Centre, the safety and well-being of our youngest learners is at the heart of every staffing decision. To ensure children are cared for by qualified, capable, and trustworthy professionals, the following expectations apply:

Leadership and Management

- The Nursery Manager must hold at least two years' experience in an early years setting (or equivalent suitable experience) and a full and relevant Level 3 qualification or higher.
- Recognition from the KHDA is required before any manager can be formally appointed. To achieve KHDA recognition, the candidate must:
 - Hold a Bachelor's degree (preferably working towards a postgraduate qualification in Early Childhood Education), or a recognised professional certification (such as a Level 5 vocational qualification in early learning leadership).
 - Have a minimum of 3 years' experience in an early childhood setting.
- A named Deputy Manager must be in place, capable and qualified to take charge in the Manager's absence.

Teaching Staff

- Early Childhood Teachers are expected to hold (or be working towards) a Bachelor's degree in Early Childhood Education or a related field, or a recognised professional certification (such as a Level 3



BLOOM WORLD ACADEMY

vocational qualification in early childhood education). Relevant early childhood experience is strongly recommended.

- Teacher Assistants are expected to hold a university degree or, as a minimum, a high school certificate with relevant experience in an early years setting.

Support and Care Staff

- Early Childhood Assistants provide essential support for children's development, learning, and care under the guidance of teachers and assistants. Helpers:
 - Must never be left in sole charge of a group of children.
 - Work under the supervision of a teacher or teacher assistant at all times.

Supervision and Accountability

- Staff who carry out specified work such as planning, delivering lessons, or assessing children must do so under the supervision of a qualified or nominated teacher. The Executive Principal is responsible for ensuring supervision is appropriate and that staff have the necessary skills, expertise, and experience.
- Staff must seek medical advice where medication may affect their ability to care for children. They may only work directly with children if a medical professional confirms their fitness to do so.

First Aid and Health Provision

- At least two staff members with current Paediatric First Aid (PFA) certification must be present at all times while children are on site. Certificates are renewed every three years.
- A qualified nurse is always on site. If a child becomes unwell, appropriate medical action is taken immediately in line with safeguarding and health procedures.

Staff Ratios

Each child is assigned a key worker and children are adequately supervised, including while eating. Staff are deployed in a way to ensure children's needs are met

Age of children	Number of staff
45 days to 17 months	1:3
18 to 35 months	1:5
36 to 47 months	1:8
48 to 71 months	1:12



BLOOM WORLD ACADEMY

Safety and sustainability of premises, environment and equipment

Risk assessments are in place and identify aspects of the environment that need to be checked on a regular basis, when and by whom and highlight how the risk will be removed or minimised.

Indoor Space

The indoor floor plan layout must stipulate the age groups to which it applies, be certified by suitably-qualified personnel, and meet fire, and health and safety regulations. The indoor area is calculated after excluding the corridors, bathrooms, offices, stores, staff rooms, kitchen, cabinets, and other fixtures, other than desks/learning resources. The indoor space requirements per child are detailed in the table below

Age of children	Indoor space requirements per child
45 days to 17 months	4.5m ²
18 to 35 months	3.5m ²
36 to 47 months	3m ²
48 to 71 months	3 m ²

Cots are in good condition and bedding is provided by the family, which is changed on a weekly basis. Sleeping children are frequently checked and infants are placed down to sleep in line with the latest government safety guidance. A separate baby room for children under 2 is provided.

Outdoor Space

The outdoor space should be risk assessed, and should have safe access and exit points, with childproof latches on all gates, which must remain closed when children are present. Arrangements should be in place to ensure that unauthorised access by unknown adults or children is not permitted.

If the outdoor space is close to hazards such as roads it should have suitable fencing of at least 1.8 metres in height. The outside space must also:

- be shaded to protect children from the natural elements whilst allowing access as often as possible;
- have well maintained flooring, free from trips and hazards;
- be free from hazards (e.g., large containers that collect water, manholes and pest control devices should be covered; storage sheds must be locked when not in use); and
- conform to relevant health and safety protocols. The outdoor space requirements per child are detailed in the table below.



BLOOM WORLD ACADEMY

Age of children	Indoor space requirements per child
45 days to 35 months	4.5m ² (based on 1/5 of number of children)
36 to 71 months	5m ² (based on 1/5 of number of children)

10. Allegations against staff or the Executive Principal

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Executive Principal. **If the Executive Principal is absent, the allegation should be passed to the Chief Executive Officer (CEO).** If the allegation is against the Executive Principal, the person receiving the allegation should immediately inform the CEO without notifying the Executive Principal first. The whistleblowing policy provides further details as to how the concern will be investigated.

11. Child-on-child abuse (including harassment and violence)

Staff should recognise that children are capable of abusing their peers. Child on child abuse can manifest itself in many ways such as bullying and sexual abuse.

- Bullying' child/peer abuse can be direct, in physical or verbal forms, or indirect, in such forms as exclusion, gossiping, and rumours.
- Sexual child/peer abuse can involve the use of inappropriate images, sexual acts or sexualised taunts
- Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Child-on-child abuse will be treated as a safeguarding issue for both the child experiencing harm and the child alleged to have caused harm. It can occur online or face-to-face and may involve bullying, harmful sexual behaviour, sexual harassment or sexual violence. Harmful sexual behaviour exists on a continuum and must never be dismissed as "banter", "just having a laugh" or "part of growing up". All reports will be taken seriously and responded to promptly, with appropriate pastoral, wellbeing, behaviour and safeguarding support. The victim of child-on-child abuse will be supported by the pastoral team (including the on-site counsellor) and if required a referral will be made for external support.

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether they are described as consensual or non-consensual. Staff must not ask students to send or show sexual imagery, and must not copy, save or forward such images.

12. Early help and supporting children at risk

BWA recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing supporting as soon as a problem emerges, at any point in a child's life. Weekly 'child around the team' meetings provide the structure for sharing concerns and identifying the necessary



BLOOM WORLD ACADEMY

strategies to support the child/families. 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 recommendations to targeted early help services.
- Networking with preferred partners to share strategies and support strategies

BWA will endeavour to support all its students and equip them to stay safe from abuse through:

- The curriculum and in particular the content of the Moral Education and Positive Education curriculum which will encourage self-esteem and self-motivation;
- The provision of enrichment activities (BELAs) to raise awareness of a range of issues for example personal safety and the safety of others;
- Promoting a positive, supportive and secure environment which gives students a sense of being respected and valued;
- A coherent management of behaviour;
- A commitment to develop productive, supportive relationships with parents
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in child protection situations.
- Take all the necessary measures to safeguard and protect the children against substance abuse, including the use of narcotic, intoxicating and stimulant substances, all types of psychotropic substances, or the child's involvement in their production or trafficking.

13. Attendance

We recognise that full attendance is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely and is reviewed regularly by SLT. A weekly tracker is shared with homeroom/key tutors and attendance is a weekly agenda item in the 'team around the child' meeting.

14. Children missing from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.



BLOOM WORLD ACADEMY

Where a student has 10 consecutive school days of unexplained absence and reasonable steps (telephone calls, letters, emails, friends) have been taken by the school so establish their whereabouts without success, the school will make an immediate referral to relevant UAE authorities.

15. Supporting SoD and children with additional vulnerabilities

Students of Determination and children with SEND can be more vulnerable to exploitation and abuse and should have enhanced access to support systems. They may be more isolated from their peers and may find it difficult to express concern. No concern should be overlooked or passed off as a symptom of SEND including (not an exhaustive list):

- Communication
- Toileting
- Understanding right and wrong
- Physical build
- Unusual or over-physical attachments to staff members and peers.

Staff must be hyper-vigilant to the needs and concerns of these children who are among the most vulnerable. Additional barriers can exist in identifying neglect and harm for some groups of children. BWA recognises that students with SEND, medical or physical health conditions may face additional barriers to recognising, communicating or reporting safeguarding concerns. Staff should avoid assuming that changes in behaviour, mood or presentation are solely related to a student's existing needs or diagnosis.

Staff should also be alert to additional safeguarding vulnerabilities affecting young carers and children with medical conditions. Caring responsibilities may affect attendance, attainment, behaviour and wellbeing. Children with medical conditions may have additional dependence on adults or communication needs that can increase safeguarding vulnerability. These factors should be considered alongside the child's individual circumstances and should never be used to explain away a new safeguarding concern.

Online Safety and Filtering System

It is essential that children are safeguarded from potentially harmful and inappropriate online material. We have a whole school approach to online safety which establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. At BWA, we use Smoothwall which is a web filtering and firewall solution designed to monitor and manage internet use. It provides tools for content filtering, cybersecurity, and safeguarding, particularly focusing on ensuring a safe online environment. It enables the school to block harmful or inappropriate content, and monitor user activity to ensure compliance with policies and regulations.

The effectiveness of filtering and monitoring will be reviewed at least annually by the SLT member responsible for filtering and monitoring, with support from the DSL and IT team. The review will check that filtering is working



BLOOM WORLD ACADEMY

appropriately across internet-connected devices and relevant locations, and that evidence of the review is retained.

BWA also recognises emerging safeguarding risks associated with generative AI, including the creation or sharing of harmful, misleading or sexually explicit content and the manipulation of images or identities. Online safety education and staff training will address safe and responsible use of generative AI.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

15.1 Safeguarding in Online, Remote, and Hybrid Learning

BWA recognises that online and remote learning environments present additional safeguarding risks, including cyberbullying, grooming, exposure to inappropriate content, and breaches of privacy. In accordance with the National Child Protection Policy in Educational Institutions in the UAE (2022) — which applies equally to remote education — the Federal Decree-Law No. 26 of 2025 on Child Digital Safety, KHDA digital safety standards, and Keeping Children Safe in Education guidance, the following procedures will be applied whenever learning occurs online or in hybrid mode.

Approved Platforms and Technical Safeguards

- All online learning, live lessons, recordings, and communications will use only school-approved, secure platforms (e.g. Microsoft Teams/Toddle and Managebac)
- Smoothwall and Securly filtering and monitoring will extend to all virtual learning environments. The DSL and IT team will review logs regularly for concerning activity.
- All devices used for school purposes must comply with the school's Acceptable Use Policy and E-safety Policy.
- To strengthen safeguarding and cybersecurity across all virtual learning environments, the school will ensure that anonymous access to meetings is disabled and that all users are required to sign in with a registered account before joining. Meeting settings will be configured so that only people within the



BLOOM WORLD ACADEMY

organisation can bypass the lobby, with waiting rooms enabled for all external participants. Guest access will be restricted to essential use only, and meeting links will be shared internally to prevent unauthorised access.

- Two-Factor Authentication (2FA) will be enabled where possible.
- All settings will be centrally managed through the Microsoft Teams Admin Centre.

Staff Code of Conduct in Online Environments

- Staff must maintain professional standards at all times: appropriate dress, BWA logo branded background and no private one-to-one sessions with students unless a parent/guardian is notified in advance and the session is recorded.
- Recording of lessons is permitted only for educational purposes; recordings must be stored securely, deleted when no longer needed, and handled in compliance with UAE Personal Data Protection Law.
- Staff will not communicate with students via personal social media, messaging apps, or unmonitored channels. All interactions must use school-approved tools.
- Staff will monitor chat functions, breakout rooms, and shared screens in real time and address any inappropriate behaviour immediately.
- Teachers are responsible for monitoring attendance and removing unidentified participants immediately.
- Screensharing must be managed carefully to avoid exposure of sensitive information.

Equity and Inclusion during Distance/Online/Remote Learning

The school will ensure equitable access to learning:

- All students will have access to required devices and platforms
- Alternative provisions will be made where access is limited
- Students of determination will receive:
 - Adapted resources
 - Ongoing support and communication with families

Student Wellbeing during Distance/Online/Remote Learning

The school prioritises student wellbeing during distance learning:

- Regular wellbeing check-ins will be conducted
- Teachers will monitor changes in behaviour or engagement
- Access to pastoral care and counselling services will be provided
- Timetables will include:
 - Regular breaks
 - Balanced screen time
 - Opportunities for offline and physical activities



BLOOM WORLD ACADEMY

The school will ensure robust safeguarding processes:

- Attendance and engagement will be monitored daily.
- Any concerns related to:
 - Student safety
 - Online behaviour
 - Cyberbullying
 - Unauthorized access must be reported immediately to the Designated Safeguarding Lead (DSL).
- All incidents will be recorded and addressed in line with safeguarding protocols.

Student and Parental Responsibilities

- Students will be reminded of online safety rules (SMART rules, reporting concerns).
- Students must:
 - Engage respectfully in all online sessions
 - Use chat, camera, and microphone appropriately
- Parents are encouraged to:
 - Support access to learning
 - Encourage safe and appropriate use of technology
 - Communicate concerns with the school
- Parents/carers will receive clear guidance on supervising online sessions (especially for younger/EEC children), setting device time limits, and reporting concerns. Parental information letters for online learning will reference safeguarding expectations.
- For EEC (Nursery) children, online sessions (if used) will always require direct parental presence and will be limited to short, group-based activities.

Incident Reporting and Response

- Any safeguarding concern arising during online learning (e.g., disclosure of abuse, inappropriate chat messages, cyberbullying, unauthorised access, or signs of grooming) must be reported **immediately** to the DSL via CPOMS before the end of the session, using the student's own words where possible (see Appendix B).
- The DSL will treat online incidents with the same urgency as in-person concerns, escalating to KHDA, Dubai Police Human Rights Department, DFWAC (800 111), or CDA (800 988) as required under UAE legislation.
- Chronologies on CPOMS will explicitly note the online/remote context.



BLOOM WORLD ACADEMY

Training and Curriculum Integration

- All staff (including support, facilities, and external providers) will receive annual training on online/remote safeguarding, cyber risks, and the new Child Digital Safety Law (as part of KHDA-mandated induction and refresher training).
- Online safety will continue to be taught explicitly through the curriculum, Moral Education, Positive Education, assemblies, and parent workshops, with specific modules on remote learning risks.
- These measures ensure that safeguarding remains “everyone’s responsibility” in all learning environments, maintaining the school’s “it can happen here” approach.
- Online safety is an interrelated theme within our curriculum delivery and is reflected in relevant policies, assemblies, parent workshops and themed days to raise further awareness.

Our mobile phone policy reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, which can adversely affect a child’s mental health. Our mobile phone code of conduct sets out clear expectations as to how to use the device within the premises, only to arrange transport at the end of the day, as well as how to use it safely, considering their use of words, interactions and behaviour.

16. Roles and responsibilities

Role of the Designated Safeguarding Lead (DSL)

Details of our DSL and Deputy DSL are available on the BWA website, our newsletters, notice boards around the school and on posters in every classroom. Duties are further outlined in Keeping Children Safe in Education (2026, Annex B).

The DSL is member of the school’s Senior Leadership Team and has lead responsibility for safeguarding and child protection within the setting.

- The DSL works with the Executive Principal, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that students in need are experiencing or have experienced, and identifying the impact that these issues might be having on student’s attendance, engagement and achievement at school or college.
- Manages early identification of vulnerability of students and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.

It is the responsibility of the DSL to:

Manage referrals to local safeguarding partners where students with additional needs have been identified.



BLOOM WORLD ACADEMY

These can include those:

- who need a social worker and may be experiencing abuse or neglect;
- requiring mental health support;
- who may benefit from early help;
- where there is a radicalisation concern;
- where a crime may have been committed.

The DSL will also:

- Be a key point of contact for outside agencies about safeguarding.
- When required, liaise with the case manager and KHDA in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable students with relevant staff.
- Participate in the meetings held by the child protection committees and councils.
- Ensure the successful transfer of the Safeguarding/Child Protection File when a student moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.
- Ensure robust arrangements are in place so that a trained safeguarding lead is available whenever the DSL is unavailable, including appropriate cover during school-managed activities.

This includes ensuring that staff:

- Know who these children are,
- Understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Are supported to identify the challenges that children in this group might face.
- Provide additional academic support or make reasonable adjustments to help children who have or have had external support to reach their potential.

Role of the Board

It is the responsibility of the Board to:

- Nominate a Governance Committee member who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding arrangements.



BLOOM WORLD ACADEMY

- Liaise with the Executive Principal and the DSL to produce an annual report for the board.
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay;
- Ensure that this policy is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that students are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance
- Ensure that teachers, including cover and trainee teachers, other staff, volunteers, and contractors have appropriate safeguarding checks carried out in line with applicable UAE requirements and the 2026 KCSIE benchmark. HR should review the implications of the 2026 changes to regulated activity for regular volunteers and others working with children.
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to students, this includes having a process to manage low level concerns.
- Ensure that systems are in place for students to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to Peer-on peer abuse (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.

Role of School Personnel

It is the responsibility of all staff to:

- Read and understand Part One of Keeping Children Safe in Education 2026 in full. KCSIE 2026 has removed the condensed Annex A, so all staff are expected to read Part One rather than relying on a shortened version.
- Aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; Staff code of conduct; anti-bullying policy
- Know how to contact the DSL and any deputies, and the named board member responsible for safeguarding.
- Know how to identify vulnerable students and take action to keep them safe. Information or concerns about students will be shared with the DSL where it includes those:
 - may be experiencing abuse or neglect;
 - requiring mental health support;
 - may benefit from early help;
 - where there is a radicalisation concern;
 - where a crime may have been committed.



BLOOM WORLD ACADEMY

- Be clear as to the setting's policy and procedures about child-on-child abuse, children missing education and those requiring mental health support and the impact of technology in relation to online safety.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable students and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the CPOMS safeguarding system.
- Aware of the need to raise to the safeguarding team any concerns they have about safeguarding practices within the school.
- Maintain confidentiality and not disclose any information related to students. shall never discuss any existing or closed cases with mass media or third parties, other employees or unauthorised persons, except when required to do so by investigative bodies and judicial bodies within the limits of legal liability.
- Manage student behaviour through role modeling appearance, behaviour and positive situations that are appropriate and reflective of societal values.
- Respect social diversity and differences of all types: race, colour, gender, religion, expatriates, mental, psychological, and physical capabilities of each student.
- Endeavor to achieve justice and equality in treatment for all students in the educational institution.
- Ensure proper treatment based on equity and respect for all students, by use of appropriate, courteous, and respectful language.
- Apply the professional codes of conduct.
- Sign a yearly declaration that she/he has not been convicted or undergoing court or disciplinary proceedings for any offence involving child abuse and/or breach in exercising a duty of care for children since police clearance.

Role of the Students School Doctor/Nurse and Counsellor

It is the responsibility of the School Doctor/Nurse and Counsellor to:

- Provide physical treatment and emotional support after a child has been abused
- Conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition
- Provide positive encouragement to the child, liaise with family members determine how best to promote the child's safety both at school and at home.
- Recognise that Child abuse can leave deep emotional scars and help develop a rehabilitation plan in liaison with the DSL and other appropriate staff in the case team.
- Ensure that all standards and procedures for administering medications in the school setting are met.



BLOOM WORLD ACADEMY

Role of the Parents

It is the responsibility of the parents to:

- Be fully responsible towards the child and for the duties entrusted to them in the upbringing, care, guidance and growth of the child as stated in the applicable law and legislations in the country including taking photographs of other children and posting on social media without parental permission.
- Agree to the principles behind the UAE National child protection policy (<https://www.moe.gov.ae/En/Legislation/Documents/National%20Child%20Protection%20Policy-EN.pdf>)
- Cooperate with the educational institution for creating a safe environment for the child in which the child feels protected against occurrences that may threaten the child's survival, physical and mental health.
- Notify the educational institution or child protection units in case of an occurrence that may threaten the child's safety, physical, or mental health.
- Positively cooperate with the educational institution or external services as required in any stage when dealing with a case of abuse where the parent's children are involved.

Role of the HR department

It is the responsibility of HR department to:

- Ensure when recruiting any member of the teaching staff or support staff with access to children, all reasonable steps should be taken to ensure compliance as far as possible with the following:
 - Provision of an up-to-date police 'good conduct' letter and/or criminal records check
 - That two or more references are taken up from previous employers with follow-up questions with regard to the applicant's compliance with any Child Protection procedures
 - A declaration signed by the prospective employee on any application form and/or contract that s/he has not been convicted or undergoing court or disciplinary proceedings for any offence involving child abuse and/or breach in exercising a duty of care for children

Role of the security

It is the responsibility of security to:

- Be vigilant and adhere to the procedures governing the access and detailed record-keeping using the 'Buzz in' system.
- Ensure that the Visitor's Pass are worn for ease of identification and monitoring of visitors to the school.



BLOOM WORLD ACADEMY

After School Activities

All external providers have a duty of care towards students' and they are responsible for understanding the Safeguarding policy at BWA. All providers are required to submit background checks, Good Conduct certificate and to attend a training course on Safeguarding and Child Protection facilitated by BWA.

Reporting: All providers agree to report safeguarding concerns to the their lead manager who escalates to DSL as soon as possible with complete documentation.

Transportation

All adults responsible for BWA students in transportation have a duty of care to report any suspicious activities or concerns that may risk a child's health and safety. They undertake the Safeguarding and Child Protection training and are required to comply with the procedures in place.

Reporting: All transportation staff agree to report child protection concerns to the Transportation Manager. The manager is responsible for reporting it to the Designated Safeguarding Lead as soon as possible with complete documentation. All buses are under vigilant camera surveillance. The surveillance is aligned with the UAE transportation Law.

Facilities

Operations Members of the facilities, security, maintenance, and catering teams receive regular training on Child Protection & Safeguarding to ensure a thorough understanding of possible concerns and required actions. They report all concerns directly to the Designated Safeguarding lead.

Security supported by all members of the facilities team ensures that the correct lanyards are worn by staff members and visitors on the school premises.

The BWA campus is always under vigilant surveillance. Camera recordings of specific areas in the school can be accessed with legitimate child protection concern after completing the form in line with the CCTV policy. Recordings are at times used as supporting evidence in safeguarding concerns.

Maintenance & Catering

All adults have a duty of care towards BWA students and visitors All adults responsible for BWA students in catering and maintenance (BFM team) have a duty of care to report any suspicious activities or concerns that



BLOOM WORLD ACADEMY

may risk a child's health and safety. They undertake the Safeguarding and Child Protection training and are required to comply with the procedures in place.

External Trips

International

All international trips ensure adequate adult capacity to support all students. Both, male and female staff accompany students on overnight and international trips. All accompanying adults, recognise that they have a responsibility towards health, safety, and child protection. Child protection concerns on international trips are reported directly to the Executive Principal. In emergencies, local authorities of the site must be contacted.

Local

Local trips are facilitated by the Arab Falcon, which is the BWA preferred partner for Transportation services. The buses are under camera surveillance and the staff are equipped with safeguarding training. All accompanying adults, including parents must recognise that they have a responsibility towards health, safety, and child protection. All accompanying staff are trained in safeguarding and health & safety practices. Child protection concerns on local trips are reported directly to the Designated Safeguarding lead.

Reporting: Suspicious activity or child protection concerns on international and local trips must be documented and reported immediately to the Designated Safeguarding Lead for review and support.

17. Associated documentation

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Behaviour for Learning Policy
- E-safety
- Anti-bullying
- Student Well-being policy
- Staff Well-being policy
- Counselling Policy
- Staff Code of Conduct
- Safer recruitment policy
- Anti-smoking and drug substance Policy
- Federal Decree-Law No. 26 of 2025 on Child Digital Safety
- BWA Acceptable Use Policy and E-safety Policy



BLOOM WORLD ACADEMY

18. Training implications

This policy will be shared with all BWA academic and administrative staff in the staff handbook. Staff will be trained and refreshed at the start of each academic term during the annual BWA induction and staff meetings. For new joiners they will be walked through the policy by the DSL. This policy will be revisited by the Principal – Wellbeing & Development annually in readiness for the new academic year or amended as necessary in real time.

All staff will receive specific training on safeguarding in online and remote learning environments, including the Federal Decree-Law No. 26 of 2025 on Child Digital Safety, as part of annual induction and KHDA compliance requirements.

19. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

20. Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.



BLOOM WORLD ACADEMY

APPENDIX A

CATEGORIES OF ABUSE

PHYSICAL ABUSE

Is actual or attempted physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.

- Unexplained injuries or burns (particularly if they are recurrent)
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Fear of parents being contacted
- Withdrawal from physical contact
- Fear of returning home
- Fear of medical help
- Aggression towards others
- Self-destructive tendencies

PSYCHOLOGICAL/EMOTIONAL ABUSE

Failure to provide for the child's basic emotional needs such as to have a severe effect on the behaviour and development of the child. This includes conveying to children the feeling that they are worthless or unloved.

- Physical/mental/emotional developmental lags
- Admission of punishment which seems excessive
- Over reaction to mistakes
- Fear of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour (eg, rocking, thumb sucking etc)
- Fear of parents being contacted
- Self-mutilation
- Extremes of passivity or aggression

SEXUAL ABUSE

Where a child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) – including organised networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.



BLOOM WORLD ACADEMY

Signs and Symptoms:

- Age-inappropriate sexual knowledge, language, behaviours
- Loss of appetite or compulsive eating
- Regressive behaviours such as thumb sucking, needing previously discarded cuddly toys
- Becoming withdrawn, isolated
- Inability to focus
- Reluctance to go home
- Bed-wetting
- Drawing sexually explicit pictures
- Trying to be 'extra good'
- Over-reacting to criticism
- Have outbursts of anger/irritability

NEGLECT

Refers to persistent or deliberate failure to meet a child's physical or psychological needs eg. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give adequate response to a child's emotional needs.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing



BLOOM WORLD ACADEMY

Procedures and Indicators for Specific Concerns

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that students may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

BWA recognises the additional safeguarding risks highlighted in KCSIE 2026, including modern slavery and trafficking, financial exploitation, child-to-parent or caregiver abuse and serious violence. Staff should remain alert to changes in behaviour, unexplained money or possessions, coercion, threats, exploitation, significant changes in friendships, weapons or injuries, and should report concerns to the DSL. These concerns may overlap with other forms of abuse or exploitation.

Additional safeguarding concerns

Radicalisation and Extremism

Protecting children from the risk of radicalisation is seen as the schools wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental UAE values.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. The school is committed to preventing students from being radicalised and drawn into any form of extremism or



BLOOM WORLD ACADEMY

terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs by providing opportunities through the curriculum to discuss issues of religion, ethnicity, culture and learn how to discuss and debate points of view; and by ensuring that all students are values and listened to within school.

School staff receive training that provides them with both the information they need to understand the risks affecting children and identify individual children who may be at risk of radicalisation.

Any concerns in relation to possible radicalisation is discussed with the child's parents in line with the safeguarding procedures unless we have a specific reason to believe that to do so would put the child at risk.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to external agencies.

Online Safety - E-Safety

We categorise online safety risks into the 3 following areas

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

Through the curriculum we teach students to use the internet safely and how to protect themselves on line . Students are taught about:

- Dangers of the internet
- SMART use of the internet
- Cyberbullying
- 'Stranger danger' i.e. not meeting up with people from the internet
- Using the internet and social networks safely and sensibly
- Judging websites for trustworthiness
- Netiquette
- Piracy (Illegal downloading of songs, games and films)
- Plagiarism
- Online fraud
- Computer/Internet Addictions

E-safety is also taught through assemblies, tackling big issues such as cyberbullying and grooming



BLOOM WORLD ACADEMY

Sexting/sharing inappropriate images

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting.'

Making or sharing of nudes or semi-nudes, including images that have been digitally altered or generated using artificial intelligence, must be treated as a safeguarding concern.

Young people who share sexual imagery of themselves, whether consensual or non-consensual is a safeguarding concern. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

In deciding the most appropriate response, relevant considerations will include:

- The nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour
- The context of the abusive behaviours
- The child/young person's development, family and social circumstances
- The need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs
- The risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

When concerns are identified, staff will always speak to the children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. N.B Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity by under 13 years olds will therefore be referred to the Police.

Viewing the imagery – adults should not view images unless there is good and clear reason to do so. Wherever possible, the DSL's Responses to incidences will be based on what they have been told about the content of the image.

Deletion of the images – if the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the image



BLOOM WORLD ACADEMY

Safeguarding and Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where students have suffered abuse or neglect, other potentially traumatic childhood experiences, that can have a lasting impact throughout childhood, adolescence and into adulthood. All staff must refer to the Wellbeing and Counselling Policy for further information and support systems in place for students. Staff are well placed to observe students daily and identify those whose behaviour suggests they may be experiencing a mental health concern or be at risk of developing one, but only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

A mental health concern is not, in itself, necessarily a safeguarding concern. However, changes in mental health, behaviour or presentation may indicate that a child is experiencing or at risk of abuse, neglect or exploitation. Where a mental health concern also raises a safeguarding concern, staff must report it immediately to the DSL.



BLOOM WORLD ACADEMY

APPENDIX B

HOW TO MANAGE A DISCLOSURE

Stay calm

(Don't over-react, however shocked you may be)



Listen, hear and believe

(Listen carefully, take it seriously)



Give time for the person to say what they want

(Don't make assumptions and don't offer alternative explanations, ask questions beginning with Tell me about...Explain...Describe... Avoid 'who, what, when, where' questions)



Reassure and explain that they have done the right thing in telling.

(Do not promise confidentiality; explain that only those professionals who need to know will be informed)



Record in writing as near verbatim as possible and log onto CPOMS.

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



Before you leave the premises ensure you have report the concern verbally to the DSL



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APPENDIX C

INVOLVEMENT OF OUTSIDE AGENCIES

Dubai Foundation for Women and Children (DFWAC)

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

DFWAC provides:

- A safe shelter
- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance
- Helpline 800 111 or email help@dfwac.ae
- Website – www.dfwac.ae

Dubai Police Human Rights Department

24/7 Duty Officer 056 6862121

Latifa Hospital Child Welfare Unit

Tel: 04 2193000

Fax: 04 3241717

PO Box 4115 Dubai, UAE

Working Hours: 24 Hours

Community Development Authority (Centre)

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



BLOOM WORLD ACADEMY

Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.

Al Jalila Children's Hospital

Free helpline number 8002524.

Telephone number: 04-2811000

Full service paediatric hospital with psychiatric aftercare services.

Accept referrals from all Emirates.

<https://aljalilachildrens.ae/>

Camali Clinic Centre for children, adolescents and adults.

Psychiatric and counselling service.

<https://camalclinic.com/>

• info@camalclinic.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/>

• info@tdcc.ae • +971 43011900

Insights Psychology

Specialised community-based services for child, adolescent and Educational Psychology, Counselling Psychology and organisational psychology.

www.insightspsychology.com

• reception@insightspsychology.com • +971 56 266 0227

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/>

• info@lighthousearabia.com • +971 4 380 2088 • +971 50 473 3563 • +971 50 688 3313

Thrive Wellbeing Centre Child, adolescent, adult and couples counselling service.

<https://www.thrive.ae/>

• info@thrive.ae • 04 514 7386



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The Free Spirit Collective
Clinic Psychologists, Counsellors, Coaches FSC Home
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ATIC

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