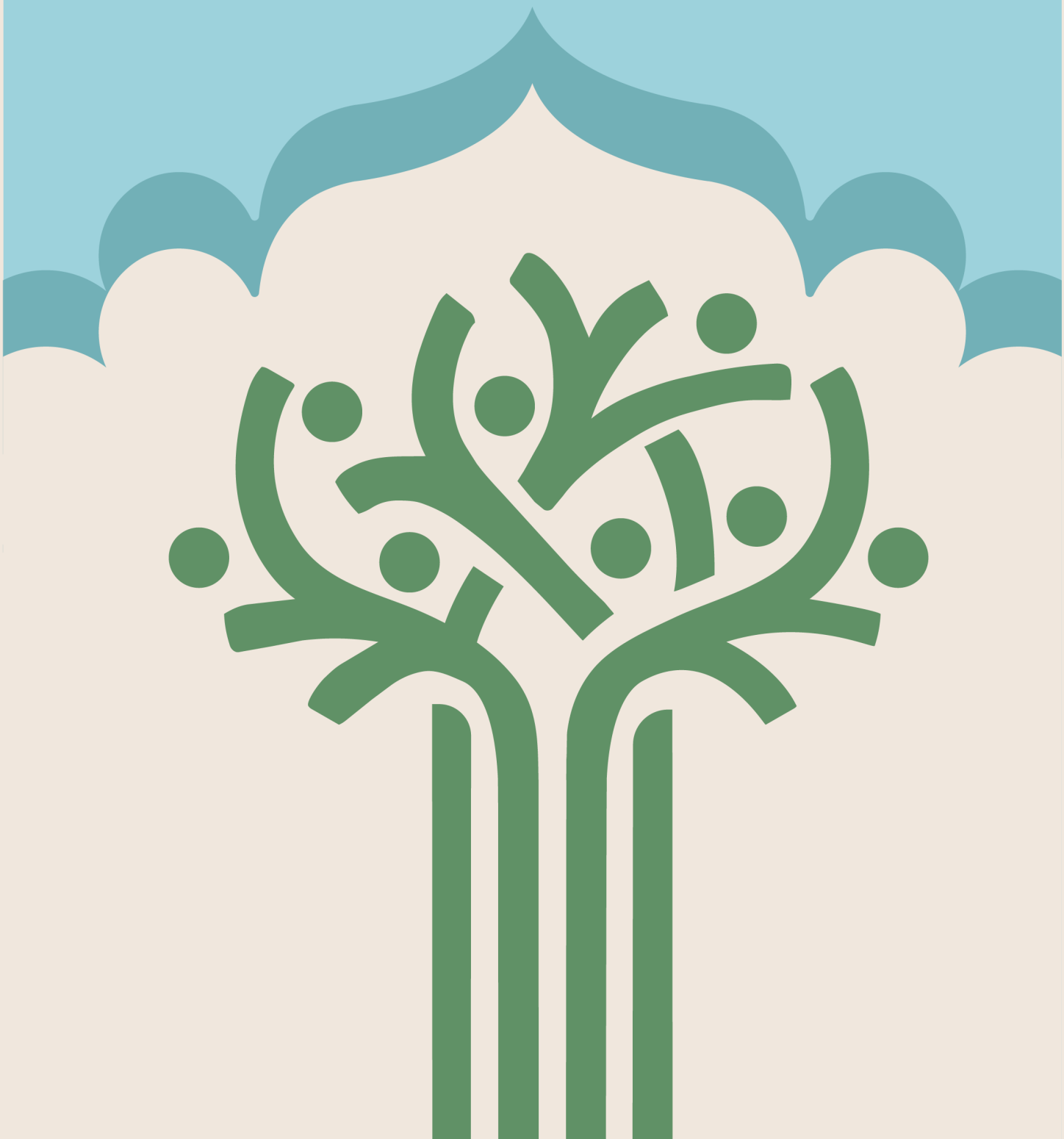
حكومة دبي
GOVERNMENT OF DUBAI

Knowledge المعرفة

KHDA Policy Framework for Safeguarding and Learner Protection in Dubai's Private Educational Institutions

Safeguarding Training Matrix — Requirements and Implementation Guidance



Safe Space implementation resource

Field	Details
Resource title	Safeguarding Training Matrix
Resource type	Training matrix
Policy Framework section	4.2 Training; 1.2 Scope; 3.1 Policies and Procedures; 3.2 Wellbeing and Support; 3.6 Safeguarding and Learner Protection Outside the Educational Institution; 3.6.2 Boarding Provision; 4.1.1 Governance: The Safeguarding Governor; 4.1.3 Tier 1: Core Safeguarding Team; 4.3 Safer Recruitment and Suitability of Staff; 4.4 Professional Conduct and Safe Working Practice; 4.5 Whistleblowing: Reporting Concerns About Safeguarding Practice; 5.1 Recognising Safeguarding or Learner Protection Concerns; 5.2.1 Learners at Risk; 5.2.2 Overcoming Barriers to Disclosure; 5.2.3 Responding to a Disclosure or Suspicion of Abuse or Neglect; 5.3.1 Case Management; 5.3.2 Learner Safeguarding and Protection Thresholds; 5.3.3 Reporting and Escalation Routes; 5.3.4 Reporting and Allegations against Staff; 5.3.6 Failure to Report; 5.3.7 Recording Learner Safeguarding Concerns; 5.3.8 Information Sharing; 6.1 Monitoring; 6.3 Learning and Improvement; 7 Implementation and Phased Compliance
Relevant MUST directives	Section 3 Safeguarding Foundations (Directives 9, 10, 58 and 71) Section 4 Enabling Mechanisms for Safeguarding (Directives 82 to 89, 104, 106, 107, 114 to 117, 128 to 145, 148 to 150, 164 and 165 to 170) Section 5 Safeguarding Processes for Managing Concerns (Directives 179, 180, 182, 188, 192, 196 to 200, 202, 205, 210 to 219, 221, 222, 225 to 232, 240, 243, 246 to 248, 250 and 254 to 258) Section 6 Safeguarding Rigour (Directives 261, 264, 272 and 296)
Version	1.0
Review	Reviewed annually, and sooner following changes to United Arab Emirates (UAE) legislation or the Knowledge and Human Development Authority (KHDA) Policy Framework.

About this resource

This matrix supports section 4.2 of the Policy Framework for all KHDA-permitted early childhood centres, schools, higher education institutions and training or vocational institutes, including virtual provision. Training must distinguish the child protection pathway for learners under 18 from the adult safeguarding pathway for learners aged 18 and over (section 1.2). CPC/DSL refers to the Child Protection Coordinator/Designated Safeguarding Lead. Tier 1 refers to the Core Safeguarding Team, Tier 2 to the Multi-Disciplinary Safeguarding Team and Tier 3 to the Extended Safeguarding Team (sections 4.1.3–4.1.5).

This matrix is the KHDA resource referred to in Directives 128, 135 and 136, and its requirements are mandatory. Use the course rows to plan training for each role, and the phasing table to check deadlines.

Each institution keeps a training register for every adult working in, for or on behalf of the institution (Directive 130). For each person, the register records:

- their role and setting, and the courses and modules that apply to them
- the provider, completion date and assessment outcome
- the local briefing on the institution's own arrangements
- any equivalence decision
- the next refresher due date, compliance status and any restriction on duties

The head of the institution assigns a named person to keep the register up to date against staff and contractor lists, and to provide training evidence to governance and KHDA when required (Directives 129–131). Training records are kept securely, in line with the institution's records-retention policy.

Training requirements

CPD Title and Training Level*

Safeguarding in Education: Level 1 Basic Awareness

Delivery: Face-to-face or live online (delivered by the institution's CPC/DSL or head), or self-paced online. All routes end with an assessment. Before commencing duties, all adults working with learners receive a local briefing, including those trained online. Provide the names and contacts of the CPC/DSL and authorised deputies, the out-of-hours and emergency routes, and the alternate route if the usual recipient cannot be reached or the recording system is unavailable (**Directives** 141, 142, 214, 215 and 225).

Minimum Content (Directive 144):

- Safeguarding Foundations: Definitions, terminology and introduction to the Policy Framework
- Learner and staff wellbeing, including mental health
- Recognising abuse, neglect and harm, including harm caused by other learners (bullying and cyberbullying), online harm, and non-verbal signs and changes in behaviour
- Responding to concerns
- Reporting and recording concerns
- Safe working practice, professional boundaries, whistleblowing and confidentiality
- Practical application: short scenarios relevant to the participant's role, practising how to recognise a concern, respond to the learner, report it to the CPC/DSL or an authorised deputy, and record it. Scenarios include what to do if the CPC/DSL or deputies cannot be reached.

Learning Outcomes: Participants can:

- Recognise possible signs of abuse, neglect and harm, including signs shown through behaviour rather than words.
- Respond calmly. Explain in age-appropriate, accessible language what will happen next. Use the learner's usual communication aid or an independent interpreter where needed. Record their own words, signs or actions separately from interpretation. Report without proof or a verbal disclosure. Do not promise secrecy, ask leading questions, investigate or photograph or film injuries. Practise this with a learner using augmentative and alternative communication (AAC)or requiring language support (Directives 196–200 and 247).
- Assess immediate safety and take protective action at once. Call Dubai Police (999) or Ambulance (998) where needed. Report without delay to the CPC/DSL or an authorised deputy. If internal routes are ineffective or obstructed, escalate directly to KHDA or the relevant authority as applicable. Make any required external report without waiting for approval, proof, parental consent or a completed form, in line with the Policy Framework. Record the concern in the case management system on the same day and update it after each action or decision (Directives 196–199, 218, 221, 222, 225, 240 and 246).
- Follow the safe working practices expected of them, in person and online.

Mandatory Participants	Other Participants (Could be invited to attend as appropriate)	Training Duration	Frequency**	Mandatory Evidence
All adults working in, for, or on behalf of the institution, including but not limited to: • Educators • Head of Institution & SLT • Governors • Administrators • Clinic staff • Counsellors • Third-party providers, agency staff and volunteers. The head of the institution assigns a named person to verify pre-duty induction and local briefing for these adults and for parent-paid inclusion assistants (Directive 142). • Transport (Drivers and bus attendants) • Operations and Facilities teams • Inclusion Assistants (including any paid by parents) • HQ/Corporate staff that visit institutions e.g. Education, HR, Operations, Marketing, Enrolments, Finance	NA	90 mins (May be split into more than one session but all content must be covered)	Induction: training before starting duties, including mid-year joiners (Directive 142). Following this, at least annually (Directive 143). Short refresher briefings** throughout the year (Minimum one per term).	Training register completed (written or electronic signatures) and maintained to ensure full attendance. Successful completion of the assessment and a certificate confirming completion. Record of the CPC/DSL briefing on the institution's own arrangements. Signed acknowledgement that attendees have read, understood and will comply with the: • Institutional Safeguarding policy, • UAE Code of Conduct for workers in the general education sector, where applicable • Institution's Code of Conduct • Safe Working Practice guidance • Health & Safety policy • Institution's Digital Acceptable/Responsible Use policy.

CPD Title and Training Level*

Safeguarding in Education: Level 2
The Safeguarding Governor

Delivery: Face-to-face or live online (facilitated) or self-paced online.

Directives: 83–89, 132–133, and 228

Content:

- The role of governance in safeguarding rigour
- Monitoring safeguarding implementation
- Reviewing safeguarding effectiveness
- Driving continuous improvement
- Practical application and assurance

Learning Outcomes: Participants can:

- Explain the Safeguarding Governor's independent oversight role, keeping routine governance oversight separate from decisions on individual cases (Directives 83 and 89).
- Use termly safeguarding reports, anonymised case data and training data to test whether arrangements are working, including compliance, trends and outstanding actions.
- Hold leaders to account for improvement actions, with named owners and timescales.
- Identify who receives an allegation about the head of the institution under Figure 4, and what happens if that route is conflicted.

Mandatory Participants	Other Participants (Could be invited to attend as appropriate)	Training Duration	Frequency**	Mandatory Evidence
Mandatory for the Institution's nominated Safeguarding Governor only. The person must have completed L1 Basic Awareness before progressing to L2.	Other Board Members HQ/Corporate staff Senior leaders CPC/DSL.	2 hours	Within three months of appointment (Directive 132), followed by a refresher** every 2 years (Directive 133).	Training register completed (written or electronic signatures) and maintained to ensure full attendance. Successful completion of the assessment, including a practical scenario task with feedback, and a certificate confirming completion.

CPD Title and Training Level*				
Safeguarding in Education: Level 2 **Governance Orientation**				
Delivery: Online (live or self-paced) **Recommended course (not mandatory).** The Policy Framework requires safeguarding governance training only for the Safeguarding Governor (Directives 84 and 132). This short course is recommended for other governors and the head of the institution, to support their oversight duties (Directives 85 to 87 and 89). Separately, all governors must complete Level 1 Basic Awareness before starting their duties (Directive 142). **Content:** * The role of governance in safeguarding * Understanding safeguarding reports * When does the board get involved? * What to do if you receive an allegation about the head of the institution (Figure 4) **Learning Outcomes: Participants can:** * Describe the governing body's safeguarding duties under the policy. * Read a safeguarding report and ask questions. * Name who receives an allegation about the head of the institution and detail what happens next (Figure 4).				
Intended participants	**Other Participants (Could be invited to attend as appropriate)**	**Training Duration**	**Frequency**	**Mandatory Evidence**
Members of the governing body or equivalent oversight body and the head of the institution. Record equivalent coverage through the Safeguarding Governor or leadership course. Use a short Figure 4 scenario to check that participants can identify the correct recipient.	Senior leaders CPC/DSL	30 mins	First training upon appointment, followed by a refresher** every 2 years.	Training register completed (written or electronic signatures) and maintained to ensure full attendance. Successful completion of assessment and certificate.

CPD Title and Training Level*

Safeguarding in Education: Level 2
Applied Safeguarding for Leaders

Delivery: Face-to-face, live online (facilitated), or blended model with assessment.

Directive: 134

Content:

- Leadership accountability for safeguarding: oversight of thresholds and escalation (Table 1 and Figure 3)
- Recognising emerging patterns and repeated low-level concerns (Directives 182 and 188)
- Responding to disclosures and to learners in distress
- Accurate recording and information sharing
- Professional boundaries and safe working practice
- When and how to escalate to the CPC/DSL
- Attendance patterns and learners with additional vulnerabilities, including Students of Determination
- Practical application: Scenarios and assessment

Learning Outcomes: Participants can:

- Identify patterns of concern by reviewing information across attendance, behaviour, wellbeing, transport and engagement, including concerns that only show a pattern when separate reports (for example on absence, a transport incident and a change in behaviour) are read together.
- Report repeated or combined concerns to the CPC/DSL, who, with the Core Safeguarding Team, applies the thresholds in Table 1, records the decision and its rationale, and escalates through Figure 3 where required (Directives 210–213, 216 and 222).
- Respond to a disclosure using the immediate protection, reporting and recording steps in Level 1.
- Explain how thresholds and escalation routes work in their institution, and the leader's accountability for them (Directive 134).

Mandatory Participants	Other Participants (Could be invited to attend as appropriate)	Training Duration	Frequency**	Mandatory Evidence
Head of Institution & Senior Leadership Team (SLT), pastoral and middle leaders who regularly respond to learner safeguarding and wellbeing concerns. Including but not limited to: • Head of Institution & SLT • Heads of year groups, phases or sections • Pastoral and inclusion leads • Attendance leads • Boarding house leads • ECC: room or section leaders • HE and TVET: programme leaders and student services leads The person must have completed L1 Basic Awareness before progressing to L2.	Tier 2 members. Any staff member approved by the head of the institution.	3 hours	On appointment, then every two years.	Training register completed (written or electronic signatures) and maintained to ensure full attendance. Successful completion of assessment, including a practical scenario task with feedback, and certificate confirming successful completion.

CPD Title and Training Level*				
Safeguarding in Education: Level 2 **Role-Specific Safeguarding for Higher-Risk Settings**				
Delivery: Face-to-face, live online or self-paced online, with an assessment. The CPC/DSL briefs staff on the institution's own arrangements for each setting. **Directives:** 58, 71, 145 and 164 **Content:** One module for each applicable setting Each module covers, as a minimum: * The main safeguarding risks in that setting * Supervision, ratios and safe working practice * Professional boundaries * Reporting and escalating concerns from that setting, including out of hours and off-site * Emergency procedures **Learning outcomes: participants can:** Apply the following to their own setting, including an out-of-hours scenario requiring safe handover: * Identify the main safeguarding risks in their setting and how to reduce them. * Report a concern from their setting through the correct route, including out of hours or off-site. * Follow the emergency procedures for their setting.				
Mandatory Participants	**Other Participants (Could be invited to attend as appropriate)**	**Training Duration**	**Frequency****	**Mandatory Evidence**
Staff working in contexts requiring enhanced safeguarding awareness Including but not limited to: * Boarding staff * Staff leading or supervising off-site provision, trips and placements * Sports coaches and staff leading physical activities and performing arts * Transport staff and transport supervisors * Staff teaching or supporting learners online or through distance learning * Staff working on a one-to-one basis with learners Must have completed L1 Basic Awareness before progressing to L2.	Any staff member approved by the head of the institution.	Minimum 1 hour per setting***	Before starting work in the setting (Directives 128 and 145), followed by a refresher** every 2 years.	Training register completed (written or electronic signatures) and maintained to ensure full attendance. Successful completion of the assessment and a certificate confirming completion. Before departure, the activity lead verifies and records that staff leading or supervising off-site provision have the first-aid training and evidence required by the applicable off-site guidance (Directive 58). Record this separately from safeguarding certification.

CPD Title and Training Level*				
Safeguarding in Education: Level 2 Safer Recruitment				
Delivery: Face-to-face or online self-paced learning. **Directives:** 139, 140, 148, 149 and 150 **Content:** * Introduction to Safer Recruitment * Preparing for recruitment * Implementing Safer Recruitment practices * Checks and verification * Finalising the process * Safe induction and monitoring * Assessment: knowledge check and practical scenario task **Learning Outcomes: participants can:** * Plan a recruitment process that deters and screens out unsuitable people. * Complete and record all pre-appointment checks, including identity, right to work, references, criminal records clearance and, where appropriate, the UAE Good Conduct Certificate (Directive 149). * Record each check, its outcome and who verified it in a single, auditable database, and ensure no appointment goes ahead while a required check is outstanding (Directives 149–150). * Identify and follow up gaps, inconsistencies and concerns in applications and references.				
Mandatory Participants	**Other Participants (Could be invited to attend as appropriate)**	**Training Duration**	**Frequency****	**Mandatory Evidence**
All staff involved in recruitment, shortlisting or interviewing must complete safer recruitment training (Directive 139). The recruitment lead verifies that every panel includes at least one person with recognised training completed within the previous two years (Directives 140 and 148). Once applicable, do not convene a panel without this cover. Including but not limited to: * Institutional and Corporate HR team * Head of Institution & SLT * Educational middle leaders * CPC/DSL * Governors	Any staff member interested in learning more about safer recruitment best practice.	4 hours	Every recruitment panel must include at least one person who has completed safer recruitment training in the last two years, verify this before the panel meets (Directives 140 and 148). Each person must complete safer recruitment training before they first take part in recruitment, shortlisting or interviewing (Directives 128 and 139), then every two years.	Training register completed (written or electronic signatures) and maintained to ensure full attendance. Successful completion of assessment and certificate.

CPD Title and Training Level*

Safeguarding in Education: Level 2

Managing Allegations Against Staff and Adult Conduct Concerns

Delivery: Face-to-face or live online (facilitated)

Directives: 134, 165 to 170 and 226 to 232, and Figure 4

Content:

- Safe working practice: preventing allegations
- Types of adult-related concerns (allegations of harm, conduct or boundary concerns, employment matters) and the route for each
- Reporting without delay, and no later than the same working day (Directive 227)
- The Figure 4 reporting hierarchy, including conflicts of interest and direct reporting to KHDA (Directives 228–230)
- Managing allegations, including interim measures (Directive 231)
- Whistleblowing and adult conduct concerns (Directives 165–170)
- Practical application: allegation scenarios, including a Head who is the sole owner

Learning Outcomes: participants can:

- Decide whether a concern about an adult is an allegation of harm, a conduct or boundary concern, or an employment matter, and follow the appropriate route.
- Identify and apply safe working practices and assess and manage risk.
- Apply the Figure 4 reporting hierarchy, including when the concern is about a senior leader or the owner.
- Put proportionate interim measures in place and clearly record decisions and reasons.

Mandatory Participants	Other Participants (Could be invited to attend as appropriate)	Training Duration	Frequency**	Mandatory Evidence
The person or people the institution assigns to manage allegations against adults, irrespective of their job title. Including but not limited to: • Institutional and Corporate HR team • Chair of Governors/Trustees or Owner • Safeguarding Governor • Head of Institution & SLT • Any person who manages allegations for the institution • CPC/DSL	Any staff member interested in learning more about managing allegations and adult conduct concerns. Other governors.	3 hours	On appointment, followed by training every 2 years.	Training register completed (written or electronic signatures) and maintained to ensure full attendance. Successful completion of the assessment, including a practical scenario task with feedback, and a certificate confirming completion.

CPD Title and Training Level*
Safeguarding in Education: Level 3 CPC/DSL Training

Delivery:

Part A: online knowledge modules (about 5 hours), ending with a knowledge assessment.

Part B: face-to-face practical workshops (at least 6 hours), ending with a practical assessment. Part A must be completed before Part B.

Both parts and their assessments must be completed before taking on case responsibilities (Directive 135). Transitional arrangements are set out in section 7, Table 2.

Cover: if the trained lead is absent or conflicted, a trained deputy takes over with a documented handover. The head of the institution ensures cover is in place but must not make case decisions (Directives 104, 114 and 116).

Refresher: every 2 years, at least 4 hours, including a live scenario assessment.

Annual role update: in each year between refreshers, CPC/DSLs and deputies update their knowledge (for example, on changes to policy, legislation, referral routes or emerging risks) and record it in a CPD log. This is required CPD, not a separate course.

Directives: 107, 117 and 135 to 138

Content:

- Introduction: the CPC/DSL role, UAE context and the KHDA Policy Framework
- Understanding abuse, harm and trauma, and recognising indicators, including harm caused by other learners, online harm and exploitation
- Image-based abuse, including AI-generated images
- Students of Determination and learners who are non-speaking, have limited expressive language or use augmentative and alternative communication (AAC)
- Responding to disclosures
- Risk threshold determination (Table 1)
- Escalation routes, external referrals and follow-up (Figure 3)
- Referral writing
- Safety planning and professional challenge
- Learner voice and working safely with parents, guardians and custodians
- Learners aged 18 and over: the adult pathway, consent and information sharing (section 1.2)
- Learners not on site: off-site provision, placements, distance learning and persistent absence
- Concerns about adults: routing through Figure 4
- Recording, case management systems and information sharing
- Assessment: an out-of-hours scenario covering emergency response, secure recording and escalation when a referral is not acknowledged

Learning Outcomes: participants can:

- **Recognise and assess:** identify concerns, patterns and cumulative harm, including concerns shown through behaviour by learners who do not communicate verbally, and apply the Table 1 thresholds, recording the rationale.
- **Respond and protect:** respond safely to a disclosure and take immediate action to protect the learner.
- **Refer and follow up:** make referrals within the Figure 3 timeframes (low: KHDA within 72 hours; medium: CDA within 24 hours, informing KHDA; high: immediately to CDA or emergency services, informing KHDA). Confirm receipt, follow up, and escalate if protection remains inadequate (Directives 205, 216–219 and 247).
- **Involve families safely:** inform parents, guardians or custodians without delaying the referral (Directive 221). If contact may increase risk, follow the direction of the competent authority and record it. For learners aged 18 and over, apply the adult pathway, recording consent or the basis for sharing.
- **Record and share:** keep factual, timely records that show decisions, rationale, actions and reviews, and share information only when it is lawful, necessary and proportionate (Directives 248 and 254–258).
- **Coordinate and close:** route concerns about adults through Figure 4, and record the learner's views, support arrangements and review dates. At closure, record the threshold, rationale, ongoing support and who agreed the decision (Directives 202 and 250).

Mandatory Participants	Other Participants (Could be invited to attend as appropriate)	Training Duration	Frequency**	Mandatory Evidence
All CPC/DSLs and Deputy CPC/DSLs, including: ⁎ all CPC/DSLs ⁎ all Deputy CPC/DSLs ⁎ Residential CPC/DSL and Deputy (boarding) Entry: Level 1 Basic Awareness completed. Nominated by the head of the institution, who confirms protected time.	Any staff member approved by the head of the institution interested in becoming a CPC/DSL**** The head of the institution, members of the safeguarding/ Child Protection team who do not make safeguarding decisions. Social & Emotional Counsellors Social Workers Pastoral staff Tier 2 and Tier 3 members	Part A: approximately five hours. Part B: at least six hours. The refresher course will last at least 4 hours.	Before taking on safeguarding case responsibilities (Directive 135). Refresher** every 2 years (Directive 136). Annual role update between refreshers**, recorded in a CPD log.	Training register completed (written or electronic signatures) and maintained to ensure full attendance. Part A knowledge assessment passed. Part B practical assessment passed, to the standard set by KHDA. Refresher: live scenario assessment passed. Certificate confirming completion. Annual role update CPD log.

Explanatory Notes

***Training 'levels':** L1: Universal awareness, L2: Applied Practice, L3: Operational Leadership

****Refresher training** (all levels):

- Refresher training is completed after the initial course at the intervals specified in the Frequency column: at least annually for Level 1 and every two years for Levels 2 and 3.
- It reinforces the course's key content and learning outcomes, and covers changes to policy, legislation and procedures, emerging risks and lessons learned from practice.
- It meets the course's minimum duration, unless a separate refresher duration is stated (for example, at least 4 hours for Level 3).
- Apply the course-specific refresher assessment and evidence requirements in the relevant row. Record the completion date and calculate the next due date from it. Record the Level 3 annual role update separately from the two-yearly refresher.
- It is completed before the previous training's refresher period ends.

Refresher briefings (Level 1), in addition to refresher training:

- Are separate from, and in addition to, the annual Level 1 training; they do not replace it.
- The CPC/DSL delivers briefings at least once per term or on the approved equivalent schedule in settings without terms.
- Reinforce reporting procedures and the institution's key safeguarding arrangements.
- Communicate any changes to policy or legislation.
- Address emerging risks and lessons learned from practice.
- Record date, content and attendance for live briefings, or acknowledgement for written briefings.

***__Higher-risk settings__ (Level 2):

- A separate module is required for each higher-risk setting in which the staff member works.
- A minimum duration of 1 hour applies to each module.
- Modules may be delivered in the same session, provided the content for each setting is covered in full.
- Completion is recorded for each module.
- The relevant module must be completed before the staff member starts work in a new setting.

****__Note:__ While every effort is made to ensure psychological safety during training, the Level 3 CPC/DSL course explores child abuse in depth and may be emotionally challenging. Institutional leaders must approve any staff nomination for this training, and the nominated staff member should feel comfortable attending and undertaking the responsibilities of the CPC/DSL role.

Provider requirements (Directive 135): Before commissioning training, the institution verifies the provider's licences or permits required in the UAE, the delivery mode and the trainers' competence. Level 3 trainers must have held a CPC/DSL role or have equivalent safeguarding experience, knowledge of UAE and Dubai safeguarding requirements, and experience of assessing practice. Part B must be led or co-led by a trainer who has held a CPC/DSL role. Equivalent experience means at least three (3) years in a child protection or safeguarding role with case responsibility. The provider supplies written evidence of each trainer's experience, and the head of the institution records that the provider meets these requirements before the training is commissioned.

Transition: Refer to the phasing table for staff appointed after, and in post at, the publication of the Policy Framework.

Training implementation timeline

The Policy Framework takes effect from the date it is published (Effective Date). Some requirements apply from that date: safeguarding induction for new adults, a briefing for all staff on reporting routes, and the appointment of a CPC/DSL and at least two deputies, with at least one holding evidence of training (section 7, Table 2). Other training is phased in, and the table below sets the deadline for each course, depending on whether a person is appointed after the effective date or is already in post.

Training	When the person is appointed after the Policy's publication	When the person is in post when the Policy is published, already trained*	When the person is in post when the Policy is published, not yet trained
L1 Basic Awareness (all adults)	Before starting duties (Directive 142)	Next training due annually (Directive 143)	Within 3 months of the Policy Framework's publication, then annually (Directive 143 and section 7, Table 2)
L2 Safeguarding Governor	Within 3 months of appointment (Directive 132)	Refresher training every 2 years (Directive 133)	Vacant post: appoint within nine months of the effective date. New appointees train within three months of appointment. Safeguarding Governors already in post but not yet trained: complete governance training within three months of the effective date (Directive 132). Refresh at least every two years.
L2 Governance Orientation	On appointment	Refresher training every 2 years	Recommended within 12 months of the Policy Framework's publication, then every 2 years
L2 Applied Safeguarding for Leaders	On appointment (Directives 128 and 134)	Refresher training every 2 years	Within 12 months of the Policy's publication, then every 2 years
L2 Higher-Risk Settings	Before starting work in the setting (Directives 128 and 145)	Refresher training every 2 years	Within 3 months of the Policy's publication, then every 2 years (Directive 145 and section 7, Table 2)
L2 Safer Recruitment	Complete safer recruitment training as required by Directive 139. Apply the panel rule in Directives 140 and 148, Before first taking part in recruitment, shortlisting or interviewing (Directives 128 and 139)	Refresher training every 2 years	Within 12 months of the effective date under section 7, Table 2. From 12 months after the effective date, every panel must have at least one member with recognised training completed within the previous two years (Directives 140 and 148). Apply the separate staff training requirement in Directive 139.
L2 Managing Allegations	On appointment	Refresher training every 2 years	Within 12 months of the Policy Framework's publication, then every 2 years
L3 CPC/DSL (CPC/DSL and Deputies)	Before taking on safeguarding case responsibilities (Directive 135)	Evidence of CPC/DSL training within the previous two years qualifies for transitional case allocation. At least one appointed lead or deputy must hold that evidence from the effective date. Refresh at least every two years (Directive 136 and section 7, Table 2).	From the effective date, record a training plan for each untrained lead or deputy. Only those with training evidence may take cases, and at least one must have that evidence from day one. Complete qualifying training within six months and refresh at least every two years (section 7, Table 2).

*Already trained: for CPC/DSLs and deputies in post, record evidence of training completed in the previous two years under section 7, Table 2. For other courses, the head of the institution approves and records equivalence against the applicable refresher window, role coverage, UAE and Dubai reporting content and assessment.