



United Arab Emirates
Pakistan Higher Secondary
School,
Ras Al Khaimah
Tel: 07-2281145
07-2281146
pakistanischoolrak@yahoo.com

دولة الإمارات العربية المتحدة
المدرسة الباكستانية الثانوية العليا
رأس الخيمة
تليفون: 07-2281145
07-2281146
pakistanischoolrak@yahoo.com



MISSION: "TO EDUCATE THE STUDENTS IN A HIGHLY PRODUCTIVE AND SAFE ENVIRONMENT EMBEDDED IN NATIONAL AND INTERNATIONAL VALUES AND SKILLS"

VISION: "INNOVATIVE EDUCATION TO PRODUCE WORLD-CLASS, GLOBAL CITIZENS"

CHILD PROTECTION AND SAFEGUARDING POLICY

PHSS RAK

SESSION 2025- 2026

Approval Authority	 Principal	Date of Issue	April,2025	Reviewed	March 2026
Responsible Office	Child Protection Team	Available	School Website, Principal's office		

MISSION

To educate the students in a highly productive and safe environment embedded in national and International values and skills.

VISION

Innovative education to produce world class global citizen

POLICY STATEMENT

SCOPE AND DEFINITIONS

This framework applies within the school, and reflects updated advice from the MOE. It sets out changes to our normal child protection policy and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

Core Safeguarding Principles

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to report and respond on it immediately
- A designated safeguarding lead personnel such as Child Protection Incharge or Student Counsellor will be available at all times
- Unauthorized personnel are strictly prohibited from entering the school
- Children should continue to be protected when they are online

Reporting Concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home. As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children

Introduction

We recognize our moral responsibility to create a safe and supportive environment for all students and to safeguard and promote their welfare. We are fully committed to promoting a safe and welcoming environment for all students, where the students feel respected and valued. All staff are trained to understand the best practices related to protection and safeguarding of all students and appropriate actions to be taken to protect them.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of PHSS.

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance

- All children, regardless of age, gender, ability, culture, race, language or religion have equal rights to protection
- Children who are safe and feel safe are better equipped to learn
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or at school
- If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to relevant statutory body and public services.
- If the child's situation does not appear to be improving, any staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some stage
- Students and staff involved in child protection issues will receive appropriate support
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review

Purpose/Aim

- To provide all staff with the necessary information and training to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice across the wider network of PHSS
- To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents and other partners
- To establish a safe environment at school where all students feel safe, cared for, protected and nurtured

PHSS,RAK policy is derived from UAE legislation which includes the following documents:

- UAE Federal Law No. 3 of 2016 on children's rights (Wadeema's Law)
- UAE Department for Health, School Health Guidelines for Private Schools 2011
- UAE School Inspection Framework 2016, Section 5 The protection, care, guidance and support of students

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

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

In November 2012, the UAE Cabinet approved a draft of “Wadeema’s Law” to ‘protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality’.

1. December 2015 - The Childs Rights Law (previously Wadeema’s Law) was passed by the Federal National Council.
2. March 2016 – Federal Law No 3 2016, Law on the Rights of a Child was in immediate effect.

CHILD PROTECTION AND SAFEGUARDING COMMITTEE

Child Protection And Safeguarding Leads

Principal: Mr Jamal Hassan: principal@phssrak.sch.ae

Child Protection Officer: Ms Hina Saleem : studentcounsellor@phssrak.sch.ae

Child Protection And Safeguarding Team :

- **Principal:** Mr Jamal Hassan: principal@phssrak.sch.ae
- **Safety and Security Officer:** Mr Tamer Muhamamd : Tamer1610@yahoo.com
- **School Nurse:** Ms Qurat-ul-ain: nurse@phssrak.sch.ae
- **Online Safety Officer:** Mr Javed Hussain: javed@phssrak.sch.ae

Alternative Referrals

When members of the school have urgent and immediate concerns for the safety and welfare of a child or young person during school hours they should make an immediate referral to a member of the Child Protection Team or any accessible member of the Senior Leadership Team.

Child Protection and safe guarding comprised of:

Child-right based approach

A child rights-based approach is an approach which sees each child:

At PHSS, RAK we firmly believe in treating all the children without any prejudice or discrimination. Each child a right to not only live freely but also to do the things as per his/her capabilities. PHSS will strive to do the best for every child so that they can learn and perform well as per their aptitude, personality and their true potential.

Consultation

After rigorous and adequate consultation PHSS has been successful in taking appropriate decisions regarding the implementation of effective policies and procedures, taking into consideration the opinions and suggestions of all the relevant stakeholders involved. All the policy framework at PHSS has been designed keeping in mind the needs, risk and necessary measures that are requisite for child protection

Ownership

Every stakeholders and the child protection team at PHSS takes the complete responsibility for the child protection policies and procedures, they have designed, reviewed and are consistently being implemented within the school. Therefore, at PHSS, Child protection policy has incorporated all the elements, steps and procedures that are required if any case of abuse is identified or reported by anyone within the school.

Confidentiality

Another, key aspect while designing the policy was to maintain the confidentiality of the relevant concern (Child abuse in any form) that may put students at risk of physical harm and false rumors etc. It is aligned with the school ethical code of conduct that every sensitive information (personnel records / any personal information) about the victim will be treated with complete confidentiality and respect. It also implies that such cases or concerns must be kept in the custody of the student counsellor and the concerned individuals will be give information about the context or situation when such confidentiality needs to be breached.

Transparency

At PHSS, Transparency is pre-requisite for any evidence or concern that arises within the school premises. It will ensures the children that they can openly communicate their anxieties or concerns to any adult particularly teacher or student counsellor without any fear. Any issues of the child abuse, violence or neglect will be treated without any bias, prejudice, discrimination or stereotypic behavior. Furthermore, all the information would be recorded as per the time line of the concern arise, steps taken and the follow-ups for these cases.

Sensitivity

Sensitivity in discussions around child protection is essential as participants (adults and children) may have personal experience of abuse which could cause them distress.

Child protection committee is designed with the sole purpose to provide safe atmosphere for the children so that they can raise their concerns openly and it also demands an effective feedback from the child protection committee. We have specifically hired Student Counsellor for child protection which indicates, that at PHSS, child protection is highly prioritized. The purpose of formulating the policy for CP will ensure that every staff member is fully aware of the procedures and action plan to deal with Child abuse, violence or neglect that happens within the school. We also have ensured to have an yearly review, update and review of the Child Protection policy and Child protection team so that every staff member get acquainted with the procedures necessary for the Child Safety and security

Roles And Responsibilities Of The Child Protection And Safeguarding Lead

- Takes lead responsibility for safeguarding and child protection in the school
- Is appropriately trained and updates their knowledge and skills to keep up with any developments relevant to their role
- Acts as a source of support and expertise to the school community
- Provides advice and support to the staff
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is alert to the specific needs all children including those with special education needs.
- Maintains relevant records of incidents confidentially and safely in a locked cabinet
- Refers cases of suspected abuse to Children's Social Care, or the Police as appropriate
- Attends child protection conferences
- Is an active member of the school Health and safety committee.
- Ensures that all staff are trained in child protection and safeguarding
- Ensures that all staff have signed to indicate that they have read and understood the child protection and safeguarding policy

- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website
- Ensures parents are aware of the school's role in safeguarding
- Identifying the most vulnerable children in school
- Updating and managing access to child protection files, where necessary
- Liaising with children's social workers where they need access to children in need and/or to carry out statutory assessments

The Child Protection and Safeguarding Team

The Child Protection team is appropriately trained to the same level as per the Ministry requirement, carries out those functions necessary to ensure the ongoing safety and protection of students.

Other staff responsibility

All members of the school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the students in the school. In doing so, they should seek advice and support as necessary from the Child Protection and Safe Guarding unit.

All staff is expected to attend regular and relevant professional development sessions. All staff is expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behavior.

Specific responsibilities of the School Doctor/Nurse and Counsellor

The school Doctor/Nurse or Counsellor may be requested to provide physical treatment and emotional support after a child has been abused. The Doctor or Nurse may be required to conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition.

The Doctor/ Nurse and/ or Counsellor can 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. Child abuse can leave deep emotional scars and the School Doctor

or Nurse should recognize these and help develop a rehabilitation plan in liaison with the Child Protection and Safeguarding Team and other appropriate staff in the case team.

In some cases, the child may have to take medication as a result of the abuse. The School Doctor or Nurse should ensure that all standards and procedures for administering medications in the school setting are met.

Guidelines for Good practice and Code of conduct for staff:

To meet and maintain our responsibilities towards students, we need to agree standards of good practice which form a code of conduct for all staff. This includes -

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Encouraging positive, respectful and safe behavior among students
- Being a good listener
- Being alert to changes in students' behavior and to signs of abuse and neglect and exploitation
- Recognizing that challenging behavior may be an indicator of abuse
- Reading and understanding the school's child protection policy, Staff Behavior Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behavior, e-safety, safer recruitment etc.
- Maintaining appropriate standards of conversation and interaction with and between students
- Referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, to higher authorities at school
- Following the school's rules with regard to communication and relationships with students, including via social media

Safer recruitment procedure

When recruiting a new member all reasonable steps are taken to ensure compliance with the following:

- Background check of the applicant
- Reference check from at least two previous employers
- For the volunteers and other visitors to school, the school security staff to be vigilant and follow all procedures governing the access, keeping records of all visitors, providing a visitor pass to be worn by all visitors for ease of identification and monitoring

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

- Identify situations in which children and/or their families would benefit from early help
- Undertake an assessment of the need for early help; and provide targeted early help service to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

Attendance

The school understands that attendance at school 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. Our attendance policy is set out in a separate document and is reviewed regularly by our SLT.

Whistle blowing if staff has concerns about a colleague

Staff is expected to report all concerns about poor practice or possible child abuse by colleagues – to the section supervisor, Vice Principal to facilitate an early intervention in order to maintain appropriate boundaries and a safe culture that protects children and reduces the risk of serious abuse in school.

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation.

Staffs who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

All allegations against staff should be reported to the supervisors who in turn will raise to the higher authorities in school.

Staff training

It is important that all staff have training to enable them to recognize the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- The school's child protection and safeguarding policy
- Signs and symptoms of abuse and neglect
- Responding to disclosure of abuse or neglect by a child
- Reporting and recording arrangements
- We continue to recognize the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.
- We will continue to follow our safer recruitment procedures
- New staff must still present the original documents when they first attend work at our school.
- We will continue to do our usual checks on new volunteers.
- All staff will receive appropriate and regularly updated safeguarding and child protection training.

Behavior Management

Our behavior policy is set out in a separate document and is reviewed regularly by the SLT. This policy is transparent to staff, parents and students.

Record keeping

The school will maintain safeguarding (including early help) and child protection records.

- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to relevant agencies immediately;
- Ensure all records are kept secure and in locked locations;
- Ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves.

Where possible and without interpretation, the exact words spoken by the child or parent will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Site Security:

Visitors to the school, including contractors, must be supervised at all times and are asked to sign in and are given an identity badge, which confirms they have permission to be on site. All visitors are expected to follow the school's safeguarding and health and safety regulations to ensure children in school are kept safe, including expectations of parents/caregivers to wear the relevant school lanyard. Where possible and practical, contractors will be engaged before or after regular school hours

Confidentiality and Information Sharing

All staff will understand that child protection issues require a high level of confidentiality, not only out of respect for the pupil, family and staff involved but also to

ensure that information being released into the public domain does not compromise evidence.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child/parent to keep secrets.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our students attend outbound learning activities, we will check that effective child protection arrangements are in place.

Where after school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organizations provide services or activities on the school site, the school will check that those organizations have appropriate procedures in place, including safer recruitment procedures.

Photography and images

To protect students, the school -

- Seeks consent of the parents (for photographs to be taken or published)
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them.

Bullying

Our Anti bullying policy is set out in a separate document and is reviewed regularly by the SLT. This policy is shared with staff, parents and students. **Bullying** can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals.

Online Safety

Refer to PHSS Online Safety Policy , The school's **online safety policy** explains how we try to keep students safe in school and protect and educate students in the safe use of technology. Cyber bullying by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures. All staff will receives safety training by training officer.

CHILD PROTECTION PROCEDURES

Recognizing Abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm Abuse may be committed by adult men or women and by other children and young people.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need ‘absolute proof’ that the child is at risk.

Signs and Symptoms

There are primarily four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect

1. Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child, but is now more usually referred to as fabricated or induced illness.

2. Psychological abuse

Psychological abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger.

Additionally, it means dealing in an abusive psychological manner with child that may cause severe and/or permanent psychological and/or socio-emotional damage, which may affect the child’s psychological growth and/or development.

3. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact and /or including assault .They may also include non-contact activities, such as involving children in looking at, or in the production of sexual

images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development provide adequate food, clothing and shelter (including exclusion from home or abandonment);

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority

- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol and/or
- Display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

Attendance

We recognize that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely. Our attendance procedures are set out in the Attendance and Punctuality Policy and is reviewed regularly by our SLT.

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

Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalization, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and authorities is critical to ensuring that all children of compulsory school age are safe and receive a suitable education. Attendance, absence, and exclusions are closely monitored. The DSL will monitor unauthorized absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps* have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to relevant UAE authorities, and appointed persons. Reasonable steps include:

- Telephone calls to all known contacts
- Letters home (including recorded delivery)

Taking Action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.

Key points for staff to remember when taking action are:

- In an emergency take the action necessary to help the child
- Report your concern to the Student Counsellor as quickly as possible
- Do not start your own investigation

- Share information on a need-to-know basis only, do not discuss the issue with colleagues, friends or family
 - Seek support for yourself if you are distressed or need to debrief
- During their conversations with students staff will:
- Allow them to speak freely
 - Remain calm and not overreact
 - Give reassuring nods or words of comfort
 - Under no circumstances ask investigative questions
 - At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
 - Tell the pupil what will happen next
 - Let them know that someone (either you or another named person, e.g. the CP team) will come to see them before the end of the day
 - Report verbally to the CP team.
 - Write up their conversation as soon as possible
 - Seek support if they feel distressed or need to debrief

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from relevant UAE agencies.

Making a referral to Children's Social Care

The CP team will escalate it to the higher authorities, who will then make a referral to UAE agencies, and the police, if it is believed that a pupil is suffering or is at risk of suffering harm

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

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

- The nature and extent of the inappropriate/abusive behaviors. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behavior
- The context of the abusive behaviors
- The child/young person's development, family and social circumstances
- The need for services, specifically focusing on the child/young person's harmful behavior as well as other significant needs; and/or
- The risks to self and others, including other children in the school, household, extended family, peer group and wider social network. The school is committed to participating in plans both to provide students who are at risk from other children and those students who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

SEVERITY LEVEL OF ABSUE

Abuse Severity levels

01

First Degree:

The child's life is in imminent danger and the child's health or physical safety is endangered and requires immediate intervention or there has been repetition of abuses classified in Clause No. (2)

02

Second Degree:

The child's life is not in imminent danger and the abuse threatens child's psychological, or physical integrity and affects the child's educational and health rights and the right to protection or there has been repetition of abuses classified in Clause No. (3)

03

Third Degree:

The child's life is not in danger and there is no imminent threat to the psychological, moral or mental integrity of the child and the abuse affects the child's educational and health rights and the right to protection or there is repetition of abuses classified in Clause No. (4)

04

Fourth Degree:

The child's life is not in danger and the abuse affects the psychological integrity of the child.

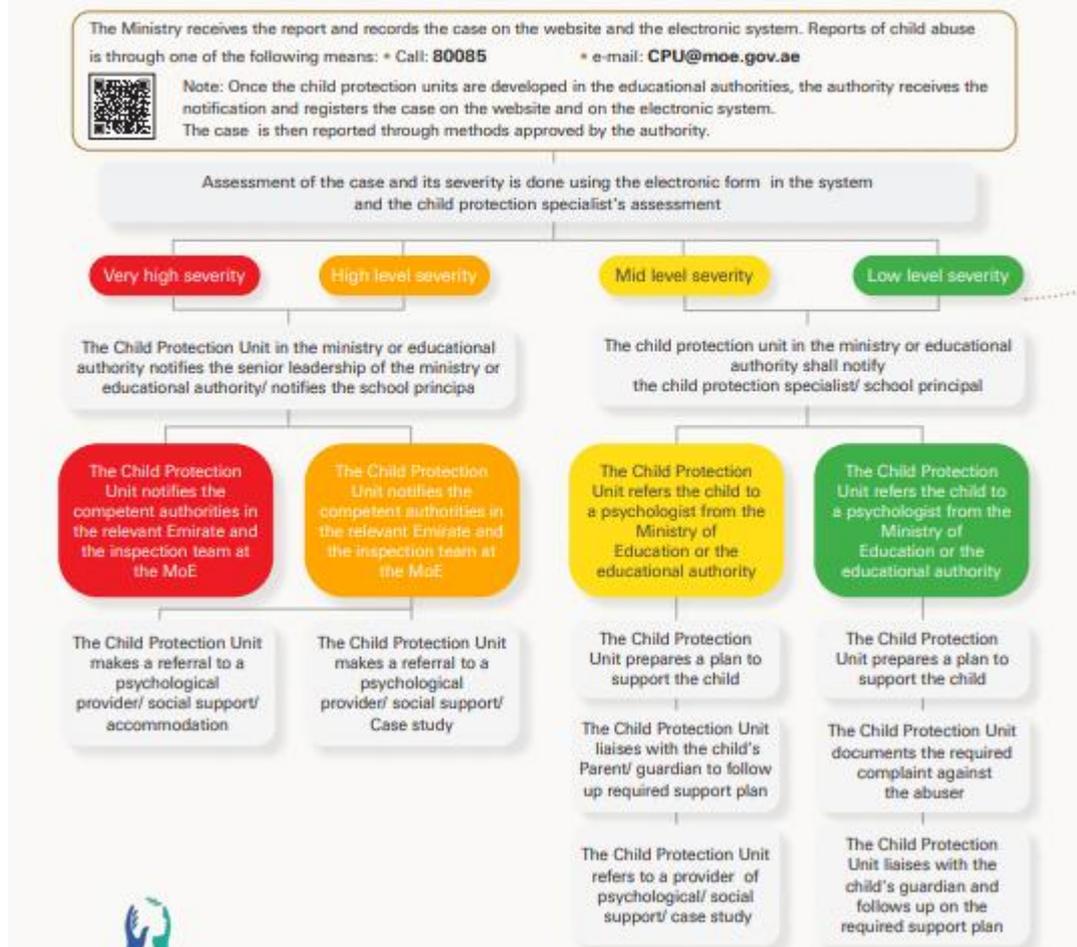
Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy. However, any staff member can refer their concerns directly to UAE agencies, or the police if:

- The situation is an emergency and the Child Protection team, the student counsellor, the Supervisors and/or the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety, or
- For any other reason they make a judgment that a direct referral is in the best interests of the child.

However, staff should inform the Child Protection Team and/or supervisors at the earliest opportunity that they have done so unless in their judgment doing so would increase the risk of harm to the child.

Report Pathway and Response Procedures for the Child Protection Unit of the Ministry



Process for Review and Development

The Child Protection and Safeguarding policy is reviewed every year to ensure that it is an accurate reflection of current practices at the school. The provision is monitored, and information record of students are updated and reviewed. School leadership team is consulted during the review.

Safe School

All adults on campus (including teaching staff) must wear ID badges and/ or visitors passes. It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents be similarly displayed when members of staff are accused of abuse. Only authorized agencies may investigate child abuse allegations (Currently, in Dubai this would mean the Police only). Whilst it is permissible to ask the child/children simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements are not. If for any reasons it is decided that a referral is not appropriate, at all times it will be necessary to address matters in accordance with the school's complaints/disciplinary procedures.

Use Of The School Premises By Other Organisations

Where another body provides services or activities separately, using the school premises, ASD will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Site Security:

Visitors to the school, including contractors, must be supervised at all times and are asked to sign in and are given an identity badge, which confirms they have permission to be on site. All visitors are expected to follow the school's safeguarding and health and safety regulations to ensure children in school are kept safe, including expectations of parents/caregivers to wear the relevant school lanyard. Where possible and practical, contractors will be engaged before or after regular school hours

Policy Review

The School's Senior Leadership Team is responsible for ensuring the annual review of this policy. The Leadership Team is also responsible for ensuring that the list of key contacts on the cover sheet is kept up to date.

Decision Making, Confidentiality And Data Protection

Confidentiality policy includes instructions on how employees should handle confidential data to ensure its protection. By providing employees with a clear set of guidelines, you eliminate second-guessing, minimize the risk of data breaches due to human error, and ensure regulatory compliance.

