

Al Ittihad National Private School

Khalifa



Safeguarding Policy

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I. Introduction

Al Ittihad National Private School Abu Dhabi (INPS-K) thrives to protect & safeguard every child under its roof and is ready to cooperate with the Ministry of Interior - Child Protection Center (MOI-CPC), and the Abu Dhabi Department of Education and Knowledge (ADEK) to stop any type of child abuse. The welfare of every child is paramount; and all children, regardless of their age, gender, language, or color have the right to protection from abuse – in all its types. Enforced by the UAE Federal law No. 3 of 2016 on child rights, and other relevant UAE laws.

II. Purpose

- The purpose of this document is to give detailed information about the school Child /Students Protection Policy with clear procedures on how to handle abused children & who to report to when such abuse is evident.
- To emphasize the school's responsibility and the obligation of its staff to report any suspected abuse, neglect, or maltreatment involving students.
- Mandatory reporting of any suspected abuse or maltreatment to the school CPS / CPC.
- To for the Child Protection Committee –CPC- to be responsible on checking the child maltreatment cases and evaluate the risk associated with each case and prepare and implement an accommodation plan when needed.

III. Our Objectives

- Create a culture of vigilance and care within the school community.
- Clearly define roles and responsibilities to ensure accountability at all levels.
- Implement comprehensive measures to address physical, emotional, and digital safety.
- Empower students, staff, and parents to contribute to a safe and supportive environment.



- Ensure compliance with the Abu Dhabi Department of Education and Knowledge (ADEK) requirements and federal laws.

Children have rights, most importantly the right to be safe from danger, happy, and respected; the right to parental guidance, not negligence, freedom of expression, of thought, conscience & religion, protection from all forms of violence, good health & health services, the right to education, leisure, play & culture; also, children with disabilities have rights.... all these rights must put into practice in a warm & loving environment which comprises the family/ home & the school that the child is attending. We are committed to the safety, well-being, and holistic development of every student entrusted to our care. Safeguarding is more than a policy; it is a fundamental ethos that ensures every child feels protected, valued, and empowered to learn and grow. This policy is rooted in empathy, respect, and the unwavering belief that all students deserve to thrive in a nurturing environment free from harm or fear.

IV. Our Core Principles

- **Duty of Care:** Every staff member has a moral and professional responsibility to protect students, ensuring their safety and well-being at all times.
- **Student-Centered Approach:** Students' voices matter. We encourage open communication and provide platforms where they can express their concerns without fear of judgment or retribution.
- **Zero Tolerance for Harm:** Bullying, abuse, neglect, and any other forms of maltreatment are not tolerated under any circumstances.
- **Inclusion and Respect:** We celebrate diversity and ensure that safeguarding measures are inclusive, addressing the unique needs of all students, including those with additional learning requirements.

V. Students Supervision

The school management will ensure student supervision 45 minutes before the start of the school day, throughout the day, and for 90 minutes after school hours.



VI. First Aid Training

The INPS-K ensures the provision of ongoing First Aid Training, and dissemination of knowledge regarding all health, safety, and prevention matters so that all school staff know what is expected of them and what to look out for concerning the protection and safety of students.

VII. Mandatory Reporting of Child Abuse

Any INPS-K staff & Contractors who witness a child abuse incident or suspects that a child has been abused or maltreatment, must report that information to the Child Protection Officer (CPS) and the School Director. It is their responsibility to contact the appropriate authorities via the Child protection portal.

A teacher who works with young children has many roles to play to help protect, nurture, teach & safeguard her students. All staff members, mainly Teachers are urged to report any type of abuse whether physical (bruises, injuries...) & or /any type of neglect (physical/emotional) to their Section Principal, Child Protection Officer, or School Director who will take the required action and treat each case accordingly.

The most important thing is never to ignore any sign and help the child by removing him/her from any risky or dangerous situation.

VIII. What are the different types of child abuse

- **Neglect**

Neglect is the persistent failure to meet a child's physical, emotional, and /or psychological needs, likely to result in significant harm. It may involve a parent or childcare provider failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation, or lack of supervision.

- **Physical**

Physical abuse is the deliberate physical injury to a child. This may include hitting, shaking, throwing, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behavior.

- **Emotional**



Emotional Abuse is the persistent emotional ill-treatment of a child as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may cause children frequently to feel frightened or in danger.

- **Sexual**

Sexual abuse: (forcing/enticing a child to take part in sexual activity).

- **Bullying and Cyber Abuse**

It can take various forms, including cyber bullying, cyber stalking, online harassment, doing (publishing private information without consent), spreading rumors, and engaging in hate speech or offensive behavior. It can have severe emotional, psychological, and even physical consequences for the victims.

IX. School Procedures

First stage, Identification: Teachers, Admin, School Nurse, Voluntaries, and Contractors (like security personnel or Bus Conductors) to do is first to report the incident to the school management directly, document it (Appendix 1), and write down all his/her observations and speculations.

Stage Tow, Investigation, Risk Evaluation, and Collecting evidence (if any): The Child Protection Committee and the Child Protection Specialist have a big role in protecting all the children that attend the school even if it means protecting them from their parents by following clear procedures & being consistent in following up with the child & his/her family. When a case of abuse or maltreatment has been raised the committee will meet urgently to discuss the case in details and report the case to SCU Portal, The team will evaluate the severity of the case and follow the guidelines defined by the law no.3 and ADEK related policy to report the case. Serious allegations of sexual misconduct by staff, volunteers, and/or invited visitors will be directly reported to the Police and FCA and the concerned staff/volunteer/invited visitor will be immediately removed from the educational institution's premises.

X. Privacy

There are occasions when it is appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students this should be in response to their needs at the



time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student.

The following guidelines will assist staff with a decision-making protocol in circumstances that require physical contact:

- Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer sees an action by other staff members that could be misinterpreted or is felt to be inappropriate, the incident and circumstances should be reported.
- Physical contact, which occurs regularly with a student or students, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example, in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the students' permission before initiating contact. Staff should listen, observe, and take note of the student's reaction or feelings and – so far as is possible - use a level of contact that is acceptable to the student for the minimum time necessary.
- There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive, or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance should seek further advice from the Senior Administrative Team.
- Some staff, for example, those who teach PE or games will on occasion have to initiate physical contact with pupils to support a student so they can perform a task safely, demonstrate the use of a particular piece of equipment/instrument, or assist them with exercise. This should be done with the students' agreement. Contact under these circumstances should be for the minimum time necessary to complete the



activity that takes place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or nonverbally by the students.

- Students are entitled to respect and privacy when changing clothes, going to the bathroom and/or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations, and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.

XI. One to One Situations and Meetings with students

Staff working in one-to-one situations with students are more vulnerable to allegations. Staff must recognize this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and students are met. Meetings should be held in a public or otherwise openly viewed space. As appropriate, individual meetings that may compromise the staff member or may be misinterpreted should take place in the presence of another faculty member or senior leadership.

XII. Behavior Management and Physical Intervention

All students have a right to be treated with respect and dignity. Corporal punishment is prohibited in all schools according to ADEK's expectation and, as such, staff should never touch a child in an aggressive way. Staff must not use any form of degrading treatment to punish a student. This includes both physical and emotional humiliation. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation. Shouting aggressively is not acceptable in any situation.

Deliberately frightening students by overweening physical presence is not acceptable in any situation. Staff may legitimately intervene to prevent a student from injuring themselves or others, causing damage to property, engaging in behavior prejudicial to good order, and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment.

Figure 1. Safety Concern Referrals in Abu Dhabi Educational Institutions



1. After submitting the [Safety Concern Form](#) on the digital safety concern portal, a copy of the report is automatically shared with FCA, ADEK CPU, and MoI CPC.

2. For cases occurring within educational institutions' supervision, the ADEK CPU will review the information first before referring to the FCA for case management. Note: The ADEK CPU will take the necessary procedures to follow-up on the cases after receiving the report.

XIII. Child Protection Specialist (CPS)

The CPS is the designated staff member who assumes responsibility for child protection within the school. She shall involve other agencies over suspected or actual cases of child abuse (ADEK, MOI- CPC,). The CPS assumes the responsibility of being fully committed to safeguarding & promoting the welfare of all children of all ages

In addition to that INPS-K has a list of policies that also contribute to the child's care & welfare, namely: bullying policy; behavior policy, health & safety policy.

All staff members at the beginning of each academic year are informed of the name of each CPS and that they have an individual responsibility for reporting any child protection concerns that they might come across; as well as inform the staff members of the child protection procedures of the school. All staff members need to be alert to the signs of abuse and to respond to a student who may tell or speak out about being abused.



XIV. The role of the designated CPS

1. Ensure that the parents have a clear understanding of the responsibility placed on the school & staff in relation to child protection (parents' orientation day, memos, parents' meetings etc.)
2. CPS will provide a training session for all staff members.
3. CPS will develop effective links with local agencies & cooperate as required with their inquiries on child protection procedures & matters.
4. CPS will keep written records of concerns about children (noting the date, event & action taken), even when there is no need to refer to the matter or take it further
5. When there is a cause to take the matter further, the CPS must ensure that the case is discussed with all relevant parties & that there are set procedures for reporting & following-up concern
6. Ensure that the written records are kept in securely locked locations in the respective sections of the school. These records are updated when new incidents occur.
7. CPS will liaise/guide & support staff to ensure that students have the correct information with regards to "Child Protection" and are aware of his/her role that he/she is ready to provide support & advice when it is needed
8. CPS will ensure that designated notice boards are found all around the school, that the name and telephone numbers of "Child Protection Officers" & related persons who can be contacted in case of emergency or if any child or staff member feels the need to raise a concern or seek help.



XV. The Child Protection Committee CPC

The team comprises CPC, school Nurse, Social worker, the Senior Leadership team will be informed at all times of any situations causing concern.

XVI. Confidentiality, Reports & Records

The degree of confidentiality in child protection work is governed by the need to protect the child. INPS- K has a professional responsibility to share relevant information about the protection of children with other professionals, particularly ADEK & CPC. If a student confides in a member of staff and requests that the information is kept secret, it is important to explain to the student the member of staff has the responsibility to refer cases of alleged abuse to the appropriate agencies on a need-to-know basis. The Director and other members of INPS –K staff will share information only within appropriate professional contexts and child protection records will be kept securely locked.

Child protection records & reports will be objective & based on evidence. They will distinguish between fact, observation, allegation & opinion

XVII. Supporting Student at-risk

INPS-K recognizes that children who are abused or witness violence may find it difficult to develop a sense of self-worth & to view the world as a safe place. They may feel helpless, and humiliated, & might blame themselves for any mishaps or violence in their direct environment. The school may be the only secure, stable, and predictable element in the lives of children at risk. Nevertheless, when at school, their behavior might be challenging & defiant, and they may be withdrawn.

XVIII. INPS-K will support these children through

- The content of the curriculum which encourages self-esteem, motivation & self-regulation
- The school ethos promotes a positive, supportive & secure environment & gives students a sense of value
- The school's behavior policy emphasizes the need to support students. All staff



members agree on a consistent approach that focuses on the behavior of the child, in order not to damage the student's sense of self-worth

- Keeping records & notifying the school Director & any other relevant parties in case of a recurrence of a concern
- If the child at risk moves to another school, INPS-K will transfer the information to the next school. In case that INPS –K doesn't know which school, the student has moved to, then it will contact ADEK to inform them.

- **Who are the current players in child protection?**

The MOI Child Protection Centre (CPC)

- **Relevant contact details**

- Abu Dhabi Police: 999
- Family Care Authority (FCA): 800444 icm@adfca.gov.ae
- MoE Child Protection Unit (CPU)*: 80085 cpu@moe.gov.ae
- Safety Concern Portal: <https://daasafetyconcern.abudhabi/>

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XIX. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School- Khalifa. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

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