Al Ittihad National Private School Shakhbout

Safeguarding Policy

AY 2025-2026

Table of Contents

I. Introduction

At Al Ittihad National Private School- Shakhbout (INPS-Shakhbout), safeguarding is at the heart of our commitment to providing a secure, supportive, and inclusive learning environment. Ensuring the safety and well-being of students is a collective responsibility that involves all stakeholders, including school staff, students, parents, and the wider community. This safeguarding policy establishes a comprehensive framework that not only prioritizes student protection, well-being, and security but also establishes clear guidelines and expectations for preventing, identifying, and responding to safeguarding concerns in alignment with ADEK's School Safeguarding Policy (2024) and UAE Federal Laws**.**

INPS-Shakhbout believes that a safe and secure learning environment is essential for the holistic development of every child. This policy reflects our commitment to upholding the highest safeguarding standards**,** ensuring that all students are protected from harm, neglect, maltreatment, and exploitation. Through effective implementation, monitoring, and continuous improvement, INPS-Shakhbout aims to create a culture of trust, transparency, and accountability, where every student feels valued, respected, and safe.

1.1 **Purpose**

The primary purpose of this policy is to establish a robust safeguarding framework that ensures the protection of all students within the INPS-Shakhbout community. The policy aims to:

- Provide clear safeguarding procedures that align with ADEK's policies and UAE laws.
- Outline preventative measures that reduce risks and vulnerabilities for students.

- Ensure that all staff members, parents, and visitors understand their roles and responsibilities in protecting children from harm.
- Define reporting and intervention processes for suspected or actual cases of abuse, neglect, or maltreatment.
- Foster a culture of safeguarding within the school by integrating safety measures into daily operations, student interactions, and educational activities.
- Provide guidance on school security measures, including entry/exit control, visitor management, and security breach response.
- Establish compliance mechanisms to ensure regular monitoring, training, and policy updates.
- Reinforce the school commitment to student welfare and ensures that all children have the opportunity to grow, learn, and develop in a safe environment.

1.2 Scope

Al Ittihad National Private School – Shakhbout follows an approach which ensures that safeguarding responsibilities are upheld in every aspect of the student experience, regardless of location, context, or mode of learning. This policy applies to all individuals within the INPS-Shakhbout community, including:

- Students: both enrolled and visiting learners participating in school programs.
- School staff: teachers, administrators, and support personnel.
- Parents and guardians: responsible for students' safety outside school hours.
- Volunteers and visitors: including external speakers, guest lecturers, and event participants.
- Third-party service providers and contractors including bus drivers, maintenance staff, security personnel, and catering teams).

The policy covers all school-related activities, including but not limited to:

- On-campus interactions including classroom learning, recess, extracurricular activities.
- Off-campus activities including field trips, sports events, and competitions.
- Online and digital spaces including distance learning, school communication platforms, social media interactions.
- Student transportation services including bus travel, drop-off and pick-up arrangements.

1.3 Objectives

The INPS-Shakhbout Safeguarding Policy is designed to achieve the following objectives:

- Establishing a safe and nurturing school environment where all students are protected from physical, emotional, and psychological harm.
- Raising awareness among staff, students, and parents about safeguarding responsibilities, potential risks, and the importance of early intervention.
- Providing a structured framework for identifying, reporting, and addressing safeguarding concerns, ensuring that incidents are handled efficiently and in compliance with UAE laws and ADEK policies.
- Raising students' awareness on responsible online behavior, cyber safety, and strategies for protecting themselves from digital threats, including cyberbullying.
- Collaborating with parents, guardians, and community partners to enhance safeguarding efforts and reinforce student protection measures beyond the school setting.

1.4 Alignment with UAE and ADEK Guidelines

This policy is guided by relevant local, state, and national laws regarding Student/child protection and safeguarding, including:

- Abu Dhabi Early Childhood Authority (ECA). 2023. Dama Alaman is featured in the Schools and Nurseries Handbook.
- Federal Decree Law No. 5 of 2012 on Combating Cybercrime.
- Federal Decree Law No. 18 of 2020 Concerning Private Education
- The Federal Decree Law No. (31) of 2021 promulgates the Crimes and Penalties Law and the Manual of Surveillance Devices (MCC, 2022).

1.5 Definitions:

Safeguarding	The protection of students from the risks of harm, including maltreatment and other types of risks that impact their overall health and development, wellbeing, and safety.
In Loco Parentis	Meaning "in place of the parent", in situations when parents are absent.
Duty of Care	The obligation to safeguard stakeholders, to maintain their health, safety, and wellbeing, and to take steps to reduce the risk of reasonably foreseeable harm while under the school's supervision (on its premises, utilizing its systems, or engaging in school-organized activities off-campus).
Safeguarding Lead (or Committee)	An individual (or group of individuals) responsible for the implementation of the safeguarding policy and practices and ensures compliance by the school community. This position can be filled by any relevant position in

	the school such as the Child Protection Coordinator, School Counselor, Social Worker, Head of Wellbeing, etc.
Security Breach	An incident that compromises or results in an unauthorized disclosure of or unlawful access to protected space, persons, systems, and/or information. Security breaches stemming from accidental or deliberate action have the potential to cause damage (financial, legal, or school wide consequences, etc.) to school assets or reputation and includes both confirmed and suspected incidents.
Supervision	The state of being responsible, having the duty of care, and keeping watch over an individual in the interest of their and others' security while under the care of the school or an individual employed at the school, whether onsite, while utilizing its systems, and/or taking part in all activities organized by the school offsite.
Whistleblowing	An instance where an individual passes on information about organizational malpractice (e.g., fraud, corruption, miscarriage of justice, risk of serious harm to an individual, risks or damage to the environment and other actions against public interest) taking place at, or near, their place of employment or education.
Duty of Care	The obligation to safeguard stakeholders, to maintain their health, safety, and wellbeing, and to take steps to reduce the risk of reasonably foreseeable harm while under the school's supervision (on its premises, utilizing its systems, or engaging in school-organized activities off-campus).

II. Safeguarding Leadership and Accountability

2.1 Duty of care and In Loco Parentis

All school staff have a duty of care to safeguard students while they are under school supervision. This means that teachers, administrators, and support staff must take all reasonable steps to ensure the safety and well-being of students.

The School Principal holds in loco parentis responsibility for all students, meaning that while students are at school, staff members act in place of parents to protect them from harm, ensure their emotional well-being, and provide them with necessary support.

2.2 The INPS- Shakhbout Safeguarding Committee

The INPS-Shakhbout Safeguarding Committee oversees the safeguarding policies, training, and implementation within the school. The committee members are responsible for ensuring all safeguarding measures are effectively enforced and regularly reviewed. They also provide support and guidance to staff and students regarding child protection concerns.

The INPS-Shakhbout Safeguarding Committee is responsible for monitoring safeguarding procedures, handling disclosures, ensuring compliance with ADEK's safeguarding regulations, and liaising with external agencies such as the police and child protection services if necessary.

The **Safeguarding Committee Members (SCM)** include:

- The School Principal (Chairperson)
- The School Vice Principal

- The Middle and High School Section Principal- Girls
- The Middle and High School Section Principal- Boys
- The Elementary Section Principal
- The kindergarten (KG) Section Principal
- The School Lead Supervisor
- The School Human Resource Coordinator
- The School Nurse.
- The School Operations Manager (Operations Manager)
- The School Health and safety officer (HSE Officer)

The Safeguarding committee members (SCM) is responsible for keeping the Principal/Vice Principal informed of any concerns, ensuring all staff are aware of the SCM's role and contact information, following safeguarding procedures, and providing appropriate training and support to all staff.

- Maintain accurate records of individual cases in a secure location.
- Assist parents and staff in obtaining support.
- Inform parents of concerns and work with them to facilitate change, unless it puts the pupil at risk.
- Establish effective relationships with relevant agencies.
- We acknowledge that because of their daily interactions with children, staff are well-positioned to detect external indicators of abuse. The school will create a safe environment where children can express themselves and be heard. Additionally, students will be aware that they can approach adults if they have any concerns.
- Incorporate opportunities in the PSHME/Jigsaw curriculum to help children recognize and prevent abuse.

- Prioritize the child's welfare when giving pertinent information.
- Any staff member who is concerned about a student should notify the safeguarding team and register the incident on the school shared sheet. The SCM will notify the Principal/Vice Principal immediately of any child protection concerns, or during the weekly Safeguarding and Child Protection meeting.
- Staff members use the school shared sheet to record factual issues on the same day. If access to the school shared sheet is not possible, members of the safeguarding team will log any incidences onto the system.
- The Safeguarding committee members, in consultation with the Principal/Vice Principal, will determine if concerns should be submitted to an outside agency.

2.3 Sharing Information:

The school agrees to notify the Independent Safeguarding Authority (ISA) and any relevant local authorities within one month of any person leaving the school (whether hired, contracted, a volunteer, or a student) whose services are no longer required because he or she is deemed inappropriate to work with children.

The school shall exchange pertinent information regarding the welfare of the student throughout the Foundation, Prep, and Secondary SCMs. Line management meetings with teachers will include agenda items on safeguarding concerns, where appropriate. INPS-SHAKHBOUT staff recognize their shared responsibility for the welfare of all students. Meetings will be held throughout the academic year to ensure that information is properly shared with staff in order to assist those who have come to the attention of SCMs. When a disclosure is made concerning a student, the SCM

will contact the person who made the disclosure within a reasonable timeframe to advise them of the actions taken. Only information that is absolutely necessary will be shared.

Furthermore, INPS-SHAKHBOUT will guarantee that best practices are followed when exchanging information with other schools. In the case of a pupil who is transferring to another school and has been identified as a cause for concern/requiring safeguarding, the SCM will provide verbal information to the designated SCM at the new school on a need-to-know basis. The SCM will keep track of what was discussed and any previously planned courses of action. INPS-Shakhbout will keep track of prior students' safeguarding concerns and related auditing documents.

III. Safeguarding in the Curriculum

INPS-Shakhbout integrates safeguarding education into its curriculum to empower students with the knowledge and skills needed to protect themselves. The safeguarding curriculum covers:

- Digital Safety Education: Students are taught responsible online behavior, privacy protection, and strategies to identify and avoid online threats such as cyberbullying and inappropriate content.
- Peer Pressure Strategies: Students engage in role-playing activities and discussions to build confidence in making informed decisions.
- Social and Emotional Learning (SEL): Students participate in SEL programs designed to enhance self-awareness, emotional regulation, and conflict resolution skills, contributing to a safer and more supportive school environment.

IV.   School Safeguarding Policy

4.1 Safeguarding Principles

- All staff members must prioritize the well-being of the school's students. In the event of a conflict over the rights of either parent or kid, the child's welfare should take precedence.

- All personnel should be aware of indicators of abuse and communicate any concerns or suspicions to the appropriate person.

- Designated Safeguarding When a child safety problem is detected, the first point of contact for staff and parents is someone who has expertise and abilities in detecting and acting on it.

- All staff responsible for kid protection should undergo proper training.

- The school has a strong anti-bullying policy.

- Recruitment procedures are safe, including CRB and local security checks. Prior to employment/engagement, the school will conduct a security check on all full-time, part-time, supply, peripatetic, and volunteer staff. This is a school-wide requirement that applies to both ancillary and academic personnel. Any faults or shortcomings in child protection arrangements will be addressed immediately.

- The Board of Governors provides high-level control of school safety.

4.2 Staff Guidelines

This policy includes guidelines for staff to protect both themselves and their students. In education, all relationships are based on trust. individuals in positions of trust must realize the power they have over individuals in their care, as well as the responsibility that comes with it. The School Safeguarding Committee should ensure all staff follow the following guidelines:

- Report and record any suspicions, disclosures, or claims of abuse.

- Allow students to discuss any concerns they may have.

- Plan activities that involve multiple people or are visible to others. When speaking with a student alone, notify another staff member of your location. When discussing tough themes such as bullying, bereavement, or abuse, it is advisable not to close the room door. On residential trips, children and professionals must sleep separately.

- Maintain a trustworthy relationship with students by avoiding events that could harm them. During sports coaching or instrumental teaching, when physical contact is unavoidable, staff must be especially conscious that it should only be used to develop skills/techniques or to treat or prevent injury.

- Unless necessary, avoid carrying a single student by car.

- Keep in mind that even if your intentions are good, others may misinterpret your actions.

- Avoid making unwanted physical or verbal contact with students.

- Avoid making controversial words or gestures, even if it's only for fun.

- Check the facts before leaping to conclusions about others.

- Don't rely on your reputation to protect you.

- Never think that "it could never happen to me".

4.3 Identifying Child Abuse: When to Express Concern

It is critical that all employees, including paid and unpaid visiting personnel, are aware of and alert to any visible indicators of abuse or neglect.

- There are four types of abuse: emotional abuse, physical abuse, sexual abuse (or child sexual exploitation), and neglect. These indicators can include one or more of the following:
- Injuries that are not typical of everyday activity or do not fit any provided explanation. Frequent injuries despite reasonable justifications.
- Sudden shifts in behavior, performance, or attitude.
- Anxiety or low self-esteem
- Excessive sexual knowledge or inappropriate behavior for the student's age.
- Disclosure of potentially harmful experiences for students.

4.4 Inclusion and Children with Additional Vulnerabilities

Staff should also be aware of the unique safeguarding problems that students with learning differences and/or disabilities face, such as being more prone to bullying and being unable to adequately express an abusive situation.

- People of Determination and children with learning differences are more vulnerable to exploitation and abuse and should have better access to support systems.
- They may feel isolated from their peers and struggle to express concerns.
- No concern should be dismissed as a symptom of a learning difference or disability, including (not exhaustive list), Communication, Toileting, Understanding morality, Physical characteristics, Excessive physical relationships to staff or classmates.
- Staff must prioritize/Vigilant the safety and well-being of these vulnerable youngsters. Certain student groups may face additional challenges to identify neglect and damage.

4.5   Abuse of a Pupil by another Pupils

All personnel should be aware that a pupil's connection with another pupil has the potential to be or become abusive. Staff should be aware of this possibility, as well as the need for such concerns to be reported in accordance with the processes outlined in this policy. Staff should also refer to the Anti-Bullying Policy. Bullying is a type of abuse that can take various forms, such as physical, sexual (including sexting), emotional, and verbal. Child abuse should never be explained as 'teasing/banter/pupils growing up'. It is understood that a student may be assaulted by multiple youngsters of varying ages. Suspected cases should be reported to the Safeguarding committee members in the same manner as any other safeguarding concern.

4.6   Online safety

Online work is becoming more common in education. It is critical that students are protected from hazardous material that may be obtained online. To protect the safety of students, the school implements suitable filters and monitoring measures. Students are also taught e-safety as part of their education.

'All staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The Safeguarding committee members should take lead responsibility for understanding the filtering and monitoring systems and processes in place. Daily Checks are conducted by the IT department using fire wall system.

4.6.1   Dealing with the Disclosure

If a staff member is informed about abuse, or if a staff member suspects or is aware of any abuse of a pupil, the Safeguarding committee members must be notified immediately in person or by

phone, and the information must be recorded on our log sheet. Even if the information is based on rumors of abuse or there is suspicion but no concrete evidence, the SCM should be alerted about the concerns. As a result, even if the occurrence does not appear to be serious, it must be recorded because it could be a little detail in a much larger picture. This must be done with caution and sensitivity, and the student must be assured that the subject will only be addressed with those who need to know.

To initiate a conversation with a student, follow these steps:

• Set up a time and location for the conversation, preferably with another adult present (e.g., a nurse or counsellor).

• Maintain a calm demeanor and reassure the student that they are not to blame.

• Allow the student to speak and keep questions to a minimum.

• Recognize the difficulty of discussing such experiences.

• Explain why you will need to involve others.

• Remain calm.

• Refer any concerns to the Safeguarding committee members right away. While the original referral may be verbal, all referrals must be followed up by either documenting them on our shared document or having the person of staff making the referral complete the referral form. Staff are advised not to do the following:

Promise confidentiality: To ensure confidentiality, staff should avoid making promises or reassurances that cannot be kept, pressing for details, asking unnecessary questions, reacting emotionally, interrupting or stopping a pupil during a disclosure, underestimating their role as a trusted adult, and forgetting to seek support.

Following a referral, the SCM will gather information before determining whether there is sufficient evidence to suspect abuse, at which point he or she will consult with the pupil to determine the next steps. In the event of a physical injury, the student will be visited by the school nurse, who will be asked to document the nature of the injuries on a body map (accessible on shared sheet). The SCM will notify the pupil's parents if this is an appropriate course of action, and the pupil will not be put at danger.

Staff should not examine concerns or claims themselves but should report them right away.

This documented disclosure should include the following:

- The date and time of the report
- The name of the person reporting the incident and, if different, the name of the pupil who has allegedly been abused
- Where, when, and how disclosure took place and the names of anyone present and/or asked to attend
- The date, time, and place of the alleged abuse
- The names of those present when the abuse occurred
- The account given of the allegations, including nature of abuse and outcome (if known)
- To protect all parties involved, communication of occurrences should be directed to the Safeguarding committee members or Principal/Vice Principal.

4.6.2 Allegations involving school personnel

The processes are applicable to all employees, including former employees. Those dealing with allegations must have an open mind and ensure that future action is not delayed. Allegations

against staff or volunteers should be reported immediately to the Principal/Vice Principal, or in his absence, to the Head of School or the SCMs (if the issue is not connected to either). If an allegation is made against a member of the school's staff, the Principal/Vice Principal will consult with the Safeguarding committee members (unless the allegation includes the SCM) about how to investigate the problem.

The School Principal/Vice Principal or Safeguarding Committee members shall conduct an initial evaluation of the allegation, consulting others as needed. If the allegation is deemed to be a potential criminal act or suggests that the child has suffered, is suffering, or is about to suffer serious harm, the situation will be immediately reported to the Chairperson of the Board of Governors. The initial assessment should be based on the facts obtained and determine whether the claim requires additional investigation and, if so, who should conduct it. If there is an allegation against the Principal or Vice Principal, it should be submitted to the Chairperson of the Board of Governors without first informing the School Principal or Vice Principal.

4.6.3 Allegations by one student against another pupil

- Any such allegations will be considered carefully and handled with compassion and care. The same standards for dealing with any disclosure apply in these cases:
- If a staff member or volunteer suspects or is informed about an allegation against a student, the school should listen and act in good faith.
- The school should gather basic information about the complaint and schedule separate sessions with both families to address the issue.
- The school will seek support from families for its disciplinary approach to build a joint method.

- The school will engage with ADEK to address the issue and find a mutually acceptable solution.
- Discuss the need to report the area of concern to the police with the ADEK.
- The school will seek legal advice to ensure the safety of the returning student.
- The school will request counseling for the student's family upon their return.

4.6.4 Online or Distance learning

- If school is suspended or shifted to Online or Distance Learning, standard school safety policies and processes apply. This guidance, as well as the principles of Keeping Children Safe in Education, continue to apply. The safeguarding principles remain the same.
- Students' best interests must always remain paramount. Children should continue to be protected when they are online.
- The SCM & Deputy SCM's are completely contactable, contact information is accessible are mentioned above.
- If anyone has a safeguarding concern about a student, they should act promptly.

4.6.5 Additional guidance for employees:

- Teachers should record all live teaching sessions.
- When a live class is over, children should quit the session first, followed by the teacher, who should close the session and disconnect the student link.
- Live lessons should take place during school hours (07:50am - 2:40pm).
- Live lessons should be held in a quiet, safe, and distraction-free environment. Position yourself behind a wall/curtain.
- Deliver live/recorded lessons in professional attire.

- If a student behaves inappropriately, follow the school's Behavior policy. Keep a record of attendance and update e-SIS daily.
- Avoid using informal communication methods such as memes, emoticons, GIFs, stickers, and text chat.

4.6.6 Assessment and Documentation

When a disclosure occurs, follow best practices as quickly as possible.

Report the concern to the Safeguarding committee members or team member and register it on our system promptly.

Listen without asking leading questions.

Your responsibility is not to investigate the disclosure.

Take notes as quickly as feasible following the conversation.

When taking notes, send them to the SCM immediately and enter them on our system.

Keep the original notes in case they are needed by a court. Record the date, time, location, and any nonverbal behavior or words spoken by the child.

Use a body map to record any injuries (accessible on our system).

Record facts and observations, not interpretations or assumptions.

All safeguarding information is stored on our system with dual authentication access.

4.7 Protocol after Disclosure

4.7.1 What occurs after the initial report has been recorded.

The Safeguarding committee members will consult with the Principal or Vice Principal for advice.

The SCM/Principal and school counsellor will be alerted as needed.

The SCM/Principal/School Counsellor should schedule a family conference if possible and necessary.

The SCM will communicate with ADEK.

On a case-by-case basis, a school mobile number will be provided for an age-appropriate child at risk, along with the responsible party (often the Principal, Vice Principal, or SCM).

The school will address parental bullying or violence on a case-by-case basis.

If a student is at risk (e.g., self-harm, suicidal thoughts), the school must notify parents unless the abuse is suspected to be perpetrated by the parents.

The SCM will contact the individual who made a disclosure regarding a pupil within a reasonable timeframe to tell them of the actions taken. Information will only be shared with those that need to know it.

4.7.2 Observation or Monitoring:

The Safeguarding committee members will establish a period of time (usually 4–6 weeks, but case-by-case on our system) for keeping an eye on a student regarding whom a concern has been raised.

The monitoring will stop if no indicators are discovered or don't seem to be developing.

If the signs and worries persist, the necessary steps will be done and documented.

Parents should be informed that their child should be watched over and involved in the process as much as possible as part of best practices.

The SCM and Principal/Vice Principal shall retain an electronic copy of the information detailing how the accusation was investigated and resolved, together with a record of any actions taken and decisions made.

4.7.3 Information Sharing and Confidentiality

All confidential concerns concerning children and young people should be handled on a need-to-know basis. As a result, only information pertinent to a specific purpose should be sent to the recipient, who may not pass this information on to another individual without first consulting the informant.

Only appropriate members of staff, such as the Safeguarding committee members, Principal/Vice Principal, Counsellor, Nurses, and anybody involved in monitoring certain areas of a student's behavior, should be aware of the information or concerns. The impacted student should also understand which members of staff have access to what information, when it will be shared, why, and with whom. Remember that rather than giving unnecessary information, it is acceptable to state that "a concern has been raised and is being addressed in accordance with the school's procedures."

Our system will store an electronic file. Nothing should be stored on e-SIS. Any notetaking should be mindful of our context. The Designated Safeguarding Lead will contact and communicate with parents, unless they are alleged abusers. When a student or staff member leaves INPS-SHAKHBOUT, any Child Protection problems should be communicated to the new school by a phone call from either the Principal/Vice Principal or the CEO, if practicable.

V. Safeguarding Awareness

Creating awareness about safeguarding issues is essential to fostering a school environment where safety is prioritized. INPS-Shakhbout will implement a multi-layered safeguarding awareness strategy that includes:

- Establishing a school culture that promotes open communication, where students feel safe to report concerns without fear of judgment or retaliation.

5.1.1 Zero-Tolerance Policy Toward Bullying, Abuse, or Maltreatment:

Implementing a zero-tolerance policy toward all forms of bullying, abuse, or maltreatment, ensuring swift and appropriate intervention.

- The school will develop clear, structured protocols for handling allegations of bullying or maltreatment, ensuring that there are no delays in intervention.
- Students found to be involved in harmful behavior will face swift disciplinary action, which could include counseling, restorative justice processes, and, in some cases, suspension or expulsion.
- This policy will help establish a sense of accountability, ensuring students understand that inappropriate behavior will not be tolerated under any circumstances.

5.1.2 Proactively Monitoring Students Identified as at Risk:

- Some students may face additional challenges that make them more vulnerable to harm. These challenges can range from learning difficulties and emotional distress to difficulties at home or family-related trauma. Proactively monitoring students identified as at risk, including those with additional learning needs, emotional distress, or family-related challenges.

- INPS-Shakhbout will work closely with specialized staff, such as counselors, learning support teams, and external agencies, to monitor students who may be at risk.

- Regular check-ins, assessments, and individual support plans will be developed for students identified as needing additional help. Teachers will be trained to notice early warning signs and provide support in a timely manner.

- The school will also provide a supportive and inclusive environment where students can access counseling and emotional support services, ensuring that those at risk have the help they need to thrive.

5.1.3 Conducting Regular Training Sessions for Staff:

- Conducting regular training sessions for staff to ensure they can identify signs of maltreatment and respond effectively to safeguarding incidents.

- The training will cover a range of topics, such as recognizing the physical, emotional, and behavioral signs of abuse or neglect, how to handle disclosures sensitively, and the school's specific safeguarding protocols.

- Staff will also be trained in creating an inclusive and supportive classroom environment that reduces the likelihood of students experiencing harm, such as bullying or exclusion.

5.1.4 Enforcing Strict Online Safety Policies:

With the increasing use of digital technology, online safety has become a key concern in safeguarding. INPS-Shakhbout will enforce policies that protect students from cyber threats, including cyberbullying, inappropriate content, and online predators.

- Enforcing strict online safety policies, in alignment with the ADEK School Digital Policy, to protect students from cyber threats and digital exploitation.

- The school will ensure that all students are educated about the risks of the online world, including understanding privacy settings, responsible online behavior, and the importance of reporting any inappropriate online activity.

- Policies will be aligned with the ADEK School Digital Policy, which ensures that there is consistency in safeguarding practices across all schools in the region.

- Teachers and IT staff will work together to monitor students' online activities within the school environment to prevent exposure to harmful content or interactions.

- Additionally, students will be encouraged to report any concerning digital behavior, and the school will take immediate action in accordance with its zero-tolerance policy if any safeguarding issues arise online.

VI. School Safeguarding Procedures:

6.1 Visiting procedures:

6.1.1 Purpose

- Establishing effective school visiting and departure procedures, along with a robust system for managing security breaches, is essential for maintaining a safe environment. Here's a structured approach:

6.1.2 Visitor Registration

- Check-in Process: Require all visitors to sign in at the main reception, Security requires visitors to sign upon arrival, providing their name, contact information, reason for visit, and the individual or department they are visiting. Provide visitors badges or temporary

passes that clearly identify them as visitors. Identification badges that must be always worn visibly while on campus.

6.1.3   Purpose of Visit

- Notification: Visitors should state the purpose of their visit (e.g., meetings, volunteering) and whom they are visiting.

- Pre-Approval: Certain visits (e.g., classroom observations, meeting with principal, etc) may require prior approval from administration.

6.1.4 Escort Policy and procedures

- Staff Escorts: All visitors should be accompanied by a staff member while on school premises to ensure they are monitored.

6.1.5   Exit Procedures

- Sign-Out Process: Require visitors to sign out and return their badges upon leaving the premises.

- Departure Check: Confirm that all visitors have exited the premises before lockdown or after school hours.

- Early Leaving Student: Early leaving students must get an exit pass from the main reception and submit it to gate security before leaving the school. Failure to submit the pass may result in a stop by the squad team.

6.1.6   Review and Assessment

- Post-Incident Review: Conduct debriefings after incidents to evaluate responses, identify areas for improvement, and revise protocols as necessary.

- Regular Drills: Schedule regular drills (e.g., lockdown, evacuation) to prepare staff and students for responding to various security scenarios.

6.2 Students' Departure Procedures:

6.2.1   End-of-Day Dismissal.

- Supervised Dismissal: Ensure that students are dismissed in an organized manner, supervised by staff.

- Designated Areas: For bus pick-ups, anyone using school transportation must exit from the front side (Gate 1-3) area where designated busses are parked/waiting for kids before dismissal hours.

- Car/Own pickup Students use designated pick-up zones (rear gates 5-8) for parents and guardians to reduce traffic and improve safety.

- As INPS has instructed (on gate timings) some gates (Gate 1,2,3,4) to be closed and no one is permitted to enter or exit the school while bus students are on board and the bus is departing, anyone requiring access or egress from this area should contact school management and deal with them professionally and politely.

6.2.2   Parental Notification

- Pre-Authorized Pickups: Require parents to provide a list of individuals authorized to pick up their children.

- Emergency Contacts: Parents/guardians should provide their contact information to the school so that it can keep an up-to-date list of emergency contacts for each student.

6.3 Transportation Protocols

- Bus Procedures: Our bus drivers/Supervisor are trained to monitor behavior and account for all students before departure.

- Walking Students: Monitor students who walk home to ensure they leave safely and follow designated routes.

6.4 Managing Security Breaches

6.4.1 Incident Reporting System

- Clear Protocol: Establish a standardized reporting protocol for staff and students to report security breaches or suspicious activities.

- Anonymous Reporting: Provide anonymous reporting options (e.g., hotlines, online forms) to encourage reporting without fear of retaliation.

6.4.2 Immediate Response Plan

- Defined Roles: Assign specific roles for staff and administration during a security breach (e.g., who contacts law enforcement).

- Crisis Communication: Have a plan for communicating with students, staff, and parents during and after an incident.

6.4.3   Investigation Procedures

- Incident Investigation Team: HSE Officer and MSO is responsible for investigating breaches and gathering relevant information.

- Documentation: Keep thorough records of all incidents, including the nature of the breach, responses taken, and follow-up actions.

- Tools used to protect properties include barriers, surveillance equipment (CCTV), staff observation power (Eyes), awareness of surrounding, patrol, searches, crowd control, alarm, and locks

- Patrolling around the site deters theft, robbery, and vandalism. Property damage happens in many ways such as fire can completely damage the building and property, water leakage, flood, melting snow, and frozen pipe.

VII.   Closed-Circuit Television (CCTV) cameras in schools.

7.1.1   Purpose:

CCTV cameras can be an effective tool for increasing school security and establishing a safe learning environment. Schools can successfully balance safety and privacy concerns by implementing them deliberately and appropriately. Regular assessment and community interaction are essential for preserving confidence and openness.

Our school site closely adheres to the Abu Dhabi MCC rules, and we have 222 cameras, all of which are in common areas and MCC suggested places, with recordings stored for 90 days.

- Deterrence: Cameras help us to prevent inappropriate behavior, vandalism, and criminal activity.
- Monitoring: Our cameras are Provide real-time surveillance of critical areas to ensure student and staff safety.
- Evidence Collection: Document incidences for investigations, disciplinary measures, and law enforcement cooperation.
- Camera Placed in Strategic Locations: we have Install cameras in high-traffic areas such as entrances, hallways, canteen, Dinning Hall, playgrounds, and bus parking lots.
- Blind Spots: INPS - Regularly assess the premises to identify and cover any potential blind spots

7.1.2 System Features:

- High Definition: We use high-resolution cameras to capture crisp images for identification and analysis. Also, guarantee that our cameras have night vision capabilities so that you can monitor them at all times.
- Motion detection: In addition, we use motion sensors to notify personnel of any unexpected activities or movements.

7.1.3 Data Management

- INPS has established a secure data storage solution for video footage that is available for a set amount of time, as stipulated by policy. (Federal Decree Law No. 5 of 2012 on Combating Cybercrime)

- Access Control: Our CCTV footage is only accessible to authorized personnel (Principal/Vice Principal, MSO, SCM), and other staff members, such as school administrators, must obtain permission from the principal or vice principal before viewing the footage; however, recording on their own devices (personal camera, mobile, tablet, etc.) is strictly prohibited. Whoever violates the policy may face legal consequences (The Federal Decree Law No. (31) of 2021 promulgates the Crimes and Penalties Law and the Manual of Surveillance Devices (MCC, 2022).

7.1.4 Regular Maintenance and Review

- ❖ Routine Checks: INPS have Scheduled regular maintenance to ensure all cameras and equipment are functioning correctly.
- ❖ System Evaluation: Periodically reviewing the effectiveness of the CCTV system, assessing coverage and technology advancements.

VIII. Whistleblowing Policy

The whistleblowing policy at INPS-Shakhbout encourages all staff, students, and stakeholders to report safeguarding concerns without fear of retaliation. To reinforce the school's commitment to accountability and transparency in safeguarding matters, the school is committed to fostering a

transparent environment where individuals feel safe to speak up about misconduct or safeguarding violations.

- Any individual who reports a safeguarding concern in good faith will be protected from harassment, discrimination, or adverse actions. The school ensures confidentiality and anonymity where requested.
- Concerns can be reported to the Safeguarding Committee Members, school leadership, or through anonymous reporting mechanisms.
- All reports will be investigated promptly, fairly, and in accordance with ADEK regulations. If necessary, cases will be escalated to the relevant authorities.
- Individuals who raise concerns will receive guidance and, where applicable, emotional support to ensure their well-being throughout the reporting process.

IX. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School. 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.

Date created: September 2024

Date reviewed: January 2025

Date reviewed: August 2025