

# California American School

# Student Protection &

# Safeguarding Policy

Review No.	Description of Change	Review by	Date of Issue
1	Adoption of Policy	CAS Administration	April 2019
2	Review the policy	CAS Administration	August 2022
3	Update and review the policy	CAS Administration	August 2024
4			



## Objective

The purpose of the policy is to ensure that a process is in place for protecting students, and to provide staff and employees with the guidance they need to keep children safe in our schools, respond in cases where abuse or neglect is identified and to inform parents and guardians how we will safeguard their children whilst they are in our care.

To ensure that appropriate action is taken where it is alleged that a child is suspected of being abused or is being abused. The problems of identifying and dealing with child abuse can only be tackled effectively when all concerned have a heightened awareness of the subject.

## Guidelines

1. CAS fully recognizes its responsibility to safeguard and promote the welfare of children. We recognize
2. that children have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other People can harm children either by direct acts or failure to provide proper care, or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse.
3. Safeguarding and promoting the welfare and safety of children is everyone's responsibility. All adults who meet children and families are responsible for and legally compelled to respond to a child at or at potential risk of abuse, neglect or maltreatment. Safeguarding and child protection underpin all relevant policies and operate with the best interests of the child as paramount. Zero tolerance of all forms of maltreatment is implemented and upheld in all actions and environments pertaining to students.
4. Whilst the schools will work openly with parents as far as possible, the school reserves the right to contact the police, or Child Protection Units in ADEK, MOE, ESE, MOI, Family Care Authority or Social Support Center without notifying parents if this is in the child's best interests.

CAS upholds that all students have the right to be:

1. Heard and to express their voice / aspirations and participate in select decision making processes in
2. the school or nursery, as determined by the school staff.
3. Treated with respect and dignity.
4. Treated with fairness and justice.
5. Supported by an advocate and provided with necessary support where required.
6. Safe, protected from harm and aware of what constitutes risk and harm.

## We will ensure that:

1. Stringent vetting procedures are in place for staff and other adults to ensure suitability to work with children including robust arrangements for site security, background checks of all adults working in school and appropriate procedures expected of all visitors
2. Safeguarding practice and procedures are in place to ensure that child protection arrangements are known and accessible to everyone, allowing pupils and adults aware of who they can talk to if they are worried and which procedures they should take

3. Maintain thorough communication systems with up-to-date information records that can be accessed and shared by those who need it, adhering to confidentiality where expected
4. A high priority is given to staff training in all safeguarding areas, extending expertise widely and building internal capacity to handle sensitive issues and situations
5. Teachers deliver a curriculum that promotes safeguarding, teaching pupils how to protect themselves from harm and how to take responsibility for their own and others' safety. Pupils will take part in health education lessons to help learn how to keep themselves safe.

## ACRONYMS

<b>ADEK</b>	Abu Dhabi Department of Education and Knowledge
<b>CPC</b>	Child Protection Coordinator
<b>CPS</b>	Child Protection Specialist
<b>CPT</b>	Child Protection Team
<b>CPU</b>	Child Protection Unit
<b>FCA</b>	Family Care Authority
<b>MoE</b>	UAE Ministry of Education
<b>MoI-CPC</b>	UAE Ministry of Interior – Child Protection Center

## Safeguarding

and promoting the welfare of children (everyone under the age of 18 years) protects children from maltreatment, prevents impairment of children's mental and physical health or development, ensures that children grow up with safe and effective care and that action is taken to enable all children to have the best outcomes.

## Student Protection

policies and procedures are in place to prevent children from being abused, and to safeguard and promote the welfare of student in the following ways:

1. Providing an environment which fosters a supportive school community and culture where all feel able to share concerns about another's wellbeing.
2. Providing an ethos of care whereby class teachers, specialist teachers and support staff get to know students such that they are more readily aware of a child in need of support or 'changes' that may indicate abuse or a safeguarding concern.
3. Raise awareness of child protection and safeguarding roles and responsibilities with staff and volunteers.  
Develop, implement and review a systematic means of monitoring and responding in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse or neglect.
4. Ensure that all vulnerable children are provided with appropriate support in school and that their needs are identified and responded to effectively.

5. Develop and promote effective working relationships with other agencies including police, Family Care Authority and Child Protection Units.
6. Support students who have been abused in accordance with an agreed child protection and/or safety plan.
7. Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
8. Emphasize the need for good communication about safeguarding issues between all members of staff.

### **School-Based Safeguarding Policy**

The school develops and implements a Safeguarding Policy and communicates this actively to the whole school community. School includes the following elements in their Safeguarding Policy, at a minimum:

- Statement of the school overall safeguarding processes, procedures, and aspirations.
- School safeguarding practices are created in line with the underpinning ADEK wellbeing policies, ensuring that all safeguarding matters are handled sensitively, professionally, and in ways that support the needs of students.
- A security policy that outlines how the school intends to protect students from and during (in the event of) physical and digital security breaches.
- Mechanisms to measure and monitor the delivery of safeguarding practices to protect students from all types of harm to their health and development.
- Identification of resources provided to deliver safeguarding provisions for all students.

### **Appointment of a Safeguarding Committee**

The school appoints a Safeguarding Committee, to oversee the school's overall safeguarding strategy. the Safeguarding Committee, will:

1. Annually monitor and review the effectiveness of the school's Safeguarding Policy to ensure it is known, understood, and practiced appropriately by the school community.
2. Ensure the safeguarding policies and procedures adopted by the school's governing board are fully implemented and observed.
3. With the Principal, ensure that all staff, volunteers, and invited visitors are informed of their responsibilities in relation to safeguarding procedures.
4. Ensure parents have access to the school's Safeguarding Policy and all supporting documents, through all appropriate means (e.g., the school website).
5. Develop an induction and training strategy to ensure all staff and volunteers receive information on the school's safeguarding arrangements.
6. Ensure compliance with relevant processes set out in the ADEK Student Protection Policy.

### **Safeguarding Committee:**

- School Senior Leadership Team.
- Health and Safety Officer.
- Social Worker.
- SOD Teacher.
- School Nurse.
- Activities Coordinator.
- Extra-Curricular Coordinator.
- Student Affair Department
- HODs Moral, Social, and Islamic.

### **Safeguarding Awareness**

1. Ensure the provision of a safe and caring environment in which all students can learn, thrive, and develop the confidence to voice ideas, feelings, and opinions in an atmosphere that prioritizes their best interests.
2. Guarantee adherence to a zero-tolerance approach to student maltreatment and ensure that any visitor or member of the school community who has any maltreatment concerns about a student is aware and able to easily follow the processes set out in the ADEK Student Protection Policy.
3. Monitor students known or thought to be at risk from harm, including students with additional learning needs, who could experience heightened vulnerability.
4. Ensure staff know how to respond to safeguarding incidents and reassure victims and/or witnesses who make a disclosure that they are being taken seriously and supported.
5. Ensure students and staff feel part of a positive and transparent environment where they can freely liaise with members of the Safeguarding Committee or
6. Lead in instances where a concern or worry is raised about the behavior of a student, staff, or visitor.
7. Be vigilant of student safety in online spaces as per the ADEK Digital Policy.
8. Ensure that no policy within the school shall adversely harm or jeopardize the health or wellbeing of a student in line with the ADEK Wellbeing Policy.
9. Provide support and counseling that is accessible, free of judgment, and available to all students, so that students know whom to turn to for advice and support within the school.
10. Ensure every parent understands that they are obligated to enroll their child in school as per Federal Law No. (39) of 2022 Concerning Compulsory Education, and that sudden unexplained withdrawal of a student from school may be reported as a maltreatment concern, as per the ADEK Student Protection Policy.

### **Safeguarding and the Curriculum**

1. Focusing on the development of students' self-esteem and self-regulation.
2. Fostering a sense of respect and civility towards people and other living things.
3. Enabling the development and improvement of communication skills and expression of consent.
4. Developing an understanding of all aspects of risk including online behaviors and usage of social media.

5. Assisting students in developing strategies for their self-protection and responses to peer pressure.
6. Developing an understanding of how to best be responsible for their own and others' safety.

### **Safeguarding the School's Security**

The school is equipped with integrated and fully functioning access and security systems, including security video surveillance cameras (CCTV systems).

- CCTV Systems: Schools shall install and maintain CCTV systems via an MCC-licensed vendor, in compliance with the Manual of Surveillance Devices (MCC, 2022).
- Contract Validity: Schools shall always maintain a valid maintenance contract with an MCC-licensed vendor.
- Coverage: Schools shall ensure that their CCTV cameras provide coverage/ restrictions of the following areas:
  1. All entrances and exits of the school buildings and grounds.
  2. All walkways and public areas (corridors, stairs, courtyard, sports hall, sports fields, canteen, libraries).
  3. Student pickup and drop-off areas for private vehicles and buses.
  4. Security areas (e.g., control room) and hazardous areas.
  5. Exterior areas surrounding the school grounds.
  6. Learning spaces (e.g., classrooms, labs, studios, maker spaces). Entrances to lavatories and changing rooms.
  7. All blind spots within the school premises.
  8. CCTV cameras shall not be installed inside lavatories, changing rooms, or any other areas where there is a reasonable expectation of privacy.
  - 9) Schools shall place signs within the school premises indicating to the public that the area is under CCTV surveillance.
- 1. Regular Monitoring and Maintenance: Schools shall monitor the functioning of their CCTV cameras on a daily basis and ensure they are working and providing appropriate coverage. In case any issues are identified that affect their functionality, schools shall inform the vendor immediately and ensure prompt action is taken to rectify the issue in line with the terms of their contract.
- 2. Access to Footage and Recordings: Schools shall restrict access to CCTV footage and recordings as follows:
  1. Monitoring of CCTV Footage: Schools shall have a monitoring and control room for the purpose of monitoring CCTV footage. Schools shall ensure that only the vendor-appointed CCTV specialist(s)
    2. monitor the footage.
    3. The Principal is authorized to access live CCTV footage of the school premises from their office.
  4. Access Permission for Staff: The principal and vendor-appointed CCTV specialist(s) are authorized to retrieve and view CCTV recordings. Principals are authorized to permit other staff members to view CCTV footage on a need-basis at the Principal's discretion.
  5. Schools shall maintain a record of all individuals granted permission to view the footage, where applicable.

6. Access Permission for ADEK Personnel: Schools shall provide access to CCTV footage and recordings to authorized ADEK personnel upon request.
7. Copying and Distribution: The copying or distribution of CCTV recordings is strictly prohibited and punishable by law, in line with the Federal Decree Law No. (5) of 2012 on Combating Cybercrimes.
8. Escalation: Where an incident captured in a CCTV recording requires clarification beyond the school level, the school shall immediately notify ADEK to deal with the incident.
9. Deletion: Schools shall retain CCTV recordings for a minimum of 180 days.

## Security Guards

1. Are present at any given time at all entry points/ gates. They shall not leave their posts unless there is someone to replace them temporarily.
2. Hold authorized licenses, as per the *ADEK Staff Eligibility Policy*.
3. Remain alert and ensure safety and security on the school premises, supported by the school's security system.
4. Maintain a visitor's log by recording the visitor's name, ID, signature, telephone number, purpose of visit, time of arrival, and time of departure.
5. Issue visitors access passes only upon collection of a form of photo ID and verifying that it matches the identity of the physical person.
6. School is authorized to issue permanent access passes to registered
7. visitors involved in the routine pick-up and drop-off of students i.e., parents, nannies, drivers, etc. Security guards shall verify that each access pass matches the identity of the physical person and ensure that anyone whose permanent access pass has been canceled/ revoked cannot enter the school with the invalid access card (they would need to sign in as would a general visitor).
8. Maintains a communication link between the security guard at the entry gate and the school reception/ administration to authorize the entry of unknown persons.
9. Are provided with the appropriate handover procedures to facilitate the transition in the event of the school changing security providers.

## School Visiting Procedures

1. All visitors to the school shall sign in at the security gate and obtain a visitor's access pass in exchange for a valid form of ID.
2. Visitors shall display their access passes, which are to be visibly worn at all times whilst on the school premises. Visitors are not authorized to enter classrooms unless invited.
3. Invited visitors shall remain under the supervision of a designated member of staff unless they are authorized personnel whilst on the school premises.
4. Upon completion of the school visit, visitors must sign out at the security gate and return their visitor access passes upon leaving the school premises.
5. Granting Access to Authorized Personnel: Schools shall provide authorized personnel (e.g., government inspectors) with access to their full premises and relevant resources (e.g., school reports, records, access to keys for locked areas, etc.), as per Federal Decree Law No. (18) of 2020 Concerning Private Education. Where required, schools shall enable such personnel to monitor and interact with staff, students, and parents.

6. Schools shall verify the identity of the personnel and ensure they have a valid purpose for their requests, prior to providing access to the school's premises or resources.
7. Schools shall ensure that any access granted is in line with the requirements and purpose of the personnel's visit.
8. Where access is provided to any school reports and records, Principals shall keep a record of the personnel to whom the access was provided, the reports and records accessed by them, and the purpose for providing access. Schools shall preserve these records in line with the requirements for administrative records, as per the *ADEK Records Policy*.
9. Authorized personnel are authorized to be present on school premises without being accompanied by a member of staff.

### **School Departure Procedures**

School establishes school departure procedures to verify that student departures follow the parent-authorized methods for transitioning student supervision from the school to the home, such as ensuring that:

1. Only parent-authorized persons pick up students.
2. For persons who are not pre-registered and have permanent access passes, parents shall inform the school in advance in writing and provide the ID of the nominated person.
3. In sudden emergencies or late notice change of plans, parents shall call to inform the school of the name of the person picking up their child and the
4. school shall log the conversation including the name of the authorized person and forward the names to the security guards and teachers/ individual(s) supervising the concerned student.
5. Schools shall check the identity of the nominated person at the gate (via presentation of a form of ID) and when handing over the student from the school's supervision.
6. IDs are not required if the person is already a member of the school community (e.g., another parent), and the school already has their ID on record.

### **Acceptable School Drop-Off and Pick-Up Timings:**

1. School communicates with parents' acceptable drop-off and pick-up timings.
2. Schools ensure the supervision of students 45 minutes before the start of the school day and 90 minutes after school hours and must notify parents of their responsibility toward their children outside of these two periods.
3. In instances where parents drop off children at the school without the school's knowledge, the school shall not be legally responsible for the safety of the child.

### **School Arrival and Departure Notification for Unaccompanied Cycle 3 Students**

1. Upon written consent by parents, students in Cycle 3 are authorized to arrive at and depart from school unaccompanied.
2. Schools shall establish a system to record and notify parents of their arrival and departure times.
3. Parents are authorized to request notification of arrival and departure times for accompanied students in any grade below Cycle 3, and schools shall provide such notifications.



## Special Events

School ensure that they have increased security measures in place for safeguarding the school during special events. Schools shall ensure that:

1. Events are only open to the immediate family (parents and siblings of the student). Parents who wish to invite other guests must pre-register them with the school by providing a copy of a valid ID. Guests who are not pre-registered are required to register on arrival at the school gate and subsequently provide
2. a copy of a valid ID.
3. Signage indicating accessible areas for visitors within the school premises is clearly displayed.
4. Increased security is present when a larger number of visitors are expected.
5. All outside service providers and their employees are pre-approved, and contracts stipulate that they have undergone security checks. Service providers shall submit their trade license and a valid work permit for each employee.

## Managing Security Breaches

1. School shall establish a system to lock down the school (manually or automatically) which includes a security breach procedure and a response plan, led by the Safeguarding Committee or Lead, with appropriate reporting mechanisms in place.
2. Ensure all school staff are aware of and have received training on the security breach procedure.
3. The designated Safeguarding Committee or Lead (including deputies in their absence) shall fulfill requirements as stipulated in this policy including being of sound physical health.
4. School shall maintain regular service of alert systems, if applicable, for vocal announcements and timed bells or alarms in line with local regular requirements.
5. In line with the *ADEK Digital Policy*, all schools shall have the ability to respond to security breaches by backing up important data from the school IT system and activating their business continuity plan.
6. School shall ensure that every digital incident is recorded, documented, and signed by the principal and stored for auditing purposes, in line with the *ADEK Records Policy*.
7. Conduct school emergency planning and subsequent drills, in line with the *ADEK Health and Safety Policy*.
8. Comply with local regulatory requirements and report any security breach
9. incidents to ADEK and/or appropriate authorities.

## Training

will be delivered to all Child Protection Coordinator (Advanced Safeguarding) which will equip them with the skills and expertise to deliver training to school staff in line with the Student Protection Policy and training expectations. All staff will be trained relevant to their roles and responsibilities, and sign attendance, which is maintained for records and compliance. School counsellors, child protection team members and pastoral leads will engage in ongoing training, network workshops and case conferencing to maintain skills in responding to vulnerable students. Volunteers and subcontracted staff will undertake robust inductions, and visitors will sign Child Protection Briefing Sheets.

Safeguarding training at induction, including for the governing board, staff, and volunteers. The staff training should include the following:

1. Identifying signs of student maltreatment or other safeguarding issues including what to do if the staff or volunteer or someone else is worried about a student.
2. Alerting staff to be vigilant to the specific requirements of students at risk of harm, including students with additional learning needs.
3. Understanding the importance of not disregarding certain behaviors (e.g., banter, practical jokes), which can lead to a culture of unacceptable behaviors in an unsafe environment, preventing students from coming forward to report them.
4. Detailing written records of events in a secure and accurate matter and respecting confidentiality as per the *ADEK Digital Policy*.
5. Taking necessary actions in emergency situations, to prevent harm and danger.
6. Sharing information on a need-to-know basis only and not discussing the issue with colleagues or the parent community.
7. Making support available for individual staff members who may be suffering from wellbeing-related concerns, as per the *ADEK Staff Wellbeing Policy*.
8. Understanding of the school's security system and security breach protocol.
9. While training is not required for invited visitors, schools shall ensure that they have read and signed the school's Safeguarding Policy.

### **Vetting, Hiring and Monitoring School Staff and Volunteers**

Ensure that robust safer recruitment measures are in place. This will be monitored in school by the Child Protection Coordinator and Team and applied to all adults working in or around the school who meet children. This includes robust shortlisting, criminal reference and reference checks, probing and critically examining CV's and candidates during interview, and removing staff who may pose a risk to students, preventing access and where appropriate enacting suspension or dismissal.

### **Inclusion**

Inclusive Provision: Schools shall ensure that the Safeguarding Committee or Lead works closely with the Wellbeing Committee or Lead, Head of Inclusion, School Counselor, Social Worker, Health & Safety Officer as well as other relevant stakeholders (e.g., teachers, parents) to promote the safeguarding and security of all students. Schools shall ensure that the safeguarding practices and associated policies and initiatives consider the individual needs, communication and behavior styles, and engagement of students with additional learning needs, in line with the *ADEK Inclusion Policy*.

### **Acceptable Adult Behaviors**

are always expected, with all staff signing a professional and ethical code of conduct which outlines expected behaviors to protect the rights of students and create a culture of safety. Staff and volunteers are required to report any incidents (from self or others) of behaviors against students. Serious allegations of sexual misconduct by staff and volunteers will be directly reported to the police and FCA, and the staff member immediately suspended without prejudice, and removed from the school site pending investigation.

## Student Protection Education

is to be delivered to students to support their knowledge and ability to understand personal safety and wellbeing and what actions they can take to report any violations and seek help. Student education relating to personal safety, healthy living (physical and mental health), and child rights and responsibilities, shall be taught, using developmentally and age-appropriate concepts and language), in the classroom and in counselling sessions, and may include story books, illustrations, posters, reading content that can be discussed wither individually or within a group setting.

## Roles and Responsibilities

### Abu Dhabi Department of Education and Knowledge (ADEK)

1. Develop, monitor and enforce student protection policies and safeguarding measures.
2. Support educational institutions in developing their student protection policies where needed.
3. Introduce a broad range of student protection standards to the inspection framework and monitor and work with educational institutions falling below expectations by providing the necessary support.
4. Collaborate with relevant entities on the design and implementation of safeguarding
5. programs.
6. Receive and filter reports of concern of student maltreatment (neglect, physical, and emotional abuse) and notifications (sexual abuse and exploitation) happening within educational institutions and take necessary actions.
7. Refer concerns involving a maltreatment suspicion of a staff of an educational institution towards a student to the relevant entities.
8. Activate procedures related to bullying in alignment with relevant entities.
9. Cooperate with and facilitate sharing of education-related information for student maltreatment comprehensive assessments and/or investigations being conducted by the relevant entities.
10. Follow up, if needed, with the relevant entities on the referrals made to them for cases in educational institutions.
11. Document all notifications and/or reports received in confidential records that can be accessed only by the CPS or any other concerned agency(ies), where needed, based on established information sharing protocol.

## Principals

1. Comply with the provisions of this policy.
2. Every educational institution shall publish and post this policy to protect students from maltreatment.
3. Ensure that procedures to prevent situations that could lead to the maltreatment of students are in place and understood by all institutional staff and principal.
4. Ensure the oversight of students at all times while under the supervision of the educational institution.
5. Ensure that there is priority emphasis within the educational institution on the protection of the students and for taking immediate actions when there is suspicion of cases of student maltreatment.
6. Ensure that students know how, where, and to whom to safely report their concerns about alleged and/or suspected maltreatment without fear of retribution or punishment.

7. Ensure that staff, volunteers, and students are aware of how, where, and to whom they can safely report their concerns about the potential exposure of any student to alleged and/or suspected maltreatment without fear of retribution or punishment.
8. Include the views and recommendations from students and parents regarding safety and protection reporting within the educational institution.
9. Immediately report any case of alleged and/or suspected maltreatment of students as stated by this policy.
10. Ensure that all staff and volunteers targeted for student protection training fully attend and participate in all training sessions and sign off on safeguarding training and student protection training.
11. Conduct orientation sessions for parents upon student registration or enrollment and at the start of every school year to promote this policy and to inform them of their roles and responsibilities, and their rights and duties.
12. Maintain students' records in compliance with Policy 35 (Records) and ensure confidentiality of open and closed cases in accordance with the guidelines.
13. Immediately suspend any staff who is suspected of an offense involving student maltreatment on a temporary basis until the suspicion is adjudicated.
14. Ensure that students have a safe and confidential opportunity to report any concerns they may have regarding their rights to safety and wellbeing.
15. Ensure the vetting, hiring, and monitoring of all staff, volunteers, and invited visitors according to this policy and relevant safeguarding measures.

### **All Staff and Volunteers of Educational Institutions**

1. Report immediately an alleged and/or suspected case of maltreatment upon discovery.
2. Care for students at all times while under the institution's supervision.
3. Understand this policy to address alleged and/or suspected student maltreatment cases.
4. Attend and participate in mandated student protection and safeguarding training.

### **Parents:**

1. Cooperate with the educational institution's principal and staff, answer all inquiries related to the student's behavior, academic performance, and respond to their feedback and guidance.
2. Attending all scheduled parent meetings with the educational institution.
3. Communicate any concerns, observations, or changes in the student's behavior to the educational institution's principal, board members, and/or to the concerned institutional staff.
4. Support the educational institution in ensuring safe online practices during distance learning and homework.

### **How should maltreatment concerns identified in educational institutions be handled?**

Below are the procedures for identifying and reporting student maltreatment concerns. Once a concern of student maltreatment (incl. severe bullying) is raised in an educational institution, this should be reported directly to the CPC, or any other person representing him/her (all staff in the educational institution should be trained on identifying maltreatment – in line with the operational definitions of the different types of maltreatment included in this document).

Emergency concerns, where the student is in imminent danger, should be reported immediately to the Police and the Principal.

For maltreatment concerns which occurred outside of the supervision of the institution, the CPC, or any other person representing him/her if the CPC is not present, should then fill the Safety Concern Form online on the digital safety concern portal.

The Safety Concern Form will automatically be shared with the ADEK CPU, the FCA and the MoI CPC. FCA will review the case and follow the required procedures for case management. Concerning the treatment of the staff which occurred under supervision of the educational institution, the staff should inform the CPC or any other person representing him/her if the CPC is not present. The CPC should then complete the Safety Concern Form on the digital safety concern portal.

Once submitted, a copy of the Safety Concern Form will then be automatically shared with the FCA, the ADEK CPU and the MoI CPC. The ADEK CPU will review the information first before referring to the FCA for case management, who will take the necessary procedures for follow-up on the cases after receiving the report. It is important to note that the ADEK CPU reserves the right to conduct or to designate qualified institutional personnel to conduct the initial safety and risk assessment before reporting the concern to the FCA.

If the ADEK CPU refers the concern to the FCA, the concern would then be managed by the CPS at the FCA. The ADEK CPU should still provide administrative support (e.g., sharing relevant information) to enable the FCA to conduct the needed assessments and other activities related to case management. If the ADEK CPU does not report the case to the FCA, the concern is returned to the educational institution with justification, and the educational institution is asked to collect additional information before submitting another Safety Concern Form. In all situations, the ADEK CPU would ensure that the concern gets logged and responded to.

### **Safety Concern Referrals in Abu Dhabi Educational Institutions**

summarizes how maltreatment concerns should be handled in cases where the alleged maltreatment occurred both inside and outside of the supervision of the educational institution.

**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.

Relevant contact details are as follows:

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

\*Educational institutions should contact the MoE CPU, which is the hotline for all reporting from where the request will be redirected to the ADEK CPU.

## Types of abuse and neglect

### What is abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

### Physical Abuse

Physical abuse 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

Review and Signatures

## **Emotional Abuse**

Emotional 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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **Child sexual exploitation**

is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

## **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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

1. Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
2. Protect a child from physical and emotional harm or danger;
3. ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment.
4. it may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Identification**

Recognizing emerging issues as early and accurately as possible.

## **Early support**

Helping students access evidence based early support and interventions.

## **Vulnerable students**

All staff are to be aware of the importance of being alert to the potential need for early assistance for a child who:

1. is disabled and has special educational needs.
2. is showing signs of engaging in anti-social behaviour, including illegal or risk taking.
3. is frequently missing/goes missing from care or from home.
4. is at risk of trafficking or exploitation.
5. is at risk of being radicalised or exploited.
6. is misusing drugs or alcohol themselves, or self harming.
7. is in a family circumstance that presents challenges for the child, such as substance abuse, adult mental health problems and domestic or family violence.
8. health problems and domestic or family violence.
9. is showing early signs of abuse and/or neglect.

## **Data Confidentiality**

Case reports and student data are strictly confidential, including the identity of the student subject to alleged abuse and or suspected maltreatment. All staff must maintain privacy and confidentiality of the students, subject to alleged abuse or neglect, the alleged perpetrator and the person reporting the case. Data should only be shared with authorized individuals in the Ministry of Interior, Family Care Authority, or Education regulator Child Protection Units and/or the police. All requests should be in writing and stamped by the relevant authority and transferred or accessed in a manner ensuring the safety and security of the data. All individuals are strictly prohibited from discussing active and or closed cases with the media, any third parties or other staff except for investigative or judicial authorities as part of their legal responsibilities.



**Manual Child Protection Disclosure Recording Form (where CPOMS reporting is not available)**

Student Name			
Grade			
Name of person reporting the concern			
Date		Time	

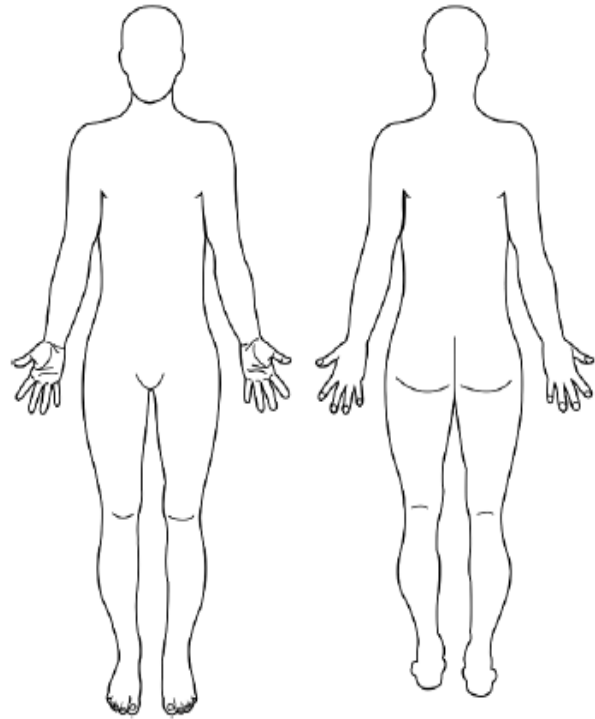
Details of Concern	

Outcome of Action			
Further actions required, by whom and when			
Review Date			

Signature		Date	
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**Additional Information:**

(context of concern/disclosure/details of any physical and emotional signs/witnesses)



Indication of any markings on body outline:

Next steps/actions/by whom:

Reported by:

Reported to:

Name:

DSL/School Principal/VP:


Designation:

Date:

## Review and Signatures

final signing-off by the

- Board of Governors.
- School Principal.

Name	Position	Signature
Ms. Naamah Hamad Eleryani	Board of Governors - Chairman	
Dr. Mahmoud Elmitwalli	School Principal	