



CHILD PROTECTION AND SAFEGUARDING POLICY

Approved by: Governing Board

December 2022

Last reviewed on:

August 2024

Next review due by:

August 2025

All employees will read and understand this policy in conjunction with the school's Bullying Prevention Policy, Inclusion Policy, Behaviour Management Policy, and The Employee Handbook.

The Child Protection and Safeguarding policy in Educational Institutions in United Arab Emirates (September 2022) has been shared with all employees.

These policies apply to all staff (teaching and administration) working in the school.

Monitoring and review

This policy is subject to continuous monitoring, refinement, and audit by the School Management, who will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. All staff will be informed of the updated/reviewed policy, which will be made available to them electronically, or by hard copy on request.

Signed:

School Director



POLICY STATEMENT

The top priority of the SABIS® International School – Al Bateen is the safety and wellbeing of all students entrusted in our care, whether on campus or online learning. The school aims to create a healthy environment where students feel secure, valued, encouraged, listened to, and protected against any occurrence that may threaten the child’s physical and mental health and against any form of abuse or exploitation. The school believes in an ethos which promotes a positive and supportive learning environment. The school asserts its complete commitment to ensure the welfare, safety and respect for all children, without discrimination on grounds of ethnicity, gender, origin, religious doctrine, social standing or disability.

Protecting and enhancing our student’s welfare is the collective responsibility of everyone at the school; every person who interacts with students and their family has a role to play. To effectively honour this responsibility, every person interacting with a child must ensure that the welfare, wellbeing and best interests of the child operate as the primary and guiding focus of all dealings with the child.

RECRUITMENT POLICY

Our recruitment policy requires the below:

- All members of staff recruited at the school are obliged to be police vetted from their own country or any country they have previously been a resident of, to ensure they are an appropriate and suitable candidate to work amongst children.
- Additionally, three references from their previous employer are required to further guarantee that they are a viable employee to have in a school environment.
- The employee must, under no circumstances, use corporal punishment, employ inappropriate or offensive language, or address a student in an insulting, demeaning, or humiliating manner.

AIMS

We aim to safeguard and promote the welfare of our children in school, which directly aligns and corresponds with the following UAE laws and requirements:

- UAE Federal Law No. 3 of 2016 on Children’s Rights (Wadeema’s Law)
- UAE Federal Law No. 3 and No. 7 of 1987 on Penal Code
- National Child Protection and Safeguarding policy in Educational Institutions in United Arab Emirates (September 2022)



- The Professional Codes of Conduct for workers in the General Education Sector published by the Ministry of Education, September 2022.

SIS – Al Bateen has an assigned leader to take the overall responsibility for safeguarding children and all that is related to the child’s rights and protection, and he/she shall liaise with the corresponding and relevant local bodies, if and when necessary. The school:

- Commits to regularly assess the effectiveness of The Child Protection and Safeguarding policy and ensures that any necessary revisions and improvements are made.
- Follows a safe and confidential reporting and archiving system for cases of potential or suspected child abuse.
- Provides training to all school personnel on maintaining confidentiality, securing information, understanding reporting procedures, and fulfilling their responsibility to report any actual or suspected abuse or violence involving a student.
- Ensure that all relevant staff members working for the school attend and/or complete all training programs related to Child Protection.
- Endeavour to detect cases of abuse early, identify the risk factors, develop the appropriate plans and programs for supporting the students through enhancing the competence of the child protection professionals for early intervention and awareness campaigns.
- Raise awareness among students about their rights and the importance of reporting any abuse or suspected abuse they or their peers may experience or witness.
- Promote the principle of tolerance among all members of the school community.
- The school establishes rules and regulations designed to support and protect vulnerable students. It ensures that any violations, whether committed by parents, students, or staff members, will result in appropriate accountability and consequences.
- Endeavour to ensure justice and equality in the treatment of all students.
- SIS – Al Bateen shall take all the necessary measures to safeguard and protect the children against substance abuse, including the use of narcotic, intoxicating and stimulant substances, all types of psychotropic substances, or the child’s involvement in their production or trafficking.
- Promote and inform staff about the professional Codes of Conduct for workers in the General Education Sector published by the Ministry of Education, September 2022.



OUR CHILD PROTECTION AND SAFEGUARDING POLICY

The school ensures that there is an effective Child Protection and Safeguarding Policy for the provision of health and safety throughout the school. At the beginning of the academic year, the school will issue the updated policy to ensure that stakeholders are fully informed about the Child Protection and Safeguarding Policies at the school.

In line with the Child Protection and Safeguarding Policy, Child Protection and Safeguarding training is carried out annually during the induction training of all new members of staff.

All teachers and administrative staff are obliged to complete a mandatory “Child Protection Policies Course,” on the Virtual Learning Environment (VLE).

The Virtual Learning Environment (VLE) is a digital platform that provides all employees with easy, up-to-date access to a wide range of learning opportunities (<https://spdi-vle.sabis.net>). Online courses cover a variety of technical, behavioral, and functional topics.

The course is developed and tailored to meet the needs of the region. The course features eight modules. Each module is followed by an assessment, which needs to be passed to proceed to the following module. The eight modules are

- A Child Protection Guide - Cue Cards
- Abuse and Neglect
- Allegations Against an Adult Connected to the School
- Appendix - Types and Signs of Abuse and Neglect
- Disclosure of Abuse and Neglect
- Guidelines on Child Protection
- Main Elements to School Safeguarding
- Thresholds for Intervention

In addition, the school will conduct training and awareness workshops periodically designed to ensure our students are fully aware of all things related to their welfare and safety. Parents who require support and further information on this topic are invited to attend 1-on-1 sessions with the relevant CPO to ensure they fully understand their role in ensuring their child is safeguarded/protected.



CHILD PROTECTION and SAFEGUARDING COMMITTEE

SABIS® International School – Al Bateen has an assigned “Child Protection and Safeguarding Committee” to take the overall responsibility for safeguarding children and all that is related to the child’s rights and protection, and he/she shall liaise with the corresponding and relevant local bodies, if and when necessary.

The school ensures that there is an effective policy for the provision of health and safety throughout the school.

The Child Protection Officers will commit to their responsibilities and ensure that:

- The School Director is updated with any important or sensitive information that requires input to make further necessary decisions, in order to take the appropriate action with each case.
- Members of staff are informed of all child protection procedures and these procedures are efficiently and effectively implemented.
- Adequate training, updates and support is provided for all members of staff.
- Comprehensive records are maintained with each case and kept in an allocated and secure location marked ‘Strictly Confidential.’
- Following an incident or case, students, members of staff and parents are continuously supported as required. Any additional care, advice, or guidance required will be provided by the respective Child Protection Officer.

DUTIES AND RESPONSIBILITIES OF SCHOOL STAFF

The key duties and core principles of all staff member of SIS – Al Bateen are as below:

- They must be vigilant at all times and aware of any signs of abuse and neglect: physical, emotional, sexual, and/or neglect and deprivation.
- They must be aware of the key figures of the school’s Child Protection and Safeguarding Committee.
- They are fully aware that any unusual behavior they observe, inside or outside the classroom, is to be immediately reported to the concerned committee member. The



concerned school's Child Protection and Safeguarding committee member should be alerted immediately in case a sign of abuse or neglect is detected.

- Observations will be recorded either in the SABIS School Management System
- The school has an official policy in place against bullying/cyber-bullying and misuse of social media.

Security Measures for Students' Safety

- The school Security Department guarantees that any individual that enters the school campus during school hours must have a valid form of identification that will be exchanged for an access pass and will be returned once they exit the school.
- Anyone acting in a suspicious manner will be automatically approached by a member of security to ensure their presence at the school is justified and permitted.
- Throughout the school day there are **3** members of security staff allocated around the campus.
- The School Security Department organizes a total of three fire drills per annum, including one with the Civil Defense (Mandatory requirement by law.)
- Each member of staff has been given training prior to the fire drill; therefore, they are aware of their assembly point according to their department. Each teacher is given a student checklist in order to ensure all students present on the day are accounted for.
- The security team reports daily to the Head of Security, and in the case of an emergency report immediately. Every morning the night shift team report their observations related to school maintenance and security.

ONLINE SAFETY (E-SAFETY)

The school, in collaboration with the IT Department, conducts annual training for staff and students on e-safety. This training includes, but is not limited to, the following:

- Emphasising the importance of limiting and protecting personal information online.
- Educating the school community on privacy settings and how to enable them.
- Promoting safe browsing habits and cautioning against suspicious websites and pop-ups.
- Encouraging the regular updating of passwords and selecting strong, secure passwords.
- Advising vigilance regarding online downloads to avoid harmful content.
- Highlighting the importance of being cautious about what, where, and how content is shared online.

- Raising awareness about the risks of interacting with strangers or unknown individuals online, particularly those who request personal or private information (e.g., full name, home address, current location, photos, or other sensitive details)

Cyber-Bullying and Cyber Harassment:

Cyberbullying and cyber harassment, like other forms of bullying, involve a relationship where an individual exerts improper influence or advantage over another, subjecting the victim to harm, disadvantage, or distress. This behaviour is unwelcome, unwarranted, and detrimental to the victim. Cyberbullying occurs when technology is used as a medium to deliver bullying messages to the victim and/or to those in their social circle.

Mobile phones are frequently used for such acts, and the rise of apps like WhatsApp and social media platforms has made it easier to spread harmful messages to a broader audience. Secondary perpetrators often amplify the impact by forwarding or sharing the material, leading to its rapid and widespread dissemination. These messages can be repeatedly viewed by a diverse audience, including the victim's family, teachers, neighbours, and social groups, compounding the harm.

The UAE's **Child Rights Law (Federal Law No. 3 of 2016)** affirms every child's right to education and basic protection. Defamation, often central to cyberbullying, is a criminal offence in the UAE. Under **Article 138 of the Penal Code**, individuals who publish personal, familial, or private secrets—regardless of their truth—through any means of publicity may face imprisonment and fines, as determined by the court.

The school is dedicated to promoting awareness of e-safety in an increasingly digital world. Our policies and educational efforts aim to inform students, staff, and parents about the importance of maintaining safety in terms of **content, contact, and conduct** when using the internet, social media, or other forms of electronic communication. Through proactive education and practical guidance, the school seeks to foster a secure and respectful online environment for everyone.



IDENTIFYING CHILD ABUSE – WHEN TO GET INVOLVED

Child abuse encompasses the physical, mental, or sexual harm, maltreatment, exploitation, or neglect of a child under the age of 18 by another individual. Recognising and responding to signs of abuse or neglect is a critical responsibility for every staff member. Key indicators may include:

Physical Abuse:

- Injuries inconsistent with typical accidents, such as bruises, burns, or marks resulting from actions like hitting, shaking, slapping, or other forms of physical harm.

Emotional Abuse:

- Behaviours such as shouting, threatening, insulting, humiliating, blaming, undermining, or intimidating the child.

Neglect:

- The child feels unsafe, isolated, or unwanted.
- Absence of adequate basic needs, such as food, shelter, or hygiene.
- Neglect in providing emotional support, medical care, or access to education.

Sexual Abuse:

- Being forced into inappropriate acts, such as unwelcome touching or exposure to sexual content, including pornography.

Staff members must be vigilant and responsive if they suspect abuse or neglect. Reporting concerns promptly to the appropriate authority within the school ensures timely intervention and support for the affected child.

GENERAL SIGNS AND SYMPTOMS

- Depression and anxiety
- Shame and guilt
- Fear
- Bruising
- Addiction
- Isolation and withdrawn
- Aggressiveness



- Impulsive behaviour
- Sleep disturbance – persistent tiredness, bed wetting or nightmares
- Decline in academic performance or poor school performance or a decline in engagement in activities
- Signs of an eating disorder
- Anxiety

SEXUAL ABUSE

Sexual Abuse and Exploitation involves forcing or enticing a student to take part in sexual activity or exposure to sexual content. It may include actions that involve physical contact and also non-contact activities, such as viewing or producing pornographic material, watching sexual activities, sexual hinting, sexual conversation, exposure to sexual content/material, or encouraging students to behave in sexually inappropriate ways (in person or online).

Signs of sexual abuse to be vigilant for:

- Unusual behavior that could be general or of a sexual nature
- Unwillingness to get changed for P.E. lessons
- Inappropriate sexual behavior that could be questionable in relation to the child's age
- Sexually transmitted diseases/infections
- Any physical clues that would suggest harm to the genital or anal areas – such as pain, bruising, bleeding, or itching, discomfort of the genitals or anal areas when walking or sitting

NEGLECT

Neglect is defined as the persistent failure to meet a student's basic physical, emotional, or psychological needs, which is likely to result in significant impairment of the child's health or development. This type of maltreatment occurs when a parent or guardian consistently fails to take necessary actions to properly care for a child. Examples include, but are not limited to:

- Failing to provide adequate food, clothing, or shelter.
- Not protecting the child from physical harm or dangerous situations.
- Neglecting to provide proper care, including employing adequate and attentive caregivers.
- Failing to seek healthcare or provide necessary medical treatment.



- Disregarding the child’s educational needs, including ensuring regular school attendance.
- Neglecting to maintain the child’s personal hygiene.

Addressing neglect promptly is crucial to safeguarding a child’s health, wellbeing, and overall development.

It is important to be attentive to potential signs of neglect in children, as early identification can help in providing the necessary support. **Some common indicators include:**

- **Poor personal hygiene** (e.g., consistently dirty clothes, unkempt hair, body odour).
- **Untreated medical issues** (e.g., chronic health conditions that are not addressed or monitored).
- **Inability to form social relationships** with peers or trouble interacting in social settings.
- **Detachment, isolation, or withdrawal** from others, appearing emotionally distant.
- **Stealing** or taking things without permission, often as a result of unmet needs.
- **Hunger** (underweight or overweight), indicating insufficient access to adequate food.
- **Substance abuse**, including the misuse of alcohol or drugs, often as a way to cope with neglect.
- **Reoccurring lateness or absences** without a valid excuse, possibly indicating an unsafe or unsupportive home environment.
- **Self-harm** or displaying behaviors that suggest emotional distress or harm to oneself.
- **Inappropriate clothing** (e.g., wearing unsuitable clothes for the weather or lack of proper clothing).

PHYSICAL ABUSE AND CORPORAL PUNISHMENT

PHYSICAL ABUSE refers to the deliberate infliction of physical harm or injury on a student, or the failure to prevent such harm. This includes actions such as hitting, shaking, throwing, poisoning, burning, suffocating, confinement, or giving drugs not prescribed by a physician to control behavior or cause harm.

CORPORAL PUNISHMENT, which is a form of physical punishment, is inflicted by a teacher, guardian, or any adult in authority, as a means of discipline. It is considered a form of physical abuse.



Signs of Physical Abuse to Be Vigilant For:

- **Unexplained bruises or injuries** that do not have a clear explanation or consistent with the child's age and activity.
- **Injuries that have not received medical attention**, indicating the child may not be seeking or receiving appropriate care.
- **Repeated abdominal pain** or other unexplained physical complaints, often a sign of internal injury or stress.
- **Withdrawal from physical contact**, avoiding any touch or interaction with others.
- **Marks or scars** (including cuts, scratches, and burns), particularly those that are in various stages of healing or in unusual patterns.
- **Fear of returning home**, where the child expresses anxiety or fear about going back to their home or caregivers.
- **Fear of contacting caregivers/parents**, showing avoidance when it comes to communicating with those who should be trusted.
- **Self-destructive tendencies**, such as self-harm or harming others.
- **Displaying aggression** towards others, often as a way of coping with or projecting their own abuse.
- **Unusual passive behavior**, where the child becomes overly submissive or withdrawn.
- **Repeated running away from home**, often to escape an unsafe or harmful environment.
- **Cigarette burns** or other similar burns on the skin.
- **Human bite marks** or evidence of being bitten by another person.
- **Broken bones**, particularly if there is no reasonable explanation or inconsistent with the child's normal activities.
- **Burns**, especially those that appear intentional (e.g., circular burns or those with a distinctive pattern).

EMOTIONAL ABUSE

Emotional Abuse/Psychological Abuse refers to the persistent emotional harm inflicted on a student, causing severe and lasting effects on their emotional development. This type of abuse includes behaviors such as telling a student they are worthless, unloved, inadequate, or only valued when they meet the needs of others. It may also involve causing fear, bullying, or manipulation, or exploiting and



corrupting the student. While emotional abuse can be part of other forms of ill-treatment, it can also occur in isolation, where the student is subjected solely to emotional harm.

Signs of Emotional Abuse to Be Vigilant For:

- **Excessive tiredness**, which may result from emotional distress or being unable to sleep due to anxiety or fear.
- **Fear of a new situation**, where the student shows anxiety or avoidance when facing new or unfamiliar situations.
- **Low self-esteem**, where the student consistently displays feelings of worthlessness or inadequacy.
- **High levels of anxiety**, such as worrying excessively or showing signs of nervousness or fear without a clear reason.
- **Unusually passive or aggressive behaviour**, fluctuating between withdrawal and outbursts of aggression due to emotional turmoil.
- **Delayed speech**, possibly due to emotional stress or lack of emotional stimulation and support.
- **Inappropriate emotional responses** to situations, where the student's reactions do not match the situation, often due to emotional instability.
- **Running away**, attempting to escape from a difficult home or school environment.
- **Lying**, which may be used as a coping mechanism to avoid punishment or because of fear.
- **Neurotic behaviour** such as sulking, hair twisting, or rocking, which are signs of emotional distress or trauma.
- **Fear of making mistakes**, where the student is overly cautious or anxious about doing something wrong, often due to past negative experiences.
- **Self-harm**, which may be used as a way to cope with overwhelming emotions.
- **Developmental delay** in emotional progress, where the student shows a delay in emotional milestones compared to peers, such as difficulty forming relationships or managing emotions appropriately.



DAILY REPORTING PROCEDURE

Communication between the school and parents is conducted through both formal and informal channels, ensuring a transparent and supportive relationship. Observations, official meetings, major incidents, and complaints are consistently documented in the SABIS® School Management System to maintain a comprehensive secure record. This structured approach helps to maintain accurate documentation, which can be referred to when needed, and ensures a professional, respectful dialogue between the school and parents.

DIRECTOR/DEPUTY DIRECTOR

The Director is the head of the school and holds overall responsibility for all activities within the institution. As the key leader, the Director is accountable for ensuring the smooth functioning of the school and the welfare of its students.

The Director leads the administrative team and conducts scheduled meetings with all members of the team to discuss operational matters, student welfare, and any issues that may arise. If there are serious concerns about individual students, the Director is responsible for reporting these concerns to the Regional Office for further support and guidance. The Director works closely with the Regional Office to determine the most effective course of action to address such concerns, ensuring that student welfare is prioritized. This structure ensures that any significant issues, particularly concerning student well-being, are addressed with the necessary support and expertise, promoting a safe and effective learning environment

TEACHERS

Teachers are often the first to observe any behavioural concerns within the classroom setting. Their proximity to students allows them to identify early signs of potential issues related to child protection, including but not limited to signs of abuse, neglect, or emotional distress. Teachers are responsible for observing students' behavior and being vigilant for any signs that may indicate a child protection concern. Upon noticing any behavioural concerns or potential child protection issues, teachers must promptly communicate their observations to the designated member of the Child Protection Committee within the school. Teachers are required to complete the **Child Protection Incident Report Form (Appendix 2)** to formally document the concern. This ensures that a clear and accurate record is made of the incident, which can then be addressed appropriately by the Child Protection Committee and other relevant parties.



This protocol ensures that all child protection concerns are reported in a timely and systematic manner, allowing the school to act swiftly and effectively in addressing any issues

SUPERVISORS

School supervisors are typically the first point of reference when it comes to observing concerns outside the classroom. Given that supervisors interact with students daily and observe their behaviour, they are in a strong position to notice any behavioural changes or potential issues. If any concerns arise, supervisors are responsible for communicating these to the relevant Child Protection Committee member in the school. Additionally, they must document their observations by filling out the **Child Protection Incident Report Form**, ensuring that all concerns are formally recorded and properly addressed.

ACADEMIC QUALITY CONTROLLERS (AQC)s also play a crucial role in monitoring students. They meet students on both formal and informal bases, attend classes, and engage with parents. This frequent interaction provides AQC)s with valuable insight into any academic or behavioural concerns. If they notice any issues, AQC)s report them directly to the Director on a daily basis. Additionally, all meetings with students and parents, along with any relevant concerns, are recorded in the **School Management System (SSMS)**. AQC)s are also required to communicate concerns to the appropriate Child Protection Committee member in the school and complete the **Child Protection Incident Report Form** to ensure proper documentation and follow-up.

The SECURITY AND MAINTENANCE TEAMS contribute to the overall safety of the school by performing daily checks on the facilities and surrounding areas. These teams monitor the environment, ensuring that safety standards are upheld throughout the day and after school hours. If any safety hazards or are identified, the security and maintenance teams document their findings and submit daily reports to the Heads of Security and Maintenance. These reports are used to take immediate action when necessary to address any issues and maintain a secure and safe school environment.

SABIS® STUDENT LIFE ORGANIZATION (SLO)

The SABIS® Student Life Organization® is an integral part of the SABIS® Educational System, and it plays an important role in the school community. Emphasizing the acquisition of life skills through real-life experiences, the SABIS SLO® is a student-led society that empowers students to hold responsibility for many aspects of school life such as: Academics, Discipline, Social Responsibility, Activities, Wellness etc. While providing opportunities for emotional, social, and moral growth, the



SABIS SLO® helps students to develop their academic, managerial, organizational, innovation and leadership skills through a variety of academic and non- academic activities.

The STUDENT LIFE COORDINATOR (SLC) works closely with students, offering both formal and informal meetings within the Student Life Organisation® (SLO®). This collaborative structure helps foster an environment where students are encouraged to be aware of the needs of others and to support one another. In addition, the leadership roles within the SLO®—including Student Heads of Sections, Class Prefects, Outreach Prefects, and Anti-Bullying Prefects—are specifically designed to empower students to help deter or report any instances of bullying or offensive behavior that may occur either at school or online. The school also strongly encourages students to voice their concerns to a member of staff with whom they feel comfortable. In turn, these staff members are responsible for reporting all such incidents to the appropriate Child Protection Committee member in the school to ensure the necessary follow-up and action are taken.

In 2020, a ninth department, The Wellness Department, was added to the School's SLO® structure. The Wellness Department helps to promote a healthy lifestyle amongst members of the school community. This department organizes events and campaigns to encourage and give both students and staff the necessary tools and tips to maintain a healthy, well-balanced life. Healthy lifestyle campaigns include: raising awareness of the importance of sleep, stress management, keeping active, social and emotional development, and the benefits of healthy food. This Department also aims to ensure that the school is a safe environment for everyone by reporting safety issues and possible hazards on campus. The Wellness Department cooperates with, and works alongside, the School Clinic, and the Social Workers.

SCHOOL MEDICAL TEAM

The school medical team meets students that require medical attention throughout the school day. The school nurse reports any concerns regarding student's wellbeing to the concerned Child Protection Committee member who will take corrective measure and report the concern to the relevant CPO.

The School Clinic will ensure that first aid kits, equipped with adequate materials, are available in key areas throughout the school, including the Medical Clinic, P.E. Hall, Cafeteria, and any other relevant locations. This ensures that immediate assistance can be provided in the event of an injury or emergency.



PROCEDURE WHEN A STUDENT DISCLOSES SENSITIVE INFORMATION OR WHEN ABUSE IS DETECTED/SUSPECTED

When a student discloses sensitive information or when abuse is suspected, it is crucial to handle the situation in the child's best interest. Firstly, reassure the student, ensuring them that they are not at fault for what has occurred, and avoid blaming or overreacting to the situation. Stay calm and composed, offering support to the child.

Do not neglect the incident. It is imperative that the abuse is reported immediately to the designated personnel in the Child Protection Committee. Complete the necessary documentation, including the Child Protection Incident Report form, and submit it to the responsible person who will assist the child. In cases where there are physical signs of abuse, such as bruises, injuries, or scars, complete the Physical Signs Report form (Appendix 3), carefully marking the locations of the injuries.

It is important that, as someone who is not a specialist, you refrain from probing into the details of what happened. Asking inappropriate questions may unintentionally retraumatize the child. Maintain confidentiality to protect the child's privacy and well-being. Reassure the child that their decision to report the incident is commendable and that they are not to blame for what happened. Inform the student of the next steps, including who will be informed about the incident.

Recording the Disclosure of Sensitive Information

After the disclosure, the teacher or staff member must document all pertinent information immediately, recording the date, time, location, the specific words used by the student, and any noticeable changes in the student's behaviour or demeanour. Complete the Child Protection Incident Report (Appendix 2).

In the case of a physical injury, only a member of the medical team should photograph the affected area. Inform the relevant Child Protection Committee member or officer of the incident and submit the completed report form on the same day.

The designated Committee member will then meet privately with the teacher(s) to gather further information. It is vital that all information shared during this meeting remains confidential. Following this, the Child Protection and Safeguarding Officer will meet with the School Director to discuss whether the incident requires referral to the appropriate authorities or NGOs.



A follow-up action plan should be recorded in the Child Protection Incident Report form. The Committee member will track the case and ensure follow-up occurs at least three times per term or more frequently depending on the specifics of the case.

PROFESSIONAL SUPPORT

If an incident takes place, the school commits to report the incident within 24 hours of it taking place.

The below are the usual routes to report an incident:

- POLICE: 999
- AMBULANCE: 998
- FIRE: 997
- ALAMEEN SERVICE: 800 4888
- MINISTRY OF COMMUNITY DEVELOPMENT: 800 623

GUIDELINES FOR STAFF

These guidelines are designed to promote positive interactions between staff members and students, ensuring the well-being and safety of all students. It is essential that all staff members are aware of their authority and responsibility, prioritising the best interests of students at all times.

If there is any suspicion or gut feeling that something is wrong regarding a student, staff must not ignore it. They are encouraged to report any concerns or observations immediately, ensuring that no issue goes unaddressed. It is also vital to reassure students that their well-being is a priority and that staff members are available to listen and talk about any concerns they may have.

All staff should ensure that their relationships with students remain appropriate and that the boundaries of trust are maintained at all times. No suggestive remarks, gestures, or behaviour, whether in person or online, should ever take place. In situations where a staff member needs to meet with a student, it is important to avoid being alone with the child in a closed room. Whenever possible, meetings should take place in groups or with another adult present, such as a guardian, staff member, or teacher's assistant. Physical contact with students, such as hugging or kissing, should also be avoided to maintain professionalism and respect.



Complaints Against School Members of Staff

- All accusations or complaints involving members of SIS – Al Bateen staff (including third-party staff such as cafeteria, transportation, or housekeeping employees) must be immediately reported to the School Director.
- If an incident occurs, or if there is suspicion of abuse involving a staff member, the School Director must be informed immediately. A detailed report will be created to document all crucial information related to the suspected incident. In the event that the School Director is involved in the case, the Regional Director will be contacted immediately to oversee the investigation.
- An internal investigation will be carried out to assess whether the staff member in question is suitable to remain employed at SIS – Al Bateen. All evidence will be collected and used to ensure an impartial and thorough outcome.
- If the internal investigation concludes that the staff member is guilty of misconduct, whether physical, emotional, or sexual abuse, SIS – Al Bateen will notify the relevant authorities and other concerned governmental entities. This will ensure that the employment contract of the accused is terminated and that the individual is prevented from seeking future employment opportunities within the UAE.

LOST CHILD POLICY

The safety of students is the top priority for all staff, both inside and outside the school campus, including during school trips. All staff members are aware of their responsibility for the students' well-being, and protocols are in place to handle any situations where a student goes missing.

- If a student fails to arrive at school, the concerned Supervisor or Head Supervisor must immediately call the student's parent or guardian before 9 AM to confirm whether the student is absent for a legitimate reason and to ensure their safety on the way to school. In addition, teachers maintain an attendance register for each class to track student presence. If necessary, records of students' bathroom requests are kept to monitor any unusual patterns that may need to be discussed with the parent or guardian.
- In the event a student goes missing, the teacher must report the disappearance immediately to the concerned corridor Supervisor and the Academic Quality Controller (AQC). The AQC will then inform the school director, deputy director, office manager, head of security, and head of the IT department.



- An investigation will be launched to determine when and where the student was last seen. Teachers and staff should ask fellow students or classmates when they last saw the missing student. Meanwhile, all members of the Security Department will monitor exit doors closely to ensure no one leaves the premises without authorization. The Head of Security will review CCTV footage to trace the lost student.
- If the student is not found within 15 minutes, the parents must be notified. The school director, deputy director, or office manager will immediately contact the police and continue the search with as many staff members as possible. Once the student is found and their safety is confirmed, follow-up procedures will be conducted to ensure proper documentation of the incident and any necessary further action is taken.

SCHOOL DISMISSAL

- All students from Pre KG to Grade 2 will be dismissed from their classroom by a teacher, who will document who has collected the child in a dismissal record book at the end of every school day.
- All teachers are to be informed if any person, other than the guardian/ usual designated person, comes to collect the child. Before handing over the child, the teacher must speak with the corridor supervisor to clarify that there has been prior arrangement for this person to collect the child.
- If a parent would like a friend/family member or trusted individual to collect their child from school, they are obliged to send an e-mail to the school, stating the name of the adult who will collect their child. On arrival to the school, this individual must present their Emirates ID (as a form of identification) to the corridor supervisor/ teacher in charge of dismissing the students.

DISMISSAL TIME PROCEDURES

(Monday to Thursday) Guardians of children in Pre-KG to Grade 2 must collect their children promptly from their classrooms at dismissal time through designated exit doors at 2:45pm. Grade 3 to Grade 8 students are finished school at 3:30pm and meet their parents at designated meeting points and leave through designated Exit Gates. On **Fridays**, all students finish at 12pm.

It is the parent's duty to pick up their child on time as the school does not provide after school hours childcare.

After dismissal time, lateness will be recorded, and the same conditions will apply as per Morning lateness. Collection after 2:40 pm is not considered as late if an older sibling is collecting their younger sibling once their class finishes at 3:30pm. Students can wait in the classroom no later than 3: 40 PM.



If the older sibling is in Grade 6 or above and the parent would like for them to collect their younger sibling, then a Letter of Agreement should be completed. Please note that the responsibility for the safety of the younger sibling lies with their older sibling once he/she has been collected from the classroom. Therefore, we advise parents to please be sure that he/she is mature enough to take good care of the younger child.

Lateness is considered unexcused/excused at the discretion of management. If it is unexcused, lateness will be recorded, parents will be notified and further consequences will apply, in line with the morning tardiness procedures.

SAFETY ON SCHOOL TRANSPORT

- Our School Transport System follows the ITC's "Guiding Manual of School Transport in the Emirate of Abu Dhabi." At the school, we comply with all required safety guidelines in this guide.
- Safety belts must be worn on school buses at all times.
- The students must be seated according to an assigned seating plan.
- Discipline Prefects are appointed by SLO® to report any unacceptable/inappropriate/unsafe behaviour.
- A bus conductor is present on all school buses in the morning and the evening. The conductor gets down from the bus every time a student gets on or off the bus. The conductor steps down first, and then students proceed to enter/exit the bus. Once the conductor makes sure that all is in order and the students are safely on the bus or with their designated caretaker, then she gets on the bus again and the bus can proceed to the next drop off/collection point.
- Cameras are installed on all buses. These cameras ensure optimum safety and security for students, especially if there is an incident that requires supporting evidence for our investigation.
- School transportation drivers must drop children off to the responsible guardian in a designated safe drop-off area and remind students to be cautious when alighting from the bus.

PERSONAL CARE

- There are times when students experience accidents in school, which could result in them sustaining an injury of a sensitive nature – i.e., their genitals. It is important to remember that the child is entitled to respect and privacy. Any child that presents themselves with an injury of this nature must directly visit a member of the school medical team. A medical team must be present together during the examination.



- Any incident involving the child's genitals will not be inspected without the parent being informed and consent must be given for the examination. The parent can decide if they wish the School Doctor to carry out an examination, or they can decide to collect their child in order to take him/her to the nearest hospital.
- If a child has soiled their clothes, the child must be brought to the School Clinic immediately and the clean clothes that parents have sent at the beginning of the year will be used. Otherwise, parents will be called to provide a new set of clothes. In the Admissions policy of SABIS® International School – Al Bateen it states that all students must be toilet trained.
- If a child is frequently soiling their clothes, the school administration will take further action to ensure optimum toilet training is being practiced at home, and future accidents are prevented for the child's health, safety and comfort.
- Bathrooms must remain clean at all times. Cleaners ensure there is adequate soap, water, hand dryers and toilet paper. Teachers must educate and remind the students the importance of using these hygiene accessories.
- All bathrooms are clearly signed 'Students Only' or 'Staff Only', therefore no confusion should occur between students and members of staff regarding their designated bathroom. Housekeeping members of staff should not be present inside the students' bathrooms while there are students inside. If there is a need for any maintenance, the bathroom must be clearly cornered off with a sign.

PHYSICAL AND VIRTUAL CONTACT WITH A STUDENT

- As a member of staff, it is essential to adhere to strict boundaries regarding physical and virtual interactions with students. Staff should never initiate physical contact with a student. This is particularly important as Primary School students are beginning to understand their bodies during puberty and may be exposed to sexual knowledge through peers, older siblings, or online content. It is crucial to avoid physical approaches or comments about students' physical appearance.



- Given the cultural diversity at the school, which includes various nationalities, religions, and backgrounds, staff must always be sensitive to what is considered appropriate and acceptable according to both UAE laws and the cultural context of the students.
- Staff should be aware that students who have experienced or are currently facing sexual abuse may interpret even innocent gestures, such as a touch, as a sexual advance. If a student indicates, either verbally or physically, that they are uncomfortable with physical contact, staff members must respect the student's wishes.
- Staff should never be alone with a student in an enclosed space unless CCTV is in place, and it is preferred that another person is present in such situations.
- Staff must also refrain from inviting students to their homes or to external activities outside of the school environment.
- It is vital to maintain a professional relationship with students both inside and outside the classroom, as outlined in the *Code of Conduct for Education Professionals in General Education* published by the Ministry of Education in September 2022.
- For Secondary School students, maintaining clear professional boundaries is even more critical. Staff members should never discuss sexual topics with students unless these discussions are part of an approved curriculum or authorized by the school director or Regional Office for a valid reason.
- Staff are asked to maintain professional relationship with all students, inside and outside the classroom as highlighted in the Code of Conduct for Education Professionals in General Education published by the Ministry of Education, September 2022.
- Any member of staff who witnesses inappropriate physical contact between another staff member and a student is obligated to report the incident immediately to the School Director. The School Director will then inform the Child Protection team to ensure appropriate follow-up actions are taken.
- Regarding social media, staff should not accept friend requests from students currently enrolled at the school. Staff members are expected to keep their social media profiles secured with the highest privacy settings and ensure their profiles are locked to protect their personal information and maintain professional boundaries.



SAFEGUARDING AND CHILDPROTECTION POLICY AND PROCEDURE

Appendix A

Safeguarding Best Practice Do's and Don'ts for Staff

Do	Don't
Ensure you know who is the designated safeguarding officer is and who the safeguarding team is	Investigate any concerns yourself
Respond immediately-report any issues verbally to the CPO and then in writing	Email any safeguarding concern forms (always report in person)
Always listen to and make time for a child who wants to make a disclosure	Ignore or dismiss any child
Always believe that a child is telling the truth	Examine a child yourself or take any photographs of injuries that are reported to you
Be aware of the indicators of the categories of abuse	Look shocked or distasteful about what a student is telling you, and do not speculate or make negative or leading comments
Challenge people around school who are not wearing their lanyards	Disclose any information pertaining to the incident except to the Child Protection Committee
Remember that students from any background, at any age, can suffer from any type of abuse	Make any other promises to the student
Understand the importance of e-safety and the responsible use of social media	Keep concerns about other adults to yourself
Password protect your laptop/mobile phone	Assume that everyone that works with children has their best interest at heart



Appendices B

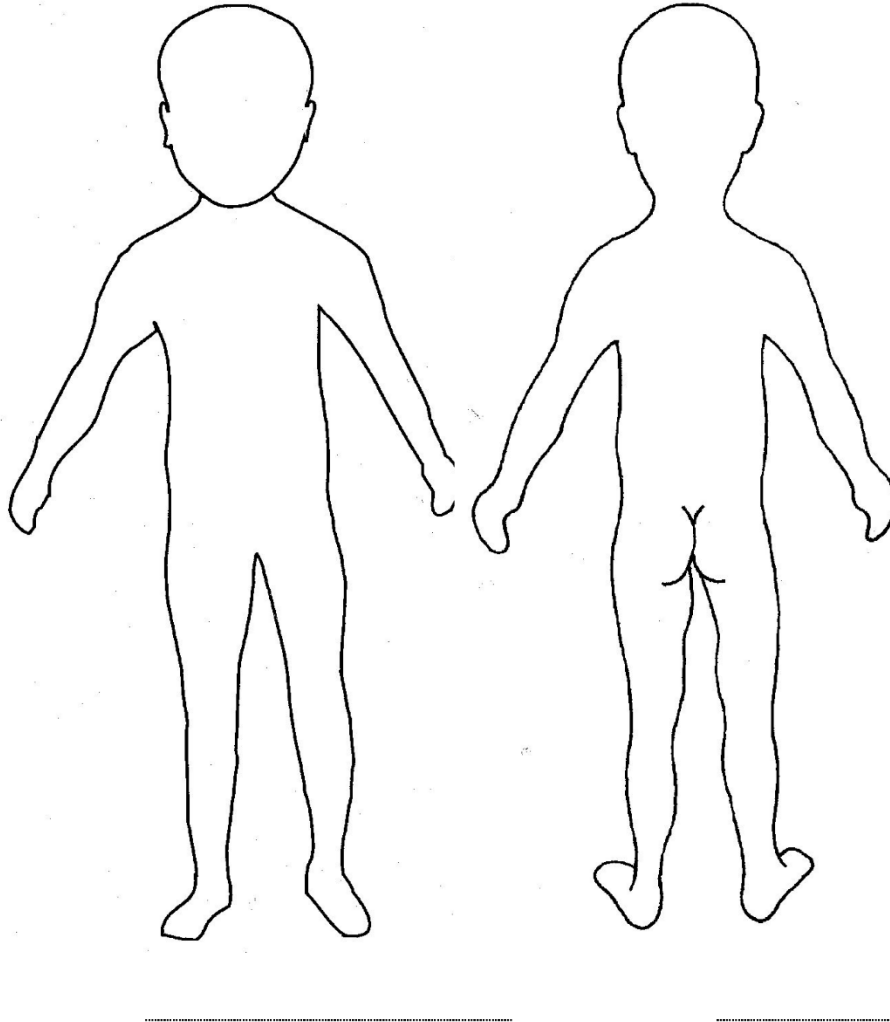
Appendix 1: Child Protection Incident Report Form

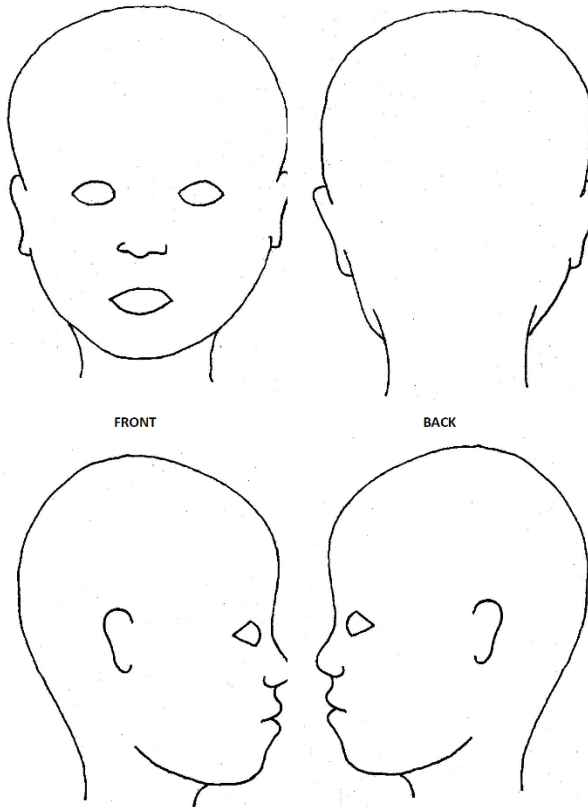
Child Protection Incident Report Form	
Date of Incident: Time: Location:	Student Name: Student Number: Class and Section:
Name of student(s) linked to the incident: Class and Section:	
Incident Description (elaborate particular words used by student, demeanor of the student and unusual behavior ...)	
Incident is reported by: Designation of reporter:	
Child Protection and Safeguarding Committee has been informed? If yes, which member has been informed: Designation of member:	Yes <input type="checkbox"/> No <input type="checkbox"/>
How was the member informed?	Email <input type="checkbox"/> Phone Call <input type="checkbox"/> Face-to-face meeting <input type="checkbox"/> Other (Specify):
Action Taken:	
Date of report: Signature of reporter:	

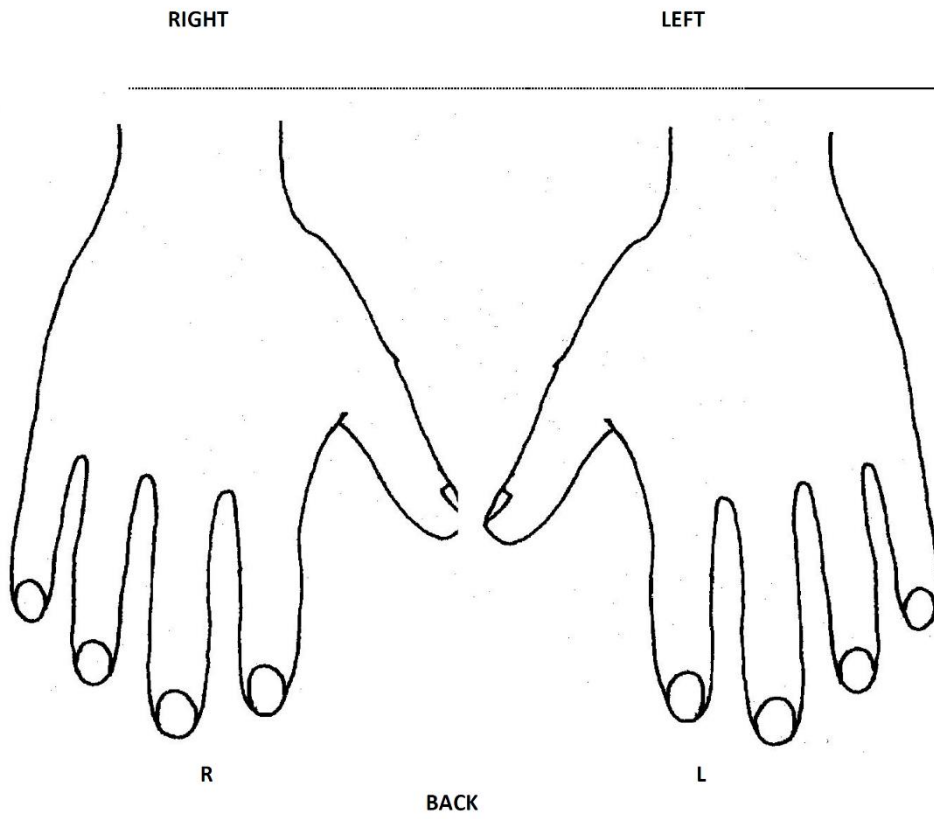


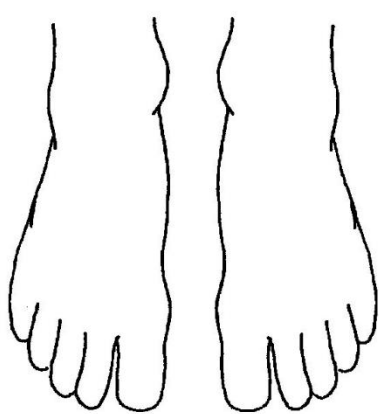
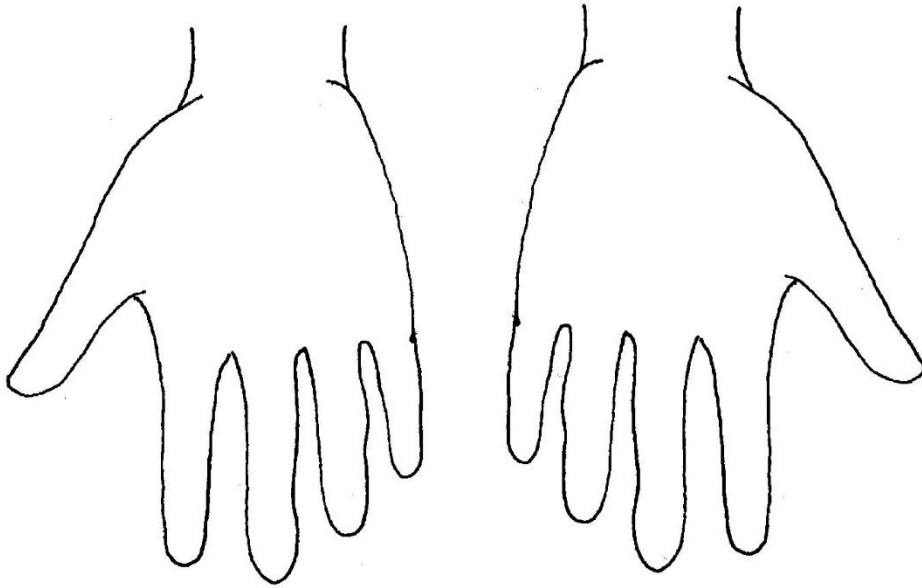
Appendix 2: Physical Signs Report Form

Name of student: _____ Date of Birth: _____
Name of Staff: _____ Job title: _____
Date and time of observation: _____

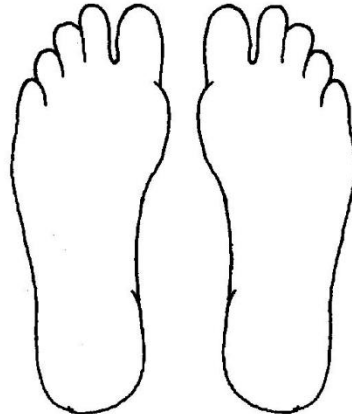




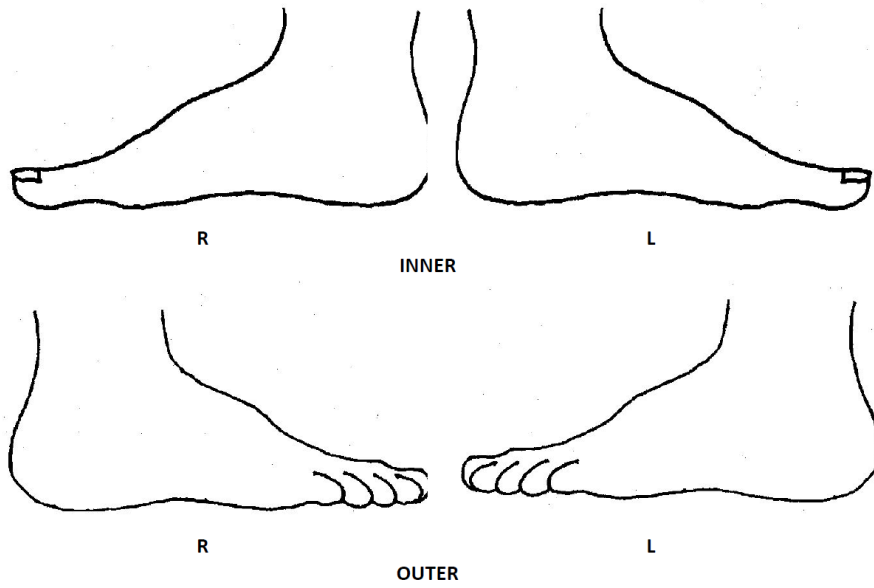




R TOP L



R BOTTOM L



Printed Name,
Signature and Job
title of staff:
