YASMINA
BRITISH ACADEMY

Safeguarding & Student Protection

Overview

Yasmina British Academy is committed to safeguarding and promoting children's welfare. We recognise that children have a right to feel secure and cannot learn effectively unless they do so. All children have a right to be protected from abuse and maltreatment and to be well-informed about their rights and responsibilities, promoting a safe and supportive learning atmosphere.

Our policy is guided directly from:

Appendix A - Aldar Safeguarding and Child Protection Policy

2025-2026 ADEK Student Protection Policy

Policy First Issued on	August 2024
Next Policy Review Date	August 2027
Policy Amended	August 2026
Lead Professionals	Lisa Davey (Primary Assistant Principal and Main Designated Safeguarding Lead) Paul Taylor (Secondary Assistant Principal and Deputy Safeguarding Lead)
Signature(s)	
Approved by ELT	**August 2026**
Date	**August 25th 2026**

Objectives

Our Safeguarding Leads are:

Whole School Designated Safeguarding Lead and Primary Safeguarding Designated Safeguarding Lead.	Lisa Davey - Assistant Principal, Primary LDavey@alyasminaacademy.sch.ae
Whole School Deputy Safeguarding Lead and Secondary Designated Safeguarding Lead.	Paul Taylor - Assistant Principal, Secondary PTaylor@alyasminaaacademy.sch.ae

Our Safeguarding Team is:

Jennie Kellet	Secondary Principal
Carl Dean	Key Stage 5 Lead
Hannah Cummings	Key Stage 4 Lead
William Lee	Key Stage 3 Lead
Hanan Salem	Arabic Lead
Sarah Lane	Primary Principal
Mark Davies	Primary Assistant Principal
Wendy Wortmann	Primary Assistant Principal
Andreas Zindilis	Director of Years 5 and 6
Jessica Yates	Director of Years 2, 3 and 4
Kirsty Cohen	Director of EYFS and Year 1

Summary

PROCEDURES – STAFF AND VOLUNTEERS:

Yasmina British Academy is committed to safeguarding and promoting children's welfare. We recognise that children have a right to feel secure and cannot learn effectively unless they do so. All children have a right to be protected from abuse and maltreatment and to be well-informed about their rights and responsibilities, promoting a safe and supportive learning atmosphere.

This Safeguarding and Student Protection Policy framework embodies the ethical standards, objectives, and core beliefs that are fundamental to education, prioritising the child in all decision-making.

Safeguarding and promoting the welfare and safety of children is everyone's responsibility. All adults who come into contact with children and families are legally and morally compelled to work to prevent harm and respond to a child at risk of, or suspected of being at risk of abuse, neglect or maltreatment.

Therefore, for this policy to be effective, there needs to be collective duty shared by every member of the Yasmina British Academy, Principals, senior leaders, employees, support staff, volunteers, third-party services, children and parents must play an active and conscious role in promoting and embedding a zero-tolerance approach to abuse and harm.

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to act on and refer the early signs of abuse and neglect. "Adapted from Keeping Children Safe in Education, (2024).

"It is the responsibility of the school - the Principal and all staff - to recognise, respond to and manage student protection risk and impact to the best of their ability." ADEK Student Protection Policy, September 2024

It is important that all staff, including visiting personnel (paid and unpaid), must remain vigilant to signs of abuse or neglect. This includes emotional, physical, sexual abuse and neglect, as well as exploitation, child-on-child abuse, including bullying whether in person or online. Staff should maintain professional curiosity, adopt a mindset of 'it could happen here', and build a strong awareness of their students to recognise behavioural changes and concerns early.

The following guidance contains information to support Yasmina British Academy in effectively recognising, responding and reporting safeguarding concerns and is for staff and volunteers to guide best practice, aligned with the laws, regulatory expectations and policies of the UAE.

EMBEDDING A POSITIVE SAFEGUARDING CULTURE:

1.1 The Role of the DSL:

The Designated Safeguarding Lead/Child Protection Coordinator (DSL/CPC): Holds primary responsibility for all safeguarding and child protection activities including liaison with external agencies, leading initiatives and policy implementation. The Principal retains overall accountability.

The Deputy Designated Safeguarding Leads/Child Protection Team (DDSLs/CPT): Assist the DSL and assume their duties when necessary, ensuring ongoing safeguarding efforts.

DSLs shall have a specific job description that covers the role and they are expected to, as a minimum:

- Takes lead responsibility for safeguarding and child protection in the school
- Is the key contact for staff and authorities where a concern is identified.
- Acts as a source of support and expertise to the school community.
- Encourages a culture of listening to children and taking account of their wishes and feelings

- Is responsible for completion of the FCA child protection online form if in Abu Dhabi, or any other documentation required for an external referral
- Ensures that the school safeguarding and child protection policies and procedures are regularly reviewed, in collaboration with the whole school community
- Develops effective links with relevant external agencies
- Keeps detailed records of all safeguarding concerns, ensuring that such records are stored securely.
- Ensure parents have access to the school's safeguarding policy and all supporting documents, through all appropriate means (e.g. the school website.)
- Develops an induction and training strategy to ensure all staff and volunteers receive information on the school's safeguarding arrangements.
- Ensure compliance with relevant processes set out by the relevant regulator, Aldar Education and any other relevant associated policies/legislation.

1.2 Raising Awareness and Accountability: Safeguarding Leadership and Governance:

Yasmina British Academy believes that strong safeguarding leadership and governance are essential to maintaining high standards of child protection.

Effective leaders foster a culture of vigilance, accountability, and ongoing improvement, making safeguarding a core institutional responsibility, not just a compliance task. Clear communication of expectations and robust systems for feedback and oversight ensure safeguarding children remains central to all practice.

Therefore, Yasmina British Academy:

- Has an appointed Designated Safeguarding Lead and Deputies who are responsible for the leadership of Safeguarding and Child Protection across the school. The Principal remains accountable for the safety and protection of children and adults.
- Has an appointed nominated Safeguarding Governor who works closely to support the work of the DSL and Principal.
- Provides the Governing Body with Safeguarding training annually and as part of new governor induction.
- Ensures that safeguarding is a standing item on the Governors' agenda and is regularly discussed so that findings and recommendations from external safeguarding reviews, safeguarding self-assessment exercises and inspections are included in strategic planning and safeguarding action plans
- Reviews the Safeguarding and Student Protection policy annually with children and staff.

Communication of Policy and Procedures:

Yasmina British Academy ensures that the Safeguarding and Student Protection policy is communicated effectively to all stakeholders. This includes Governors, staff, volunteers, contractors, parents and children.

The Aldar Education Safeguarding and Student Protection Policy (Section A) is available on the school website alongside a student-friendly version and signposted to stakeholders.

Student-friendly version:

Children are provided with a version of the Safeguarding and Student Protection policy Section A that is appropriate to their age and stage of understanding.

Understanding and agreement:

In addition to receiving the information, stakeholders must understand and agree to it. This ensures that everyone involved understands the expectations of them in keeping children safe and agrees to uphold the policy requirements. • Invited visitors must also attest to having read and understood the Aldar Education Safeguarding & Student Protection Policy and sign the Aldar Education Safeguarding Statement at Security before entering the school.

To assist the security of the site for any visitor, Security Guards, as a minimum:

- 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.
- Issue visitor access passes only upon collection of a form of photo ID and verifying that it matches the identity of the physical person.
- Ensure that anyone whose permanent access pass (staff, third party, driver, nanny etc) has been cancelled or revoked cannot enter the school with an invalid access card but should sign in as a general visitor.

1.3 Whistleblowing:

Whistleblowing is any disclosure of information that is made in the company and/or public interest and, in the reasonable belief of the individual that it relates to suspected wrongdoing or dangers at work. This could be happening at the present time, have taken place in the past or is likely to happen in the future.

This may include:

- a criminal offence e.g. manipulation of accounting records and finances, or inappropriate use of school assets or funds
- a miscarriage of justice
- an act creating risk to health and safety
- an act causing damage to the environment
- a breach of any other legal obligation
- a concern relating to the safeguarding of children or adults
- the deliberate concealment of any of the above matters

Yasmina British Academy expect all senior leaders to have disseminated the company's 'Whistleblowing Policy' to all employees. The school's leadership team through the DSL must have allocated a proportion of induction or orientation to highlighting the key principles of whistleblowing.

1.4 Safeguarding in the Curriculum: Empowering Children

Yasmina British Academy must raise awareness of recognised and emerging harms among students, staff, and parents/caregivers through a culturally sensitive, age-appropriate, and context-specific curriculum. Staff should deliver sensitive topics with care and discretion, working closely with the DSL/CPC and Principal. Additional support and guidance are available from the Aldar Education HQ Pastoral and Safeguarding team and the relevant emirate regulator or Ministry of Education.

As a minimum, children and parents/caregivers should know:

- What safeguarding and child protection is
- Who is the DSL/CPC and CPT and how they can share any concerns
- What they can expect of adults within school
- What the school does to safeguard all children
- Their rights and responsibilities in keeping the community safe and happy

Topics may also include the following, adapted from Student Mental Health Policy, ADEK, (2024) Yasmina British Academy believes that these topics are also relevant to our children in all emirates.

- Mental health, living healthy, balanced lives
- Developing coping mechanisms and increasing protective factors
- Mindfulness, social and emotional learning, (including emotional regulation and resilience)
- Stress Management
- Time Management (and organisation)
- Creating receptive environments for those seeking mental health support and avoiding stigma and the recognition of it as a potential self harm/suicide indicator

In addition, for Cycle 2 (grades 6-9 age 11-14) and Cycle 3 (grades 9-12 age 14-18) in Abu Dhabi:

- Other types of mental health difficulties e.g. depression, anxiety and related coping mechanisms
- Substance use/abuse and addiction (its prevention and treatment) must be reviewed as a culturally sensitive topic* • Eating disorders - causes, indicators and treatment
- Digital gaming addiction
- Suicide and suicide ideation - must be reviewed as a culturally sensitive topic*
- Any maltreatment concerns and how to seek help

*Before schools deliver any topic that could be sensitive, advice should be sought from the DSL, Principal or Aldar HQ Education team. Further guidance may also be available from the relevant Regulator.

1.5 Anti-Bullying:

Yasmina British Academy has an Anti-Bullying policy. This is part of a wider group of linked policies including behaviour, online safety, complaints etc. This is regularly reviewed, and Yasmina British Academy children should be involved in its creation, implementation and review.

It is the responsibility of:

- Aldar Education Corporate Governance to ensure schools have effective Anti-Bullying policies in place
- The Principal/CEO to communicate the Anti-Bullying policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that there is an effective route for concerns to be raised without delay
- Governors to take a lead role in monitoring the impact of this policy and reviewing it regularly
- All staff, including: Governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement the policy accordingly
- Parents/carers to support their children and work in partnership with the school
- Children to abide by the policy

1.6 Safeguarding Planning for After school, off-site and residential activities

All extended and off-site activities must undergo a risk assessment and meet health, safety, and safeguarding requirements.

The Principal is responsible for ensuring effective safeguarding and child protection measures are in place for all offsite activities, including day trips, residential visits, and work placements.

The DSL/CPC must review and verify that safeguarding arrangements and risk assessments are sufficient, consulting the Operations team if needed.

The ECA/EV Coordinator will liaise with the DSL/CPC to ensure safeguarding measures comply with all relevant school policies.

The DSL/CPC must ensure trip leaders are briefed on their responsibility to follow safeguarding policies and procedures, and know how to respond to concerns about a child or adult.

The DSL/CPC/ECA/EV Coordinator must also deliver a specific safeguarding briefing for all adults and children involved, tailored to the details of the trip (e.g., location, activities, identified risks). The list below is not exhaustive but can be used to guide the briefing content.

- recognising, responding to and reporting safeguarding concerns,

- room arrangements
- behaviour on transport
- managing digital devices
- medical issues, allergies and medication
- how to work safely with children
- Crisis response
- Roles and responsibilities

The school decides how this information is best communicated to parents.

School-Provided activities:

Where extended school activities are provided by and managed by the school, the Aldar Education Safeguarding and Student Protection policy and school-specific on-site procedures apply, including the mandate to escalate any safeguarding concerns as per policy.

External organisation activities:

If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment and health & safety procedures. The school must ensure that there are arrangements in place for the provider to report safeguarding concerns..

Residential trips are managed through an Aldar Education approved third party provider, who are responsible for vetting staff and managing safety and safeguarding requirements.

Contact the HQ Ops team for clarification if needed. Further information on the process is available in the Aldar Education Educational Visits Service Guideline SG-OP-OR-046.

Work Experience Supervisors

The school will ensure that all work experience placements are subject to appropriate safeguarding checks and risk assessment. Placement providers must demonstrate suitable arrangements to safeguard students. Where a work experience supervisor is undertaking regulated activity, the school will ensure that the individual is not barred from working with children and that all statutory safeguarding requirements are met.

1.7 Safer Recruitment:

Vetting, Hiring, and Monitoring of Educational Institution Staff, Volunteers, and Invited Visitors

Yasmina British Academy acknowledges that individuals with disciplinary or criminal records abroad may seek employment in other countries to bypass background checks. These individuals can repeatedly apply for school positions, sometimes successfully. Therefore, implementing safer recruitment practices is essential to protect students and maintain school safety.

Therefore staff, volunteers and invited visitors shall be vetted and screened prior to working in or accessing any locations where children are present. This will include enhanced criminal record checks / DBS checks from the countries in which the applicant has lived and/or a recent UAE good conduct certificate.

While police checks are valuable, relying on them alone is insufficient. They may not reveal past concerns, disciplinary issues, or behavioral patterns. References offer a more complete view of a candidate's professional conduct and character. Therefore Yasmina British Academy expects all references to be checked and verified.

Yasmina British Academy has a Single Central Record of all vetting and barring undertaken for adults in school.

The Principal takes full responsibility and accountability for all persons working in educational institutions and ensures their suitability and compliance with all student protection and safeguarding requirements. This includes preventing any person from working with children if they pose a risk to children's safety and wellbeing.

The Principal ensures the monitoring of all staff and immediately reports alleged inappropriate conduct or suspected actions that may result in harm or risk of harm to a child. The Principal can seek advice and guidance from the Aldar Education Chief Child Protection Officer.

Any adult involved in the recruitment and interviewing process in school and Aldar Education HQ is required to undertake safer recruitment training delivered by Aldar Training Academy every 2 years.

1.8 Staff boundaries and social media:

Staff must maintain clear boundaries between their personal and professional presence, whether online or in person.

Staff should not:

- connect with children on personal social media accounts.
- share their personal details with children and vice versa.
- photograph/share images of children on personal devices Staff should:

Staff should:

- Use only school-approved platforms for communication with children and ensure all interactions are transparent and appropriate.

Any approach by a child to connect e.g. a friend request, should be immediately reported to the DSL/CPC.

Content shared on professional accounts must reflect the values and expectations outlined in the staff code of conduct and the UAE Code of Conduct for Workers in the General Education Sector, MoE.

In the UAE, cultural sensitivity, respect for privacy, and adherence to local laws are paramount and must be respected in any interaction.

Schools should provide training to raise awareness of safeguarding risks linked to digital communication, including grooming, cyberbullying, and reputational damage, and offer clear guidance on reporting concerns and safe working practice.

RECOGNISING THE SIGNS AND INDICATORS OF ABUSE:

Yasmina British Academy recognises the value of well-trained staff, that identify, respond and report safeguarding and child protection concerns effectively to ensure that children remain safe and happy

Safeguarding and Child Protection Training:

Yasmina British Academy expects all school staff including educators, administrators, support staff, contractors, and volunteers to complete annual safeguarding training, with regular briefings throughout the year from the DSL/CPC/CPT to ensure safeguarding remains a continuous priority. (Handling Student Maltreatment Concerns within Educational Institutions, (DAA Child Protection

Committee, 2024, p. 55)

This CPD is referred to as Basic Awareness in Safeguarding Level 1 and is the minimum expectation for all staff. The training may be delivered by a suitably trained DSL or the Principal and where possible should be delivered in languages appropriate to the setting, e.g. English and Arabic. The following should be considered a minimum expectation and can be divided into sections at induction to be delivered over time, ensuring each section is covered appropriately for each role.

- Definitions and terminology
- UAE child protection Law and policies
- Safe Working Practice: How to work safely with children.
- Types of abuse - Physical, Emotional, Sexual, Neglect, Bullying and Cyberbullying
- Recognising signs of maltreatment
- Responding to abuse including dealing with disclosures: How to actively listen to students, what clarifying questions to ask
- How to address concerns of maltreatment for vulnerable children including students of determination
- Creating a safe environment including positive behaviour management and promoting emotional safety

- Sharing and Documenting concerns: How to report concerns to the CPC/DSL/CPT - confidentiality
- Digital safety including social media and cyberbullying
- Respecting cultural values while ensuring children's rights are protected
- What information can be shared and what cannot.

DEFINITIONS (FROM ADEK'S STUDENT PROTECTION POLICY)

Physical Abuse: an intentional physical act which results in, has a high likelihood of resulting in, or poses a threat of resulting in immediate and/or long term physical injury or harm to the students' health, survival and development.

Emotional Abuse: An act, whether consistent or inconsistent, used to make a student feel unloved, worthless, and of no value and integrity, interfering with the student's positive mental and emotional development.

Sexual Abuse: involvement of a student in sexual activity that they may or may not fully comprehend, or that violates the laws or social taboos of society. Student sexual abse is evidenced by the activity between an adult and a student, or between a student and another student, who by age or development, is in a releationhip of responsibility, trust or power. The intent of hte activity is to gratify or satisfy the needs of the other person.

Neglect: failure of a parent or any adult supervising a student to provide for the basic needs and rights of a student towards their physical safety, development, and wellbeing, which may lead to a failure to thrive in the context of the resources reasonably available to the parent and causes or has a high probability of causing significant harm to the student's health and / or physical, social, educational, mental, spiritual or moral integrity.

Bullying: repeated physical, social, or verbal aggression exercised by students who feel they are in a position of power against other students who are perceived weaker, or powerless to achieve specific gains, or draw attention in a way that hursts the student physically and/or emotionally. Bullying can be committed by groups or individulas, in online (cyberbullying) or offline settings.

Cyberbullying: bullying that takes place using the means of communication and information technology to insult, use profranity towards, threaten with violence, slander, or blackmail someone (MOE 2020). Online bullying can follow the bullied student wherever they go via social netwroks and mobile phones and has a wider reach that bullying in the real world.

Child-on-Child Abuse

Yasmina British Academy recognises that children can abuse other children and that such behaviour can occur both on and off the school site, and online. All allegations and concerns regarding child-on-child abuse will be taken seriously, recorded appropriately, and responded to promptly.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying.
- Physical abuse, including hitting, kicking, biting and other forms of violence.
- Sexual violence and sexual harassment.
- Harmful sexual behaviour.
- Initiation or hazing-type behaviours.
- Abuse within intimate personal relationships between children.
- Sharing of nude or semi-nude images or videos.
- Prejudiced-based abuse, including sexist, misogynistic, racist, homophobic, biphobic or transphobic behaviours.

The school maintains a culture where abuse is never dismissed as banter, horseplay, part of growing up, or harmless behaviour. All concerns will be investigated in a proportionate and child-centred manner.

Child-on-child abuse may include the creation, alteration or distribution of AI-generated or digitally manipulated images, videos or audio recordings intended to embarrass, threaten, bully, harass, humiliate or exploit another child. Such behaviour may constitute bullying, cyberbullying, harassment, abuse or other safeguarding concerns and will be investigated and managed in line with the school's safeguarding procedures.

AI Technologies and Online Safety

The school recognises that artificial intelligence (AI) technologies are increasingly accessible to children and young people and present both educational opportunities and safeguarding risks. Students will be taught to use AI tools safely, responsibly and ethically, with an understanding of the potential risks associated with AI-generated content, including misinformation, deepfakes, manipulated images, privacy breaches and inappropriate online interactions.

The creation, possession or sharing of AI-generated, manipulated or digitally altered content that causes harm, distress, humiliation, intimidation or exploitation of another individual will be treated seriously and managed in accordance with the school's safeguarding, behaviour and child protection procedures.

Staff should remain vigilant to the safeguarding risks associated with emerging technologies and report any concerns regarding AI-generated content, online abuse, harassment, exploitation or misinformation to the Designated Safeguarding Lead (DSL) without delay.

All staff should be aware of the increasing use of artificial intelligence technologies by children and young people and understand the potential safeguarding implications. Concerns relating to AI-generated content, deepfakes, impersonation, exploitation, online abuse or harmful image sharing must be reported promptly in accordance with school safeguarding procedures.

Becoming aware of a safeguarding issue – What and how might concerns be raised?

Direct Allegations: Children might report abuse directly to a trusted adult. It's crucial to provide multiple ways for children to express concerns and be aware of additional vulnerabilities e.g. Students of Determination, very young children etc.

Indicative Signs: Staff may observe signs of potential abuse or neglect in a child's behaviour, appearance, play, or through comments they make.

Historical Abuse: A child may allege abuse that occurred in the past.

Third-Party Allegations: Concerns may also be raised by others, such as parents, community members, or even anonymously.

Adult Behaviour: Allegations might concern inappropriate behaviour by an adult towards a child either observed or reported.

If staff are unsure, they should always speak to the DSL/CPC.

Any low-level concern is essentially any concern, however small, that an adult working in or on behalf of the school may have acted inconsistently with the staff code of conduct, including inappropriate behaviour outside work, but where the behaviour does not meet the harm threshold. This can include something that simply creates a sense of unease or a "nagging doubt."

2.3 Potential Signs and Indicators

Potential signs and indicators of abuse may include one or more of the following, this is not an exhaustive list, and it should be remembered that children are individuals and as such may respond differently to abuse and trauma. Staff should be expected to know their students well and be trained to share any concerns regarding changes in behaviour or other specific signs and indicators.

- Sudden changes in behaviour, performance or attitude.
- An injury that is not typical of the bumps and scrapes associated with everyday activities.
- An injury that is not consistent with any explanation given.
- Frequent injuries even when apparently reasonable explanations are given.
- Anxiety or low self-esteem.
- Knowledge of sexual knowledge beyond what would normally be expected, or sexual behaviour that is unusually explicit or inappropriate to the student's age.
- Disclosure of an experience in which the student may have been significantly harmed.
- Evidence of neglect of nutrition, affection, cleanliness and/or education.
- Evidence of access to materials or content deemed dangerous or inappropriate

RESPONDING TO SAFEGUARDING AND CHILD PROTECTION CONCERNS: THE ROLE OF THE DSL/CPC

All employees have the responsibility to share with the DSL/CPC any concern they have about the safety or welfare of any child in their care.

3.1 Roles and Responsibilities Overview:

The DSL/CPC will:

- make decisions about what to do next
- take the appropriate action
- ensure all documentation is completed including any chronology.

The Principal will ensure:

- When concerned about the welfare of a child, staff should ALWAYS act in the best interests of the child. Convention on the rights of the child (1989) Article 3.
- Staff never assume a colleague, or another professional will act and share information that might be critical in keeping children safe. We all have a moral, personal and professional responsibility, as mandated reporters, to share concerns about children.
- Staff act immediately on any concerns about a child's welfare, following the Aldar Education Safeguarding and Student Protection policy and school procedures by escalating to the DSL/CPC or Deputy in their absence.
- Staff escalate any concerns on CPOMS, as the mandated safeguarding platform used by all Aldar Education schools to raise and manage concerns including child protection, mental health and wellbeing.
- The DSL/CPC have the time and means to determine next steps, including who else should be consulted and informed, how best to provide any resources and support to children and whether to escalate to external agencies. They may seek guidance from the Aldar Education Chief Child Protection Officer and must keep the Principal informed and consulted.

3.2 The DSL/CPC response: Effective Case Management

The DSL/CPC and CPT uphold key duties to ensure thorough and effective case handling. This structured approach ensures that all concerns are managed promptly and effectively, thereby maintaining a secure and supportive environment for every child and member of the school community.

All DSLs have the following mandatory duties when managing cases:

- Duty to Support: Provide direct support to individuals involved in a concern.
- Duty to Identify and Support Others: Identify and support any other potential individuals involved, ensuring that all affected parties receive appropriate help.

- Duty to Report: Ensure prompt escalation of concerns according to the established procedures. No concern should go unreported by the end of the day, whether on-site or off-site e.g. residential, ECA etc. All staff have a responsibility to ensure that concerns are raised on CPOMS and if urgent, directly with the DSL. The DSL must act.
- Duty to Fairness: Maintain a fair process, respecting the rights of those involved and ensuring children's voices are heard.
- Duty to the School Community: Consider the entire school community's welfare, promoting a safe and supportive environment for all members.

3.3 DSL/CPC Case Management Key Actions:

The DSL/CPC will:

Lead the gathering of any further information needed

- Begin to triage and assess risk and urgency
- Seek advice from the Aldar Education Chief Child Protection Officer if necessary
- Meet with Safeguarding/CPT members as needed for a strategy discussion
- Agree next steps
- Act and document
- Track any referrals and document all casework on CPOMS.
- Monitor and review the success of any interventions to secure the child's safety and welfare.
- When reintegrating children following an incident, ensure that there is effective planning, review and support. This may be delegated to relevant staff e.g. Social and Emotional Counsellor, Social Worker, Teacher, CPT member etc to deliver.

3.4 DSL/CPC Providing Early Help:

Yasmina British Academy recognises that providing early help is more effective in promoting the welfare of children than reacting later, when concerns may have escalated. Early help means providing support as soon as a problem emerges, at any point in a child's life so that they may benefit from effective intervention.

All school staff are trained to recognise signs and symptoms of potential and actual abuse and neglect, how to escalate concerns about children and supported to take effective, timely action. The DSL/CPC/CPT will collaborate with the school Pastoral team and wider community to ensure effective support is offered to any child who needs assistance.

The DSL/CPC and wider school community are fully committed to working in partnership with children, parents, carers and external agencies to:

- Identify situations in which children and/or their families would benefit from early help.
- Ensure children have a voice in their protection so that appropriate resources and support are provided

- Undertake an assessment of the need for early help; and provide targeted early help services to address the needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.
- Ensure any record keeping is confidential, stored securely and allows the CPT to make informed decisions and track impact for the child.
- Inform evaluation activities by seeking regular feedback from children, staff and parents.

The DSL/CPC will keep the needs and circumstances of children receiving early help under review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help being initiated, the DSL/CPC will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to the relevant child protection agency may be necessary.

3.5 DSL/CPC Case Management Decision Making:

The flow chart (see Appendix 1) should inform the decision-making process and strategy discussions.

• The DSL/CPC may refer to the relevant Aldar Education service guidelines and Section 3 Resource Base or seek further advice from the Aldar Education Chief Child Protection Officer. As guidelines are not exhaustive, personalised intervention may be required. All decisions and actions must be taken in the best interests of children and according to the specific case context.

• Following initial triage and evaluation of risk, further advice and guidance may lead to escalation to the HQ multidisciplinary team via the Aldar Education Critical Incident Response (CIRP) L1 WhatsApp alert group, enabling additional specialist support for the school.

• Any risk assessment should involve the identification of potential sources of harm and any protective factors that exist or can be put in place. Any decisions and discussions should be recorded as part of the specific casework.

• Professional judgement and regular case review within the Safeguarding/CPT ensures decisions prioritise the child's best interests. Decisions should not be made in isolation; rather CPT members may be involved as needed, based on the context of the concern and any relevant risk factors, e.g. digital lead for cyberbullying etc.

• The Principal should be updated on the actions taken regarding cases and should ensure the timely escalation and follow up by the DSL/CPC.

• CPOMS should be updated to maintain an accurate and detailed chronology of all contact with families, authorities, actions taken, with relevant documentation uploaded to the CPOMS student file and maintained confidentially. This ensures timely and effective follow up of actions.

DSLs/CPCs should ensure that:

- staff familial connections are known so that permissions to view related child protection records are removed.

Reporting to and following up with authorities will be undertaken by the DSL/CPC, following a discussion with the Principal and if necessary, the Aldar Education Chief Child Protection Officer for further advice and guidance.

3.6 DSL/CPC Case Management and Confidentiality: General Principles:

• Confidentiality must always be maintained to protect the privacy and dignity of children.

• Information will only be shared on a strict need-to-know basis with individuals who require it to safeguard the child.

• Safeguarding concerns override the duty of confidentiality where a child's safety or wellbeing is at risk.

• Staff must never promise a child to keep disclosures a secret; they must explain that information may need to be shared to help keep them safe.

• All information shared must be accurate, relevant, and limited to what is necessary, following legal and regulatory requirements.

• Records must be stored securely, and access must be restricted to authorised safeguarding personnel.

• Disclosures and decisions about information-sharing must be documented clearly, including the rationale for actions taken.

3.7 Safeguarding/CP Team Meetings: Case Review and Closure:

As a minimum, the Safeguarding/Child Protection Team, chaired by the DSL/CPC (or nominated Deputy in their absence) must meet on a scheduled and regular basis to:

- review cases
- monitor the support or intervention plans for children and their impact
- formally assess cases for closure
- identify any children who may be vulnerable, new or existing
- discuss patterns and trends identified through their CPOMS data
- Discuss any self-evaluation or inspection outcomes and update the school safeguarding action plan as necessary
- Consider consultation with any specialist staff who may not be a CPT member e.g. Digital Lead, Clinic staff etc.

3.8 Safeguarding/CP Team Meetings: Documenting Decisions:

Meeting decisions should be documented and followed up to ensure clear responsibilities and timely action, including closing cases and the evidence used to determine the success of any interventions. This ensures that casework does not remain open unnecessarily, distorting the data for children and the number of concerns that have been raised for them.

Concerns should not remain inactive and should be actively monitored. However, the DSL/CPC and Safeguarding/CPT may establish on rare occasions that a concern remain open and actively monitored for an extended period (but not longer than a term.) For example, where an FCA/CPU response is pending, there is a court process in place or emerging contextual risk factors arise.

Further advice and guidance can be sought from the Aldar Education Chief Child Protection Officer for individual cases.

Yasmina British Academy will use the forms for managing concerns that have been referred by the ADEK CPU back to the school for internal management. Taken from (Handling Student Maltreatment Concerns within Educational Institutions, (DAA Child Protection Committee, 2024)

Student Wellbeing Plan - Part D of the Handling Student Maltreatment Concerns Manual

Monitoring and Review of the Safety Wellbeing plan - Part E of the Handling Student Maltreatment Concerns Manual

For complex cases (e.g. online harm, filtering concerns, significant medical/mental health concerns), the DSL/CPC may wish to consult with relevant school or Aldar HQ specialists. They may be invited to meetings or asked for a written report to provide guidance but do not need to be full-time CPT members. The Terms of Reference for Safeguarding Team meetings should reflect this.

3.9 Further policies that may inform decision making:

Various policies and service guidelines exist that the DSL/CPC and team may consider when making decisions about effective case management, some examples are listed below but these are not exhaustive. Links to these will be included in Section C - Resource Base.

- ADEK Health, Safety and Wellbeing policies 2026 - includes Digital policy
- ADEK Governance and Operational policies 2026
- Aldar Educational Visits Service Guideline SG-OP-OR-046
- Aldar/Via Medica School Clinic Manual
- Aldar Management of Behaviour policy, 2026
- Aldar Inclusion policy, 2026
- Aldar Counselling policy, 2026
- Aldar Attendance policy, 2026
- Aldar Anti-bullying policy, 2026

- Aldar CCTV Service Guideline PL-OP-OR-003

3.10 Support for the DSL/CPC

The DSL/CPC should be afforded legal protection as they act in the best interest of the child and under the direction of UAE federal law and regulatory policy. Student advocacy requires the DSL/CPC to support and enable children to express their views and concerns, access information and services and defend and promote their rights and responsibilities.

DSLs/CPCs should not be subject to any harassment in the course of fulfilling their safeguarding responsibilities.

Aldar Education acknowledges the significant responsibility and potential emotional toll of the role of DSL/CPC. As part of our duty of care to staff, it is recommended that the DSL/CPC access reflective practice opportunities and/or psychological debriefing (supervision) opportunities to ensure their wellbeing is maintained. In addition, the Aldar Education Chief Child Protection Officer and Head - Occupational Health & Group Clinics are available for DSLs/CPCs/Principals as and when the need arises, to access confidential professional support and guidance.

ALL STAFF: RESPONDING TO SAFEGUARDING AND CHILD PROTECTION CONCERNS:

4.1 Dealing with Disclosures:

Remember when a child starts to share their experience of abuse or neglect:

- Support the Child: Be sensitive to the discomfort or distress the child may feel and assist them in getting further support if needed.
- Listen actively: Staff should listen carefully and show that they are open to hearing what the child has to say without judgment and where necessary use open questions such as "tell me more about that".
- Report: Report any concerns promptly to the DSL/CPC or Deputy DSL in their absence.
- Document: Accurately document the disclosure on CPOMS and follow any advice given by the DSL/CPC.

4.2 Confidentiality:

- Do not promise absolute confidentiality, you have a responsibility to report all disclosures to the DSL/CPC if you are concerned about the safety or welfare of a child.
- When a disclosure is made, it is not the staff member's responsibility to investigate the concern. You must report the concern as soon as possible and allow the DSL/CPC /CPT to follow up.
- The DSL/CPC will decide who should be kept informed of any safeguarding or child protection concerns and how.

- Outside of reporting disclosures to the DSL, all information remains confidential and should not be shared with anybody else.
- Authorised individuals are strictly prohibited from discussing active or closed cases with the media, any third parties or other staff, and unauthorised ADEK staff with the exception of investigative and judicial authorities and within the legal responsibilities" - ADEK Student Protection policy Data Confidentiality 3.3.

4.3 Responding to Children who may be Additionally Vulnerable

Some children may be more reliant on others for protection and advocacy and may therefore be more vulnerable to abuse and neglect.

Several factors may contribute to that increased vulnerability, including but not limited to:

- prejudice and discrimination
- isolation
- social exclusion
- lack of a support system
- communication/language issues
- previous experience of abuse and/or neglect
- a reluctance on the part of some adults to accept that abuse can occur as well as an individual child's
- behaviour, disability, mental and physical health needs
- family circumstances.

Schools should ensure that staff make efforts to know their children well so that children with additional vulnerabilities can be identified and staff may understand how their individual circumstances may impact their safety and welfare, creating opportunities for support and building on children's strengths. This should be discussed at Safeguarding Team meetings.

4.4 Responding to Concerns regarding Attendance, Punctuality and Children Missing Education:

Yasmina British Academy recognises that regular attendance and punctuality at school is important to the well-being and safety of all of our children and enables them to access the opportunities made available to them at school. Attendance is monitored closely and action is taken where concerns are raised.

Every school has an attendance policy and procedures that are reviewed regularly by the school leaders and the regulator through inspection. The policy is communicated to the school community, including how attendance is monitored and concerns addressed and when concerns are escalated to the regulator CPU or other child protection agency.

Any concerns about poor attendance, patterns of attendance or punctuality should be raised with the DSL/CPC so that they can be reviewed alongside any other potential safeguarding concerns, this helps build an holistic view of the child and can inform intervention strategies with families. Parents are a key partner in ensuring children's regular attendance and punctuality and are expected to support any efforts where improvements are needed to ensure their child attends regularly and on time.

Children missing education are at significant risk of underachieving, being victims of harm or exploitation, and potentially poorer outcomes. Effective information sharing between parents, carers, schools and external agencies is critical to ensuring that all children are safe and receive a suitable education.

Yasmina British Academy has a clear procedures for monitoring children's whereabouts throughout the school day and procedures are detailed in the Aldar Education Critical Incident Response Policy for each school. Any child missing should be treated as an urgent safeguarding concern and immediate action taken to locate the child(ren).

4.5 Support for children, families and staff involved in a safeguarding or child protection issue

Child abuse is devastating for the child and can result in distress and anxiety for families and staff who become involved. Aldar Education expects school leaders to ensure that everyone involved in a child protection issue follows the procedures laid out in this policy and any other relevant policies including Whistleblowing and Allegations Management where appropriate. School Leaders will ensure that all suspicions and disclosures are taken seriously.

The Designated Safeguarding Lead/Child Protection Coordintor will act as a central point of contact, where necessary, working with the school Safeguarding/CP team, offering details of helplines, counselling or other avenues of external support where necessary. Further advice and support can be sought from the Aldar Education HQ Pastoral team.

Yasmina British Academy supports children, their families, and staff by:

- Taking all disclosures and suspicions of abuse, neglect and maltreatment seriously.
- Nominating a link person (usually the Designated Safeguarding Lead/CPC) who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation, follow safeguarding and child protection procedures to effectively manage the allegation, seeking advice and guidance from Aldar Education HQ P&C, Chief Child Protectoin Officer as needed.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely; CPOMS is the Aldar Education child protection platform for all documentation.

- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in child protection, whistleblowing, complaints and disciplinary procedures. Cooperating fully with relevant statutory agencies.

ALL STAFF: REPORTING PROCEDURES FOR SAFEGUARDING AND CHILD PROTECTION CONCERNS:

5.1 Reporting procedures:

These procedures should be read in conjunction with the guidance in the Flow Chart in Appendix 1. If a member of staff suspects, or someone discloses alleged abuse, maltreatment or neglect to them, they must:

- Report it to the DSL/CPC, or in their absence a nominated Deputy or the Principal immediately, wherever the concern is raised e.g. in school, ECA, residential trip etc. (ADEK Student Protection Policy section 2.5)
- Follow the school's escalation procedures and make an accurate record as soon as possible on CPOMS, of all that has happened and must not leave school, ECA, educational visit etc. with an unreported concern.
- If a member of staff does not have access to CPOMS e.g. cleaning staff/Bus guardian, they must inform their Supervisor without delay, who will escalate the concern to the Ops team and DSL/CPC, who will log it on CPOMS.
- Consider if there is a requirement for immediate medical intervention and if so, assistance must be called for, which will then be logged on CPOMS as part of the casework for the child by the medical professional who attended.

5.2 Recording concerns and record keeping:

Accurate record keeping is a key aspect of effective safeguarding and child protection. CPOMS is the safeguarding platform, chosen by Yasmina British Academy. It keeps data private through a permissions-based system, restricting access to only those essential to safeguard children. It is designed to gather the necessary details (much of which is set to be pre-filled) to effectively raise a concern and capture a clear, thorough chronology, including:

- Who is making the report. Any accompanying written records must be signed and dated by the author and given to the DSL/CPC who will upload onto the platform. • Dates and times of any observations
- Dates and times of any discussions
- Any injuries - Note DO NOT TAKE PHOTOGRAPHS as evidence of injury - record on the CPOMS body map.
- Explanations given by the child/adult
- What action was taken and the rationale for any decisions taken.
- Who is responsible for any actions, these should be clearly assigned on the system

- How the concern was resolved

Recording on CPOMS must be timely, comprehensive, robust and communicated in a factual manner and staff should be trained in escalating concerns and writing effective referrals. Online training can be found on the CPOMS website and can be requested from the HQ Education team. Concerns must be regularly reviewed by the DSL/CPC and Safeguarding/CP team and closed in a timely manner, in line with the guidance in Section 3.7 of this document.

5.3 Confidentiality and Information Sharing:

Despite potential concerns about when and how to share information, school staff are expected by Aldar Education, external agencies and regulators to share necessary details to better protect children. However, sharing children's data and information insecurely, e.g. through personal messaging apps or social media should be avoided.

Below are key principles of information sharing, though not exhaustive, they are important factors to weigh when deciding to share information for child safeguarding. (Adapted from the Information Commissioners Office, UK)

- Identify your objective for sharing information and share the information you need to safeguard a child.
- Develop clear policies and systems for sharing information.
- Be clear about transparency and individual rights.
- Assess the risks and share as needed.
- Share information in an emergency.
- Seek advice when clarification is needed.

Yasmina British Academy is aware of and respect relevant UAE laws and regulations regarding data privacy. Further advice can be sought from Aldar Education HQ.

EMIRATE-SPECIFIC: REPORTING CONCERNS ABU DHABI:

6.1 Overview:

The prime concern at all stages must be the best interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be prioritised.

Following a concern being raised, the DSL/CPC must decide whether or not there are sufficient grounds for suspecting child abuse in which case a referral should be made to the relevant Child Protection Unit/Regulator and/or the Family Care Authority.

For further support, the DSL/CPC may refer to the relevant Aldar Education service guidelines or policies if needed, which relate to the case type and context of the disclosure or concern to guide

the management of individual cases and to establish whether external escalation may be appropriate.

However, the service guidelines are not exhaustive, and the response may need personalised and specific intervention according to the context. The DSL/Principal can seek further advice from the Aldar Education Chief Child Protection Officer if needed and upload all documentation onto CPOMS.

6.2 External Child Protection Referral Process:

If the DSL/CPC feels unsure about whether an external referral is necessary, they can contact the Aldar Education Chief Child Protection Officer to discuss concerns and obtain advice. The DSL/CPT may also use the Flow Chart in Appendix 1 to structure the case evaluation.

If there is no clear risk of harm the DSL/CPC will either actively monitor the situation, work with the family and/ or seek advice from the relevant Child Protection Unit. They will ensure that all information is documented and held securely on CPOMS as well as ensuring the case is reviewed through the regular safeguarding meetings see Section 3.7 of this guidance. • The school should try to discuss any concerns about a child's welfare with the family and where possible ensure they are infomed before making a referral an external referral. However, in accordance this should only be done when it will not place the child at increased risk. The child's views should also be taken into account but a referral must still be made in the best interests of the child if the DSL/CPC feels that the child is at risk of or experienced harm.

In the rare occasion that a decision is reached not to inform the parent(s) that a referral is being made, this must be documented as part of the case work and uploaded onto CPOMS with the rationale of why this was decided and by whom.

Where there are doubts or reservations about involving the child's family, the DSL/CPC should clarify with Family Care Authority/ADEK CPU or the local police, depending to whom the CP concern has been reported, whether the parents should be told about the referral and, if so, when and by whom.

This is important in cases where the police may need to conduct a criminal investigation.

Where appropriate, the DSL/CPC should help the parents understand that a referral is in the best interest of the child, and that the school will be involved in the police investigation. Further guidance is available from the Aldar Education Chief Child Protection Officer.

6.3 Emergency Cases:

In any situation where a student is in imminent danger, the DSL/CPC must act immediately, informing the Police (999) and the Principal, taking any immediate protective actions.

Abu Dhabi schools should refer to the Handling Student Maltreatment Concerns within Educational Institutions guide (DAA Child Protection Committee, 2024). The Principal will inform necessary staff in school and HQ, following the Aldar Education Critical Incident Response Protocol, CIRP.

If a Nurse identifies an emergency, they must notify the DSL/CPC immediately for a prompt response.

The school must follow the Critical Incident Response Protocol and alert the Aldar Education HQ Crisis Response team via the school-specific L1 WhatsApp group. This ensures multidisciplinary support and escalation to the Aldar C-Suite, if needed.

To maintain confidentiality, on the L1 Whatsapp, only an outline of the incident is needed, so do not provide identifying details e.g. child name, DOB.

Detailed case notes are for CPOMS only.

The DSL/CPC should also update the regulator/Family Care Authority of the occurrence and what action has been taken as necessary.

In cases of suspected abuse requiring urgent medical attention, the DSL/CPC or Principal must call an ambulance and take the child to the nearest A&E, notifying the FCA and/or ADEK Child Protection Unit first.

The L1 WhatsApp group must be updated to mobilize specialist support around the school.

In emergency situations, the DSL/CPC should consult the FCA regarding further actions and parental notification.

Parents are usually informed, unless doing so may compromise the child's safety—this decision must be fully documented on CPOMS with justification.

Further guidance can be sought from Aldar Chief Child Protection Officer.

For suspected sexual abuse, then any medical examination should be delayed until the FCA, MOI, and/or Abu Dhabi Police liaise with the hospital—unless the child's immediate health requires it (please note that there is a specific pathway from the FCA to the sexual abuse Unit in Abu Dhabi - and you should clearly mark any written communication to the FCA as URGENT - SUSPECTED SEXUAL ASSAULT DISCLOSURE.)

6.4 Concerns Managed internally by the school:

Concerns of student maltreatment should be reported to the relevant CPU via the safety concern portal - Handling Student Maltreatment Concerns within Educational Institutions, (DAA Child Protection Committee, 2024, p. 49)

Where the relevant CPU at ADEK, ESE or FCA assesses that the concern should be managed by the school, then the school DSL/CPC leads the follow up.

The following paperwork should be completed as needed and is available in the Handling Student Maltreatment Concerns within Educational Institutions, (DAA Child Protection Committee, 2024)

- Child and Family Assessment - Part C
- Student Wellbeing Plan - Part D
- Monitoring and Review of the Safety Wellbeing plan - Part E (this can be used to inform CPT meetings see Section 3.8 of this guidance)

6.5 Allegations against an adult:

Any safeguarding allegation against any school personnel should be directly reported to the DSL/CPC/Principal who will initially seek to establish the following basic information:

- That an allegation has been made
- The general nature of the allegation
- When and where the incident is alleged to have occurred
- Who was involved
- Any other persons present

They will then inform the relevant Director of schools (for Charter) and Aldar Education Chief Child Protection Officer.

The Principal/DSL/CPC will also raise on the CIRP L1 Whatsapp group without identifying details to secure the services of the specialist team. Advice and guidance can be sought at any point with the Aldar Education Chief Child Protection Officer.

Any allegation against the DSL/CPC or any other person representing him/her should be reported to the school Principal or Vice Principal in their absence who will inform the Aldar Education Chief Child Protection Officer.

Any allegation against the Principal should be reported to the relevant Aldar Education HQ P&C representative who will inform the Aldar Education Chief Child Protection Officer.

An internal investigation will be initiated on the allegation, and the alleged school personnel should be put on administrative leave without prejudice while the case is under investigation.

The investigation will be completed in collaboration with the Aldar Education P&C representative and fully documented.

The outcome of the investigation will be recorded with one of the following outcomes:

- Substantiated: There is sufficient evidence to prove the allegation;

- Unsubstantiated: There is insufficent evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- Malicious: There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: There is sufficient evidence to disprove the allegation;
- Unfounded: There is no evidence or proper basis which suports the allegation being made.

The relevant CPU (MoE, ADEK, KHDA) will be informed of the final outcome

If the allegation is substantiated, further action will be taken immediately which may involve a report to the relevant emirate police team, and termination of the employment of the perpetrator.

Allegations Against Staff, Supply Staff, Contractors and Volunteers

The school is committed to ensuring that any safeguarding concern or allegation made about a person working in or on behalf of the school is managed appropriately, promptly and in accordance with relevant safeguarding requirements.

These procedures apply to all adults working in or on behalf of the school in a paid or unpaid capacity, including employees, supply teachers, trainee teachers, volunteers, contractors, governors and visitors.

All staff have a responsibility to report any concern about the conduct of another adult working in or on behalf of the school.

Concerns and Allegations

This procedure applies where it is alleged that an adult working in or on behalf of the school has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

This includes conduct that occurs both within and outside the school environment, including online activity and the use of digital technologies.

Concerns may relate to:

- Physical, emotional or verbal misconduct;
- Failure to maintain professional boundaries;
- Inappropriate one-to-one interactions;
- Inappropriate communication with students;

- Misuse of social media or electronic communication;
- Sharing, storing or transmitting inappropriate content;
- Digital impersonation or misrepresentation;
- The creation, possession, sharing or distribution of manipulated, synthetic or AI-generated images, audio recordings or videos;
- Any behaviour that may place a child at risk of harm, exploitation, intimidation, humiliation or abuse.

Any concern or allegation must be reported immediately to the Principal. Concerns involving the Principal must be reported directly to the Chair of Governors or the appropriate nominated safeguarding lead.

The school will not undertake its own investigation before seeking appropriate safeguarding advice and determining the correct course of action.

Managing Concerns and Allegations

The school will:

- Place the welfare of children at the centre of all decision-making;
- Consider appropriate safeguarding measures to protect children;
- Liaise with relevant safeguarding, human resources and external agencies where required;
- Ensure concerns relating to supply staff and contractors are properly investigated and managed in partnership with the individual's employer or agency;
- Maintain confidentiality and share information only on a need-to-know basis;
- Provide appropriate support to all individuals involved;
- Maintain accurate, secure and confidential records.

Low-Level Concerns

The school promotes a culture of openness and transparency where concerns about adult conduct are shared and addressed appropriately.

A low-level concern is any concern, no matter how small, about an adult's behaviour that is inconsistent with the Staff Code of Conduct but does not meet the threshold for a formal allegation.

Low-level concerns will be reported, recorded, reviewed and managed appropriately. Where patterns of behaviour emerge, or further information becomes available, the concern will be reconsidered under the allegations procedure.

Outcomes, Record Keeping and Confidentiality

All concerns, allegations, decisions, actions and outcomes will be recorded securely and retained in accordance with safeguarding, employment and data protection requirements.

Where appropriate, action may include safeguarding intervention, disciplinary procedures, referral to external agencies, referral to professional regulatory bodies, or barring referrals.

Appendix A:

YBA / Aldar Safeguarding and Student Protection Policy

Service Pillar Education I Safeguarding and Child Protection

Policy Number Policy-ED-CP-001 v2

Effective Date	August 2026
Review Cycle	Annual

1. Safeguarding Commitment Statement

Aldar Education is committed to safeguarding and promoting children's welfare. We recognise that children have a right to feel secure and cannot learn effectively unless they do so. All children have a right to be protected from abuse and maltreatment and to be well-informed about their rights and responsibilities, promoting a safe and supportive learning atmosphere. This Safeguarding and Student Protection Policy framework embodies the ethical standards, objectives, and core beliefs that are fundamental to education, prioritising the child in all decision-making.

Safeguarding and promoting the welfare and safety of children is everyone's responsibility. All adults who come into contact with children and families are legally and morally compelled to work to prevent harm and respond to a child at risk of, or suspected of being at risk of abuse, neglect or maltreatment.

Therefore, for this policy to be effective, there needs to be collective duty shared by every member of the Aldar Education community. Board members, Principals, senior leaders, employees, support staff, volunteers, third-party services, children and parents must play an active and conscious role in promoting and embedding a zero-tolerance approach to abuse and harm.

We encourage everyone to think proactively to prevent abuse from occurring to children as well as responding to it, so that the organisation builds a safeguarding culture built on the Aldar values:

- Result-oriented in delivering tangible wellbeing, academic, and personal outcomes for every learner.
- Growth-minded in embracing innovation in safeguarding, learning from challenges, and continually raising our standards.
- Community-focused in building inclusive, culturally respectful partnerships with families and stakeholders, whilst keeping the child at the centre of our work.
- Collaborative in fostering teamwork, distributed leadership, and cross-sector cooperation
- Responsible in safeguarding every child, ensuring ethical governance, and sustaining trust across all we do.

This approach ensures that schools are empowered to develop safe and caring environments in which all children can learn, thrive and develop the confidence to voice ideas, feelings, and opinions in an atmosphere that prioritises their best interests.

Safeguarding and child protection are central to all policies, with Aldar Education schools prioritising children's best interests. Therefore:

- Zero tolerance for maltreatment is upheld in all student-related actions and environments.
- All staff are tasked with a duty of care towards children and are responsible for their wellbeing, safety and protection whilst they are under the school's supervision.
- All adults in school fulfill this responsibility from a 'position of trust', this carries with it certain expectations and responsibilities, breaches of which may lead to disciplinary action and possible dismissal.
- Parents, carers, and trusted individuals can harm children through direct acts or neglect, leading to various forms of abuse. Therefore, all school adults, will prioritise children's best interests and adhere to this policy.

2. Purpose and Scope:

2.1 Purpose:

The purpose of this policy and any relevant guidance is to provide all stakeholders with the best advice and clarity they need to keep children safe in our schools, by recognising, responding and reporting effectively in cases where abuse or neglect is alleged or suspected. This policy also provides information on how we safeguard children whilst they are in our care through a positive, proactive safeguarding culture and how school's work to prevent student maltreatment as well as handle any abuse or maltreatment and support children following any concerns.

2.2 Scope:

The scope of this policy covers all Aldar Education schools, including those on a managed and operated basis. Aldar Education believes that safeguarding is everyone's responsibility and working together is essential for effective safeguarding and child protection, therefore roles and

responsibilities at all levels are clearly identified. All schools are required to observe and implement this policy as a minimum expected service level.

3. Continuous improvement:

Aldar Education are committed to continually reviewing and enhancing the Safeguarding and Student Protection Framework, using data insights from schools and international best practice. The safeguarding landscape is ever changing, and new challenges, harms, technology and best practice emerge that require responses to ensure children's safety and wellbeing. This commitment to learning and proactive risk management keeps our policy relevant, fosters accountability and transparency. This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review. This will be led by the Aldar Education Safeguarding and Child Protection Education Committee.

4. To fulfil their commitment to safeguard and promote the welfare of children, all Aldar Education schools ensure that:

- Policies, approaches and the organisational culture supports, cares for, and safeguards all children, staff and wider stakeholders, irrespective of their faith, nationality, gender, lived experiences or culture.
- The best interests and safety of the child is a primary consideration in all actions taken to safeguard their wellbeing. 'Positions of trust' exist in professions where the professional is in a position of authority or status over a child or vulnerable person, e.g. teachers/school staff, doctors, social workers, therapists etc.
- Staff in school are employed in a 'position of trust' in respect of all children connected to Aldar Education.
- All relationships developed with children will be as agents of the company and as such no personal relationships are permitted outside the remit of the school service. This means that adults should always maintain appropriate professional boundaries and avoid behaviours, which might be misinterpreted by others. They should report and document any incident with this potential.
- A person-centred approach is developed so that policies, systems and processes consider the diverse backgrounds, abilities and circumstances of individuals to promote trust and open communication.
- Student participation is fundamental to ensuring that children's rights are upheld and that they participate in relevant decisions that might generally affect their lives.
- Partnership with parents is prioritised so that trust is built between school and home, leading to effectively protecting children from harm.
- All children are provided with appropriate support in school and their needs are identified and responded to effectively, including those who have experienced abuse, neglect and/or maltreatment. This includes access to support and counselling for any child who needs it.

- All staff receive appropriate training to fulfil their roles effectively and safely. Staff and volunteers respect and protect the rights of all students and take no actions that may put the student at risk of maltreatment. Staff and volunteers are required to report any incidents of inappropriate behaviours against students.
- Safeguarding education, which is culturally informed is integrated across the curriculum and regularly reviewed to reflect emerging risks including those through technology. This may be delivered to children or parents to raise awareness of safeguarding issues.
- Data driven insights on safeguarding risks are used to inform decision making and provision.
- All schools use the CPOMS platform to support this risk-informed approach, identifying and addressing prevalent issues and contributing to continuous improvement in practice.
- Effective whistleblowing procedures and a positive safeguarding culture exists where students, staff, volunteers, parents and the wider community know how they are expected to behave. If concerns arise regarding child welfare/adult behaviour, individuals may raise them in confidence and without fear of retaliation. This includes concerns related to digital spaces e.g. social media and in-person harms.
- There is a clear line of accountability within the educational organisation for safeguarding and child protection. It is the responsibility of the Principal and all staff of the education institution to recognise, respond to, and manage student protection risk and impact to the best of their ability.
- Effective working relationships with other agencies including the relevant Regulator, Family Care Authority, CDA, Police and emirate-specific Child Protection Units are developed and promoted.
- This Safeguarding and Student Protection policy is communicated publicly through the school website, understood and followed by all within the institution community, with a student-friendly version available.
- Recruitment and HR procedures prioritise the safety and welfare of children, through staff, volunteers, and invited visitors being properly vetted and screened prior to working in or accessing any locations where students are present. This includes criminal record checks from countries from which the applicant is being hired.
- The Principal takes full responsibility and accountability for all persons working in educational institutions and ensures their suitability and compliance with all student protection and safeguarding requirements. This includes preventing any person from working with students if they pose a risk to students' safety and wellbeing.
- The Principal also ensures continuous monitoring of all staff and immediately reports alleged inappropriate conduct or suspected actions that may result in harm or risk of harm to a student.
- Confidentiality and data privacy is paramount and that safeguarding concerns are raised and managed through the secure CPOMS safeguarding platform to ensure that case reports and student data remain strictly confidential. The data is shared only with authorised individuals who are are strictly prohibited from discussing active or closed cases with the media, any third parties or other staff, and/or unauthorised regulator representatives, with the exception of investigative and judicial authorities and within the legal responsibilities.

- Effective Digital and physical security mechanisms are in place to measure and monitor the delivery of safeguarding practices to protect students from all types of harm to their health and development. These may include regular school Safeguarding & Child Protection Committee meetings, review of the school security systems that safeguard school assets, data and people against any risk of harm, relevant audits and critical incident response protocols.

5. Child Rights: The Aldar Education Safeguarding & Student Protection policy advocates for and protects the right of all students to:

Be treated with respect and dignity.

Be treated with fairness and justice.

Be listened to and heard, and to express their voice through schools seeking children's views in ways that are appropriate to their age and understanding.

Have these views taken account of in individual decisions and the establishment or development of provision.

Be supported by an advocate and provided with necessary support where required so that their rights are protected.

Be safe, protected from harm and aware of what constitutes risk and harm.

Have equal rights to care, protection and safety in all educational institutions.

6. Roles and Responsibilities:

The Aldar Education Board of Directors/CEO/Executive Management Team (EMT)/Chief Education Officer is responsible for corporate governance, exercising the duty of care for all and the oversight of the effective delivery of the Aldar Education Safeguarding and Student Protection Policy and any legal/regulatory requirements. They demonstrate the Aldar Education commitment to safeguarding through the organisation's governance and scrutiny procedures, safer recruitment, training framework, working practices and complaints/allegations processes.

- The Chief Child Protection Officer oversees the enhancement and implementation of safeguarding and child protection activities throughout Aldar Education and Chairs the Safeguarding & Child Protection Education Committee. This involves strategic leadership to ensure compliance with legal requirements and best practices in safeguarding and child protection policies and procedures across schools.

- The Director of Education is responsible for ensuring that all aspects of the Aldar Education Safeguarding and Student Protection policy, any relevant safeguarding legislation and

regulatory/Aldar Education policies are delivered effectively in their respective cluster of schools.

- School Board of Governors: Manages overall governance, ensuring all safeguarding practices align with Aldar Education and school policies and legal standards, and focuses on long-term strategic issues.

- Principal/Head of School: Leads the development of a positive safeguarding culture, enforces safe recruitment practices, and ensures all safeguarding and child protection concerns are addressed and that stakeholders recognise, respond to, and manage student protection risk and impact to the best of their ability.

- Safeguarding Governor: Collaborates with the Principal and DSL to embed effective safeguarding within the school's strategic plans, supporting the allocation of sufficient resourcing to keep children safe.

- Designated Safeguarding Lead/Child Protection Coordinator (DSL/CPC): Holds primary responsibility for all safeguarding and child protection activities including liaison with external agencies, leading initiatives and policy implementation.

- Deputy Designated Safeguarding Leads/Child Protection Team (DDSLs/CPT): Assist the DSL and assume their duties when necessary, ensuring ongoing safeguarding efforts.

- Specific Roles: Provide specialist support for specific risks related to safeguarding e.g. Digital Safety Leads, Counsellors/Mental Health Leads, Social Workers, Clinic staff, or Site Security.

- All Staff and Volunteers: Prioritise children's welfare and safety, actively contributing to a supportive and safe learning environment.

- Parents/Carers: Support the school's efforts to maintain a safe environment, helping ensure that children feel secure and supported in their development both at home and in school.

- Children: Support the school and each other to maintain a safe environment, develop and maintain positive relationships so that the right of everyone to feel safe and happy is protected.

7. Status of the policy and how to use it:

This policy is part of the Aldar Education Safeguarding and Student Protection framework that includes policy, procedures and guidance that interconnect to create a strong governance approach to safeguarding for all schools.

Section A - Policy: Applied to all stakeholders: the overarching intentions, commitments and responsibilities for the safeguarding, welfare and protection of children in Aldar Education.

Section B - Procedures: School-level guidance on how to respond when an incident occurs so that concerns are effectively managed for those affected.

Section C - Resource Base: Supportive resources for schools to ensure the policy becomes practice.

This policy framework is written to align with the specific context, culture and unique character of the region to create safer environments that effectively prevent and respond to safeguarding and welfare concerns in all schools. It is intended to be read in conjunction with the relevant UAE and emirate-specific legislation, regulatory requirements and policies (see below).

This policy is informed by:

- United Nations Convention on the Rights of the Child, UNCRC, (1991)
- UAE Federal Law No. (3) of 2016 on Child's Rights, (Wadeema's Law)
- Federal Decree Law No. (18) of 2020 on Private Education
- UAE School Inspection Framework (2016)
- National Child Protection Policy in Educational Institutions in the UAE, Ministry of Education, (n.d.)
- The National Policy for the Prevention of Bullying in Educational Institutions (Ministry of Education, n.d.) • ADEK Student Protection Policy (2026)
- Dama Al-Aman Handling Student Maltreatment Concerns within Educational Institutions, DAA Child Protection Committee, (2026)
- ADEK Private Schools Policy and Guidance Manual (2014-2015)
- ADEK Safeguarding Policy (2026)
- Dubai Inclusive Education Policy Framework (KHDA, n.d.)
- Keeping Children Safe in Education, UK Dept for Education (2026)

This policy is also closely aligned to the ADEK Policy framework for Wellbeing.

All schools are required to observe and implement this policy as a minimum expected service level, and comply with all regulatory policies and procedures and relevant legislation.