

Safeguarding Policy

Policy	Safeguarding Policy
Date Created:	Aug 2024
Date of Review:	June 2025
Person Responsible:	Principal & Assistant Principal

1. Status of the document and how to use it

At Noya British School we firmly believe that it is every student's right to be in an educational environment that upholds, cares for, respects, and protects their dignity. This safeguarding policy focuses on the prevention of student maltreatment as well as the handling of any maltreatment concerns. This document is part of a group of policies intended to keep learners, staff, and other adults safe. This document outlines specific operational arrangements for the items listed in the contents.

This document has been compiled from a wide range of international and best practice guidance, all of which is intended to ensure the safety of everyone at NBS. The document outlines the principles as highlighted in the UAE inspection framework, whilst ensuring the rights of the learner legislation found in Federal Law no. 3 of 2016, also known as Wadeema's law.

In all situations which require human judgement, a policy or procedure is there as guidance. Wherever a matter of legal responsibility is relevant to the text in this policy, this is clearly highlighted.

In this document the Designated Safeguarding Lead (DSL) refers to the Child Protection Coordinator (CPC). Similarly the Safeguarding Team refers to the Child Protection Team (CPT).

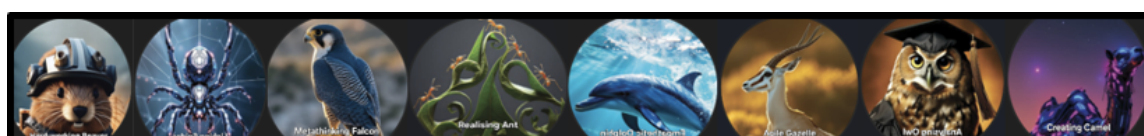
2. Roles and responsibilities

- It is the responsibility of the educational institution – the principal and all staff – to recognize, respond to, and manage student protection risk and impact to the best of their ability.
- All mandated reporters and educational institution staff and volunteers are responsible and accountable for ensuring student protection measures are in place and applied and upheld.

The **Principal/CEO** is responsible for ensuring that all aspects of the NBS Safeguarding policy are delivered effectively in our school. The Principal/CEO ensures that staff, volunteers and learners understand and implement the policy to safeguard learners.

The **Designated Safeguarding Lead (DSL)** is a member of the school senior leadership team who takes responsibility for safeguarding and child protection in school (including online safety and understanding the filtering and monitoring systems and processes in place). This

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responsibility may be delegated to an appropriately trained Deputy in the absence of the DSL.

It is the responsibility of **all parents** to cooperate with NBS to answer and address any questions related to safeguarding concerns the school might have. It is also their responsibility to respond to any advice and feedback regarding specific safeguarding concerns the school communicates. Finally it is the responsibility of parents to ensure that two contact numbers are given to the school through which parents, guardians, or family can be reached in case of emergencies.

All **learners** have the right to be:

- Heard and express their voice/opinion and participate in select decision- making processes in the educational institution (to be determined by institution staff).
- Treated with dignity and respect.
- Treated with fairness and justice.
- Supported by an advocate and provided with necessary support when required.
- Safe, protected from harm, and aware of what constitutes risk and harm.

3. Child Protection Procedures

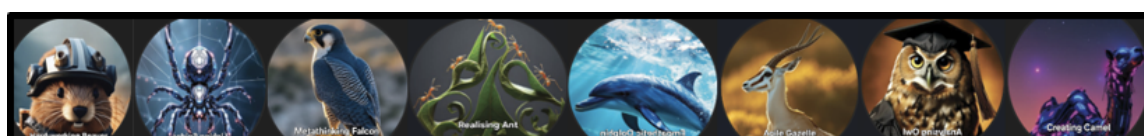
Dealing with a disclosure of allegation by a learner or another person

Learners in school may feel safe and secure enough to make a disclosure of past abuse or an allegation of current abuse or neglect to a member of staff whom they feel they can trust. A disclosure of this kind can arise at any time and may have been anticipated by staff or equally be unexpected. In these situations, school staff should:

- Demonstrate that they are willing to listen to what the learner has to say
- Be prepared to listen impartially to the learner, giving appropriate support, but without introducing their own opinions or judgement
- Be aware of documenting requirements
- Remember that they are working as part of a team, and must never make an unconditional promise of confidentiality to a learner
- Record any concerns on CPOMs without undue delay and report to the DSL or the Deputy
- Be aware that what the learner has to say may be uncomfortable or distressing to them, and make clear to them that they may seek support, help or advice for themselves if required

If a disclosure or allegation is made by any other person (parent, family member, another professional, etc.) regarding a safeguarding or child protection issue, the same principles regarding documenting and evidence will apply. Adults should be offered the opportunity to make a written statement, which should be signed and dated by them, and by any witness(es) to the statement. This should be uploaded to the specific concern on CPOMs.

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The school's Allegation Manager or Deputy Allegation Manager must be notified immediately of any allegation or disclosure that calls into question the competence or suitability of another professional person (whether or not they are an employee at Noya British School.) Such information must be treated as being strictly confidential. Verbal notifications of this kind that are made to the Allegation Manager or Deputy Allegation Manager must also be reported electronically through CPOMs. Allegations Manager must notify school HR for all Allegations as per the Employee Disciplinary Policy.

Managing disclosures

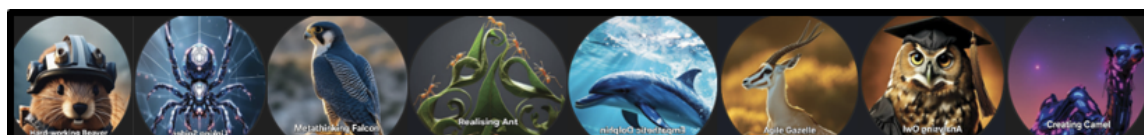
When engaging with learners who already have, or may be about to, make a disclosure of abuse, staff should be aware that the learner may need to make a formal statement to external agencies and the police in the near future.

The reality is often that they will choose to disclose initially to a member of staff they feel that they can trust, and who will listen to them sympathetically. Therefore, the following points should be kept in mind:

- Any discussion should be carried out in a way that minimises distress to the learner concerned and maximises the likelihood that the information they provide is accurate and complete. The discussion should take place somewhere that they feel safe, they are assured of privacy, and they are not distracted or interrupted.
- Asking 'leading questions', or 'putting your own words as the learner's' must be avoided. Similarly, staff must not pass any opinions, or express their own feelings about what the learner is telling them. Staff must make clear that anything they say will have to be passed on to the DSL and possibly other people who work in child protection so that we can keep them safe.
- Be aware that the learner may need more time and more than one opportunity to speak before they feel safe to fully voice all their concerns.
- The learner may wish to retract a statement they have made earlier, or contradict a statement they have already made, or even refuse to speak at all. In these circumstances, it is not appropriate for staff to put any pressure on them, but their reactions and comments should be accurately documented, with times and dates.

It is important that in addition to a factual written statement of the disclosure, any member of staff who has been involved, or who was present at the time, should make a written record

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of the circumstances in which the disclosure came about, this should be directly entered, or the document uploaded directly onto CPOMs as part of the NBS case management procedure.

It is important that all staff are aware of their own ability to deal with any safeguarding situation or issue. If a member of staff finds themselves in a situation where a learner feels sufficiently comfortable to disclose information of a sensitive nature, the member of staff must consider very carefully how confident they feel about continuing to engage the learner in this discussion.

If the member of staff/volunteer feels that they need support from a more experienced staff member, they should carefully explain to the learner that they need to seek help from someone else. A more experienced member of staff may be able to help, or alternatively the learner may wish to speak directly to the DSL.

However, if nobody else is available, and the learner wishes to disclose, then the member of staff should continue to listen carefully, so that they do not feel that they are being rejected or ignored. As soon as possible, any disclosure made, or information given by the learner must be carefully documented using the learner's own words.

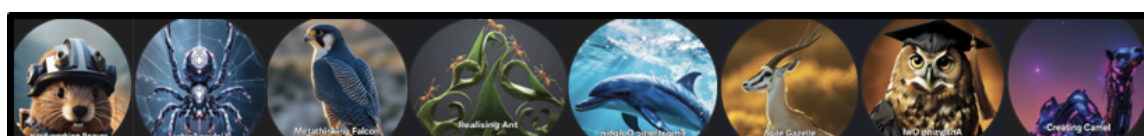
Acting on a current child protection issue

If, after discussion with a DSL there is still cause for concern about a learner, then the Safeguarding and Child Protection procedures will be followed. The DSL or a named deputy or another person acting on his or her behalf will take the lead role in any safeguarding or child protection issue.

All learners at Noya British School should have at least two emergency contact numbers recorded in the school system, usually both parents, and if it is deemed appropriate, (i.e. if there is not an allegation against one of those contacts) these people will be contacted in the event of any safeguarding concern or incident at school without undue delay.

Where a learner has made a specific statement, it may be necessary to clarify what they have said, and it is important to document this information accurately together with the circumstances in which the statement was given. The relevant person in the school should meticulously document all observations, concerns, discussions and actions; inclusive of the date and time they were noted, this forms the safeguarding chronology. These records must be uploaded to CPOMs and may provide important information that may be required for external referrals or subsequent court proceedings. CPOMs populates a chronology as part of the NBS case management procedure.

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Reporting

When a case has been identified as meeting criteria for external referral, NBS will follow UAE and ADEK regulations for reporting the concern to the relevant authorities and follow their guidance to ensure the best possible outcome for the learner and the family involved as laid out below:



1. After submitting the [Safety Concern Form](#) on the digital safety concern portal, a copy of the report is automatically shared with FCA, ADEK CPU, and MoE CPC.
2. For cases occurring within educational institutions' supervision, the ADEK CPU will review the information first before referring to the FCA for case management. Note: The ADEK CPU will take the necessary procedures to follow-up on the cases after receiving the report.

Relevant contact details are as follows:

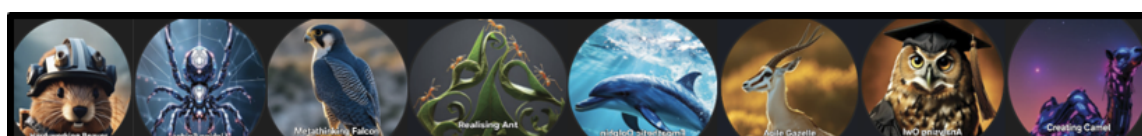
- Abu Dhabi Police: 999
- Family Care Authority (FCA): 800444 icm@adfca.gov.ae
- MoE Child Protection Unit (CPU)*: 80085 cpu@moe.gov.ae
- Safety Concern Portal: <https://daasafetyconcern.abudhabi/>

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

4. Allegations against adults

At all times NBS will have at least two members of the SLT (Allegations Manager and Deputy) appointed to act as managers for allegations against staff. All staff should be made aware of their identity and how to share concerns about the behaviour of adults working with learners.

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Employees who have been subject to an allegation can access support through the school designated Allegations Manager, or if they feel this is a conflict of interest, they can raise their queries with the Principal or the school HR.

5. 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 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 learners or adults
- the deliberate concealment of any of the above matters

All senior leaders should have disseminated the school'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.

6. Safer Recruitment

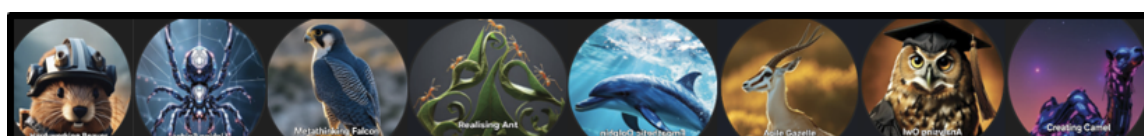
It is the expectation that all schools and services comply with the requirements of the policy and procedures for safer recruitment in education. NBS will audit the compliance with its safer recruitment policy periodically via review of individual schools Single Central Records.

Employees will also be subject to ongoing checks through the government in the schools' locality.

7. Abuse of a position of trust

NBS employees or volunteers providing care, supervisory and educational support to learners are in a 'position of trust.' The position of trust carries with it certain expectations and responsibilities. Breaches of these expectations and responsibilities are likely to lead to disciplinary action and possible dismissal.

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'Positions of trust' exist in professions where the professional is in a position of authority or status over a learner or vulnerable person, e.g. school staff, volunteers, medical staff, therapists, coaches, drivers, services staff etc.

You are employed in a 'position of trust' in respect of all learners at NBS. All relationships developed with learners will be as agents of the school and as such no personal relationships will be permitted outside the remit of the 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.

8. Safe working practice/ staff code of conduct

The NBS Safer Working Practice Guidance provides practical guidance to all adults on which behaviours potentially constitute safe practice and which behaviours should be avoided. The document seeks to ensure that the responsibilities of senior leaders of educational settings towards learners and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. It should assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them. This guidance supplements the UAE Ministry of Education Code of Conduct for Education Professionals in General Education.

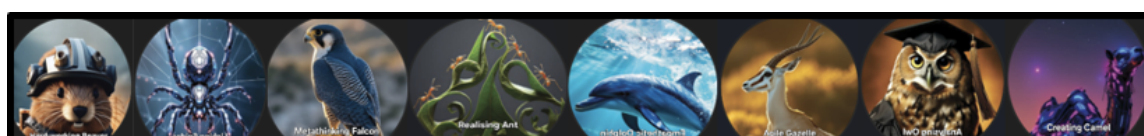
Staff undertaking

At NBS all staff are expected to sign a document to undertake that they will not partake in any corporal punishment or positive handling behaviour.

At NBS all staff are aware that corporal punishment is not allowed, and any accusations of corporal punishment is investigated thoroughly and addressed seriously. Corporal punishment refers to the use of any physical punishment that can lead to physical or emotional damage.

At NBS all staff are aware that positive handling is not allowed in school and any accusations of positive handling is investigated thoroughly and addressed seriously. Positive handling is when an adult uses physical intervention to prevent a learner from being a safety risk to themselves or others due to the nature of a high-risk situation. If a teacher is concerned about the safety of a learner or other learners in the classroom, a member of the SLT is immediately called to the location to determine the best course of action to keep all learners and staff safe.

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Positive handling does **not** include the following:

- Briefly and lightly guiding or helping a learner with a task or activity.
- Briefly and lightly trying to calm or comfort a learner without force.
- Providing hand-over-hand support with necessary physical tasks such as drawing, writing, feeding, etc.
- In physical oriented training/ lessons such as Occupational Therapy or PE

9. Staff training

There is an expectation that safeguarding training is in place for staff at NBS and any associated companies working with NBS. Training must include an understanding of safeguarding expectations, applicable roles and responsibilities, including online safety and the school's arrangements for filtering and monitoring.

The minimum expectation for a Designated Safeguarding Lead at NBS school is that they have undertaken the DSL Level 3 training every 2 years and receive regular practice updates throughout the year.

10. Support for learners, families and staff involved in a child protection concern

Learner abuse can be devastating for the learner and can result in distress and anxiety for staff and parents/caregivers who become involved.

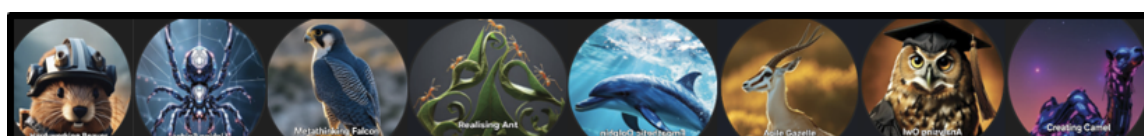
At NBS we ensure that everyone involved in a child protection issue follows the procedures laid out in this policy and any other relevant policy. Senior leaders will ensure that all suspicions and disclosures are taken seriously.

The DSL will act as a central point of contact; offering details of helplines, counselling or other avenues of external support where necessary, seeking advice and guidance from the Central Safeguarding Team as appropriate.

11. Empowering Learners to keep themselves safe

At NBS we ensure that all learners are taught about elements of safeguarding; including online safety, through teaching and learning opportunities, as part of providing a 'broad and

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balanced curriculum.’ Where they exist, this is supported by the school inspection frameworks and legislative frameworks in the UAE. The NBS senior leadership team ensures a curriculum that is relevant, and is sensitive to social, cultural and moral principles, exists in all schools and for all age ranges.

12. Learners who may be particularly vulnerable

All staff at NBS must be clear that there is sometimes a need to provide additional support to vulnerable learners. Learners may be vulnerable due to a wide range of factors including but not limited to; communication difficulties, SEND, adversity and trauma.

Vulnerable learners may be more susceptible to grooming, bullying, online harm or learner-on-learner abuse. Schools should regularly raise awareness with staff and parent/ carers about early identification and how to respond to these issues.

13. Intimate Care

In case of a situation where intimate care is required. All relevant parties will follow the NBS intimate care policy including the provision of a risk assessment and risk reduction plan. This plan should be created in conjunction with the learner’s parents and key school staff.

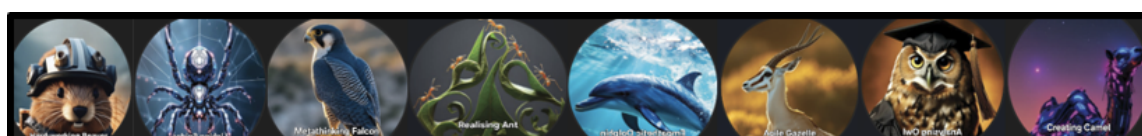
14.Attendance/ learners missing from education

NBS recognises that regular attendance and punctuality at school is important to the well-being and safety of all learners and enables them to access the opportunities made available to them at school. Attendance must be monitored closely, and action taken where concerns are raised; whether learning is online, blended or physically in school. Please see NBS Attendance Policy.

Learners being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. It is important the school’s response to persistently absent pupils and learners missing education supports identifying abuse, and in the case of absent pupils, helps prevent the risk of them becoming a learner missing education in the future.

Where a learner has 5 consecutive school days of unexplained absence and all reasonable steps* have been taken by the school to establish their whereabouts without success, the

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school will make an immediate referral for advice and guidance to the Central Safeguarding Team and ensure that this is recorded on CPOMs.

*Reasonable steps may include:

- Telephone calls to all known contacts (local/international)
- Emails to parents/guardians
- Contact with other schools where siblings may be registered.
- Enquiries to friends, neighbours etc. through school contacts.

15. Behaviour Management

All staff members at NBS have access to the NBS Behaviour Policy and is expected to follow the rules and regulations laid out in the document. Any staff members with pastoral or supervisory support for learners who present with challenging behaviour have a responsibility to work with individual SLTs to establish relevant training for themselves and the whole school staff team, seeking further advice and guidance from the Head of Inclusion where necessary.

Individual employees have a responsibility to ensure they familiarise themselves with the NBS Behaviour Policy. Failure to adhere to this policy could result in disciplinary action.

16. Online Safety

All staff should be aware of the NBS E-safety Policy aimed at keeping learners safe online.

Online communication between staff and learners should not happen other than for the purposes of coordinating an aspect of education. All communications should be made through school approved procedures such as See-saw, Telegram, Whatsapp (through school device managed by the admin team) or Email. All communications should be available on request to the SLT team of the specific school or service.

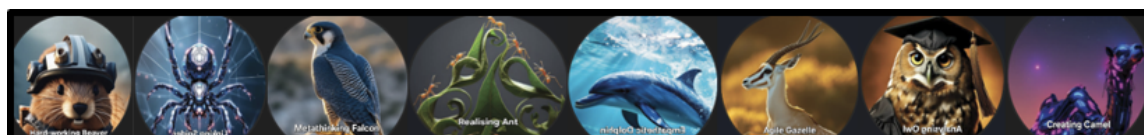
Youth Produced Sexual Imagery (Sexting/sending nudes) See Appendix C –Child Protection Procedures for detailed information

Relevant legislation:

- Law No. (26) of 2015 on the Organization of Dubai Data Publication and Sharing
- Federal Decree Law No. 34 of 2021 on Combatting Rumours and Cybercrimes

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern will always be the welfare and protection of the learners involved. Learners who share sexual imagery of themselves or their peers are breaking the law. However, NBS believes it is important to avoid criminalising learners unnecessarily.

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Therefore, the school will work in partnership with parents and external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, of which the member of staff may not be aware.

If, at any point in the process, there is concern that a learner has been harmed or is at risk of harm, the DSL will contact the Central Safeguarding Team for further advice.

17. Bullying

All staff should be aware of the NBS Anti-bullying Policy aimed at keeping learners safe when engaging with their peers.

It is the responsibility of:

- 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
- LAB Members to take a lead role in monitoring the impact of this policy and reviewing it regularly
- All staff, including: LAB, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly
- Parents/carers to support their learners and work in partnership with the school
- Learners to abide by the policy

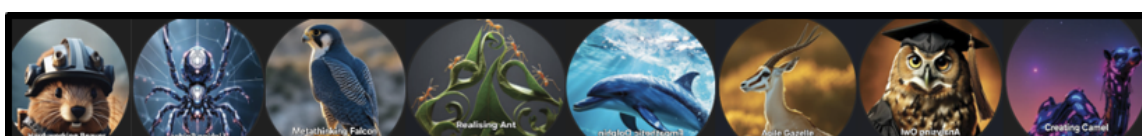
18. Site security

Visitors to the school, including contractors, must be supervised at all times and are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Lynyrd colours

Learners wear unbranded red lanyards with identification badges.

All visitors are expected to follow the school's safeguarding and health and safety regulations to ensure learners in school are kept safe, including expectations of parents/caregivers to

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wear the relevant school lanyard. Where possible and practical, contractors will be engaged before or after regular school hours.

It is the responsibility of all staff members to challenge anyone in school not wearing an NBS lanyard.

19. Extended school and off-site visits

All extended and off-site activities are subject to a risk assessment and must satisfy health and safety and safeguarding requirements.

When NBS learners attend off-site activities, including day or residential visits and work-related activities, the Principal is responsible for ensuring that effective safeguarding and child protection arrangements are in place. All school trips and off-site visits are subject to Adek approval which is required for the event to proceed.

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

20. Safeguarding/ child protection legislation and guidance

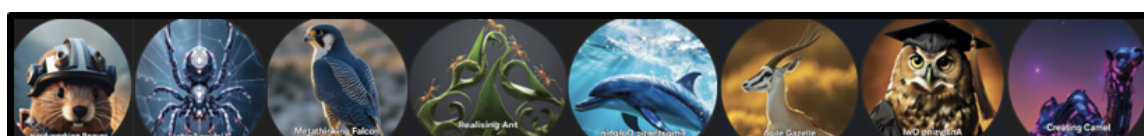
Without exception, NBS will adopt the relevant law governing the jurisdiction of the operating locality of the school. Throughout our safeguarding policies, we have broadly accepted the principles and ethos of UK safeguarding legislation, as we believe this to be some of the most robust legislation internationally as well as the laws and regulations in the UAE.

21. Record Keeping

CPOMs should be used as the system to record, escalate, review actions taken and evaluate outcomes of concerns. All safeguarding concerns must be entered on CPOMs and staff must be trained in how to raise concerns.

Following an initial concern being raised, it is essential that any subsequent discussions with learners or others are accurately documented on CPOMs as soon as possible.

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Any written information should be clearly signed and dated then be uploaded onto CPOMs by attaching a PDF of the original documentation. The original information should always be filed and stored securely with the DSL.

Any records may be required as part of a subsequent investigation, and they could be used as evidence in court if there is a criminal prosecution. Consequently, it is vital that all written records are accurate and factual. Any allegations or statements made by a learner or by any other person should be documented verbatim (documenting the exact words used) wherever possible. The person, who made the allegation or statement, and any witness who was present, should countersign any written record.

As soon as a child protection issue or concern has been raised, a timely and accurate record must be made by the DSL of all events, reports, decisions, actions taken and outcomes. This should be entered into CPOMs.

On some occasions, it may be deemed necessary to obtain photographic evidence of suspected injuries to a learner. School staff (including medical staff) must not photograph children. This evidence will be obtained by the police or external medical professionals or child protection services.

School staff may document details in writing of any visible injuries or illustrate the position and extent of the injuries on the CPOMs using the body map but must not take any photographs of a child in these types of circumstances.

The privacy of children's sensitive information is taken seriously. Therefore, safeguarding/child protection information must be stored confidentially. Any records should be uploaded onto CPOMs where these can be stored securely linked to individual learners.

Only the Principal/CEO's and DSLs in individual schools should and will have access to all safeguarding files. These same end users will also make decisions about with whom they are to be shared.

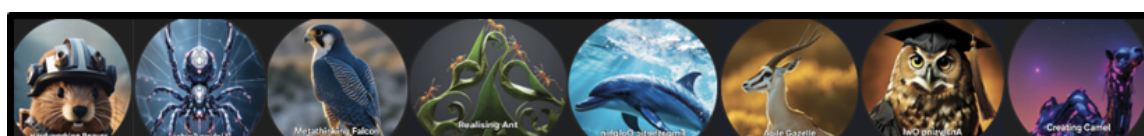
22. Confidentiality and information sharing

Whilst gathering information following a child safeguarding concern, the appropriate information sharing guidance must be followed. When working with confidential, personal information of a very sensitive nature, staff should be aware at all times of the NBS current guidance on information sharing in the best interest of a child and data protection. See above for how records are kept confidentially.

Upon confirmation that a learner has transferred to another trusted school, every effort should be made to contact the DSL/Principal by telephone regarding any vulnerable learner and share appropriate information in the best interest of the learner. Further advice and guidance can be sought from the Central Safeguarding Team.

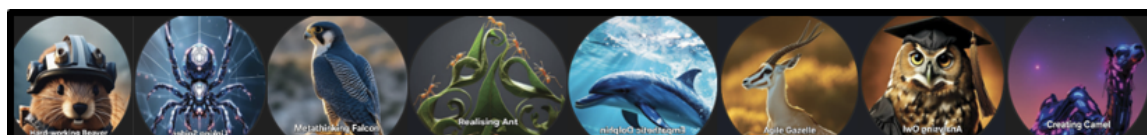
23. Types of learner maltreatment

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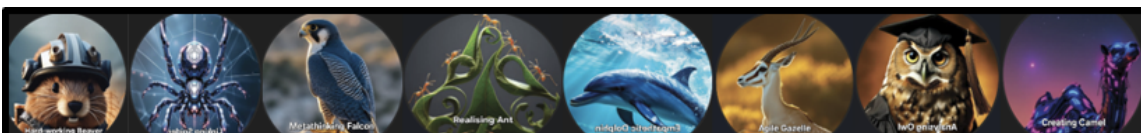
Physical Abuse	An intentional physical act which results in, has a high likelihood of resulting in, or poses a threat of resulting in immediate and/or long-term
Emotional Abuse	An act, whether consistent or inconsistent, used to make a student feel unloved, worthless, and of no value and integrity, interfering 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 abuse 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 relationship of responsibility, trust, or power. The intent of the 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.
Exploitation	<p>Use of the student in work or other activities for the benefit of others. This includes, but is not limited to, student labour and exploitation of students in prostitution or involvement of the student in gangs, militia or military. These activities are to the detriment of the child's physical or mental health, education, moral or social development.</p> <ul style="list-style-type: none"> • Sexual exploitation is a form of sexual abuse where there is abuse of power by a youth, adult, or group who may coerce, manipulate, or deceive a student into sexual activity by physical contact and/or use of technology for monetary, social, or political profits. • Economic exploitation is the use of a student who is below the minimum age of labour in the workplace or related activities for the benefit of others through the production, distribution, and consumption
Bullying	<p>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 hurts the student physically and/or emotionally. Bullying can be committed by groups or individuals, in online (cyberbullying) or offline settings.</p> <ul style="list-style-type: none"> • Cyberbullying is bullying that takes place online. Online bullying can follow the bullied student wherever they go via social networks and mobile phones and

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has a wider reach than bullying in the real world.

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حالة الوثيقة وكيفية استخدامها

في مدرسة نوبيا البريطانية نؤمن بشدة ان من حق كل طالب ان يكون في بيئة تعليمية تحترم وتحمي كرامته هذه السياسة تركز على منع اساءة معاملة الطلاب والتعامل مع اي مخاوف تتعلق بذلك هذه الوثيقة جزء من مجموعة سياسات تهدف الى حماية المتعلمين والموظفين والبالغين الاخرين

تم جمع هذه الوثيقة من مجموعة واسعة من الارشادات الدولية وافضل الممارسات لضمان سلامة الجميع في المدرسة كما تسلط الضوء على المبادئ المذكورة في اطار التفتيش في دولة الامارات مع التأكيد على حقوق المتعلم في القانون الاتحادي رقم ثلاثة لعام الفين وستة عشر المعروف باسم قانون وديما

في جميع الحالات التي تتطلب حكما بشريا توجد سياسة او اجراء كدليل وعندما يكون هناك امر قانوني مرتبط بالنص يتم توضيحه بوضوح

تشير عبارة المسؤول المعين لحماية الطفل الى منسق حماية الطفل وتشير عبارة فريق الحماية الى فريق حماية الطفل

الادوار والمسؤوليات

من مسؤولية المؤسسة التعليمية المدير وجميع الموظفين التعرف على مخاطر حماية الطالب والاستجابة لها وادارتها بافضل شكل

جميع الموظفين والمتطوعين مسؤولون عن ضمان تطبيق وتفعيل اجراءات حماية الطالب

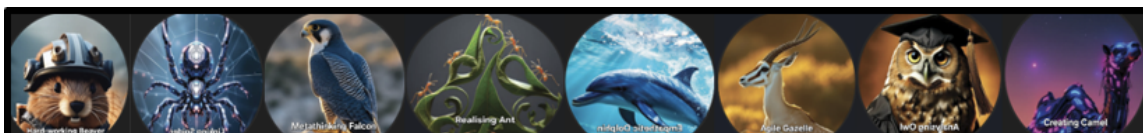
المدير التنفيذي مسؤول عن ضمان تنفيذ جميع جوانب سياسة الحماية في المدرسة وضمان فهم وتطبيق السياسة من قبل الموظفين والمتطوعين والطلاب

المسؤول المعين لحماية الطفل هو عضو في القيادة العليا ويتحمل مسؤولية الحماية في المدرسة بما في ذلك السلامة الرقمية وفهم انظمة المراقبة والتصفية وقد يتم تفويض هذه المسؤولية لنائب مدرب عند غياب المسؤول المعين

من مسؤولية اولياء الامور التعاون مع المدرسة في الرد على اي استفسارات تتعلق بالحماية والاستجابة لاي نصائح او ملاحظات تتعلق بمخاوف الحماية المقدمة من المدرسة كما يجب تزويد المدرسة برقمين للتواصل في حالات الطوارئ

يحق لجميع الطلاب ان يتم الاستماع اليهم والتعبير عن آرائهم والمشاركة في بعض عمليات اتخاذ القرار ان يتم التعامل معهم بكرامة واحترام ان تتم معاملتهم بعدالة وانصاف ان يتلقوا الدعم اللازم عند الحاجة ان يكونوا في امان ومحميين وواعين بالمخاطر المحتملة

High Performance Learning



اجراءات حماية الطفل

التعامل مع الافصاح او الادعاء من قبل طالب او شخص اخر

قد يشعر الطلاب في المدرسة بالامان الكافي للتحديث عن اساءة سابقة او حالة الى موظف يثقون به وقد يحدث ذلك في اي وقت سواء كان متوقعا او غير متوقع وعلى الموظفين ان يظهروا استعدادهم للاستماع بانصاف وتقديم الدعم المناسب دون احكام او آراء شخصية تسجيل الملاحظات المطلوبة وعدم تقديم وعود مطلقة بالسرية الابلاغ فورا عن طريق النظام وتذكر ان الفريق يعمل بشكل جماعي

اذا تم الافصاح من قبل شخص اخر مثل ولي امر او قريب او محترف اخر يجب تطبيق نفس المبادئ وتقديم فرصة للشخص لكتابة بيان موقع وتوثيقه في النظام

يجب ابلاغ مدير الادعاءات او نائبه فورا عند وجود ادعاء يخص صلاحية او كفاءة شخص مهني ويجب اعتبار هذا سريريا تماما كما يجب تسجيل البلاغ شفهييا و الكترونيا وابلاغ الموارد البشرية حسب السياسة

ادارة الافصاحات

عند التعامل مع طالب يوشك ان يفصح عن اساءة يجب ان يكون النقاش بطريقة تقلل التوتر وتزيد الدقة ويجب ان يتم ذلك في مكان آمن وخاص دون مقاطعة ويجب تجنب الاسئلة الموجهة او ابداء الآراء الشخصية ويجب توضيح انه سيتم مشاركة المعلومات مع الفريق المختص

قد يحتاج الطالب الى وقت اضافي او عدة فرص للتحديث وقد يسحب او يتراجع عن اقواله ويجب توثيق كل رد فعله بدقة مع الوقت والتاريخ

يجب ان يتضمن التوثيق بيان دقيق من الطالب وتفاصيل حول الظروف التي ادت الى الافصاح ويجب رفعه في النظام كجزء من الاجراءات

يجب على كل موظف ان يعرف قدرته على التعامل مع هذه المواقف واذا شعر بعدم الثقة يجب ان يخبر الطالب بالحاجة لطالب المساعدة من شخص اخر وقد يفضل الطالب التحديث مع المسؤول المعين واذا لم يتوفر احد يجب الاستمرار بالاستماع مع التوثيق الكامل لاي معلومات باستخدام كلمات الطالب نفسه

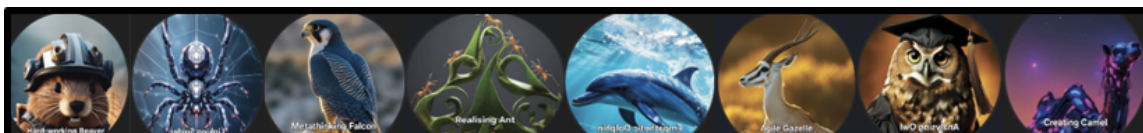
التعامل مع قضايا الحماية الحالية

اذا استمرت المخاوف بعد النقاش مع المسؤول المعين يتم اتباع الاجراءات ويتولى المسؤول او نائبه القيادة في الامر

يجب ان يكون لكل طالب رقمين للتواصل في حالة الطوارئ ويتم الاتصال بهم اذا لم يكن هناك ادعاء ضدهم

عند تقديم الطالب لبيان يجب توثيقه بدقة مع ذكر الظروف كما يجب على الشخص المعني تدوين الملاحظات والتاريخ والوقت ورفعها على النظام حيث يتم تكوين التسلسل الزمني الذي قد يستخدم لاحقا في الاحالات الخارجية او الاجراءات القضائية

High Performance Learning



الإبلاغ

عند تحديد حالة تتطلب إحالة خارجية تتبع المدرسة لوائح دولة الإمارات وهيئة التعليم لضمان أفضل نتيجة للطالب وعائلته



1. After submitting the **Safety Concern Form** on the digital safety concern portal, a copy of the report is automatically shared with FCA, ADEK CPU, and MoI CPC.
2. For cases occurring within educational institutions' supervision, the ADEK CPU will review the information first before referring to the FCA for case management. Note: The ADEK CPU will take the necessary procedures to follow-up on the cases after receiving the report.

Relevant contact details are as follows:

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

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

ادعاءات ضد البالغين

يجب ان يتوفر دائما في المدرسة اثنان من اعضاء الفريق القيادي المعينين كمدير ادعاءات ونائب له للتعامل مع اي ادعاءات ضد الموظفين
يجب ان يعرف جميع الموظفين من هم هؤلاء المسؤولين وكيفية ابلاغهم بأي سلوك مقلق من الكبار الذين يعملون مع الطلاب
الموظفون الذين يتعرضون لادعاءات يمكنهم طلب الدعم من مدير الادعاءات المعين او اذا وجدوا تضارب في المصالح يمكنهم التوجه للمدير او قسم الموارد البشرية

High Performance Learning



الابلاغ الداخلي

الابلاغ الداخلي هو كشف معلومات في مصلحة المؤسسة او المصلحة العامة عندما يعتقد الفرد بوجود مخالفات او مخاطر في مكان العمل قد يشمل ذلك

- جريمة جنائية مثل التلاعب بالسجلات المالية او استخدام غير مناسب لموارد المدرسة
- خطأ في تطبيق العدالة
- فعل يسبب خطراً على الصحة والسلامة
- فعل يسبب ضرراً للبيئة
- انتهاك التزام قانوني
- مخاوف تتعلق بحماية الطلاب او البالغين
- اخفاء متعمد لاي مما سبق

يجب على القادة توزيع سياسة الابلاغ الداخلي على جميع الموظفين ويجب ان تخصص فترة من التدريب لتوضيح المبادئ الاساسية للابلاغ

التوظيف الامن

يجب ان تلتزم جميع المدارس بالسياسات والاجراءات الخاصة بالتوظيف الامن ستقوم المدرسة بمراجعة دورية لسجلات التوظيف الموحدة للتأكد من الالتزام كما سيتم التحقق من الموظفين بشكل مستمر من قبل الجهات الحكومية

اساءة استخدام موقع الثقة

موظفو المدرسة والمتطوعون في موقع الثقة ويتوقع منهم الالتزام بسلوكيات معينة اي خرق لهذه التوقعات قد يؤدي الى اجراءات تأديبية او انتهاء خدمة مواقع الثقة تشمل المهن التي يكون فيها المحترف في موقع سلطة مثل المعلمين الاطباء المعالجين المدربين السائقين وغيرهم

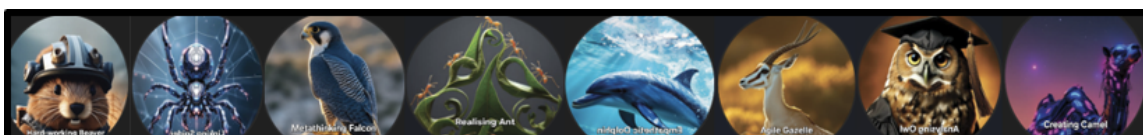
جميع العلاقات مع الطلاب يجب ان تكون مهنية ولا يسمح باي علاقة شخصية خارج اطار الخدمة يجب على البالغين الحفاظ على حدود مهنية واضحة وابلاغ عن اي حادث قد يساء فهمه

ممارسات العمل الامن وسلوك الموظفين

توفر ارشادات العمل الامن في المدرسة توجيهات عملية لجميع البالغين حول السلوكيات المقبولة والتي يجب تجنبها تساعد هذه الارشادات في زيادة الوعي بالسلوكيات غير القانونية او غير المهنية وتقليل خطر تقديم ادعاءات ضد الموظفين تدعم هذه الارشادات قانون السلوك المهني في دولة الامارات

يجب على جميع الموظفين التوقيع على تعهد بعدم استخدام العقاب الجسدي او التدخل الجسدي يمنع العقاب الجسدي بكل اشكاله ويتم التحقيق في اي ادعاء بجسدية يمنع التدخل الجسدي المعروف بالمساعدة الايجابية ويتم التعامل مع اي ادعاء بجسدية

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التدخل الجسدي لا يشمل
المساعدة الخفيفة في المهام مثل الرسم أو الكتابة
محاولة التهدة بدون استخدام القوة
الدعم البدوي في المهام الجسدية
في دروس العلاج الوظيفي أو التربية البدنية

تدريب الموظفين

يجب ان يحصل جميع الموظفين على تدريب في حماية الطفل يشمل الادوار والمسؤوليات والسلامة الرقمية
المتطلب الأدنى للمسؤول المعين لحماية الطفل هو تدريب المستوى الثالث كل عامين مع تحديثات دورية

الدعم للطلاب والاسر والموظفين في حالات الحماية

قد تكون اساءة معاملة الطالب مدمرة وتؤثر على جميع المعنيين
يجب اتباع الاجراءات الواردة في هذه السياسة
سيكون المسؤول المعين هو نقطة الاتصال لتقديم الدعم مثل خطوط المساعدة والاستشارات وطلب المشورة من الفريق
المركزي

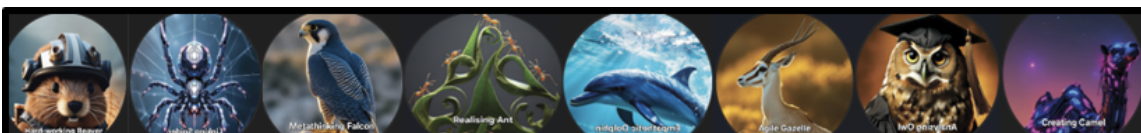
تمكين الطلاب من حماية انفسهم

يتم تعليم جميع الطلاب عناصر الحماية بما فيها السلامة الرقمية كجزء من المنهج المتوازن
يدعم ذلك اطر التفتيش والقوانين في الامارات
يضمن القادة تقديم منهج مناسب وحساس للمبادئ الاجتماعية والثقافية والاخلاقية

الطلاب الاكثر عرضة للخطر

قد يحتاج بعض الطلاب لدعم اضافي بسبب صعوبات في التواصل احتياجات خاصة صدمات او ظروف صعبة
هؤلاء الطلاب اكثر عرضة للاستغلال التنمر الازدي الرقمي او الاساءة بين الطلاب
يجب توعية الموظفين واولياء الامور بكيفية التعرف المبكر والاستجابة

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العناية الشخصية

في حال احتاج الطالب الى عناية شخصية يتم اتباع سياسة المدرسة للعناية الشخصية يتضمن ذلك تقييم المخاطر وخطة تقليلها يتم تطويرها مع اولياء الامور وموظفي المدرسة

الحضور والغياب

تدرك المدرسة ان الحضور المنتظم ضروري لسلامة الطلاب
يجب مراقبة الحضور واتخاذ الاجراءات عند وجود مخاوف سواء كان التعليم مباشرا او عن بعد
الغياب المتكرر او الطويل قد يشير الى مشاكل حماية
اذا غاب الطالب خمسة ايام متتالية بدون مبرر وتتخذ المدرسة خطوات معقولة للاتصال دون نجاح يتم رفع الحالة الى
الفريق المركزي
تشمل الخطوات المعقولة
الاتصال بجميع الارقام المعروفة
ارسال ايميلات
الاتصال بمدارس الاخوة والاخوات
الاستفسار من الاصدقاء او الجيران

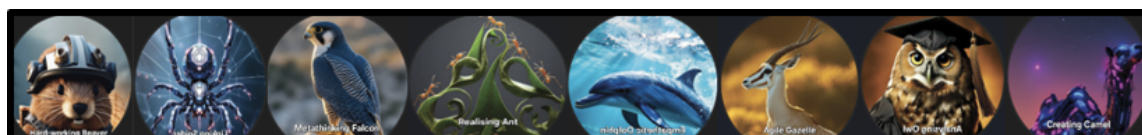
ادارة السلوك

يجب على جميع الموظفين اتباع سياسة السلوك في المدرسة
الموظفون المسؤولون عن الدعم يجب ان يعملوا مع القيادة لتوفير التدريب اللازم والاستعانة برئيس قسم الدمج عند الحاجة
يجب على كل موظف التعرف على السياسة واتباعها

السلامة الرقمية

يجب على جميع الموظفين معرفة سياسة السلامة الرقمية في المدرسة
لا يجب التواصل مع الطلاب الكترونيا الا لغرض تعليمي ومن خلال وسائل موافق عليها مثل سي سو تيليجرام واتساب
عبر جهاز مدرسي او البريد الالكتروني
يجب حفظ جميع المراسلات وتكون متاحة للقيادة عند الطلب
صور جنسية من انتاج الطلاب يتم التعامل معها كقضايا حماية
يتم رفع جميع الحوادث للمسؤول المعين ولا يجب اتخاذ قرارات فردية
اذا كان هناك خطر او ضرر يجب التواصل مع الفريق المركزي
القوانين المتعلقة
قانون نشر ومشاركة بيانات دبي
قانون مكافحة الشائعات والجرائم الالكترونية

High Performance Learning



التنمر

يجب على جميع الموظفين معرفة سياسة مناهضة التنمر
مسؤوليات الإدارة تشمل التواصل وتطبيق الاجراءات العادلة
اعضاء اللجنة المحلية عليهم مراجعة تأثير السياسة
جميع الموظفين يجب ان يدعموا ويطبقوا السياسة
الاهل يجب ان يعملوا مع المدرسة لدعم ابنائهم
الطلاب يجب ان يلتزموا بالسياسة

امن الموقع

الزوار والمقاولون يجب ان يكونوا تحت اشراف دائم ويسجلوا دخولهم ويحصلوا على بطاقة تعريف
الطلاب يرتدون حبال حمراء تحمل بطاقة تعريف
يجب على جميع الزوار اتباع أنظمة السلامة والحماية
عند الامكان يتم التعامل مع المقاولين خارج اوقات الدراسة
يجب على كل موظف التحقق من هوية اي شخص لا يرتدي حبل المدرسة

الانشطة الممتدة والزيارات الخارجية

يجب تقييم المخاطر لكل نشاط خارجي
عند خروج الطلاب يكون المدير مسؤولا عن ضمان اجراءات الحماية
تخضع كل الرحلات لموافقة هيئة التعليم
اذا كانت الانشطة من تنظيم المدرسة تطبق سياسة الحماية
اذا كانت من جهة خارجية يجب التأكد من وجود سياسات توظيف امن وسلامة

القوانين والتوجيهات

تلتزم المدرسة بجميع القوانين في الدولة
تم تبني مبادئ الحماية البريطانية لقوتها الى جانب القوانين المحلية

حفظ السجلات

يجب استخدام النظام الالكتروني لتسجيل ومتابعة القضايا
يجب تدريب الموظفين على استخدام النظام
يجب توثيق كل محادثة او نقاش متعلق بالقضية

High Performance Learning

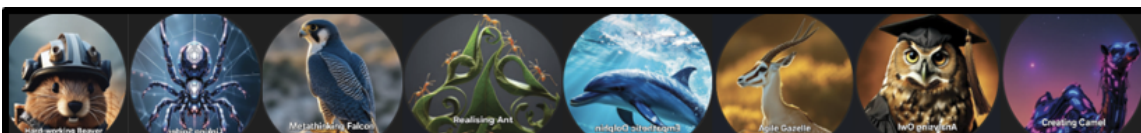


يتم رفع جميع المستندات بتنسيق الكتروني وتخزين النسخ الاصلية بأمان
يجب ان تكون السجلات دقيقة وموضوعية
يجب توثيق اي اقوال بالحرف مع توقيع الشهود
عند الاشتباه في اصابات لا يجوز تصوير الطالب بل يجب توثيقها خطيا او باستخدام خريطة الجسم
المعلومات يجب ان تبقى سرية ومخزنة بأمان
يملك المدير والمسؤول المعين فقط صلاحية الوصول الكامل

السرية وتبادل المعلومات

عند جمع المعلومات يجب اتباع ارشادات السرية
يجب احترام الخصوصية عند التعامل مع بيانات حساسة
عند انتقال طالب لمدرسة اخرى يتم التواصل مع المسؤول في المدرسة الجديدة وتبادل المعلومات المناسبة
يمكن استشارة الفريق المركزي عند الحاجة

High Performance Learning



انواع اساءه معامله الطلاب

نوع الاساءه (Type)	الاساءه (Abuse)	الاعراض (Symptoms)
Physical Abuse	سلبا عنده	هل فسد جتمعهم في دا اجتمعهم ديرة ريكورج في ندا اشكهم هلنديا بلص قول راول هلند ي
Emotional Abuse	سلبا في فية ط	هل فتركهم ار وكو هلو ا هلي فيا بل شع را برز خيو دم عقيمة ن و مرل كومل مونيولى هو نفسل حاو الفل لاي
Sexual Abuse	سلبا عنسيتج	ا طابل سرلش في لمي طلد قد يلا را نكلو قولانا وا الفلجتمهف شمق غلشال بيل طل امل ا طر امل ط و كوي لدن ها هو عقيمة وا قلا اسلطق كوو يلدن ن مفلل شل ا طل بطع شلخص ار لا
Neglect	لها هل	شل في و لا ا شلخصي غل سوس في طابل لمي في لتيا ا ه ختماسي قلن م ي ث حلاله مجسدة ي نمو ا روية لها و ي داي قوي دا طر ك صوقي طابل اسلا في مجسدة ا اتوا بلا عا تمليوية انفسية ا ر فو ا الا يلقا
Exploitation	سلطلا ل	سلطلا طابل طمل في اشل في طر صلا ح ل ارن يلق شلخص طابل سلطلا ل امل عراة و طر ا ب اكملوا عسللطة ما م صرلحه مجسدة ا انفسية اعلمو امل والا لا هلا لا عي ج
		سلطلا لا بمل و شكل ن فلكا اسل انسلقة ي ث م سلطلا سلطلة ن بل قلا ا غلوا جموعة ا عيل لايخدا و ج علا طابل شل ا نسلطج لجلل ا نكل ووليا هلي راج فقا ل ا لتوا لا اسللي سي
		سلطلا لا امل لا دوقشلي طابل ح ل ملن لقاولد طل ا شلطق مطة ا بصل ح ل ارن يلق ملا ختل لا تلغ ذلق را لسلطلا ل ك
Bullying	نمو	لد اعه ج ا قهاو جلفطري نكو ماسر لا طر رب ايم نوي قو ق ضد لا طل ربيلهم ا لي علم قلغف تطليق كاسم ا ن و جلتا بطوطق و طابل سد ا ج ا غمليو
		تمل اكر لا و لنه ريد غلر ل اكن ذل تلغ طابل ل ك م ن سالو ذل وصل يوقك تله و ذل طبع و مملو تقليد ي

High Performance Learning

