



**THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI**

A NORD ANGLIA EDUCATION SCHOOL

Safeguarding & Child Protection Policy

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Date		

Introduction and Context

Our Principles, Beliefs, and Philosophy

Our students are empowered to make decisions for themselves and are supported in this by learning through specific elements of the curriculum, aimed at enabling students to be able to keep themselves safe.

Nord Anglia Education and all our schools recognise that having a safeguarding and child protection policy does not mean that any risk to our students is eliminated. Rather, we expect that all Nord Anglia Education staff, including all staff and volunteers in our schools and any contractors or partner agency staff used by schools, recognise where a student is at risk of, or is being harmed and do all they can to reduce further risk or further harm.

We recognise that our schools are particularly important in protecting our students; they are in the best position to identify concerns early and provide or identify help for students as well as help to prevent these concerns from escalating. Every attempt has been made to ensure this policy covers a range of eventualities. However, there may be times when professional judgment will need to be applied which must act in the best interest of the child. Equally, any staff member who has any uncertainties should address them with the school principal or line manager.

We are committed to fostering an inclusive and safe environment for all children, regardless of their background or circumstances. Our Safeguarding policy ensures that every child is treated with dignity and respect, and that their physical, emotional, and psychological well-being is prioritised. We champion inclusion and belonging for the better by upholding equity through consistent safeguarding measures, ensuring diverse needs are met, and creating a space where all children feel valued and protected. We actively work to eliminate bias, discrimination, and barriers to access in all aspects of child safety and support. Consequently, Nord Anglia Education and all our schools accept and adhere to these basic principles:

- A child's welfare is paramount, and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender, or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is 'the best interests of the students'.
- All students have the same equal rights to protection, but we recognise that we need to do more for some students because of their special educational needs, disability, gender or religion.

Aims and objectives.

Nord Anglia Education and all our schools aim to:

- Provide a world class, safe and happy environment to enable students to thrive and learn.
- Outline the systems and processes we all take to ensure that students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection issues and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Set effective procedures for staff/volunteers or third- party individuals who encounter any issues in relation to child protection/safeguarding to follow.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear policies

Definitions

Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care, and enabling every student to have the optimum life chances and enter adulthood successfully. In line with Keeping Children Safe in Education, 2024 (See appendix 3), the definition now includes:

- providing help and support to meet the needs of children as soon as problems emerge and
- protecting children from maltreatment, inside or outside the home, including online.

Child Protection

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm because of abuse or neglect.

Duty of Care

The obligation to safeguard stakeholders, to maintain their health, safety and wellbeing, and to take steps to reduce the risk of reasonably foreseeable harm while under the school's supervision.

In Loco Parentis

Meaning in “place of a parent”, in situations where parents are absent.

Whistleblowing

An instance where an individual passes on information about organizational malpractice. (e.g. fraud, corruption, miscarriage of justice, risk of serious harm to an individual, risks or damage to the environment and other actions against public interest).

Rationale

This policy sets out the principles and expectations, as well as the procedures and processes, which must be adopted by all Nord Anglia Education schools and the organisation. The policy also describes the steps that are taken in meeting our commitment to safeguarding students, at both school and organisational level.

Given our international context Nord Anglia Education recognises and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989).

In addition to Nord Anglia Education’s commitment to the UN convention on the rights of the child, Nord Anglia Education has used the safeguarding standards set by the international safeguarding organisation “Keeping Children Safe” to benchmark against; and the UK schools’ statutory guidance ‘Keeping Children Safe in Education’ (2024).

Within the UAE all decision making with regards to any form of abuse/neglect to children is governed by ‘UAE Child Rights Law (Wadeema 2016.) <https://u.ae/-/media/Information-and-services/Social-Affairs/En-Federal-law32016childrenrightsEn-Wadeemas-law.ashx>

Related Documents

This overarching safeguarding/child protection policy should be read in conjunction with the NAE recruitment policy, whistleblowing policy, code of conduct for all employees, NAE guidance for safe working practice, the NAE social media policy, and any other related policies. These are available from HR. This policy has also been written with reference to guidance from NAE and ADEK and to the UK document Keeping Children Safe in Education:

[BISAD Safeguarding Strategy - 01 2024 Safeguarding - NAE Policy and Procedure.pdf - All Documents](#)

[BISAD Safeguarding Strategy - ADEK S Safeguarding Policy_EN_v12.pdf - All Documents](#)

[BISAD Safeguarding Strategy -](#)

[Keeping children safe in education from 1 September 2025.pdf - All Documents](#)

NB the NAE Policy and Procedures represent the global view of Nord Anglia and some aspects of this document need to be cross-referenced with the ADEK Policy to ensure cultural and legal compliance.

Organisational and Individual Responsibilities

Principal/Head Teacher and Senior Management Team in Schools Responsibilities

The Principal/Head teachers and senior management team in each school will:

- The Principal assumes in loco parentis responsibility for all students during school hours and activities.
- Ensure that this policy and procedures are implemented across their school and followed by all staff and volunteers.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) to carry out their role effectively.
- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.
- Ensure that safeguarding is addressed through the curriculum.
- Ensure the school site is secure.
- Ensure that local mapping of legislation, guidance and supportive agencies is undertaken and added to the school's customised version of this policy. See Appendix 1.
- Only deploy staff who will have unsupervised contact with children, where safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in this policy.

Responsibilities of the Designated Safeguarding Lead in a school

Every school will identify at least one named person designated as the Safeguarding Lead (DSL), to support the Principal. At BISAD, our safeguarding accountability structure is as follows:

- **The Principal**

Assumes in loco parentis responsibility for all students during school hours and activities.

- **Head of Safeguarding**

Under the overall guidance of the Principal, oversees the strategic and operational provision of high quality safeguarding practice. Reporting to the Principal, ADEK, the NAE Regional Safeguarding Lead and any other external agencies as required

- **Primary DSL (or DSLs)**

Under the overall guidance of the Head of Safeguarding, undertakes strategic and operational activities and casework as needed to ensure the safety and wellbeing of all students in primary and works alongside the secondary safeguarding team to ensure effective sharing of information. Ensure that safeguarding is embedded in the curriculum, focusing on:

- Self-esteem, consent, communication, online safety, and peer pressure.
- Respect and civility toward others.

- **Secondary DSL (or DSLs)**

Under the overall guidance of the Head of Safeguarding, undertakes strategic and operational activities and casework as needed to ensure the safety and wellbeing of all students in primary and works alongside the primary safeguarding team to ensure effective sharing of information.

Ensure that safeguarding is embedded in the curriculum, focusing on:

- Self-esteem, consent, communication, online safety, and peer pressure.
- Respect and civility toward others.

- **At least 2 Deputy DSLs in Primary and Secondary respectively**

Under the overall guidance of the Head of Safeguarding, undertakes operational activities and casework as needed to ensure the safety and wellbeing of all students in primary and works alongside the secondary team to ensure effective sharing of information

These designated staff roles are guided by two principles:

- **The welfare of the child is always paramount.**
- **Confidentiality should be respected as far as is reasonably possible.**

Being guided by these principles the Head of Safeguarding and school Designated Safeguarding Leads will:

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- With the Principal and Head Teachers, make sure that all staff, both teaching, and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Have appropriate training in addition to the basic training that all other staff receives.
- Collate and keep accurate and confidential records of any concerns about children.
- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSLs are in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.
- Annually monitor and review the effectiveness of the school's safeguarding policy.
- Ensure the safeguarding policies and procedures adopted by the school's governing board are fully implemented and observed.
- Ensure parents have access to the safeguarding policy and all supporting documents on the school website.
- Ensure every parent understands that they are obligated to enrol their child in school as per Federal Law No. 39 of 2022 Concerning Compulsory Education.

- Develop an induction and training strategy to ensure all staff and volunteers receive information on the school's safeguarding procedures.
- Ensure compliance with relevant processes set out in the ADEK Student Protection Policy. This can be found in HR.
- Work closely with the Head of Inclusion, School Counsellors, Health and Safety Officer to promote the safeguarding and security of all students

All staff have the responsibility to report to the Designated Safeguarding Leads in either Primary or Secondary any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action.

At the British International School Abu Dhabi, these roles are fulfilled by:

- Head of Safeguarding: John Dibdin
- Primary DSL: Heather Threlfall
- Secondary DSL: Stephanie Watson
- Primary Deputy DSLs: Jane Burt and Leah Atkins
- Secondary Deputy DSLs: Ben Stanier and Sara Brazier

All staff will:

- Ensure they are familiar with and follow this safeguarding policy and all other safeguarding related policies.
- Be subject to safe recruitment processes & checks prior to starting at the school.
- Be alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns and report these to the Designated Safeguarding Lead (DSL).
- Follow the procedures outlined in this document when/if concerned about any child.
- Support students, staff, or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- All staff and volunteers need to recognise that if their behaviour inside or outside the workplace breaches the NAE code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.
- Not give any personal information such as contact details to students and only use equipment issued by NAE to communicate with students.
- Staff may use their personal device when not in contact with students to send emails if they have used the Microsoft authentication app to sign in to NAE approved apps.
- Adhere to a zero-tolerance approach to student maltreatment.
- Monitor students known or thought to be at risk of harm, including students with additional learning needs.

- Be vigilant of student safety in online spaces as per the ADEK Digital Policy.
- Focus on the development of students' self-esteem and self-regulation.
- Foster a sense of respect & civility towards people & other living things.
- Enable the development and improvement of communication skills and expression of consent.
- Assist students in developing strategies for their self-protection and responses to peer pressure
- Ensure that safeguarding is embedded in the curriculum, focusing on:
 - Self-esteem, consent, communication, online safety, and peer pressure.
 - Respect and civility toward others.

All staff and volunteers are expected to read part 1 of the UK statutory guidance on safeguarding in schools, "Keeping Children Safe in Education". This document can be found in the resources section of the safeguarding site on NAU and has been sent directly to all staff.

All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) will:

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report. All DSL's and Deputy DSL's deliver this training and are scheduled as part of the HR onboarding process.
- Always follow the guidance in this policy.
- Be provided with guidance on appropriate safe working practices in an NAE school.

It is never the decision of one staff member alone to determine how to respond to concerns, but it is always the responsibility of staff to share concerns in the appropriate manner, no matter how small.

Training and Support

Nord Anglia Education and our schools will ensure that:

- All staff and volunteers in schools are provided with appropriate general safeguarding training on joining the organisation and then at least every two years. This training will be available through Nord Anglia University (NAU) and other online platforms, as well as face-to-face events.
- Relevant policies are made available in a range of relevant languages on request.
- Staff and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools have appropriate, up to date knowledge and that they access appropriate additional and specialist training (approved by the Head of Safeguarding). This will be refreshed every two years.

- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safe recruitment. This safe recruitment training must be renewed every five years.
- Training for new starters must be completed before any new starter can have unsupervised contact with students.
- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through school counsellors or external agency input.

Please remember unless you are specifically asked to do so, never carry out an investigation about any suspected abuse. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.

Forms of Abuse

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child, or by a failure to take action to protect a child who is at risk of, or already suffering harm. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including when they see, hear or experience its effects. Staff should be aware of all forms of abuse and exploitation

The more commonly referred to types of abuse are:

- **Physical abuse:** a form of abuse that may involve hitting, shaking, throwing, poisoning, burning, scalding, or otherwise causing harm to a child.
- **Emotional abuse:** the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, or valued only in so far as they meet the needs of another person.
- **Sexual Abuse:** involves forcing or enticing a child to take part in sexual activities, whether the child is aware of what is happening or not. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
- **Neglect:** This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.
- **Self-Harm:** a student causes deliberate, physical harm to themselves. This is often in the form of cuts.
- **Harmful Sexual Behaviours and Interactions** (Child/Child abuse): Sexual behaviours expressed by children and young people under the age of 18, that are developmentally inappropriate, may be harmful towards self or others, and/or be abusive towards another child or young person. (Hackett, 2014)

- **Exploitation:** See below. For UK definitions of exploitation, please refer to Keeping Children Safe in Education, 2024

While the above are the broad main areas of potential abuse, the abuse itself can take many forms involving one or more of these areas.

Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with through the procedures set out in this document where possible. FGM is potentially damaging to children both emotionally and in terms of health issues and is in breach of several articles under the UN convention on the rights of the child. We recognise that this is a cultural practice in some countries and not always seen as abusive. While not condoning the practice, we need to be aware of the sensitivities surrounding it and always act in the student's best interests.

Forced marriages (FM)

A Forced marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g., threats, physical violence or sexual violence) or emotional and psychological pressure (e.g., if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

In 2013, the first United Nations Human Rights Council also adopted a resolution against child and forced marriages. This resolution recognizes child, early, and forced marriage as involving violations of human rights which "prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right to education."

As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students' best interests. However, the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

Self-Harm

Self-harm can take several physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. Therefore, it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

There are some common themes that may help staff identify concerns including:

- Physical indicators such as cuts, bruises, burns, and bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits, and isolation or withdrawal.

If staff suspect that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the student involved and their parents/carers to agree on a course of action or referral to an organisation that may be able to support the student.

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 can involve exploitative relationships where young people receive something in return for performing sexual acts. The exploitation of any student can occur on a face-to-face level or using technology, such as mobile phones or computers. In these situations, a student could be encouraged to send or post indecent images of themselves.

In all cases, the person exploiting students does so by misusing the power they have over them. This power may come through virtue of age, physical strength, and/or economic resources. Violence, intimidation, and coercion are common in exploitative relationships.

Sexting

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages. Sexting may also be referred to by students as trading nudes, or pic for pic.

There are many reasons why a student may want to send a naked or semi-naked picture, video, or message to someone else:

- Joining in because they think that 'everyone is doing it'.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.
- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Students often do not realise that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

Please note that the school operates Zero-Tolerance for Maltreatment:

- **All forms of abuse (physical, emotional, sexual), neglect, bullying, and cyberbullying are addressed.**
- **Suspicious incidents like unexplained absences must be reported as potential maltreatment.**

Site Security

The school has a comprehensive security system to safeguard the school's assets, data and people against any risk of harm. CCTV systems are provided by a licensed vendor and are in place to monitor all entrances and exits of the school buildings and grounds, all walkways and public areas, security areas, exterior areas surrounding the school grounds, learning spaces, student pick up and drop off areas for private vehicles and all blind spots within the school premises. CCTV cameras are not installed inside lavatories, bathrooms or changing rooms. Signs to indicate that the school is under CCTV surveillance are in place. Regular monitoring and maintenance of CCTV cameras is in place. The principal gives the CCTV specialist authorisation to retrieve and view CCTV recordings pertaining to incidents within the school. A record of all incident reviews is recorded in the CCTV Footage Logbook. CCTV recordings are kept for a minimum of 90 days.

Visitor and Departure Protocols

Security guards hold authorized licenses as per the ADEK Staff Eligibility Policy and are present at any given time at all entry points and gates. A visitor's log is held by Security to record the visitor's name, ID, signature, phone number, purpose of visit, time of arrival and time of departure. An access pass is issued once security have verified that the ID matches the identity of the physical person. Visitors display their access pass for the duration of their stay on the school premises. Visitors who are invited into a class shall remain under supervision of a designated member of staff, unless they are authorized personnel such as government inspectors. Upon completion of their visit, visitors sign out at the security gate and return their visitor access pass.

When dismissing students to go home, only parent-authorized persons are permitted to pick up students. All parents or guardians must wear their parent ID access pass. Parents need to inform the school in advance in writing and provide the ID of a nominated person if the parent cannot pick their child up. In sudden emergencies or late notice change of plans, parents can call the school and inform them of the name of the person picking up their child. School will then log this conversation including the name of the authorized person and forward the names to security and any individual supervising that particular student. Student pickup must be by pre-authorized individuals, with emergency changes logged and verified. Cycle 3 students may arrive/depart unaccompanied with parental consent, and schools must notify parents of their movements.

Increased security measures are in place for special events. Guests who are not pre-registered for an event are required to do so on arrival at the school gate and provide a copy of valid ID. Signage indicating accessible areas for visitors within the school premises is clearly displayed. A greater security presence is in place when a larger number of visitors are expected. All outside service providers and their employees are pre-approved and contracts stipulate that they have undergone security checks. Service providers submit their trade license and a valid work permit for each employee.

In case of a security breach or to prevent the occurrence of a dangerous or harmful event, we have a clear lockdown procedure in place to safeguard all stakeholders. This response plan is led by the Safeguarding Committee and all staff receive training on the security breach procedure. Any security breach is reported to ADEK. School maintains regular service of alert systems in line with local regular requirements. School emergency planning and drills are conducted in line with the ADEK Health and Safety Policy.

E-safety

The growth of electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.

Cyberbullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

We believe that the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social, and health education, relationship education, or wellness programs. For other definitions and types of safeguarding issues, please refer to Keeping Children Safe in Education, 2024.

Mobile phone and Camera Images

It is our policy that external visitors and third party workers should not use their personal devices to take photos or videos of students. Teachers should only use their devices to capture images of students for marketing purposes in accordance to protocol outlined in appendix 2.

Photographs for School Publications:

All parents/carers are given the option to opt out of giving permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally. Parents are given regular reminders via newsletters to update their preference.

Allegations against staff and volunteers

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously, and appropriate procedures followed.

An allegation is different from a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has possibly committed a criminal offense against a child.
- Where someone has behaved in a way towards a child or children that would pose a risk to children.

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be referred to and investigated by the principal unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate. If the Principal deems the allegation to be of a safeguarding nature (criminal or not) the Head of Safeguarding for Nord Anglia Education must be informed as soon as possible and certainly within 24 hours.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the Nord Anglia Education code of conduct for staff and volunteers and the NAE guidance for safe working practice.

Whistleblowing

Nord Anglia Education and our schools recognise that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower. Malicious whistleblowing, however, will be seen as a potential disciplinary matter. (See Nord Anglia Education's whistleblowing policy).

Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology.

Children with Additional Learning Needs or Disabilities

All staff should recognise that children with Additional Learning Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's additional need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse. It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs. Communication difficulties can make it very difficult for a child to indicate what's happening and, therefore, may make it very difficult to overcome any such barrier. Staff should be extra vigilant and report all concerns, avoiding making assumptions about the causes of any injury or behaviour. Students who are known to need physical restraining must have this identified on their ILP.

Allegations made by a child about another child (Child/Child abuse)

Nord Anglia Education and all our schools recognise that children can abuse their peers. Where an allegation is made that one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse. Examples can include girls being touched/assaulted inappropriately by boys, or boys themselves being subject to initiation violence. This type of peer-on-peer behaviour will not be tolerated. Under no circumstances should an allegation that one child has possibly abused another be treated "as just children being children" or "experimentation".

Safeguarding students who are vulnerable to extremism

Nord Anglia Education Schools value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety, and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

Physical Intervention/restraint

There may be times when adults in schools, during their school duties, must intervene physically to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice.

The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible. Where intervention has been required a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view.

Physical Contact

There are occasions when physical touch between students as part of their role. Physical contact should be in response to their needs whilst considering their age, stage of development and culture.

Adults are expected to:

- Minimise physical contact with student whilst considering age, culture and their own potential vulnerabilities.
- Work within Health & Safety expectations.
- Only engage in physical contact when it is necessary and with the permission of the student unless the student/member of school community is in immediate danger.

First Aid & Medication

The school must ensure that:

- A qualified health care professional is on site
- All staff understand the limitations of their role in applying basic care
- Ensure arrangements are in place to provide parental consent for medication
- Ensure professionals follow appropriate guidance

Safe Recruitment and Selection

Nord Anglia Education and all our schools will do all they can to ensure that all those working with children in our schools and across the whole organisation are suitable people. To do this, all staff who will work in an unsupervised capacity with children or young people will be recruited using safe recruitment procedures.

Safe Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, and qualifications and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years, as well as some additional recruitment checks.

Procedures to be followed by any staff member or volunteer who is concerned about any student.

If staff suspect that any student in their care may be a victim of abuse or is at risk of abuse or other form of harm, they should not try to investigate and inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

Allegations made by a child about a member of staff or adult in the school

Nord Anglia Education and all our schools recognise that adults can abuse the children in their care. Where an allegation is made that an adult may have abused a child, this will always be taken seriously and dealt with as a safeguarding matter. Children are actively encouraged to speak to a trusted adult at home or at school if they are concerned about themselves or others. In the case of an allegation being made the safeguarding team will lead an investigation and will work closely with the HR department. Where there is deemed to be any concerns the member of staff/adult involved will be suspended from duties whilst a full investigation takes place. The principal will be always engaged with the process, and the HR disciplinary processes will be actioned where appropriate.

Dealing with Disclosure, Reporting and Further Action General Principles:

Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.

The following guidance is based on five key practices for all staff:

Receive

Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say, "I can't stop now but come and see me in my office at....". Where possible during any disclosure try to listen, allow silence, and try not to show shock or disbelief.

Reassure

Try to stay calm, make no judgements and empathise with the child. Never make a promise you can't keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

React

React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open such as... "is there anything else you need to tell me?" Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

Record

Make brief notes about what the child says during the conversation, but if this is not possible, update CPOMS as soon as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date, and place as well.

Report

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern should be completed as soon as possible on CPOMS. It is the role of the Designated Safeguarding Leads to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework.

As an organisation of International Schools, we:

- Often reside in cities and countries that offer different levels of external support.
- recognise the differences and limitations in the areas of child protection.
- need to act in accordance with local legislation as well as the principles and practices outlined in this policy.

Record Keeping and Confidentiality Safeguarding during the Admissions Process

During the Admissions process a CP0: Safeguarding and Child Protection Student Information Request Form is sent to the previous school to ensure that prior/and/or ongoing safeguarding concerns are shared. The link to the CP0 is found here:

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=e3DJf4-dak-Fa664SP7xA63DWHNUf-NOumNXIR5IpbBUNVdBRDBORIRWUTQ4MTJIN0I4UEE2RjNFUS4u>

Record Keeping

All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

Digital and Data Protection

As part of our wider safeguards, we follow the ADEK Digital Policy, including:

- Data backup and business continuity plans.
- Restrictions on sharing personal information without consent.

Confidentiality

Our schools should regard all information relating to individual Safeguarding/child protection issues as confidential and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Principal/Head teacher/Designated Safeguarding Lead and this should always be based on the need to know.

All records relating to child protection should be secured appropriately. Such information can be stored electronically but notes should be scanned and kept in original format.



As an addendum to the CP Policy, here is a list (by no means inexhaustible) of the types of indicators that children who are at risk may present with.

Warning signs of emotional abuse in children

- Excessively withdrawn, fearful, or anxious about doing something wrong
- Shows extremes in behaviour
- A perceived complete lack of attachment to the parent or carer.
- Acts either inappropriately adult or, on the other hand, inappropriately infantile (e.g., rocking, thumb sucking, throwing tantrums).

Warning signs of physical abuse in children

- Frequent injuries or unexplained bruises or cuts.
- Is always watchful and “on alert,” as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to home.
- Wears inappropriate clothing to cover up injuries (possibly self-inflicted), such as long-sleeved shirts / jumpers.

Warning signs of neglect in children

- Hygiene is consistently bad.
- Is frequently unsupervised or left alone or allowed to stay in unsafe situations and environments.
- Is frequently late or missing school.

Other things to bear in mind.

- These warning signs may form part of a bigger picture.
- A young person may present with a number of these traits / behaviour patterns.
- Your professional judgement and intuition count for a lot; if you feel uneasy about the way a young person is behaving (especially if it is not the norm) then share your disquiet with an appropriate pastoral leader.

Child Protection Register

If a student has been identified as being at significant risk to self or others, they are added to the Safeguarding and Child Protection Register (located on CPOMS). Students are monitored and reviewed on an individual basis by the assigned DSL and the wider Safeguarding Team.

Monitoring and Review

- We review this policy annually.
- We monitor the effectiveness of this policy and ensure community awareness, through our frequent and high-quality communications with stakeholders.

Appendix 1: Local Safeguarding Agencies/Advice

Schools are reminded that they can seek advice or guidance from the Head of Safeguarding for NAE: Barry Armstrong; barry.armstrong@nordanglia.com Phone: +44 (0)1235 355848 or mobile: +44 (0)7710 086737.

Agency	Name	Contact Number	Email Address
MOI-CPC	Hotline	116111	childprotection@moi.gov.ae
MOI-CPC	Major Abdulrahman AL Tamimi	02 3333 999	aaltamimi@moi.gov.ae
Social Support Centre	Wafa	050 848 0009	
Social Support Centre		02 657 3666	socialsupport@adpolice.gov.ae
CID	Yaaqoub Al Hammadi	050 999 5957	yialhammadi@adpolice.gov.uk
SKMC	For urgent assessment where a student has active suicidal ideation.	02 819 4050	

Appendix 2: protocol for staff using personal devices for marketing photographs

1. Purpose

This protocol aims to ensure the responsible and safe use of mobile phones by staff in school to protect the welfare of students, safeguard privacy, and maintain a professional learning environment. The only exception to using mobile phones for school purposes is for capturing "marketing moments", authentication for email and CPOMS.

2. Scope

This protocol applies to all teaching and non-teaching staff members. Visitors and external providers must also adhere to relevant safeguarding guidelines regarding the use of personal devices.

3. General Guidelines

- Personal Mobile Phone Use:
 - Personal mobile phones must be kept in silent mode and out of sight during class time, meetings, and other school-related activities.
 - Personal mobile phones may only be used in designated areas (e.g. staff rooms) during breaks.
 - Under no circumstances should personal mobile phones be used to contact students, store student information, or capture any images, unless expressly allowed under this protocol.
 - Staff may use their personal device when not in contact with students to send emails if they have used the Microsoft authentication app to sign in to NAE approved apps.
- Student Privacy & Safeguarding:
 - Staff must not use mobile phones to take pictures, videos, or any form of media that includes students without appropriate permissions and outside of the scope of marketing or educational purposes.
 - Any safeguarding concerns involving mobile phone usage must be reported immediately to the Designated Safeguarding Lead (DSL).

4. Marketing Moments and Parent Communication apps Exemption

Staff may be permitted to use their mobile phones to capture marketing moments or document children's learning on Seesaw under the following conditions:

- Approved Situations:
 - Photos or videos are only allowed in situations explicitly approved by school leadership (e.g., special events, competitions, or classroom showcases).
 - Authentication for CPOMs or Microsoft office.
 - Seesaw
 - These moments should align with the school's policy on promoting student achievement and community engagement.
- Immediate Transfer and Deletion:
 - Media captured on personal devices must be transferred to an official school-approved platform (e.g., the school's shared marketing folder/marketing groups) on the same day.

- Once the transfer is complete, staff must delete the media from their personal device and delete any backups that may have been created, including from cloud storage, if applicable.
- Any communication involving the marketing moments (including images or videos) via personal messaging apps must also be deleted by the end of the day.
- Use of School Devices Preferred:
 - Wherever possible, staff should use school-owned devices to capture marketing moments.
 - The use of personal phones for this purpose should be considered a last resort.
 - Personal mobile phones must not be used to call parents. Staff must use school landlines. When on a trip, staff must either use the designated trip phone or use an external line at the venue to contact parents in case of sickness or an emergency.

Appendix 3: Keeping Children Safe in Education

[BISAD Safeguarding Strategy - Keeping children safe in education from 1 September 2025.pdf - All Documents](#)

