



**New
Academy
School**

Child Protection Policy and Safeguarding Policy

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KEY CONTACTS WITHIN THE SCHOOL

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1. Safeguarding and Child Protection

The importance of child protection and its safeguarding lie with the entire community at NAS, which can take the following measures:

- Foster a positive school environment that consistently promotes the physical and emotional wellbeing of learners.
- Establish support systems to assist school staff in prioritising learners' psychological well-being, thus enhancing their overall performance.
- Implement effective policies and procedures that aim to safeguard learners' physical, emotional, and psychological well-being.
- Provide resources to support the protection of students and ensure the wellbeing of staff members.

The beliefs and values regarding Child Protection are shared and demonstrated within the school's community through the following aspects:

- **Child Centric Culture:** There is a collective understanding that decision-making revolves around the best interests of the children within the school community.
- **Guiding Statements:** Child Protection is explicitly included in guiding documents such as the Mission, Vision, and Values of the school.
- **Leadership Commitment:** The school's leadership provides necessary resources, support, and strategic oversight to ensure Child Protection, thereby safeguarding the children in the school community.
- **Organisational Culture:** The school's actions, statements, and decisions consistently reflect its commitment to making Child Protection a primary responsibility of the entire school community.

New Academy School (NAS) acknowledges its responsibility to safeguard its credibility and makes every effort to ensure that all staff, including volunteers, are dedicated to protecting and promoting the welfare of the children under our care. Given their regular interaction with students, the staff at New Academy School hold a unique position to identify outward signs of abuse, which may manifest as behavioural changes or developmental setbacks.

2. Introductions from the Head of School/Board/Owners:

We, as the governance of the school, firmly believe in the importance of Child Protection and student wellbeing. We are committed to utilising our knowledge, resources, and relationships to understand the specific conditions of Child Protection in the UAE.

To ensure compliance and adherence to local regulations and guidance, the school is well-versed in the relevant legislation. Specifically, within the UAE, we strictly

abide by the UAE Federal Law 3/2016 on Children's Rights (commonly known as the Wadeema Law).

In our dedication to Child Protection, we extend our network to include local, national, and international resources that support our safeguarding efforts within the local context. For any Child Protection concerns, the following key contacts within the local area can be reached:

- **Dubai Police Child Protection Hotline: 901 (Police)**
- **Child Abuse Hotline: 04-2744602**
- **Dubai Child Protection number: 80098**
- **Online reporting: www.moe-cpc.gov.ae**
- **Website: www.dubaipolice.gov.ae**

Furthermore, we maintain access to legal professionals who specialise in Child Protection matters within the local context. Notable organisations in this regard include the Dubai Foundation For Women and Child (www.dfwac.ae) and the Shelter for Women and Child (www.shwc.ae).

We are fully committed to upholding the highest standards of Child Protection and student wellbeing, and we will continue to prioritise these aspects within our school community.

3. Introduction:

At our school, we prioritise the safety and well-being of our students, teachers, and staff. We firmly believe in creating an environment that is free from abuse, bullying, harassment, physical intimidation, or any form of violence or intimidation. Such behaviours go against our school ethos, and we have a zero-tolerance policy towards them.

Every member of our school community shares the responsibility of upholding this commitment and ensuring a safe environment at all times. We recognize that some individual children, particularly those who are vulnerable, students with special educational needs, and those at risk of social exclusion, may require additional support and coordinated assistance from us, as well as our faculty and staff.

To address these needs, we have implemented the following measures:

- Raising staff awareness and fostering a sense of responsibility for reporting any suspected cases of child abuse.
- Establishing effective communication channels among all staff members to address child protection issues promptly and efficiently.
- Ensuring that all staff members are well-informed about the correct procedures to follow in case of suspected abuse and are knowledgeable about the signs indicating potential abuse.

By implementing these measures, we strive to create a supportive and protective environment for all children within our school community. Together, we can safeguard their well-being and promote a positive learning experience for everyone involved.

Context of the School:

At NAS, Child Protection is regarded as a collective commitment and a series of actions undertaken by all stakeholders to ensure the safety and well-being of our students, protecting them from any form of danger, harm, or abuse.

We adopt a whole-school approach to child protection, holding all staff members accountable for safeguarding and promoting the welfare of the children entrusted to our care.

Our primary objective is to create a positive, humane, and secure environment for our students. We are deeply committed to establishing and maintaining their well-being and safety as our highest priorities. Furthermore, we are dedicated to respecting and protecting the dignity and human rights of every student, without exception.

Scope of the Policy:

Child Protection encompasses the commitment and actions taken to safeguard children from abuse. It extends to every facet of our school community, and each individual has a role to fulfil. This policy outlines the responsibilities of adults during drop-offs, school hours, pick-ups, and after-care activities. Moreover, it emphasises the extension of child protection procedures to online or digital learning environments.

By implementing these comprehensive measures, we aim to ensure the holistic protection and welfare of our students, both within and outside the physical boundaries of our school.

Related terminology and definitions

Physical Abuse: Physical abuse involves intentionally causing physical harm or injury to a child, which may include hitting, shaking, burning, or other harmful actions. It can also involve feigning illness or causing deliberate harm to a child.

Signs: Unexplained recurrent injuries, bruises, burns, cuts, welts; unlikely explanations or refusal to explain injuries; wearing concealing clothing regardless of weather; reluctance to undress for activities; bald patches; frequent runaway incidents; fear of physical contact, flinching at sudden movements; admitting excessive punishment; fear of suspected abuser; reluctance to go home; hyperalertness or anticipating harm.

Emotional Abuse: Emotional abuse refers to the persistent emotional mistreatment of a child, causing severe and lasting effects on their emotional development. It may involve conveying to a child that they are unloved, worthless, or inadequate, imposing inappropriate expectations, or subjecting them to fear, exploitation, or corruption.

Signs: Delays in physical, mental, and emotional development; sudden speech disorders; self-deprecating statements; excessive reaction to mistakes; extreme fear of new situations; inappropriate response to pain; neurotic behaviors (rocking, hair twisting); extreme passivity or aggression; excessive withdrawal, fear, or anxiety; lack of attachment to caregivers; displaying extremely mature or infant-like behaviors; cruelty to animals, siblings, or other children.

Sexual abuse: refers to forcing or enticing a child to engage in sexual activities, whether or not the child fully understands what is happening. This can include physical contact, such as rape or other acts, as well as non-contact activities like exposure to pornography or encouraging inappropriate sexual behavior.

Signs: Isolation or withdrawal; difficulty concentrating; lack of trust or fear of familiar individuals; bedwetting; nightmares; discomfort with clothing being removed; difficulty walking or sitting; age-inappropriate knowledge or interest in sexual content; seductive behaviour; avoiding specific individuals or places; unexplained money or gifts; runaway or delinquent behaviours.

Neglect: Neglect involves the persistent failure to meet a child's basic physical and/or psychological needs, resulting in the child's serious impairment in health or development. It can include a lack of adequate food, shelter, clothing, protection from harm, or access to necessary medical care. *Signs:* Inadequate nutrition, clothing, or shelter; lack of protection from harm or danger; insufficient access to medical care or treatment; consistent absence of supervision or appropriate care; unsanitary or hazardous living conditions; frequent unexcused absences from school; signs of malnourishment or developmental delays.

Signs (Neglect): Dirty skin, offensive body odour, unkempt hair; wearing unwashed or inappropriate-sized clothing; frequently left unsupervised for extended periods; untreated illnesses or physical injuries; consistent lateness or frequent absences from school.

Self-Harm: Self-harm refers to intentional acts of self-injury or self-poisoning. Examples include self-cutting, overdosing, swallowing harmful substances, hitting or bruising oneself, self-strangulation with ligatures, and burning.

Signs: Withdrawal from social interactions, isolation; low mood, loss of interest in usual activities, decline in academic performance; sudden behavioural changes such as irritability, anger, or aggression; excessive self-blame, expressing feelings of failure, uselessness, or hopelessness.

Bullying: Bullying involves deliberate and repeated hurtful behaviour, such as name-calling, threats, personal item theft, physical harm, spreading gossip, or exclusion from groups.

Nas maintains a strict policy against all types of bullying, which encompasses physical, verbal, emotional, and cyberbullying, irrespective of whether it involves students, staff, or parents. Any instances that are reported will be promptly escalated to the Principal or Head of School (HOS), and suitable disciplinary measures will be implemented.

The main four categories of bullying are:

1. Physical: This includes actions such as hitting, kicking, taking or hiding belongings, pulling, grabbing, or any form of physical aggression.
2. Verbal: Verbal bullying involves name-calling, teasing, insulting, or using hurtful language towards someone. It can also include writing or sending unkind notes or messages.
3. Emotional: Emotional bullying is characterised by intentionally unfriendly or unkind behaviour, exclusion, giving tormenting looks, making rude gestures, and spreading rumours or gossip.
4. Internet related danger (Cyber): Cyberbullying occurs through the misuse of electronic communication channels such as emails, internet chat rooms/apps, social media platforms, or text messages. It can involve threats, spreading rumours, or engaging in any form of bullying behaviour online.

Specific types of bullying include:

- Bullying related to race, colour, religion, belief, or culture: Bullying based on someone's race, ethnicity, religion, beliefs, or cultural background.
- Bullying related to special educational needs or disabilities (people of determination): Bullying targeting individuals with special educational needs or disabilities, taking advantage of their vulnerabilities or differences.
- Bullying related to appearance or health conditions: Bullying based on someone's physical appearance, body shape, or health conditions.
- Sexist or sexual bullying: Bullying that involves sexist remarks, comments, or actions, or any form of unwanted sexual attention or harassment.
- Bullying using electronic/digital forms of contact/cyber: Bullying carried out through electronic or digital means, such as cyberbullying, where technology is used to harass, intimidate, or harm others.

4. Roles and responsibilities

Child protection committee

A child protection committee in a school is a dedicated group of individuals responsible for overseeing and implanting child protection policies, practices and

awareness activities.. Their primary role is to ensure the safety, well-being, and protection of children within the school community. The specific tasks and responsibilities of the committee include the following:

- *Policy development and review:* The committee is responsible for developing, reviewing, and updating the school's child protection policies and procedures in line with local laws, regulations, and best practices. They ensure that the policies are comprehensive, up-to-date, and aligned with the specific needs of the school community.
- *Training and Education:* The committee organises and facilitates training sessions, workshops, and awareness campaigns for staff, students, and parents, and other stakeholders. These initiatives aim to educate and raise awareness about child protection issues, signs of abuse, reporting mechanism, and the importance of creating safe and supportive environment
- *Risk assessment and mitigation:* the committee conducts regular risk assessments to identify potential child protection risks with the school environment. They assess areas such as physical security, online safety, transportation safety, and other relevant factors. The school committee develops strategies and implements measures to mitigate the identified risks and ensure safety of children. Share and help analyse information so that an assessment can be made of the child's needs and circumstances.
- *Continuous Improvement:* The committee regularly reviews and evaluates the effectiveness of Child Protection measures and initiatives in the school. They gather feedback, monitor outcomes, and make recommendations for improvements to policies, procedures, and training programs. This ensures that the school maintains a proactive and evolving approach to child protection.

By establishing a dedicated Child Protection Committee, NAS demonstrate their commitment to creating a safe and secure environment for children. The committee's responsibilities span policy development, training and education, risk assessment, incident response, collaboration with external agencies, and continuous improvement, all aimed at safeguarding the well-being and rights of children within the school community.

Child Protection Officer (CPO):

The role of the CPO is to be familiar with the procedures and actions that should be taken by the school to support any child who may be at risk and to ensure that all staff, both teaching and non-teaching, are aware of their responsibilities regarding the protection of all students at New Academy School. The CPO is guided by two principles: the welfare of the child and the confidentiality of the situation. The specific tasks and responsibilities of the CPO include the following:

- *Incident Response and Reporting:* In the event of a Child Protection incident or disclosure, the CPO coordinates the appropriate response, following established procedures. The CPO ensures that all incidents are reported, investigated, and appropriately addressed, in compliance with legal

requirements and safeguarding protocols. The CPO also maintains records of incidents and their outcomes for future reference and analysis. Keep clear, dated, factual, and confidential records of child protection concerns. Share and help analyse information so that an assessment can be made of the child's needs and circumstances.

- Collaboration and Liaison: The CPO collaborates with external agencies, such as child protection services, law enforcement, and healthcare professionals, to access expertise and resources when necessary. The CPO establishes relationships with relevant organisations and maintains open lines of communication to enhance the school's child protection efforts.

School Staff: All school staff have the responsibility to identify and report suspected abuse and to ensure the safety and well-being of the students in their school. They should seek advice and support as necessary from the Child Protection Officer. The Deputy CPO and Inclusion Head are key individuals within the school who work with the school staff and have specific responsibilities under child protection procedures.

Members of staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings, and opinions. Children should be treated with respect within a framework of agreed and understood behavior. The following expectations apply to all school staff:

- Be aware of the signs and symptoms of abuse.
- Report concerns to the designated CPO as appropriate.
- Be alert to potential indicators of abuse or neglect.
- Be alert to the risks that individual abusers or potential abusers may pose to children.
- Contribute to whatever actions are needed to safeguard and promote the child's welfare.
- Take part in regularly reviewing the outcomes for the child against specific plans.
- Work cooperatively with parents unless this is inconsistent with ensuring the child's safety.

School Doctor & Nurses (Medical Staff):

Their role is to ensure that relevant information obtained in the course of their duties is communicated to the Child Protection Officer. They document types of injuries, clinic attendance, and frequency, as this information is relevant to child protection.

5. Documentation and Confidentiality:

Well-kept records are essential for good child protection practice and addressing incidents. Concerns and disclosures should be recorded in writing by the staff member who receives them and promptly passed on to the CPO. The CPO will then determine further action and implement any necessary monitoring programs for the student. Records are stored in a dedicated filing system maintained by the CPO. When students with records in this filing system transition to their next school, the Principal is responsible for transferring relevant information.

Child protection information is documented thoroughly and made readily available to members of the school community. The following practices ensure accessibility and transparency:

- ❖ **Access to Resources:** Child protection resources and policies are publicly available and accessible to the school community, typically through the school's website.
- ❖ **Written Policies:** The school has appropriate and comprehensive policies in place to govern child protection within the school community.
- ❖ **Internal and External Communications:** The school engages in timely and informative communication that demonstrates the school community's supportive culture regarding child protection. Procedures are in place for students to reach out if they have well-being concerns or feel in danger. This includes access to counsellors and tools specific to the school resources such as Komodo.

6. Reporting and Responding Procedures:

Mandatory Reporting - To ensure effective reporting and response procedures, staff members should be familiar with warning signs to avoid biases in handling cases. The warning signs include:

- ❖ Unusual or unexplained injuries that are not typical of normal childhood activities.
- ❖ Regular occurrence of unexplained injuries.
- ❖ Frequent injuries, even when seemingly reasonable explanations are provided.
- ❖ Confused or conflicting explanations regarding how injuries were sustained.
- ❖ Significant changes in behavior, performance, and attitude.
- ❖ Engagement in explicit or inappropriate sexual behavior for their age.
- ❖ Disclosure of an experience in which significant harm may have occurred.

Incident and Reporting Framework

Key procedures for reporting child protection concerns, incident handling, and the protection of parties involved in the school community are outlined below:

- ❖ Complete the referral form for child abuse and submit it to the CPO.
- ❖ Do not interfere after reporting to avoid unintentionally harming the child.
- ❖ Avoid asking the child questions that may unintentionally harm them.
- ❖ Maintain confidentiality of the reported incident.
- ❖ Provide appropriate and supportive reactions in the right direction.

Additionally, the school should have a communications plan in place to disseminate information during child protection incidents, including channels and timing, to keep key stakeholders informed.

Remember the following guidelines when responding to a child's notification:

- ❖ Do not neglect the child's notification.
- ❖ Do not exaggerate the situation.
- ❖ Believe the child and assure them that you will provide assistance.
- ❖ Avoid blaming the child for what happened and try to calm them.
- ❖ Maintain the confidentiality of the incident.

The whistleblowing guidelines

If a staff member has concerns about a colleague's behaviour towards a student, they may find themselves in a difficult situation. They may worry about misunderstanding the situation or causing harm to their colleague's career. However, it is important to prioritise the child's well-being. The school has a whistleblowing protocol in place to address such concerns. Staff can report their concerns or allegations in confidence, and a sensitive investigation will be conducted. It is expected that staff report any concerns about poor practice or possible child abuse by colleagues, even if they seem minor, to the CPO. Upholding proper boundaries and fostering a safe culture that safeguards children and minimises the risk of serious abuse within the school. In case of any concerns or complaints, individuals can report them through the "child protection anonymous bar codes across the school " or directly to the designated CPO personnel. It is important to note that if the whistleblower chooses to remain anonymous, their identity will be treated with strict confidentiality. Only those directly involved in implementing and enforcing this policy will have access to the whistleblower's identity, unless high level investigations necessitate otherwise.

7. Personnel Oversight: edited

At NAS School, ensuring the well-being and safety of our students is of **utmost importance**. Personnel oversight involves monitoring and supervising staff to ensure they follow the necessary protocols and guidelines related to child protection. Here are some key points about personnel oversight at NAS:

1. *Training:* Staff receive regular training on child protection policies and practices, including recognizing signs of abuse and appropriate communication with students.
2. *Monitoring and Evaluation:* We have mechanisms in place to monitor and evaluate staff performance in relation to child protection and student well-being. This includes observations, evaluations, and feedback sessions.
3. *Reporting Procedures:* Staff are aware of the proper channels to report any concerns or incidents related to child protection, ensuring timely and effective communication with designated authorities.
4. *Support and Guidance:* We provide ongoing support and guidance to staff members dealing with child protection issues, including access to counselling services and debriefing sessions.
5. *Confidentiality:* Staff understand the importance of maintaining confidentiality in all child protection matters and handle information sensitively, sharing it only with authorised individuals as required.
6. *Disciplinary Actions:* If staff members violate child protection policies, appropriate disciplinary actions are taken, ranging from warnings and further training to suspension or termination of employment. The process is fair, transparent, and consistent.
7. *Continuous Improvement:* We regularly review and update our child protection policies and procedures to align with best practices and legal requirements. Feedback from staff, students, and parents is valuable in identifying areas for improvement.

By implementing robust personnel oversight measures, NAS School ensures a safe and supportive environment for students, where staff members are well-equipped and accountable for protecting student well-being.

In NAS, our safeguarding curriculum integrates child protection principles and equips students with essential knowledge and skills for their safety and well-being. Here are key elements of our safeguarding curriculum:

1. *Self-Esteem and Communication Skills:* We focus on nurturing students' self-esteem and enhancing their communication skills. This empowers them to express themselves, report concerns, and seek help when necessary.
2. *Risk Awareness:* Students learn about various risks they may encounter, such as personal safety, online safety, substance abuse, and bullying. We educate them on how to recognize and respond to these risks effectively.
3. *Boundaries and Relationships:* Our curriculum addresses the importance of maintaining appropriate boundaries in relationships. Students understand the distinction between acceptable and inappropriate behaviour by adults and learn about healthy relationships and consent.
4. *Non-Abusive Behaviour:* We promote non-abusive behaviour among students, emphasising empathy, respect, conflict resolution, and peaceful ways of resolving disagreements.
5. *Childcare and Parenting Skills:* Our curriculum includes materials that help students develop realistic attitudes toward childcare and parenting. They

gain insights into the responsibilities involved in nurturing and protecting children in their future roles.

By integrating these topics into our academic curriculum, NAS ensures that child protection and safeguarding principles are woven into students' learning experiences. They acquire the knowledge, skills, and attitudes necessary to navigate potential risks, prioritise their well-being, and contribute to creating a safe and respectful environment for all.

8. Training

At NAS, the safety and well-being of all members of the school community are of utmost importance. Therefore, comprehensive Child Protection training programs are in place for all personnel, including staff, parents, and visitors. The training programs aim to create a shared understanding of child protection issues, equip individuals with the necessary knowledge and skills to identify signs of child abuse, and outline the appropriate procedures for reporting concerns.

Staff Training: All staff members at NAS are required to undergo training specifically focused on child protection and safeguarding. This training covers topics such as recognizing signs of abuse, understanding different forms of child abuse, responding to disclosures, and reporting procedures. Staff members are educated on the school's policies and procedures, local laws and regulations, and their roles and responsibilities in ensuring the safety and well-being of students. Regular refresher training sessions are conducted to ensure staff members stay updated on best practices and any changes in local context.

Parent Training: NAS recognizes the importance of involving parents in promoting a safe and secure environment for students. Parent meetings, whether conducted physically or virtually, provide an opportunity to educate parents about child protection policies, procedures, and their role in supporting the school's efforts. Training sessions or workshops may be organized to raise awareness about child protection issues, signs of abuse, and how parents can contribute to creating a safe home environment for their children. ~~Visitors, such as contractors or volunteers, are also provided with relevant information and guidance regarding child protection measures and their responsibilities while on school premises.~~

Local Context-Specific Training: NAS acknowledges the significance of local context in addressing child protection concerns. The school's training programs take into account host country laws, resources, and cultural considerations. This ensures that training is relevant and tailored to the specific needs and legal requirements of the local

community. Local authorities, child protection agencies, or experts may be consulted to provide insights and guidance on incorporating local context into the training content and delivery.

9.Environmental security-

By implementing comprehensive and context-specific Child Protection training programs, NAS aims to create a safe and secure environment for all members of the school community and uphold its commitment to child safeguarding in accordance with local laws and international best practices.

Campus Monitoring: At NAS, ensuring the safety and security of the physical environment is a top priority. The school implements robust campus monitoring procedures to provide a child-safe environment. CCTV cameras are strategically installed throughout the school compound, covering various angles and areas, including classrooms, corridors, playgrounds, and entrances. These cameras enable continuous monitoring of activities and serve as a deterrent to potential intruders. Trained security staff are present on-site, maintaining a 24/7 shift to safeguard the school premises and respond promptly to any security concerns or hazards.

Security Systems: NAS employs various protective measures to enhance the security of the environment and ensure the safety of students. Access to the school premises is restricted through controlled entry points, where visitors are required to sign in and provide necessary identification. Clear signage is displayed to guide visitors and students and ensure they are aware of designated areas and any specific safety protocols. The school may also have additional security systems in place, such as alarms, emergency notification systems, and fire safety measures, to mitigate potential risks and respond effectively to emergencies.

Requirements for Visitors: NAS has specific procedures and requirements in place to regulate the entry and activities of visitors within the school premises. All visitors, including parents, are required to sign in at the main entrance, providing ID information and indicating the purpose of their visit. Prior appointments are encouraged to ensure a smooth visitation process and to allocate dedicated time for individual discussions or meetings. Visitors are issued badges or identification tags to wear prominently during their time on campus, enabling easy identification and monitoring of authorized personnel.

Campus Evaluation: NAS is committed to regularly evaluating the school environment to identify and address any areas that may pose Child Protection risks. A dedicated health and safety officer is responsible for conducting periodic evaluations. The health and safety officer conducts comprehensive assessments of the physical infrastructure, security measures, and safety protocols in place. Any identified risks or shortcomings are promptly addressed, and appropriate measures are implemented to enhance the child safety standards. The campus evaluation process is reviewed annually to ensure it remains up-to-date and aligned with evolving best practices and local regulations.

By implementing comprehensive campus monitoring, robust security systems, visitor requirements, and regular evaluations, NAS aims to maintain a child-safe environment and provide a secure setting for all students, staff, and visitors.

10. Monitoring and Review -

Regular Reviews: NAS is committed to maintaining a proactive approach to Child Protection, and therefore, regular reviews of the school's Child Protection policy are conducted. An annual review is considered best practice to ensure the policy remains up-to-date and aligned with current standards and regulations. The responsibility for reviewing and revising the policy lies with the school's Child Protection committee or task force. They are responsible for documenting the review process, addressing any identified gaps or areas of improvement, and making necessary updates to the policy. Additionally, the responsibility holder listed in the policy is kept up-to-date to ensure accountability and effective implementation.

Risk Assessment: NAS employs thorough assessment procedures to gain a comprehensive understanding of Child Protection risks within the school community. These assessments involve gathering accurate data through surveys conducted among staff members and senior students. The surveys are designed to identify specific areas of concern and potential risks related to Child Protection. Based on the results, risk assessment policies are implemented, and risk assessments are conducted as necessary. Any hazards or risks identified during the assessment process are promptly addressed to mitigate potential harm. The Child Protection task force plays a vital role in evaluating situations related to Child Protection, taking preventive measures, and ensuring a proactive approach to foresee and prevent future incidents.

Process for Incident Inquiry: NAS has established a clear process for investigating and reviewing Child Protection incidents. When an incident occurs, it is thoroughly investigated to gather accurate information, ensure accuracy of reporting, and determine appropriate actions to be taken. The investigation process includes interviewing involved parties, gathering evidence, and consulting relevant stakeholders. The purpose of the inquiry is to identify any shortcomings in the existing policies or procedures, learn from the incident, and implement improvements to prevent similar incidents in the future. All incidents and their outcomes are documented to maintain a record of actions taken and provide a basis for ongoing improvement and accountability.

By conducting regular reviews, comprehensive risk assessments, and implementing a well-defined process for incident inquiry, NAS strives to continuously enhance its Child Protection measures, maintain a safe environment, and ensure the well-being of all students, staff, and stakeholders.

11. CYBER SAFETY

At NAS School, we place utmost importance on ensuring the safety of our students in the digital realm. In 2016, the UAE assumed the Chair of the VGT (Virtual Global

Taskforce), demonstrating our commitment to protecting children online and prosecuting those who exploit the internet for their abusive purposes.

We recognize that paedophiles and "child predators" continually find new ways to exploit the internet for accessing and abusing children. Therefore, it is crucial for us to remain vigilant and take necessary precautions. Here are some guidelines to ensure cyber safety while engaging in online learning:

For Parents, Family Members, and Childcare Workers:

- Exercise constant vigilance to safeguard young children from exposure to harmful content or unknown individuals online.
- Encourage children to promptly report any offensive or distressing online encounters to a trusted adult, including their teachers.

For Students:

- Exercise caution when sharing passwords and restrict the sharing of school-related passwords to parents only.
- Avoid opening suspicious emails or clicking on links from unfamiliar sources.
- Regularly monitor students' screens to ensure they are not accessing inappropriate applications or websites.
- Utilize secure internet connections to minimize the risk of cyber threats.

For All Stakeholders:

- Maintain a heightened level of vigilance and use protected internet connections to mitigate potential risks.
- In the event of receiving a phishing email, students, teachers, or school staff should immediately report it to the IT staff for prompt action.

By adhering to these guidelines and fostering a culture of awareness and caution, we can work together to create a safe online environment for our students at NAS School.

A. PHYSICAL CONTACT WITH STUDENTS

Staff should not touch students, particularly when reprimanding them. However, there may be occasions when a distressed pupil needs comfort and reassurance, which may include comforting such as a caring parent would give. Employees should use their discretion in such cases to ensure that, what is, and what is seen to be by others, is normal and natural and does not become unnecessary, unjustified contact, particularly with the same pupil over a period of time.

Examples of appropriate physical contact include:

- Holding the hand of a younger child at the front/back of the line when going to assembly;
- Comforting a distressed pupil;
- Congratulating or praising a pupil;
- Demonstrating how to use a musical instrument;
- Demonstrating exercises or techniques during PE lessons or sports coaching.
- If it is necessary to physically guide or support a child, such as in a PE lesson, then great care should be taken that all touch is appropriate and where possible in a group situation.
- In the case of one-to-one lessons extra care must be taken that the teacher and pupil can be observed at all times;
- Administering first aid.

The law forbids a teacher to use any degree of physical contact that is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation. Staff members mustn't give the impression that they have lost their temper or are acting out of anger, frustration, or to punish the student. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behavior. Any force should be the minimum needed to achieve the desired result.

In order to minimize the risk of accusations being made against staff as a result of their daily contact with pupils, staff should ensure that they consider the following points of guidance:

Staff members are responsible for their own actions and behavior and should avoid any conduct which would lead to any reasonable person to question their motivation and intentions.

Staff should work, and be seen to work in an open and transparent way (especially when working with individual pupils).

Staff should not allow pupils to visit their place of residence.

Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.

Records should be made of any such incident and decisions made/further actions agreed and the Principal should be informed.

Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

The member of staff should also try and get help from another member(s) of staff and continue to try and communicate with the child throughout the incident making clear that physical contact or restraint will stop as soon as it ceases to be necessary. Sometimes it may be dangerous to try and restrain a pupil. In this instance remove other pupils, send for help and try and make the area as safe as possible continuing to try to communicate with the pupil. Any instances where reasonable force or physical restraint has been used must be reported to the relevant Head of School through a written incident slip. A copy of the completed form should also be kept in the students' records. Parents should be immediately informed and a meeting arranged to address the issues.

The following are examples of where reasonable force and physical restraint may be used (*see appendix 4 for more information on physical restraint*):

- A pupil attacks a member of staff or another pupil
- Pupils engaged in deliberate damage or vandalism
- Pupil running down a corridor or stairway in a way likely to cause injury
- Pupil tries to run away from school

Before intervening physically a member of staff, wherever practicable, should tell the pupil to stop and what will happen if he or she does not.

Physical intervention may involve:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the center of the back.

Staff should never:

- Hold a pupil around the neck, by the collar or in any way that might restrict the pupil's ability to breathe;
- Slap, punch, or kick a pupil;
- Twist or force limbs against a joint;
- Trip a pupil;
- Hold or pull a pupil by the hair or ear;
- Hold a pupil face down on the ground;
- Hold a pupil in a way that might be considered indecent.

1. A.. When to use physical restraint

At NAS, staff members are expected to maintain appropriate physical boundaries with students while ensuring their well-being. While physical contact should be avoided, there are situations where comforting a distressed student or providing guidance may be necessary. Staff should use their discretion to ensure any physical contact remains normal and natural, avoiding unnecessary or unjustified contact with the same student over time. Examples of appropriate physical contact include holding the hand of a younger child, comforting a distressed student, congratulating, or praising a student, demonstrating activities, and administering first aid. However, it is important to note that physical contact should never be used as punishment, cause pain or injury, or be conducted in an incident manner. Staff members must use the minimum necessary force in situations where physical intervention is required, and any instances of such intervention should be reported and communicated with relevant parties.

B. Lost child procedure

To prevent incidents of lost children, staff should be vigilant in monitoring student numbers. Attendance registers and headcounts after breaks and lessons are essential to quickly identify any missing students. If a child is found to be missing, follow these steps:

1. Report the loss immediately to the Supervisor, who will inform the Head of School, Principal, or a member of the leadership team.
2. Alert other staff members to assist in the search while maintaining supervision of remaining students.

3. Question students in the class and surrounding area for any information or clues about the missing child's whereabouts.
4. Conduct a thorough search of buildings and outdoor areas.
5. If the child is not found within 15 minutes, contact parents and possibly the police.
6. Continue searching, involving as many adults as possible, expanding the search area, and staying connected via mobile phones.

Remember, the focus is on prompt action and collaboration to locate the missing child.

C.Late collection procedure

If a child is not collected at the end of the school day, the class teacher or assistant takes responsibility for their care until alternative arrangements are made. Here is a brief summary of the best practice procedure:

1. School Day Late Collection:
 - The teacher brings the child to a designated waiting area if the parent is not present.
 - If the parent is still unavailable, the child is moved to the reception area.
 - Students in the reception area can contact their parents or designated person for collection.
 - If parents cannot be reached by 16:00, emergency contacts are contacted.
 - No child is left alone, and the child is reassured that the situation will be resolved.
 - Consent from the child's parent or the Principal is required before allowing them to go with another parent.
2. Late Collection from After School Activities:
 - The activity leader waits with the child for 15 minutes in case of delay.
 - After 15 minutes, the child is either taken to the designated waiting area or, if off-site, the responsible teacher follows the school day late collection procedure.

These procedures ensure the child's safety, avoid leaving them unattended, and prioritize communication with parents or emergency contacts. Consent is always sought before allowing the child to leave with someone other than their own parent.

12.APPENDICES

Child Protection Referral Form

| | | |
|---|--|--------------------|
| Date | | |
| Name of the Student | | |
| Date of Birth | | |
| Address | | |
| Guardian Name | | Contact No. |
| School Name | | Contact No. |
| Accused Person is | | |
| Report on the Incident | | |
| Other Notifications | | |
| Name of the person who reported it and his/her relationship with the child | | Signature |
| Who received the incident report | | Signature |

Trip risk assessment template

| Risk assessment details: Date: Trip Leader (Staff): Location: | | | | | | | |
|--|---------------------|------------------|----------------------------|------------------|-----------------------------------|---------------------------|---------------------------------------|
| Hazard Observed | Who May Be Harmed ? | Possible Outcome | Risk Rating Before Control | Control Measures | Risk Rating After Current Control | Further Controls Required | Risk Rating After Additional Controls |
| | | | | | | | |
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Reading recommendations:

Federal Law No. 3 of 2016, Issued on 08/03/2016, On Child Rights (Wadeema’s Law)

https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf

National Child Protection Policy in Educational Institutions. In United Arab Emirates

<https://www.moe.gov.ae/En/Legislation/Documents/National%20Child%20Protection%20Policy-EN.pdf>

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN’S VERSION

<https://www.unicef.org/media/56661/file>

