NORD ANGLIA
INTERNATIONAL SCHOOL
ABU DHABI

SAFEGUARDING & CHILD PROTECTION POLICY

Introduction and Context

Our Principles, Beliefs, and Philosophy

Students at Nord Anglia International School, Abu Dhabi (NAS Abu Dhabi) 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.

At Nord Anglia International School, Abu Dhabi, we are committed to a comprehensive safeguarding approach that includes contextual safeguarding. We recognise that children and young people can be influenced by environments and social contexts beyond their home, including peer groups, online platforms, and the wider community. Our safeguarding policy addresses the importance of understanding these external factors and their potential impact on students' safety and well-being. We expect that 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 school is 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. Consequently, NAS Abu Dhabi accepts and adheres 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 International school, Abu Dhabi aims 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 procedures 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.

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.

Rationale

This policy governs safeguarding at NAS Abu Dhabi and implements applicable UAE and ADEK requirements alongside Nord Anglia Education safeguarding expectations. It applies on site, online, on transport, on visits and during school-arranged provision delivered by third parties.

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).

KCSIE 2026 (effective in England from 1 September 2026) informs the school's practice as supplementary guidance; it is not UAE legislation. Its England-specific institutions, statutory duties and referral routes are not substituted for UAE arrangements. The school also benchmarks against Nord Anglia Education requirements and the international Keeping Children Safe standards.

The local framework includes Federal Law No. (3) of 2016 on Child Rights (Wadeema), its executive regulations, and the applicable ADEK School Student Protection and Safeguarding policies. The source register at the end identifies verified editions and further digital-safety developments. Where requirements differ, local legal duties apply and the Principal seeks regulatory advice without delaying protective action.

Related Documents:

Read with NAE safer recruitment, whistleblowing, staff code of conduct, safer working and social-media guidance, and the school's behaviour, anti-bullying, digital/BYOD, student mental health, inclusion, intimate care, medical, health and safety, transport, visits, emergency response, records and privacy procedures. HR and the DSL maintain access to current approved versions.

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:

- 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 suitability checks, role-appropriate induction and required approvals are complete before deployment; supervision is not used to bypass required clearance.
- 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.

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Responsibilities of the Designated Safeguarding Lead in a School

The whole-school DSL leads safeguarding strategy and oversight. Appropriately experienced senior colleagues provide named coverage for each phase and stage. Additional DDSLs work across the school and have allocated time and capacity to respond to CPOMS concerns daily. This structure supports prompt access and continuity without fragmenting whole-school accountability.

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

Being guided by these principles the Designated Safeguarding Lead 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 receive.
- 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.

Staff must act immediately on concerns and inform the DSL, duty DDSL or nominated CPC/ CPT representative. Each reporter remains responsible for ensuring a concern is acted on and that mandated external reporting is not delayed by internal consultation, approval, absence or a pending meeting.

The safeguarding team operates through the structure below. The school must publish and maintain a current named contact directory separately from this policy and ensure it is accessible to staff, students, families, visitors and contractors.

Function	Coverage and accountability
Whole-school DSL	Nikki Ryder. Overall safeguarding oversight, escalation, case assurance and reporting to leadership.
Phase and stage senior leads	An appropriately experienced senior colleague covers each phase and stage. Names, boundaries and deputies are recorded in the live directory.

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Two whole school DDSLs	Cross-school coverage; protected daily CPOMS response time, initial triage, action tracking and escalation.
ADEK CPC and CPT	Confirm the notified CPC, delegate and CPT membership; report appointments to ADEK as required. The wider school team supports rather than replaces these appointments.



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Daily triage and absence cover

At the start of each school day the duty team checks new and outstanding CPOMS alerts, allocates cases and confirms cover. The two wellbeing DDSLs use protected time daily to review concerns, respond, track actions and escalate risk. Phase leads contribute contextual knowledge; cases are handed over across phases rather than closed solely because a student moves.

Urgent concerns are acted on immediately and never held for the daily review. The whole-school DSL checks overdue actions and repeat patterns. Absence, holidays, trips and after-school provision require a named cover arrangement and staff-accessible contact route. Before publication, leadership confirms the duty roster, contact method and out-of-hours service limits. Where no school responder is available, staff use statutory/emergency routes directly.

All staff will:

- Ensure they are familiar with and follow this safeguarding policy and all other safeguarding related policies, including the NAS Abu Dhabi behaviour policy and anti-bullying policy which are aligned to ADEK's behaviour policy.
- Be subject to safe recruitment processes and 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.
- Undertake appropriate child protection/safeguarding and safer recruitment training.
- 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.

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All employees read KCSIE 2026 Part One in full alongside this local policy. Role-appropriate support, translated explanations where needed and practical scenarios help establish understanding. Volunteers and third-party personnel receive induction appropriate to their role. Briefings or the DfE overview do not replace full Part One reading for employees.

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.

- Complete Nord Anglia Education compulsory safeguarding training.
- Always follow the guidance in this policy.
- Be provided with guidance on appropriate safe working practices in an NAE school.

Staff share all concerns, however small, promptly. A staff member may and must take immediate protective action or make a direct external report where required. No consultation rule overrides personal reporting duties or emergency action

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Training and Support

Nord Anglia International School, Abu Dhabi will ensure that:

- All staff and volunteers receive role-appropriate safeguarding induction before contact with students, annual updates and additional briefings when risks or procedures change. The NAE general safeguarding course is refreshed at least every two years, or sooner if required; this does not replace annual updates or ADEK-mandated training.
- Relevant policies are made available.
- 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.
- The DSL and all DDSLs receive role-specific training to the same required standard, refreshed at least every two years, with knowledge and skills updated at least annually and whenever local requirements change. The school records ADEK-mandated CPC/CPT training separately.
- 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 complete before any new starter can have unsupervised contact with students.

Training records include date, content, attendance, understanding checks and follow-up for missed sessions. The school provides regular updates on local reporting, online harm, child-on-child abuse, additional needs and staff conduct. New personnel are briefed on the duty team and external routes before deployment.

- 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.

Staff listen and record but do not investigate suspected abuse, question alleged perpetrators or conduct repeated interviews. The school follows the direction of competent authorities, preserves evidence and takes necessary protective action. Administrative or disciplinary enquiries are coordinated with external agencies and must not prejudice their work.

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.

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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 causing 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 and mental health concerns: these are safeguarding concerns in their own right and may coexist with abuse; they are not additional categories of maltreatment caused by another person.

Harmful sexual behaviour: developmentally inappropriate or harmful sexual behaviour by a child towards themselves or others, which requires a proportionate safeguarding assessment and support.

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.
All such concerns follow the reporting and response procedures in this policy.

Self-Harm

Self-harm is intentional self-injury or self-poisoning, whatever its apparent purpose. Never assume that it is attention-seeking or that suicidal intent is absent. A calm, non-judgemental response, immediate safety assessment and appropriate clinical support are required.

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.
- Report suspected self-harm immediately to the DSL/duty DDSL and seek Clinic assessment where needed. Stay with a child at immediate risk and obtain emergency assistance; do not leave the child alone while arranging help.

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The safeguarding team coordinates a safety and support plan with qualified health professionals. Parents/carers are involved unless this could increase risk, in which case statutory agencies advise on contact. Staff do not diagnose or promise confidentiality. Review safety following any return to school or change in presentation.

Child Sexual Exploitation (CSE)

Child sexual exploitation can involve coercion, grooming or an abuse of power, online or offline, including by someone known to the child. It may involve gifts, attention, threats or manipulated images; a child's apparent cooperation does not remove the need for protection.

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.

Making or sharing nude or semi-nude images including AI-generated imagery

Any concern about nude or semi-nude imagery involving a child, including digitally altered or wholly AI-generated material, is escalated to the DSL immediately. A safeguarding response is needed even where sharing is described as consensual.

Staff must not ask a child to send an image, or copy, print, download, forward or circulate suspected abusive material. Secure access to the device without searching beyond authority; record the disclosure and seek DSL and competent-authority direction on evidence preservation. The school does not decide to withhold a legally required referral in favour of an educational response.

Respond without shaming or automatically treating the child harmed as an offender. Assess coercion, threats, blackmail, adult involvement and immediate safety. Record agreed support and prevention actions without storing abusive images in ordinary CPOMS attachments.

Specific Safeguarding

Issues 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.
- Inappropriate conduct online.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Vulnerability to grooming and sexual abuse.
- Sharing personal information.

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- Gambling or running up debts.
- Cyber Bullying.

Digital risk controls and emerging UAE requirements
Digital risk assessment covers content, contact, conduct and commercial harms, including grooming, fraud, harmful misinformation, extremist material, AI manipulation and sexual extortion. Approved educational tools are assessed for age suitability, privacy, access, moderation and reporting before use; student data is not entered into unapproved AI services.

A named senior leader, DSL and IT team review filtering and monitoring at least annually and after material change. Test relevant devices and locations, record findings, assign remedial actions and clarify who responds to alerts. Digital monitoring supports rather than replaces adult supervision.

The UAE has introduced Federal Decree-Law No. (26) of 2025 on Child Digital Safety and Cabinet Resolution No. (106) of 2026 on children's access to social media. Ministry of Family guidance sets a minimum age of 15 for personal accounts on covered platforms and describes enhanced protections for ages 15 to under 16, with a platform transition period of up to 12 months. These are not described as an immediate blanket school ban. The DSL and digital lead track commencement, scope and subsequent regulator instructions, update family guidance and assess school services accordingly. [S4–S6]

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

The preventative curriculum develops personal safety, help-seeking, respectful relationships, boundaries, self-regulation and online safety from FS through Secondary. Content and resources are developmentally appropriate, accessible and reviewed for ADEK cultural compliance. Students are taught how to report concerns without shame; child protection duties are never reduced because a subject is sensitive.

Safe Usage of Mobile phones at NAS Abu Dhabi

Objective: To ensure a focused and distraction-free learning environment, mobile phones and headphones must be turned off and stored away during the school day. This policy also outlines the expectations for staff mobile phone use to maintain professionalism and minimise distractions.

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Policy Details:

1. Usage Restrictions:

- Students: ‘off & away’.
  - Mobile phones, gaming devices and headphones must be turned ‘off. Primary students will hand their mobile device to their teacher at the beginning of each day, whilst secondary students will place their mobile phone in a school phone pouch.
  - The use of mobile phones, gaming devices and headphones are not permitted during lessons, breaks, or any school activities.
  - This is with the exception of sixth students who can access their mobile phone discretely away from other students, in areas such as the sixth form room.
  - Students undertaking online assessments such as NGRT or CATs assessments will be allowed the use of headphones during these parts of the lesson under adult supervision.

2. Consequences of Non-Compliance:

- Students:
  - If a student is observed with a mobile phone or headphones out during the school day, the item(s) will be confiscated by the staff member who observes the infraction.
  - Confiscated items will be securely stored with the Head of School’s PA until the end of the school day, parents will be informed and students may receive an appropriate consequence in line with the behaviour policy.

3. Retrieval of Confiscated Items:
   - At the end of the school day, parents may retrieve their child’s confiscated mobile phones or headphones from the Head of School’s PA.

4. Repeated Offenses:
   - Repeated violations of this policy may result in additional consequences, including but not limited to a meeting with parents or guardians and further disciplinary actions.

Authorised exceptions are documented for medical monitoring, disability/access needs, agreed learning use or emergencies. Confiscation must not interrupt essential medical monitoring. Managing a device or behaviour issue does not authorise searching, copying or circulating unlawful image

5. Staff Mobile Phone Use:
   - Staff, practitioners and visitors must follow the approved personal-device rules and must not use personal devices to photograph, film or record students.
   - Staff members are expected to model appropriate mobile phone use by keeping their phones out of sight and on silent mode while in the presence of students.
   - Staff should use mobile phones only in designated areas, such as staff rooms or during non-contact times, and for school-related purposes unless in an emergency.
   - At no point are any staff permitted to use their phones at high points of supervision including break, lunch time and beginning and end of the school day.

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Rationale: This policy aims to minimise distractions and support a productive educational environment for both students and staff. By adhering to these guidelines, we can maintain a focused and respectful atmosphere conducive to learning and professionalism.

Photographs for School Publications

- Photographs of students being used by staff for learning or marketing are only taken on school cameras/devices.
- Staff personal phones should not be used in classrooms and learning areas when students are present except where required as a response to emergency planning.
- The school uses documented parent/carer permissions and privacy arrangements for publication and marketing, explaining purposes and withdrawal routes. A child must not be disadvantaged by refusal. Staff check the current permissions before use and protect location and identity where there is risk.

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.

Any allegation or concern about an adult is reported immediately to the Principal through the confidential staff-concern route. An allegation concerning the Principal is escalated directly to the designated NAE Regional Managing Director and the local statutory agencies as required; do not refer it to the person implicated. External reports are not conditional on the Principal deciding that an offence occurred. The school protects students, records decisions and follows competent-authority directions before any internal investigation. NAE safeguarding escalation occurs promptly and within the applicable organisational deadline, without delaying statutory reporting.

Saff 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.

For serious allegations of sexual misconduct by an adult, report directly to Police and FCA and remove the individual from school premises in accordance with ADEK requirements. The Principal/authorised case manager and HR apply required interim suspension or protective measures, coordinate with the competent authorities and preserve procedural fairness; school investigation or NAE advice must not delay referral. [S3]

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Low-level concerns and transferable risk

Report conduct inconsistent with the staff code, however small, including favouritism, private messaging, inappropriate familiarity or one-to-one arrangements. All adult concerns must be recorded on the low level tracker by the DSL, Head of School or Principal. The Principal/ Heads of School/ DSL records, reviews patterns and assesses whether escalation is required. Conduct outside school and concerns involving third parties such as trainees, agency workers or contractors are included. A concern is not low-level merely because there is no injury or proof. Preserve employment and safeguarding records separately with restricted access

Whistleblowing

Nord Anglia Education and NAS Abu Dhabi 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.
Raise genuine concerns in good faith through the NAE whistleblowing route, governance route or directly with the competent authority where needed. Staff must not be hindered or penalised for carrying out safeguarding reporting duties. An unsubstantiated concern is not evidence of malice; deliberate fabrication is addressed separately through fair procedures.

Cultural Considerations - UAE

NAS Abu Dhabi serves a culturally diverse community. Staff respond respectfully, use appropriate interpreters where needed and avoid assumptions about families or children. Cultural sensitivity informs communication; it does not justify maltreatment, delay reporting or weaken a child's right to protection.
The preventative curriculum, resources and communication follow UAE law and applicable ADEK cultural-consideration requirements. Sensitive disclosures are addressed privately, factually and compassionately through the safeguarding route, with regulatory or specialist advice where necessary.

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 conduct or the misuse of social media or technology.

Domestic abuse exploitation and discriminatory harm

Remain alert to harm within families and peer relationships, coercive control, threats, financial or sexual exploitation, trafficking and modern slavery. Consider what the child sees, hears or experiences as well as direct injury. Racial, faith-based and other discriminatory harassment may affect safety and willingness to seek help. Listen without assumptions, assess immediate safety and use the reporting pathway. A child's apparent agreement, status, background or connection to an alleged perpetrator must not prevent protective action.

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Children with Special Educational Needs or Disabilities
All staff should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special 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 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 to be extra vigilant and report all concerns, avoiding making assumptions about the causes of
any injury or behaviour.

Intimate care and medical needs
Provide individual care and risk plans, communication supports and agreed authorised staffing. Follow the linked Intimate Care Policy's one-caregiver/one-observer model while protecting dignity; any urgent departure is recorded and reviewed. Do not assume a change in behaviour, injury or distress is caused by a diagnosis. Ensure children who use AAC, have limited speech or depend on adults can communicate discomfort and concerns.

Medical incidents require clinical assessment and review. Consider whether unmet essential medication, withholding care or repeated failures also raise a safeguarding concern; do not automatically label every clinical incident maltreatment. Do not withhold necessary care because supplies or additional-support arrangements are unresolved.

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

Child-on-child harm can involve physical, emotional or sexual abuse, harassment, discriminatory bullying, initiation practices, coercion or technology-facilitated harm. It can affect any child. Staff must not dismiss it as banter, normal development or experimentation. The DSL assesses risk and support needs for both the child harmed and the child alleged to have caused harm, with clear safety arrangements, family and agency involvement as appropriate, and review. Disciplinary action does not replace safeguarding action.

Safeguarding students who are vulnerable to extremism

Staff remain alert to grooming, coercion, extremist content and encouragement of violence, including online.
Concerns follow the UAE safeguarding and competent-authority routes, with individual support and appropriate regulatory advice. Teaching supports respect, critical thinking and safety within UAE law and ADEK requirements.

Positive Handling of Students

Prioritise de-escalation and prevention. Physical intervention is never punishment or a means of compelling routine care or compliance. Where immediate safety requires intervention, staff act only within applicable UAE/ADEK requirements, school procedures and their training, using the least restrictive safe response for the shortest necessary time. UK statutory powers are not treated as authorisation in the UAE.

Seek medical assessment if needed, notify a senior leader immediately and make a factual incident record, including antecedents, alternatives tried, intervention, duration, witnesses, injuries and the child's account. The DSL considers whether maltreatment reporting is required. Parents are informed promptly unless competent-authority advice indicates this would increase risk. Review support and risk controls; intervention is never normalised as routine practice.

All instances of positive handing, or physical intervention, must be recorded promptly and in detail on CPOMs.

Supervision and learning-space visibility

The school maintains clear adult-standing-height sightlines through internal classroom glass and observation panels as a school safeguarding control. Position displays and furniture accordingly. Any privacy or sensory adjustment is agreed with the DSL and relevant leaders using a documented risk assessment. Visibility does not mean exposing intimate care, counselling or changing activities to public view.

Operations and academic leaders review supervision of arrivals, departures, toilets, changing areas, buses, sport, visits and activities. External providers receive a reporting route and clear safeguarding responsibilities in their agreements. Visitor sign-in, badges, escorting and collection arrangements follow approved security procedures.

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The CCTV procedure applies ADEK/MCC coverage, maintenance, authorised access and retention requirements. No cameras are placed in toilets or changing interiors. Access is restricted and logged; staff do not make private copies or distribute footage. Retain recordings for at least 90 days or the latest MCC requirement, and preserve relevant material for an incident through authorised processes. [S2] DSL accompaniment to view CCTV with approval is mandatory, mobile devices must be left outside the room.

Safe Recruitment and Selection

Safer recruitment and suitability arrangements apply to employees, volunteers, trainees, contractors and activity providers according to their roles and access. No individual begins work or student access until required checks and approvals, induction and supervision arrangements are in place.

Recruitment includes identity and qualification verification, employment-history scrutiny, references and appropriate criminal-record and overseas checks. Retain the existing NAE expectation of checks from countries lived or worked in during the preceding ten years, subject to the current approved recruitment procedure and lawful availability. HR verifies ADEK eligibility and approvals, records exceptions and mitigation, and does not treat a UK DBS certificate as a universal substitute for local or overseas requirements.

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

Act on any suspected harm immediately. Report the concern promptly, on the same day, through CPOMs. If a member of staff believes the child is at risk of harm they must inform a DSL/DDSL immediately. Do not investigate. If the usual contact cannot be reached, use the alternative and direct external routes; do not wait for their return.

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.

Dealing with Disclosure, Reporting and Further Action

CPOMS (Child Protection Online Management System)

CPOMS is the school’s secure safeguarding recording and case-management system. Staff select the appropriate alert recipients; urgent concerns require direct verbal/telephone escalation as well as a record. Daily wellbeing-DDSL triage allocates an owner, risk level, immediate action, review date and referral status. CPOMS is not an emergency service, is not assumed to be continuously monitored.

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General Principles for Dealing with a Disclosure

Explain calmly that information may need to be shared with people who can help keep the child safe. Never promise secrecy. Share only with appropriate, authorised people and explain next steps as far as safe and developmentally appropriate.

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

Receive
Stop and listen without delay. If an immediate safety duty prevents this, remain supportive and arrange an immediate handover to a suitable adult; do not ask the child to return later. Allow pauses and do not show disbelief, blame or shock.

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
Use only minimal open prompts needed to understand the immediate concern and safety needs. Do not lead, test credibility, ask the child to repeat the account to several adults, confront the alleged perpetrator or attempt to obtain proof. Do not speak negatively about the alleged perpetrator.

Record
Record as soon as possible after immediate protective action, using the child's own words, time, date, place, relevant observations and action taken. Distinguish fact, reported information and professional opinion. Preserve original notes securely; add dated corrections rather than overwriting the original account.

Report
Report immediately through the internal and, where required, external routes in the reporting section below. Record who was contacted, when, decisions and the rationale. Do not wait to finish typing before seeking help or making a required referral. Follow up if acknowledgement or protective action is not evident.

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Mandatory Abu Dhabi reporting pathway

All suspected or alleged maltreatment is notified immediately to the school CPC/CPT representative. ADEK requires external reporting to the CPU within 24 hours of suspicion through the prescribed Safety Concern Form/portal route; this is an outer limit, not permission to wait. The reporter confirms completion, with direct external escalation if internal contacts are unavailable, implicated or unsafe to inform. In imminent danger contact Police 999 without delay, notify the Principal and complete the prescribed reporting. NAE notification runs in parallel. [S3]

Parental consent, an internal investigation, a leadership meeting or a CPOMS acknowledgement is not a precondition to a mandated report. The CPC/ DSL records the time concern arose, immediate safeguards, external submission and acknowledgement, and follow-up. Staff do not conduct the statutory investigation. Follow the current DAA Handling Student Maltreatment Concerns guide and authority directions.

At NAS Abu Dhabi we:

- Use the Abu Dhabi statutory protection pathway and seek NAE advice in parallel where needed; organisational advice is never a substitute for statutory reporting.
- Act within local legislation and record decisions, protective action and external-agency advice.

Local Safeguarding Agencies and Advice

The contacts below support reporting in Abu Dhabi. The DSL verifies the local portal and agency contacts at each annual review and after any notified change. A live internal directory contains the named duty team and current NAE regional/governance escalation routes.

Internal route: whole-school DSL Nikki Ryder; otherwise the nominated phase/stage senior safeguarding colleague, a wellbeing DDSL or the duty CPC/CPT representative. Use the current school directory for direct contact. Do not rely on an unverified historical regional contact.

External reporting and emergency routes

Police emergency: 999. Family Care Authority: 800444. Safety Concern Portal: https://daasafetyconcern.abudhabi/ . The portal route is used in accordance with the ADEK Student Protection Policy and current authority instructions.

The ADEK CPU, FCA and Ministry of Interior Child Protection Centre receive Safety Concern Form referrals through the prescribed portal. Internal consultation and CPOMS entries do not replace this external notification.

Safeguarding & Child Protection Policy

Where a child is in imminent danger, contact Police 999 without delay and notify the Principal and safeguarding team as soon as safe. Obtain urgent medical assistance through the school emergency procedure.

Direct reporting when school contacts are unavailable or implicated
If the CPC/CPT cannot be reached, or informing them is not in the child's best interests, report directly to ADEK CPU/FCA through the Safety Concern Portal. Keep a factual record and ensure the child receives immediate protection.

Safeguarding during the Admissions Process
Admissions obtains safeguarding information securely from the previous school using the CP0 request or equivalent approved process. A trained safeguarding colleague reviews it, seeks clarification and arranges support. Information is used to protect and support the student, not as a label or an automatic barrier to admission.

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.

Confidentiality
Access is role-based and restricted to authorised people with a safeguarding purpose, in accordance with applicable UAE law, ADEK confidentiality requirements and school privacy procedures. Necessary statutory reporting is not subject to discretionary permission from the Principal. Record what was shared, with whom, why and through which secure channel.

Retain records under the approved ADEK-aligned school retention schedule; retain records until the child reaches their 25th birthday. Preserve original evidence and apply access controls, audit trails and secure storage. HR/IT and the DSL assess CPOMS hosting, permissions and any cross-border transfer requirements.

Secure transfer and transitions
Before a student moves, identify the receiving safeguarding contact and transfer relevant information through a lawful secure channel with receipt confirmed. Provide a concise current-risk and support summary, with historical information in context. The receiving team reviews and acts on it. The DSL checks authority and data-transfer requirements, particularly for overseas moves, and escalates an unresolved transfer risk rather than sending sensitive records through ordinary email.

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 go home.
- Wears inappropriate clothing to cover up injuries (possibly self-inflicted), such as long-sleeved shirts /jumpers.

Warning signs of neglect in children

- Persistently unmet hygiene or care needs, considered sensitively in context and without blaming poverty, disability or medical conditions.
- 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.
- Share any concern immediately with the DSL/duty DDSL, even where the reason is uncertain. Professional curiosity supports, but does not replace, factual recording and statutory referral.

Child Protection Register
The safeguarding team maintains a restricted-access record of students needing active safeguarding oversight, including named case responsibility, current risk and support actions, review dates and relevant external involvement. Inclusion on the school record is an internal safeguarding measure, not a substitute for statutory case registration. Review progress, attendance and access to learning alongside safety.

Attendance and access to education
Repeated or unexplained absence, sudden withdrawal, missing destinations and reduced timetables are reviewed for welfare risk. Attendance, inclusion and safeguarding colleagues share relevant information and record follow-up. A reduced timetable requires an individual plan, review and appropriate local approvals; it must not obscure unmet needs or lost protective contact.

Annual review and assurance
The Principal and safeguarding governance body review effectiveness annually and after significant incidents or regulatory change. The DSL reports anonymised themes, referral timeliness, CPOMS action completion, attendance risks, training, staff-conduct patterns and operational issues. Student and family feedback and record sampling test whether procedures are understood and work in practice. Disseminate the approved policy, maintain a student-friendly version and record staff acknowledgement. Approval and implementation are recorded; this review draft is not represented as already approved.

NORD ANGLIA INTERNATIONAL SCHOOL ABU DHABI

Annual review 21 October 2026 | Proposed V2.0 | Approval pending

Principal approval: _____ **Date:** _____

Approval and implementation record

Principal / authorised governance approval pending
Next review October 2027 or earlier following material change

Revision History

Revision Date	Version Number	Revised By	Change Summary
August 2023	V1.0	Liam Cullinan	Original document
August 2025	Pending review	Samantha Eshcoe	
21 October 2026	Proposed V2.0	Nikki Ryder	Annual review, team coverage, CPOMS, reporting and updated guidance; approval pending