

AMITY SAFEGUARDING AND CHILD PROTECTION POLICY

AMITY MISSION STATEMENT

It is our mission to create an engaging and challenging learning environment where students are encouraged to excel intellectually, academically and socially. We nurture our students' natural desires to learn with a personalised educational programme, project-based learning and guided enquiry. These promote the development of independent thinking, critical analysis, emotional intelligence and essential communication skills.

Amity International School aims to serve all its pupils by preparing a diverse range of courses, programmes, resources and facilities that serve pupils' individual talents and interests, and help them secure the best chance of success and happiness in both their professional and personal lives.

RATIONALE

Amity International School Abu Dhabi recognises the rights of every child to an environment in which they are safe, protected from abuse and able to flourish. All staff have a pastoral duty towards all students, and the needs of students are paramount and underpin all our work. Systems, training and safe practice are developed through adherence to 'Federal Law No. 3 of 2016 (Wadema's Law)' and the application of best international practice (including, but not limited to, the UK). Reporting suspected cases of abuse is mandatory, and non-reporting is a criminal offence. All members of the Amity community are responsible for providing a safe and secure environment for students to learn and flourish.

PURPOSE

This policy outlines the procedures applicable to all members of our school community. This includes staff, parents, volunteers, visitors, governors and children. All information and communication within the area of Child Protection must be treated with strict confidentiality. The aim of this policy is to place children's safety and wellbeing at the heart of our practice.

DEFINITIONS

Child Protection	Refers to the processes undertaken to keep children safe. It is a process that supports children that have been harmed or are at risk of harm
Maltreatment	Physical, emotional, or sexual abuse. Maltreatment includes neglect, exploitation, and/or bullying
Staff	refers to all those in paid employment working for or on behalf of the school, full-time or part-time
Clinic Team	The school nurse and the associated external agencies
Safeguarding Team	Trained representatives across each section of the school
Volunteer	All those working for or on behalf of the school without payment
Child	All young people who have not yet reached their 18th birthday or who are in full time education at Amity
Parent	Birth parents and other adults who are in a parenting or guardianship role

Authorised by: Executive Principal
Maintained by: Designated Safeguarding Lead
Review date: August 2027

Constrained	The loyalty conflict that may arise if parents or other acquaintances such as brothers or sisters, other members of the family, acquaintances or neighbours, abuse a child
The Family Care Authority (FCA)	Provides specialised social and support services to families in Abu Dhabi
Designated Safeguarding Lead or Child Protection Coordinator	Appointed staff member at the educational institution who is professionally trained and equipped with skills to act upon child protection concerns that arise within their school and is the key contact for staff and authorities where a concern is identified within the school. They should also be the point of contact for the school to respond to emergencies, report to the CPU and other authorities involved, liaise with parents, and provide ongoing support to the child
The Child Protection Unit (CPU)	The organisational unit at ADEK aimed at developing and implementing student protection mechanisms and measures for schools under its regulatory jurisdiction, in line with Federal Law No. (3) of 2016 Concerning Child Rights (Wadeema) and its bylaws. It is responsible for receiving and assessing student maltreatment concerns, in line with the procedures detailed in this document
A Child Protection Specialist (CPS)	A person licensed and assigned by the competent authority or the concerned bodies, as the case may be, to preserve the child's rights and protect them within their respective competence, as mentioned in Federal Law No. (3) of 2016 Concerning Child Rights (Wadeema) and bylaws. At ADEK, the CPS is the ADEK-appointed person authorized and charged by the Abu Dhabi Judicial Department/Ministry of Community Development and to preserve the rights of the child and protect the child within the limits of the CPS's powers, as above
Mandated reporter	A person who is required by law (under article 42 of Federal Law No. 3) to report student maltreatment concerns related to the Child Protection Specialist.

SAFEGUARDING AND THE CURRICULUM

Amity ensures that the curriculum addresses safeguarding measures by:

- Focusing on the development of students' self-esteem and self-regulation.
- Fostering a sense of respect and civility towards other people and living things.
- Enabling the development and improvement of communication skills and expression of consent.
- Developing an understanding of all aspects of risk including online behaviours and usage of social media.
- Assisting students in developing strategies for their self-protection and responses to peer pressure.
- Developing an understanding of how to best be responsible for their own and others' safety.

ROLES AND RESPONSIBILITIES

Students will:

- Disclose any safeguarding concerns to a trusted adult.
- Ensure their own behaviours and actions are in accordance with the schools safeguarding standards.

Parents will:

- Ensure they understand, cooperate and support the school in implementing the Safeguarding Policy.
- Disclose any concerns they have.
- Treat their child/ren and all other children in accordance to safeguarding standards.
- Understand the schools responsibility to investigate and take proper measures.

Authorised by: Executive Principal

Maintained by: Designated Safeguarding Lead

Review date: August 2027

Safeguarding Team will:

- Fully investigate any reported safeguarding concern
- Ensure that all relevant information about a child is disseminated to appropriate staff within the school
- Take note of the contents of the 'Federal Law No. 3 of 2016 (Wadema's Law)' and act in accordance with the corresponding step-by-step plan (see APPENDIX 4)
- Provide regular training for all staff and maintain a log of attendance
- In consultation with the Executive Principal, referring an alleged case of child abuse to the CPU at ADEK and/or the FCA directly by filling out the Safety Concern Form online on the digital safety concern portal and/or the Police for further support and guidance
- Inform families (where it is safe to do so) the Executive Principal, Vice Principal, ADEK liaison Officer and Heads of School when making a report to the FCA
- On admission of a new student, request any existing information on child protection concerns from the previous school
- Maintain effective reporting and recording systems for all safeguarding issues
- Ensure relevant information is shared with external agencies or new schools where appropriate, in line with best practice
- Ensure staff are aware of procedures
- Provide information to students about 'keeping safe'
- Inform parents of any concerns and work in partnership, unless this would place the student at greater risk
- Develop effective links with the police, ADEK-CPU, the FCA and the MoI-CPC.

All Staff will:

- be alert to the possible signs of abuse
- be personally responsible for ensuring they are familiar with safeguarding procedures and know to whom they would report a suspicion of abuse
- be able to manage disclosures in an appropriate manner
- consult the relevant member of the safeguarding team regarding the signs or signals that can be indicative of child abuse
- implement arrangements made, following consultation with the Designated Safeguarding Lead, such as monitoring or a parental meeting
- Ensure that all suspicions or disclosures of child abuse or domestic violence are documented as soon and as accurately as possible.

All staff have a responsibility to report all suspicions or disclosures of child abuse immediately to the Designated Safeguarding Lead. They must not act on this information alone nor be concerned about future consequences of the discussion.

Senior Leadership Team will:

- Ensure this policy and related procedures are implemented and followed by all adults, including external contractors and visitors
- Ensure there are DSL's (Lower Primary, Upper Primary, and Secondary) with responsibility for safeguarding and child protection who have undertaken advanced Safeguarding and Child Protection training
- Ensure sufficient time and resources are available to enable DSL's to carry out their roles effectively
- Ensure opportunities to teach children about keeping safe, including online safety are built into the curriculum and are consistently covered and updated in relation to developments in society, technology and politics.
- Promote safeguarding across the school to ensure it is embedded in the environment, including fostering a culture of care
- Ensure staff ensure all staff are able to raise concerns about poor or unsafe practice
- Ensure concerns are handled sensitively and in accordance with the Whistleblowing Policy

Authorised by: Executive Principal

Maintained by: Designated Safeguarding Lead

Review date: August 2027

Principal will:

- Ensure this policy and all safeguarding procedures are implemented and followed by all staff
- Ensure all staff are able to raise concerns about poor or unsafe practice
- ensure concerns are handled sensitively and according to safeguarding procedure
- ensure the formal procedures for conducting Criminal Record Checks on all adults who work with children, including volunteers, are carried out and logged centrally
- ensure that key staff who are regularly engaged in recruitment are trained in 'Safer Recruitment' practices
- Ensure an up to date copy of the Safeguarding and Child Protection Policy is always accessible and available

The CEO will:

- Ensure this policy and related procedures are implemented and reviewed annually
- Ensure that all governors are appropriately informed about Safeguarding and Child Protection practice and procedures
- Ensure the Principal is held to account regarding their Safeguarding and Child Protection duties
- Investigate any allegations made against the principal

Security Guards will:

- Be present at any given time at all entry points/gates. They shall not leave their posts unless there is someone to replace them temporarily.
- Hold authorized licenses, as per the ADEK School Staff Eligibility Policy.
- Remain alert and ensure safety and security on the school premises, supported by the school's security system.
- Maintain a visitor's log by recording the visitor's name, ID, signature, telephone number, purpose of visit, time of arrival, and time of departure.
- Issue visitors access passes only upon collection of a form of photo ID and verifying that it matches the identity of the physical person.
- Schools are authorised to issue permanent access passes to registered visitors involved in the routine pick-up and drop-off of students i.e., parents, nannies, drivers, etc.
- Security guards shall verify that each access pass matches the identity of the physical person and ensure that anyone whose permanent access pass has been cancelled/revoked cannot enter the school with the invalid access card (they would need to sign in, as would a general visitor).
- Maintain a communication link between the security guard at the entry gate and the school reception/administration to authorise the entry of unknown persons.
- Provide the appropriate handover procedures to facilitate the transition in the event of the school changing security providers.

The DSL is appropriately trained, in their absence a designated member of staff assumes the role and carries out the functions necessary to ensure the ongoing safety and protection of all children.

PRACTICE AND PROCEDURE

1. In the event of a disagreement regarding the rights of the parent or student, the student's welfare must be paramount. Staff have a central role both in the initial identification of possible abuse and in monitoring the development and progress of children who have been identified as being at risk of significant harm.

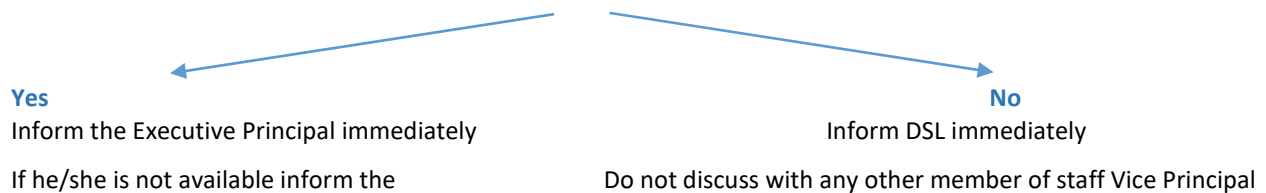
Authorised by: Executive Principal
Maintained by: Designated Safeguarding Lead
Review date: August 2027

2. All staff should report any Safeguarding Leads and recorded on Nexquare.
3. The Designated Safeguarding Lead, with the knowledge and skills in recognising and acting upon safeguarding concerns is the first point of contact for staff and parents.
4. Designated safeguarding team receive appropriate safeguarding training and are all level 3 qualified.
5. All staff undertake annual safeguarding and child protection training and the completion of the Annual Child Protection and Safeguarding for Staff for International Schools Course through The National College is mandatory.

suspicions or concerns to the Designated necessary paperwork completed in a timely manner

Reporting Procedures

Is the safeguarding concern in relation to an adult working within the school?



Do not discuss with any other member of staff. All concerns should be recorded on the same day, using the appropriate recording mechanism. The DSL, in consultation with the Executive Principal, will decide whether the concern should be reported to ADEK-CPU, the FCA and the Mol-CPC and/or referred to the police (11611).

Training

All teaching staff including teaching assistants, support staff, bus supervisors, drivers and administration staff receive annual training on the signs and symptoms of abuse as well as the policy and procedures with Amity School. This will be repeated on a yearly basis. The Safeguarding Team have all received advanced Level 3 Safeguarding Training. Additionally, all staff are required to complete the Annual Child Protection and Safeguarding for Staff for International Schools Course through The National College.

Allegations Against Staff

- All who work for Amity are prohibited from applying more than specified types and levels of restraint to those children for whom they are professionally responsible.
- Positive restraint and handling should only occur when there is a risk of student injury to themselves and others, damage to property or from causing disorder.
- Volunteers who work with children are also expected to maintain standards of conduct comparable to those prescribed for colleagues in paid employment.
- All complaints against staff will be fully investigated by the Executive Principal and appropriate team members. Please see complaints policy.
- Enquiries will be conducted in the strictest confidence so that information can be given freely and without fear of victimisation and in a way that protects the rights of staff and children.
- In the case of serious allegations it is likely to be necessary to suspend the member of staff immediately until the investigation is concluded, in other cases it may be appropriate to modify the individual's duties to ensure they are not left unsupervised

Authorised by: Executive Principal
Maintained by: Designated Safeguarding Lead
Review date: August 2027

to care for children. We will refer to ADEK guidelines in these situations.

- It is important in dealing with allegations of child abuse for there to be the fullest co-operation possible between all concerned.
- The school follows safe recruitment procedures (including annual local police checks and UK ICPC police check when required). All full, part, peripatetic, support or volunteer staff are security checked prior to employment.
- The Board of Governors along with the Executive Principal and other SLT members will undertake an annual review of the school’s Child Protections and Safeguarding procedures.

Whistleblowing – Letting people know

Whistleblowing: this is an instance where an individual passes on information about organisational malpractice taking place at, or near, their place of employment or education. Young children especially cannot be expected to always raise concerns about the behaviour and actions of an adult who they work with in school. It is important that an atmosphere is created in school where it is acceptable to raise concerns. This should be encouraged from both staff and children. Concerns that are raised should be taken seriously and acted upon. Details provided and decisions made should be recorded and filed.

All staff should therefore be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleague or adult associated to the school community. Please refer to our whistleblowing policy for further information.

APPENDICES

APPENDIX 1

Further Definitions

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).
At Risk of Harm	The inability to safeguard one’s own wellbeing.
Authorised Personnel	Personnel who are authorised by ADEK or other relevant government entities to visit a school and access its premises and resources for a specific purpose.
Duty of Care	The obligation to safeguard stakeholders, to maintain their health, safety, and wellbeing, and to take steps to reduce the risk of reasonably foreseeable harm while under the school’s supervision (on its premises, utilizing its systems, or engaging in school-organized activities off- campus).
Governing Board	The governing body of a school, appointed by the school owners, and including qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its

Authorised by: Executive Principal
 Maintained by: Designated Safeguarding Lead
 Review date: August 2027

	activities.
In Loco Parentis	Meaning “in place of a parent”, in situations when parents are absent.
Maltreatment	Refers to abuse (physical, emotional, and sexual), and includes neglect, exploitation, bullying, and cyberbullying of a student.
Parent	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema).
Safeguarding	The protection of students from the risks of harm, including maltreatment and other types of risks that impact their overall health and development, wellbeing, and safety.
Safeguarding Lead (or Committee)	An individual (or group of individuals) responsible for the implementation of the safeguarding policy and practices and ensures compliance by the school community. This position can be filled by any relevant position in the school such as the Child Protection Coordinator, School Counselor, Social Worker, Head of Wellbeing, etc.
Security Breach	An incident that compromises or results in an unauthorized disclosure of or unlawful access to protected space, persons, systems, and/or information. Security breaches stemming from accidental or deliberate action have the potential to cause damage (financial, legal, or school wide consequences, etc.) to school assets or reputation and includes both confirmed and suspected incidents.
Staff	An individual employed by a school on a remunerated contractual basis regardless of employment mode (internal, external/third-party, etc.).
Student	A resident who is enrolled in an educational institution in Abu Dhabi.
Student Protection	Synonymous with child protection, all measures, steps, and actions that must be taken to prevent, protect, and support students from risk of maltreatment while they are under the supervision of the educational institution.
Supervision	The state of being responsible, having the duty of care, and keeping watch over an individual in the interest of their and others’ security while under the care of the school or an individual employed at the school, whether onsite, while utilizing its systems, and/or taking part in all activities organized by the school offsite.
	For the purpose of this policy, a visitor is any temporary visitor (e.g., a parent or a relative of a student, prospective student and their parents, inspectors, contractors, etc.) entering the school premises.

Authorised by: Executive Principal
 Maintained by: Designated Safeguarding Lead
 Review date: August 2027

Visitor	An invited visitor is anyone visiting the school on a temporary basis to interact with students (i.e., a speaker, career fair representative, etc.) and includes volunteers, who are engaged by an educational institution on a non-remunerated basis to interact with students (e.g., parent chaperones, etc.).
Whistleblowing	An instance where an individual passes on information about organizational malpractice (e.g., fraud, corruption, miscarriage of justice, risk of serious harm to an individual, risks or damage to the environment and other actions against public interest) taking place at, or near, their place of employment or education.

APPENDIX 2

Designated Safeguarding Team

Dr Bushra Foroodian - Vice Principal		
Lewis Baillie – Designated Safeguarding Lead		
Lower Primary	Upper Primary	Secondary
Ondine Ullman – Assistant Head Upper Primary	Ben Wilkinson - Assistant Head Upper Primary	Lewis Baillie - Deputy Head Pastoral & DSL
Dianna Reid – Primary School Counsellor		Rachel Cowdrey – Secondary School Counsellor

Level 3 Trained staff:

- Dr. Bushra Foroodian - Vice Principal
- Mohammed Al Faisal – Head of Operations
- David Slade – Head of Secondary
- Michelle Nayler - Head of Upper Primary
- Julie Engles - Head of EYFS and Lower Primary
- Lewis Baillie – Deputy Head Pastoral and DSL
- Benjamin Wilkinson - Assistant Head Upper Primary
- Ondine Ullman – Deputy Head Upper Primary
- Sarah Hall – Assistant Head Lower Primary
- Rachel Cowdrey – Secondary School Counsellor
- Ashleigh Johnstone – School Nurse
- Sarum Shah – Head of Year 7

Authorised by: Executive Principal
 Maintained by: Designated Safeguarding Lead
 Review date: August 2027

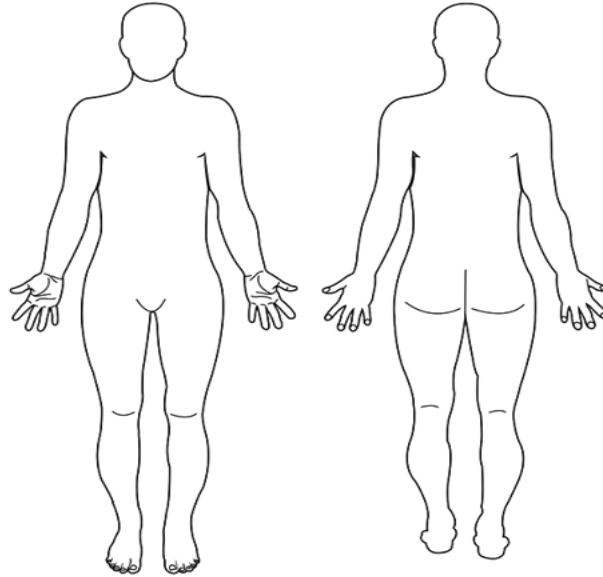


- Lianne Coultas – Head of
- Victoria Miller – Head of Year 9
- Aine Tierney – Head of Year 10 & 11
- Claire Masters – Head of Year 12 & 13
- Matthew Miller - Director of Sports & Co-Curricular Activities
- Gibran Ahmed - Computing Teacher / Head of Data & Exams
- Marina Koniotou - Librarian – Head of Library Science
- Dusan Toth-Szabo - Head Coach - Aquatics Centre
- Stephanie Willis - Boathouse Captain
- Ioana Dianna Surd – HR Officer
- Linh Nguyen - Careers & University Guidance Counsellor
- Michael Speirs - Deputy Head Upper Primary

Authorised by: Executive Principal
Maintained by: Designated Safeguarding Lead
Review date: August 2027

Additional Information: (context of concern/disclosure/details of any physical and emotional signs/witnesses)

Indication of any markings on body outline:



Next steps/actions/by whom:

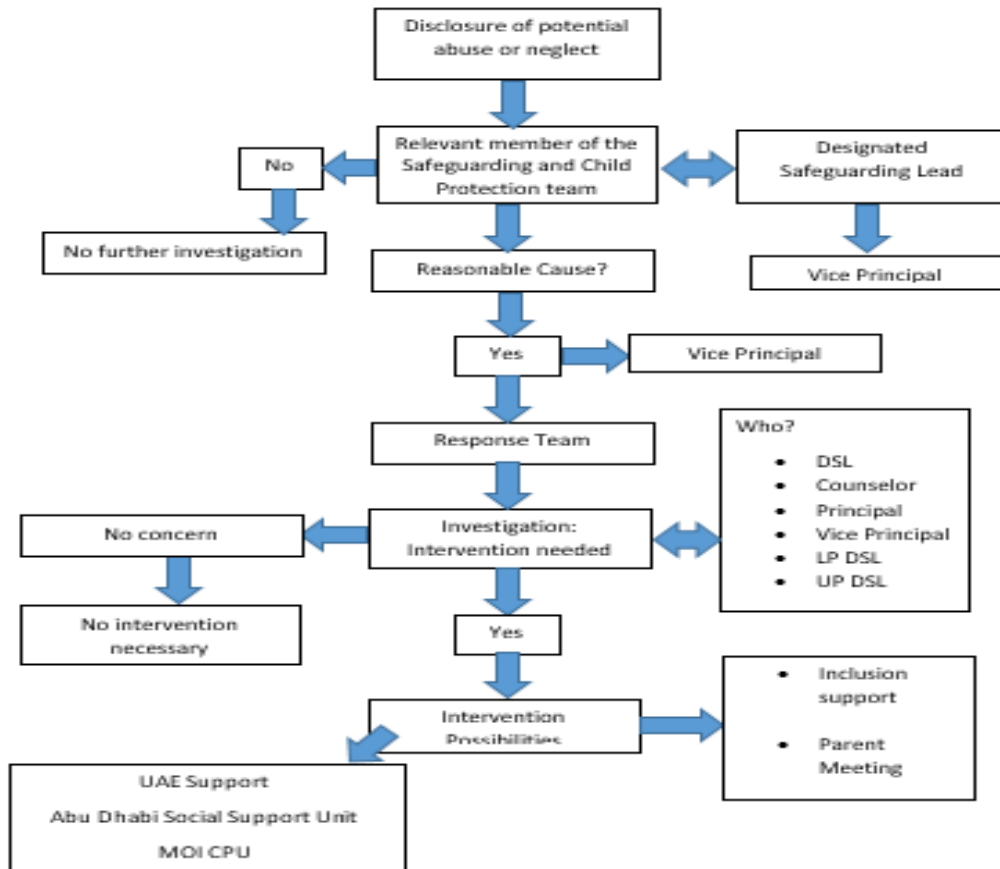
Reported by:	Reported to:
Name:	DSL/School Principal/VP:
Designation:	
Date:	

Authorised by: Executive Principal
 Maintained by: Designated Safeguarding Lead
 Review date: August 2027

APPENDIX 4

CP Disclosure Flowchart

STEPS FOLLOWING A DISCLOSURE OR SUSPICION OF ABUSE OR NEGLECT



Authorised by: Executive Principal
 Maintained by: Designated Safeguarding Lead
 Review date: August 2027

APPENDIX 5

Missing Student Procedure for Secondary School

To ensure we protect ourselves and follow the school's approved protocol, it is essential that you adhere to the following Missing Student Procedure.

Staff will be regularly updated regarding any students the pastoral team identifies as high-risk.

1. Write in the subject line for example: "Student X Missing from Lesson" with a high-risk/urgent flag or top priority.
2. Copy the students Tutor, Head of Year and SSLT into the email for tracking purposes.

Reception will then take the following steps and check secondary register lists:

- i. Check the register.
- ii. Check the signing-out register.
- iii. Cross-reference any parental communication regarding early leave requests.
- iv. Contact the inclusion team, counselor, clinic and peripatetic music teachers (ensure a list of these is available— LB to verify this for safeguarding and inclusion purposes).

A runner will then be sent to:

- v. Search secondary bathrooms, corridors, and classrooms.
- vi. Check bathrooms in primary and lower primary.
- vii. Search the grandstand, café, and auditorium.

Reception will notify the appropriate member of SLT in the secondary school:

Email all. Then phone 1-4 in order.

1. Lewis Baillie (Deputy Head Pastoral) – 0504266190 lbaillie@amityabudhabi.ae
2. Catherine Logan (Assistant Head – Secondary) – clogan@amityabudhabi.ae
3. Olly Lewis (Deputy Head – Academics) – 0505225195 olewis@amityabudhabi.ae
4. David Slade (Head of Secondary) – 0585933960 dslade@amityabudhabi.ae

Please be aware that these situations can be distressing. If you need support after any incident, do not hesitate to reach out to Lewis Baillie, Catherine Logan or Rachel Cowdrey.

Authorised by: Executive Principal
Maintained by: Designated Safeguarding Lead
Review date: August 2027

APPENDIX 6

Indicators of abuse and neglect

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Any form of interaction that is violent or threatening towards a minor, whether physical, psychological or sexual in nature, which may be actively or passively imposed upon the minor by a parent or other person with whom the minor has a dependent or constraining relationship, and which causes or is liable to cause serious physical or psychological harm to the minor.

Sourced from Keeping Children Safe in Education (2022)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as causing severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Authorised by: Executive Principal

Maintained by: Designated Safeguarding Lead

Review date: August 2027

Staff should be aware of safeguarding challenges which may exist for students with SEND and more vulnerable students who may not be able to communicate the situation effectively.

APPENDIX 7

Dealing with a Disclosure

How to react when a child wants to talk about abuse:

Anybody who works in an education setting has a duty to protect the welfare of children who attend. This applies to Governors, Principals, Heads of School, Designated Safeguarding Leads (DSLs), teachers, teaching assistants, catering staff, and anyone else who spends time with children.

It's widely accepted that, because those who work in education have daily contact with students, they are well placed to identify and recognise when there's a potential issue. Because of this, it's crucial that you understand your responsibilities and the role you play in safeguarding.

DO

Staff should:

- Accept what the child says and reassure them
- Keep calm and listen. Listen and allow for silence and pauses.
- Be honest
- Let the child know you may need to tell someone - don't promise confidentiality
- Let the child know that even when s/he has broken a rule, s/he is not to blame for the abuse
- Be aware that the child may have been threatened
- Never push for information
- Let the child know what you are going to do next and that you will let him/her know what happens
- Immediately refer to the Designated Safeguarding Lead
- Make accurate, factual, signed, dated and timed written notes as soon as possible of what was said, observed and done.

Do not

Staff must not:

- Question children/ask leading questions
- Suggest alternatives to what a child has said
- Get the child to write about, or depict their experience in some other way
- Question parents (or inform them of the referral in cases of sexual abuse or other complex cases)
- Question potential witnesses
- Conduct medical examinations
- Delay referral
- Destroy any original notes in case they are needed by a court
- Do not use words towards, or in the presence of, children that might be deemed negative, defamatory, or aggressive (e.g. bad, stupid, shut up).
- Do not let students leave the room without proper permission – written where necessary. Do not leave a class unattended.
- Do not believe 'it could not happen to me' or 'it could not happen here'

Authorised by: Executive Principal

Maintained by: Designated Safeguarding Lead

Review date: August 2027

APPENDIX 8

Relevant contact details are as follows:

- Family Care Authority (FCA): 800444 icm@adfca.gov.ae
- MoE Child Protection Unit (CPU): 80085 cpu@moe.gov.ae
- Safety Concern Portal: <https://daasafetyconcern.abudhabi>
- Educational institutions should contact the MoE CPU, which is the hotline for all reporting from where the request will be redirected to the ADEK CPU
- Abu Dhabi Police: 999

APPENDIX 8

The Child Protection and Safeguarding Policy should be read alongside the following policies:

- Amity Whistleblowing Policy
- Amity International School Positive Behaviour Policy
- Amity International School Anti-Bullying Policy
- Amity Attendance and Punctuality Policy
- Amity International School Accessing Student Bathrooms Policy
- Amity International School Trips Policy
- Amity International School Bus Policy
- Amity International School Counselling Policy
- Amity International School Intimate Care Policy
- Amity International School Digital Policy
- Amity International School Missing Student Policy
- Amity International School Child on Child Policy
- Amity International School Wellbeing Policy
- Amity International School Mental Health Policy
- ADEK Student Protection Policy
- ADEK Safeguarding Policy
- National Child Protection Policy in educational institutions in the UAE Latest Keeping Children Safe in Education (KCSIE) Guidance
- Working together to safeguard children inter agency guidance

Authorised by: Executive Principal
Maintained by: Designated Safeguarding Lead
Review date: August 2027