BELVEDERE
INTERNATIONAL SCHOOL

SAFEGUARDING AND STUDENT PROTECTION POLICY

2026-2027

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Approvals:			
Principal	**Mr. Ismat Daou**		
Signature		Date:	9/10/26
BIS Board of Governors	**Dr. Naim Alradi**		
Signature		Date:	9/10/26

Visions:

At Belvedere International School (BIS), our vision for safeguarding and student protection is to create a safe, nurturing environment where every student feels secure, valued, and empowered to thrive. We prioritise healthy relationships, independence, and collaboration with parents, to ensure the well-being of all members of our school community. Through rigorous recruitment processes, comprehensive training and ongoing support services, we are committed to fostering a culture of safety, trust, and inclusivity for every student at BIS.



BIS Safeguarding Policy

BIS has developed and implemented a Safeguarding Policy and communicated this to the whole school community.

The Safeguarding Policy includes the following elements:

- A statement outlining the school's overall safeguarding processes, procedures, and goals
- Safeguarding practices aligned with ADEK Student Protection and Wellbeing policies, ensuring sensitive, professional handling of all safeguarding matters
- A security section detailing how the school protects students from physical and digital security breaches
- Mechanisms to assess and monitor the implementation of safeguarding practices
- Identification of resources allocated to deliver safeguarding provisions

We aim to:

- Provide a safe and secure environment for all students in our school
- Promote healthy relationships among students, their families, peers, and other adults
- Encourage students to develop independence and autonomy
- Ensure that students know how to make safe choices for themselves and others, and where and from whom to seek help if needed
- Collaborate with parents to prioritise the welfare of their children

To achieve these goals, the school will:

- Provide safeguarding training as part of the induction process, with termly refresher sessions for all, staff, governors and volunteers
- Train all school staff to recognize signs of abuse and neglect and to know how, and to whom, to report concerns

- Keep all staff informed about safeguarding and student protection procedures through ongoing training
- Provide an environment where students feel secure, valued, and heard
- Offer students professional counselling and support services if needed
- Implement safe recruitment procedures, including thorough reference and employment checks on all staff and volunteers
- Ensure that staff from external organisations working with BIS students undergo appropriate safe recruitment checks prior to being given access to students
- Conduct safe recruitment checks on all individuals serving on the BIS Governing Board
- Report promptly to the Ministry of Labour and ADEK if any staff, volunteers, or other individuals are deemed unsuitable to work with students
- Provide supervision for students 45 minutes before and 90 minutes after school hours as per ADEK policy.
- Maintain the confidentiality of students' personal data.

Students at BIS have the right to:

- share their thoughts regarding their safety and wellbeing
- be treated kindly, fairly and with respect
- receive help and support from someone who can speak up for them
- feel safe and know who to speak to and what to do if they feel at risk

While BIS strives for transparent collaboration with parents and guardians whenever possible, the school retains the discretion to directly involve the police without parental notification if, due to a safeguarding or student protection issue, it is deemed in the best interest of the student.

Definitions

The following definitions are taken from the ADEK Safeguarding and Student Protection Policy (2024)

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 Counsellor, Social Worker, Head of Wellbeing, etc.
Security Breach	An incident that compromises or results in an unauthorised 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 include 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 utilising its systems, and/or taking part in all activities organised by the school offsite.
Visitor	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. 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.
Child	Any resident of the UAE under 18 years of age.
Child Protection Coordinator	A Child Protection Coordinator (CPC) is an 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 institution and is the key contact for staff and authorities where a concern is identified within the institution. They should also be the point of contact for the institution to respond to emergencies, report to the CPU and other authorities involved, liaise with parents, and provide ongoing support to the child.
Child Protection Unit	A Child Protection Unit (CPU) is the organizational unit at ADEK aimed at developing and implementing student protection mechanisms and measures for educational institutions under its regulatory jurisdiction, in line with Federal Law No. (3) of 2016 Concerning Child Rights and bylaws. It is responsible for receiving and assessing student maltreatment concerns, in line with the procedures detailed in this document.
Child Protection Specialist	A Child Protection Specialist (CPS) is the ADEK-appointed person authorized and charged by the Abu Dhabi Judicial Department/Ministry of Community Development and ADEK to preserve the rights of the child and protect the child within the limits of the CPS's powers, in accordance with Federal Law No. (3) of 2016 Concerning Child Rights and bylaws.
Educational Institution	For the purposes of this policy, any learning, care, and/or educational entity (nurseries, private schools, specialist provision institutions, charter schools) – that is under the regulatory jurisdiction of ADEK.
Mandated Reporter	A person who is required by law (under Article 42 of Federal Law No. 3) to report student maltreatment concerns related to students to the Child Protection Specialist. This includes the educators in educational institutions, or any adult on institution premises or outside the institution premises from which the student requests assistance in notifying the authorities (e.g., Family Care Authority, the Police, MoI-CPC, and ADEK) about their suffering or any other student's suffering.
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's Law).

School day	The educational institution's operating hours including time spent by the student in school buses to and from the school and in extra- curricular school activities.
Student Maltreatment	Synonymous with child maltreatment, refers to abuse (physical, emotional, and sexual), and includes neglect, exploitation, bullying, and cyberbullying of a student.
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 utilising its systems, and/or taking part in all activities organised by the school inside or outside its premises, including travelling to and from the school using its transportation, and moving between and waiting for activities.
Volunteer	An individual engaged by an educational institution on a non-remunerated basis to interact with students (e.g., parent chaperones, etc.).

ACRONYMS

The following acronyms are taken from the ADEK Safeguarding and Student Protection Policy (2024)

ADEK	Abu Dhabi Department of Education and Knowledge
CPC	Child Protection Coordinator
CPS	Child Protection Specialist
CPT	Child Protection Team
CPU	Child Protection Unit
FCA	Family Care Authority
MoE	UAE Ministry of Education
MoI-CPC	UAE Ministry of Interior – Child Protection Center

TYPES OF STUDENT MALTREATMENT

The following definitions are taken from the ADEK Safeguarding and Student Protection Policy (2024)

Physical Abuse	An intentional physical act which results in, has a high likelihood of resulting in, or poses a threat of resulting in immediate and/or long-term physical injury or harm to the student's health, survival, and development.
Emotional Abuse	An act, whether consistent or inconsistent, used to make a student feel unloved, worthless, and of no value and integrity, interfering with the student's positive mental and emotional development.
Sexual Abuse	Involvement of a student in sexual activity that they may or may not fully comprehend, or that violates the laws or social taboos of society. Student sexual abuse is evidenced by the activity between an adult and a student, or between a student and another student, who by age or development, is in a relationship of responsibility, trust, or power. The intent of the activity is to gratify or satisfy the needs of the other person.
Neglect	Failure of a parent or any adult supervising a student to provide for the basic needs and rights of a student towards their physical safety, development, and wellbeing, which may lead to a failure to thrive in the context of the resources reasonably available to the parent and causes or has a high probability of causing significant harm to the student's health and/or physical, social, educational, mental, spiritual, or moral integrity.
Exploitation	Use of the student in work or other activities for the benefit of others. This includes, but is not limited to, student labor and exploitation of students in prostitution or involvement of the student in gangs, militia or military. These activities are to the detriment of the child's physical or mental health, education, moral or social development. • Sexual exploitation is a form of sexual abuse where there is abuse of power by a youth, adult, or group who may coerce, manipulate, or deceive a student into sexual activity by physical contact and/or use of technology for monetary, social, or political profits. • Economic exploitation is the use of a student who is below the minimum age of labor in the workplace or related activities for the benefit of others through the production, distribution, and consumption of goods or of a particular service delivered by the student.
Bullying	Repeated physical, social, or verbal aggression exercised by students who feel they are in a position of power against other students who are perceived weaker or powerless, to achieve specific gains or draw attention, in a way that hurts the student physically and/or emotionally. Bullying can be committed by groups or individuals, in online (cyberbullying) or offline settings. • Cyberbullying is bullying that takes place online. Online bullying can follow the bullied student wherever they go via social networks and mobile phones and has a wider reach than bullying in the real world.

The guide on *Handling Student Maltreatment Concerns within Educational Institutions* (ECA, 2024) provides a full list of signs for identifying all types of maltreatment. The *National Policy for the Prevention of Bullying in Educational Institutions* (MoE, n.d.) provides a complete framework for bullying and cyberbullying.

Reporting of Concerns of Maltreatment with Educational Institution

The following reporting procedures are taken from the ADEK Safeguarding and Student Protection Policy (2024)

How should maltreatment concerns identified in educational institutions be handled?

Below are the procedures for identifying and reporting student maltreatment concerns.

Once a concern of student maltreatment (incl. severe bullying) is raised in an educational institution, this should be reported directly to the CPC, or any other person representing him/her (all staff in the educational institution should be trained on identifying maltreatment – in line with the operational definitions of the different types of maltreatment included in this document).

Emergency concerns, where the student is in imminent danger, should be reported immediately to the Police and the Principal (see Sections 2.7 and 2.8).

For maltreatment concerns which occurred outside of the supervision of the institution, the CPC, or any other person representing him/her if the CPC is not present, should then fill the Safety Concern Form online on the digital safety concern portal.

The Safety Concern Form will automatically be shared with the ADEK CPU, the FCA and the MoI CPC. FCA will review the case and follow the required procedures for case management.

Maltreatment concerns which occurred under supervision of the educational institution, the staff should inform the CPC or any other person representing him/her if the CPC is not present. The CPC should then complete the Safety Concern Form on the digital safety concern portal. Once submitted, a copy of the Safety Concern Form will then be automatically shared with the FCA, the ADEK CPU and the MoI CPC. The ADEK CPU will review the information first before referring to the FCA for case management, who will

It is important to note that the ADEK CPU reserves the right to conduct or to designate qualified institutional personnel to conduct the initial safety and risk assessment before reporting the concern to the FCA.

If the ADEK CPU refers the concern to the FCA, the concern would then be managed by the CPS at the FCA. The ADEK CPU should still provide administrative support (e.g., sharing relevant information) to enable the FCA to conduct the needed assessments and other activities related to case management.

If the ADEK CPU does not report the case to the FCA, the concern is returned to the educational institution with the justification, and the educational institution is asked to collect additional information before submitting another Safety Concern Form.

In all situations, the ADEK CPU would ensure that the concern gets logged and responded to.

Figure 1. Safety Concern Referrals in Abu Dhabi Educational Institutions summarizes how maltreatment concerns should be handled in cases where the alleged maltreatment occurred both inside and outside of the supervision of the educational institution.



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

Relevant contact details are as follows:

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

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

Roles and Responsibilities

Everyone at BIS has a professional duty to safeguard and protect the students of the school. However, within the school community, there are designated individuals with additional specialised responsibilities outlined in the safeguarding and student protection protocols.

Child Protection Co-ordinator (CPC) and Child Protection Team:

- Oversees compliance and implementation of all student protection protocols within the school
- Ensures that the Student Safeguarding policy and procedures are fully implemented
- Ensures all staff, volunteers, and invited visitors are informed of their responsibilities regarding safeguarding procedures
- Ensures that the Student Safeguarding Policy and supporting documents are accessible to parents via the school website
- Develops an induction and training strategy to ensure all staff and volunteers received information on the school's safeguarding arrangements
- Ensures compliance with relevant processes outlined in the ADEK Student Protection Policy
- Ensures that all staff, including temporary staff and volunteers, understand and follow BIS student protection procedures
- Provides assistance, advice and support to staff on student protection issues
- Proactively implements safeguarding measures within the school
- Ensures the maintenance of confidential student protection records
- Monitors the attendance, support and well-being of identified students
- Ensures relevant information is shared with staff who need to have access

- Facilitates the transfer of complete records to receiving schools
- Collaborates with the Principal to refer suspected cases of child abuse to ADEK/Police for further assistance and guidance
- Annually monitors and reviews the effectiveness of the Student Safeguarding Policy to ensure it is understood and practised by the school community

Board of Governors:

- Ensures the school follows safe recruitment processes
- Ensures they possess a good conduct certificate
- Nominates a Board member to have responsibility for monitoring the effectiveness of Student Safeguarding procedures within the school
- Critically reviews an annual report from the CPS and Principal detailing changes to policy and procedures, staff training, and other relevant issues.

Staff:

- Accept responsibility and accountability for protecting and safeguarding BIS students
- Comply with BIS student protection procedures and report any concerns to the CPS or Deputy CPS

Students:

- Assume responsibility for reporting any concerns about their safety or the safety of others to a trusted adult in the school

Parents:

- Understand and cooperate with the school's safeguarding measures and report any concerns they may have about their child's safety or wellbeing

Safeguarding and Students Protection Awareness

At BIS, the school fosters a safe and nurturing environment for learning where student safety is paramount. Workshops, delivered by trained staff, are provided to empower students with the knowledge and skills to recognise and respond to personal safety concerns effectively. The curriculum integrates student protection education into classroom teachings and counselling sessions.

Staff maintain a zero-tolerance approach to student maltreatment and offer accessible support and counselling services for all students. Parents are educated on compulsory education laws and the reporting procedures for unexplained student withdrawals, aligning with ADEK Student Protection Policy.

At BIS we will:

- Create a safe and caring environment where students can freely express themselves and feel supported, following guidelines outlined in the ADEK Student Protection Policy
- Monitor students at risk of harm, including those with additional learning needs who may be more vulnerable
- Train staff to handle safeguarding incidents and support victims or witnesses who come forward
- Promote a positive and transparent environment where students and staff can discuss concerns with the CPC
- Monitor student safety online in accordance with the ADEK Digital Policy
- Ensure school policies develop student wellbeing in accordance with the ADEK Wellbeing Policy
- Offer accessible and non-judgmental support and counselling to all students
- Inform parents of their legal obligation to enrol their child in a school and the importance of reporting unexplained student withdrawals as outlined in Federal Law No. (39) of 2022 and the ADEK Student Protection Policy

Safeguarding and the Curriculum

Within BIS we ensure that the curriculum addresses safeguarding measures by:

- Prioritising the enhancement of students' self-esteem, independence and self-control
- Cultivating a culture of respect and kindness towards all
- Developing communication skills and the ability to express consent
- Promoting awareness of risks, including online behaviours and social media usage
- Supporting students in developing strategies for self-protection and managing peer pressure
- Instilling an understanding in students of how to ensure their own safety and the safety of others

Safeguarding the School's Security

Implementing a School Security System:

- At BIS, we prioritise safety by implementing a comprehensive security system to protect our school community from potential harm
- Our security system includes access control measures, security personnel and CCTV surveillance cameras

CCTV Systems:

- BIS has installed and maintained CCTV systems in line with ADEK policy. These cover all mandated areas

- Regular monitoring and maintenance of CCTV systems ensure optimal functionality
- Access to CCTV footage is restricted to authorised personnel only

Security Guards:

- Trained security guards are stationed at all entry points of BIS to assist with maintaining everyone's safety
- They maintain a visitor log and issue access passes after identity verification
- Everyone on site, staff and visitors, are required to wear an access pass whilst on site
- Visitors must sign out and return their access pass when leaving the site

School Departure Procedures:

- BIS verifies the identity of individuals picking up students to ensure they are authorised by parents.
- Parents are encouraged to inform the school in advance if someone else is picking up their child.

Whistleblowing

At BIS students may not always voice any concerns they may have about an adult's behaviour. Therefore, we must create an environment where everyone feels comfortable speaking up. All concerns should be taken seriously, acted on promptly, and documented thoroughly. Every staff member is obligated to report any concerns about their colleagues' behaviour.

A whistle-blower is someone who raises a genuine concern believing they are acting in the best interest of the school community. BIS aims to ensure that all concerns are handled promptly and effectively, maintaining a high standard of integrity within the school.

Legal Obligations and Rights

The BIS Student Protection and Safeguarding policy aligns with federal regulations and policies outlined in the 'References' section. BIS is obligated to comply with this policy to ensure the safety and protection of students from any form of maltreatment.

BIS also adheres to the guidelines outlined in the 'Handling Student Maltreatment Concerns within Educational Institutions (ECA, 2024)' document for managing any reported abuse-related offences.

It is imperative that the BIS Student Protection Policy is effectively communicated, understood, and agreed upon by all stakeholders, including Governing Board members, staff, volunteers, parents, and students. Students will receive a student-friendly version of the policy, and their assent will be obtained whenever student protection concerns are raised.

Under the terms of the policy, BIS and its principal serve as guardians of students' rights to a safe and nurturing environment free from maltreatment.

All students, regardless of background or circumstances, have equal rights to care, protection, and safety within BIS. The school is fully committed to upholding these rights and ensuring the well-being of every student.

Data Confidentiality

Case reports and student data are strictly confidential. All parties involved in any case must keep the identities of the student subject to alleged and/or suspected maltreatment, the alleged/suspected perpetrator, and the person reporting the alleged/suspected case confidential.

The data should only be shared with authorised individuals from the ADEK CPU and the FCA, within investigative teams, and the Abu Dhabi Judicial Department.

Authorised individuals are strictly prohibited from discussing active or closed cases with the media, any third parties, or other BIS staff /parents / students, and/or unauthorised ADEK staff, except for investigative and judicial authorities and within their legal responsibilities.

Vetting, Hiring, and Monitoring of Educational Institution Staff, Volunteers, and Invited Visitors

Staff, volunteers, and invited visitors at BIS undergo proper vetting and screening before they can work in, or visit, any areas where students are present. This process includes conducting criminal record checks from their respective countries.

The principal has overall responsibility for overseeing that all individuals working within the school are suitable and compliant with student protection and safeguarding standards. This includes preventing anyone who poses a risk to students' safety and wellbeing from interacting with them.

Additionally, the principal must continuously monitor all staff and promptly report any alleged inappropriate behaviours or suspected actions that could endanger or harm a student.

Acceptable Adult Behaviours

- Staff and volunteers must respect and safeguard the rights of all students and avoid any actions that could harm them.
- Staff and volunteers must refrain from engaging in any inappropriate behaviours towards students or in their presence.
- Staff and volunteers must promptly report any instances of inappropriate behaviours directed at students.
- If there are serious allegations of sexual misconduct involving staff, volunteers, or invited visitors, the matter will be reported directly to the Police and FCA. The individual involved will be immediately removed from the school premises.

Inclusion

Belvedere International School ensures close collaboration between the Safeguarding Committee or CPC, and other relevant stakeholders, such as the Wellbeing Committee, Head of Inclusion, School Counsellors / Social Workers, and Health & Safety Officer, along with teachers and parents. This collaboration aims to promote the safeguarding and security of all students. BIS ensures that the safeguarding practices and policies consider the unique needs, communication and behaviour styles, and engagement levels of students with additional learning needs, in accordance with the ADEK Inclusion Policy.

Training

BIS provides staff with the following, training:

Safeguarding Training:

All staff, including the governing board and volunteers, undergo safeguarding training during their induction period with termly reminders.

Staff are trained to:

- Recognize signs of student maltreatment, understand specific needs of at-risk students, and respond to emergency situations
- Take appropriate action in emergencies to prevent harm
- Maintain confidentiality, share information only on a need-to-know basis and to not discuss issues with colleagues or parents
- Support colleagues with wellbeing concerns
- Be alert to the specific needs of students at risk, including those with additional learning needs
- Understand that certain behaviours, like banter or practical jokes, can create an unsafe environment

- Understand the school's security system and protocols for handling security breaches

- Maintain secure and confidential records, following the ADEK Digital Policy

Mandatory Requirements:

- The Child Protection Coordinator (CPC) and Child Protection Team (CPT) must complete ADEK-mandated student protection policy training and affirm adherence to ethical standards.

- All school staff must complete required ADEK training and confirm understanding of their responsibilities.

- Volunteers must receive induction and training on student protection policies, and confirm their understanding.

Specialised Training:

- Staff who provide counselling, support or have close personal contact with students must receive on-going training in student protection and safeguarding.

- Any Child Protection Specialist (CPS) working in the ADEK Child Protection Unit (CPU) must obtain certification from the Ministry of Community Development

Policy Dissemination and Review

The BIS Safeguarding and Student Protection Policy is accessible to the public via the school's website. It is also distributed annually to parents, Governing Board members, staff, and volunteers. A student version of the policy is planned to be created.

All student protection policies, guidelines, safeguarding measures, and procedures undergo yearly reviews and updates.

- All school staff must complete required ADEK training and confirm understanding of their responsibilities.

- Volunteers must receive induction and training on student protection policies, and confirm their understanding.

ADDITIONAL SAFEGUARDING PROCEDURES AND BSO ALIGNMENT

This section supplements and must be read together with the existing BIS Safeguarding and Student Protection Policy. It strengthens the operational procedures expected for effective safeguarding under BSO Standard 7 while maintaining compliance with UAE law, ADEK requirements and applicable Abu Dhabi reporting pathways. Where requirements differ, BIS will follow UAE law and the competent UAE authority's direction. UK guidance, including Keeping Children Safe in Education (KCSIE), is used as a good-practice benchmark where appropriate and does not replace UAE requirements.

Policy owner: Principal. Oversight: BIS Board of Governors and the designated safeguarding governor. Operational lead: the formally appointed Child Protection Coordinator/Designated Safeguarding Lead (CPC/DSL), with a named deputy. The school must keep the names, contact details, appointment letters, training status and cover arrangements of these individuals current in the staff safeguarding directory.

Document-control action: before approval, the Principal and Board should verify the review date, effective date, next review date, approval signatures, current role-holders, contact details and all external reporting routes. The current front page lists a review date earlier than the effective date; this should be corrected in the approved version.

1. **Leadership, accountability and escalation**

   The Principal is accountable for ensuring that safeguarding arrangements are implemented, understood, resourced and monitored. The CPC/DSL coordinates case response, advice, referral, recordkeeping and follow-up. The deputy acts when the CPC/DSL is unavailable. All staff retain an individual duty to report concerns immediately; referring a concern to the CPC/DSL does not remove the staff member's duty to act if a child may be in immediate danger.

   - The school will publish an up-to-date safeguarding contact list for staff, including the CPC/DSL, deputy, Principal, designated safeguarding governor/proprietor contact, and external emergency and referral routes.

   - If the CPC/DSL is implicated, unavailable, or there is a conflict of interest, the concern must be reported directly to the Principal or the designated safeguarding governor, as appropriate. If the Principal is implicated, report directly to the Chair of the Board

of Governors/proprietor and the relevant external authority. If the proprietor/governor is implicated, or internal escalation is unsafe, report directly to the relevant UAE authority/police as appropriate.

- No person may investigate or make decisions about an allegation in which they are implicated or have a conflict of interest. An independent decision-maker must be appointed.

- The school must not delay an external referral while conducting internal enquiries. Immediate danger or suspected serious criminal conduct must be escalated to emergency services/police and the relevant child-protection authority in accordance with UAE procedures.

- The Board receives anonymised safeguarding assurance reports and challenges patterns, delays, repeat incidents, training gaps and completion of actions. It must not seek unnecessary access to identifiable case details.

2. Reporting a concern: immediate response and recording

Any concern, disclosure, allegation, observed injury, online incident or change in presentation that may indicate risk must be reported to the CPC/DSL or deputy without delay, using the BIS Safeguarding Cause for Concern Referral Form or the approved secure reporting system. In an emergency, staff must first take immediate steps to protect the child and contact emergency services where necessary.

- Listen calmly, take the child seriously, reassure them that they have done the right thing by speaking, and explain that information may need to be shared with people who can help keep them safe.

- Do not promise secrecy, ask leading or investigative questions, confront an alleged perpetrator, or ask a child to repeat an account unnecessarily.

- Record the child's words as accurately as possible, distinguishing direct quotations from the staff member's observations or interpretation. Include date, time, location, persons present, immediate safety measures, actions, referrals, decisions, rationale, outcome and follow-up date.

- Submit the record promptly on the same day wherever possible. If the usual lead is unavailable, use the named deputy or escalation route. Do not leave a concern only in email, a behaviour log, a personal notebook or an informal conversation.

- The CPC/DSL must assess immediate safety, consider whether other children may be at risk, decide and record the next action, and make referrals/notifications required by ADEK and UAE authorities. Staff must not conduct their own investigation.

- Where a concern is judged not to require external referral at that time, the rationale and safeguarding measures must still be recorded, with a review date. A decision not to refer must never mean that the record is deleted or the concern is closed without consideration of risk.

3. Child-on-child abuse, harmful sexual behaviour and sexual abuse

BIS recognises that abuse can occur between children of any age, sex, ability, background or relationship, in person or online. It must never be dismissed as "banter", "just a joke", normal development or an inevitable part of growing up. The school will consider power imbalance, coercion, threats, age/developmental differences, disability or additional needs, repeated behaviour, impact on the child and the wider context.

Child-on-child abuse may include bullying, physical assault, intimidation, discriminatory abuse, sexual harassment, unwanted touching, sexual violence, coercion, sharing or requesting sexual images, online sexual abuse, initiation/hazing and harmful sexualised behaviour. The absence of a formal complaint does not remove the need to respond to observed or reported risk.

- Separate children where necessary to secure immediate safety, without using measures that punish or stigmatise the child who may have been harmed. Consider safe supervision, access to lessons and facilities, transport, online contact and retaliation risks.

- Listen to each child separately and sensitively. Do not mediate or arrange face-to-face reconciliation where this may intimidate, re-traumatise or place a child at risk. Do not require the child who has been harmed to participate in restorative practice.

- Record each account and action separately. Do not promise a particular outcome. Do not ask staff to collect, forward, download or circulate sexual images of children. Preserve relevant digital evidence safely and seek advice from the appropriate authority/police on handling it.

- The CPC/DSL must assess the needs and risks for the child harmed, the child alleged to have caused harm, witnesses and any other potentially affected children. Support and protective measures must be individualised, proportionate, reviewed and recorded.

- Inform parents/carers when safe and appropriate and in line with the direction of the relevant authority. Do not inform a parent if doing so may increase risk, compromise an investigation or conflict with instructions from the authorities.

- Refer sexual abuse, sexual violence, exploitation or serious/high-risk incidents through the required UAE reporting pathway promptly. School behaviour sanctions, where appropriate, do not replace safeguarding referrals or support.

- Review the incident for wider patterns, locations, supervision weaknesses, group dynamics, previous reports and online links. Update risk assessments and preventative education as needed.

4. Online safety and digital safeguarding

Online safety is part of safeguarding and applies during lessons, remote learning, school activities, use of school devices/accounts and incidents outside school where a student's safety, wellbeing or access to education may be affected. BIS will align its digital safeguarding arrangements with the current ADEK Digital Policy, UAE requirements and the school's acceptable-use, data-protection and behaviour procedures.

- Teach age-appropriate online safety, including privacy, passwords, respectful communication, cyberbullying, grooming, sexual extortion, harmful content, image-sharing, misinformation, reporting and seeking help.

- Use proportionate technical controls, filtering/monitoring, secure accounts, access permissions, software updates and approved platforms. The school will periodically review whether controls are effective and document identified risks and remedial actions.

- Staff must use approved school accounts and platforms for professional communication, maintain appropriate boundaries, and avoid private or disappearing-message communications with students. Any approved exception must be authorised, transparent and recorded.

- Report online incidents to the CPC/DSL and relevant IT lead promptly. Preserve relevant URLs, dates, usernames and screenshots only where lawful and safe to do so; restrict access and avoid forwarding harmful content. Do not conduct unauthorised searches of personal devices or circulate intimate images.

- For online incidents involving threats, grooming, sexual content, coercion, exploitation or credible risk of harm, the CPC/DSL must consider immediate safety and the appropriate external referral. School-based blocking, filtering or disciplinary action alone may be insufficient.

- Online safety incidents and near misses must be logged, reviewed for recurring platforms or vulnerabilities, and used to update teaching, parent communication, staff training and technical controls.

5. Staff Code of Conduct and low-level concerns

A low-level concern is any concern, however small, that an adult working for or on behalf of BIS may have acted inconsistently with the Staff Code of Conduct or crossed a professional boundary, but which does not currently meet the threshold for a formal allegation of harm. "Low-level" describes the threshold, not the importance of recording or reviewing the concern. Examples may include unnecessary one-to-one contact, favouritism, inappropriate language or jokes, over-familiar messaging, boundary-blurring physical contact, or failure to follow supervision and communication rules.

- All staff must report concerns about adult conduct. Concerns must be raised with the Principal unless the concern relates to the Principal, in which case it must be raised with the Chair of the Board of Governors/proprietor or the appropriate external authority. Concerns about the CPC/DSL must be escalated to the Principal or designated governor, as appropriate.

- The recipient must record the concern factually, including the adult's response where appropriate, the context, action taken and rationale. The adult concerned should be treated fairly, and information shared only with those who need it to assess and manage the concern.

- The Principal or independent designated decision-maker must consider whether the matter is genuinely low-level, requires HR/management action, indicates a pattern, or meets a threshold for referral as an allegation. If uncertain, seek advice from the relevant authority rather than downgrade the concern.

- A low-level concern must not be handled solely through informal reassurance or an undocumented conversation. The record must show the decision, any guidance or training given, follow-up arrangements and closure rationale.

- The school will maintain a current Staff Code of Conduct covering professional boundaries, physical contact, one-to-one meetings, visibility, changing/toileting arrangements, gifts, social media, personal devices, transport, communication with students, photography, confidentiality and reporting duties.

6. Allegations against staff, volunteers, contractors and leaders

Any allegation or concern that an adult may have harmed a child, committed a possible criminal offence against or related to a child, behaved towards a child in a way indicating a risk of harm, or may be unsuitable to work with children must be treated seriously and promptly escalated. This includes employees, agency and supply staff, volunteers, contractors, visitors and senior leaders.

- The school will take immediate steps to protect children and preserve evidence, while avoiding assumptions about guilt. Any interim measures must be risk-based, proportionate, documented and reviewed. Suspension is not automatic and must be considered by the authorised decision-maker in consultation with relevant authorities and HR advice as appropriate.

- The Principal must refer allegations about staff to the relevant UAE authority/ADEK and police where required, and follow their directions. Internal fact-finding must not interfere with a criminal or child-protection investigation.

- Where an allegation concerns the Principal, the Chair of the Board of Governors/proprietor must take responsibility for immediate action and external liaison, ensuring that the Principal has no role in the handling or access to records beyond what is lawfully necessary.

- Where an allegation concerns the Chair, proprietor, governor or another senior leader, it must be referred to an uninvolved governance representative or independent person and directly to the appropriate external authority where required. If no safe independent internal route exists, bypass internal leadership and contact the relevant UAE authority/police.

- The school must not promise absolute confidentiality, conduct informal mediation, retaliate against a reporter, or disclose details to colleagues or parents beyond what is necessary and authorised. Parents/carers will be informed only when appropriate and consistent with authority advice and the child's safety.

- At conclusion, record the outcome and rationale, actions taken, risk controls, support offered, and any required employment or regulatory notifications. Consider lessons learned and whether other students or settings may be affected.

7. Repeated concerns, pattern recognition and case review

Safeguarding concerns must be assessed both individually and cumulatively. A series of apparently minor concerns may indicate escalating risk, a repeated pattern of adult boundary issues, targeted peer abuse, an unsafe location or a wider systems weakness.

- The CPC/DSL will maintain a central, secure concern register and cross-reference related incidents involving the same child, alleged perpetrator, peer group, location, online platform or type of behaviour, while retaining individual case records.

- At least once each half-term, the CPC/DSL and Principal (or independent decision-maker where a leader is implicated) will review open cases, repeat referrals, recurring low-level concerns, overdue actions, attendance or behaviour changes linked to safeguarding, and the effectiveness of safety plans. Urgent or high-risk cases are reviewed immediately and more frequently.

- Each review must record the date, participants, anonymised case reference, pattern identified, risk assessment, decision, rationale, action owner, deadline and follow-up outcome.

- The school will analyse anonymised trends by incident type, location, time, year group, online/offline context, repeat involvement and response timeliness, taking care not to draw unsupported conclusions or expose identities. Trends will inform supervision, site safety, curriculum, staff training and policy changes.

- A case may be closed only when the rationale is documented, immediate risks have been addressed, referrals and actions are followed up as required, and a plan is in place for monitoring any ongoing vulnerability. Closure does not mean deleting the record or ignoring later information.

8. Confidentiality, information sharing and secure records

Safeguarding information is highly sensitive and must be handled securely. Confidentiality must not prevent appropriate information-sharing where necessary to protect a child or comply with law or a competent authority's direction. Information must be accurate, relevant, proportionate, timely and shared only with authorised recipients who need it for safeguarding, investigation, support or legal duties.

- Safeguarding records must be stored separately from routine academic and behaviour records in an access-controlled location or system. Access is restricted to authorised safeguarding personnel and others with a legitimate, recorded need to know.

- Records must include the original concern, dates, source, exact words where possible, observations, decisions and reasons, referrals, communications, safety plans, review dates and outcomes. Entries must be dated, attributable and amended transparently; original information must not be silently overwritten.

- Staff must not discuss cases in corridors, staffrooms, informal messaging groups or with colleagues who are not involved. Information must not be shared with other parents or students. Staff must not use personal email, personal cloud storage or unapproved messaging apps for safeguarding records.

- Information may be shared with UAE authorities, police, child-protection services, receiving schools or other professionals when legally permitted or required and necessary for safeguarding. The CPC/DSL must record what was shared, with whom, when, why, and the legal/operational basis where applicable.

- Parents and students should be told how information will be used where safe and appropriate. The school must not inform a person where doing so could increase risk to a child, prejudice an investigation or conflict with instructions from the competent authority.

- Retention, transfer, access requests, correction and secure disposal must follow applicable UAE law, ADEK requirements and the school's records-management policy. Safeguarding records must be transferred securely to a receiving school or authority when required, with a record of the transfer.

9. Safeguarding risk assessments and support plans

Where a concern identifies ongoing risk, the CPC/DSL will coordinate an individual safety and support plan with relevant staff and external professionals as appropriate. The plan should identify risks, protective actions, named owners, review dates, communication arrangements and the child's views where it is safe and appropriate to seek them.

- Plans may address safe arrival/departure, supervision, class or timetable arrangements, contact restrictions, online access, peer interaction, safe adults, attendance monitoring, emotional support and protection from retaliation.

- Plans must be proportionate and inclusive, taking account of age, communication needs, disability, additional learning needs, culture and any barriers to disclosure. The school will not place the burden of keeping safe solely on the child who may have been harmed.

- Review plans after new information, repeat incidents, changes in attendance or behaviour, external advice, or a material change in circumstances. Record the child's feedback and whether the measures are working.

10. Training, quality assurance and governance review

All staff, including temporary staff, agency staff, contractors with student contact, volunteers and governors, must receive role-appropriate safeguarding induction before unsupervised access to students and regular refresher training. Training must cover reporting routes, child-on-child abuse, sexual abuse and harassment, online safety, low-level concerns, allegations against adults, confidentiality, recordkeeping and escalation when senior leaders are implicated.

- The CPC/DSL and deputy must receive role-specific training and updates appropriate to their responsibilities. Training completion, dates, provider and any outstanding actions must be recorded.

- The Principal and designated safeguarding governor will review implementation at least termly using anonymised evidence: concern and referral logs, response times, repeat patterns, low-level concern trends, staff training completion, safer recruitment checks, online safety incidents, student voice, parent concerns, supervision/site risks and completion of previous actions.

- The Board will receive a written safeguarding report at least termly and an annual review of policy effectiveness. Reports should include anonymised trends and assurance, not unnecessary personal case details. Serious incidents are escalated promptly outside the routine reporting cycle.

- The policy must be reviewed annually and sooner following a serious incident, an inspection finding, a change in ADEK/UAE requirements, an identified pattern or a material change to the school's safeguarding arrangements. The review must record the changes, approver, date and communication to staff and parents.

11. BSO/ISI and regulatory reference framework

The policy is intended to support the proprietor's duty under BSO Standard 7 to ensure effective arrangements safeguard and promote pupils' welfare, taking account of host-country law. The school should retain evidence that the arrangements are implemented and effective, not only that the policy exists.

- Primary local framework: current ADEK Safeguarding Policy and Student Protection Policy; ADEK Digital Policy; applicable UAE child-protection legislation and Ministry of Education reporting guidance; and the Abu Dhabi guide on handling student maltreatment concerns.

- Good-practice benchmark: current UK Department for Education Keeping Children Safe in Education (KCSIE), particularly its principles on child-on-child abuse, low-level concerns, allegations against adults, information sharing, recordkeeping and governance, adapted to the UAE context.

- The CPC/DSL and Principal must verify external contact details and reporting routes against current official sources before each academic year and following any regulatory update. The policy must not rely on UK-only roles or processes, such as a Local Authority Designated Officer (LADO), as if they were UAE authorities.

References

- ISI BSO Inspection Handbook (https://www.isi.net/BSO%20Inspection%20Handbook%202025%20.pdf)
- ADEK School Policies (https://www.adek.gov.ae/Education-System/Education-Policies/School-Policies)
- ADEK Safeguarding Policy PDF (https://adek.gov.ae/-/media/Project/TAMM/ADEK/Policies/School-Policies/Health-safety-and-wellbeing/ADEK_S_Safeguarding-Policy_EN_v12.pdf)
- UK KCSIE 2026 (https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
- Abu Dhabi Early Childhood Authority (ECA). (2024). Handling Student Maltreatment Concerns within Educational Institutions.
- Abu Dhabi Early Childhood Authority (ECA). (2024). Student Protection Policy for Educational Institutions.
- Executive Council Chairman Decision No. (26) of 2013 Regarding the Regulation of Private Schools in the Emirate of Abu Dhabi.
- Federal Decree Law No. (11) of 1972 Concerning Compulsory Education.
- Federal Decree Law No. (9) of 1976 Concerning Juvenile Delinquents and Vagrants.
- Federal Decree Law No. (35) of 1992 Concerning the Criminal Procedural Law.
- Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema's Law).
- Federal Decree Law No. (18) of 2020 Concerning Private Education.

- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law.
- Federal Decree Law No. (51) of 2022 Concerning the Regulation of Nurseries.
- Ministry of Education. National Policy for the Prevention of Bullying in Educational Institutions (MoE, n.d.).
- UNCRC. (1991). The United Nation's Convention on the Rights of the Child.

Confidential: Safeguarding Cause for Concern Referral Form



BELVEDERE INTERNATIONAL SCHOOL

Confidential: Safeguarding Cause for Concern Referral Form سري: نموذج إحالة لحالة قلق بشأن حفظ السلامة 2026-2027

This form, Is to be used to share your concern about any student in the school, It can be social , emotional , academic or behavioural

"هذا النموذج يُستخدم لمشاركة مخاوفك حول أي طالب في المدرسة، يمكن أن تكون اجتماعية، عاطفية، أكاديمية أو سلوكية."

saja.naim@belvedereinternationalschool.com Switch account

Not shared

* Indicates required question

Teacher's Name اسم المعلم *

Your answer

Job Title المسمى الوظيفي (Example : English Teacher) *

Job Title المسمى الوظيفي (Example : English Teacher) *

Your answer

Student's Name اسم الطالب *

Your answer

Year _ Section الصف - الشعبة *

Your answer

Reason for Referral: (Time, Location, Action taken by teacher) *
سبب التحويل (الوقت ، المكان ، الإجراء الذي تم إتخاذه من قبل المعلم)

Your answer

Have you spoken to the student? *
هل تحدثت مع الطالب؟

- [ ] Yes
- [ ] No

No

If the answer is **'Yes,'** what was the response?
إذا كانت الإجابة **نعم** ، ما هو رد الطالب؟

Your answer

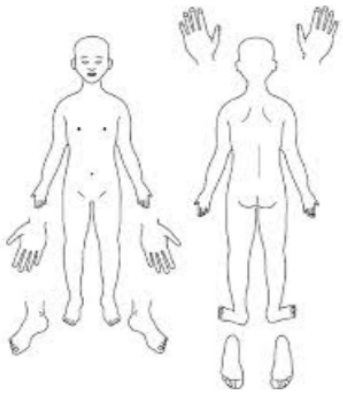
Has the parent been informed of your concern *
هل تم التواصل مع ولي الأمر ؟

- [ ] Yes
- [ ] No

If the answer is **'Yes,'** what was the response?
إذا كانت الإجابة **نعم** ، ما هو رد ولي الأمر؟

Your answer

Label injury location on body diagram using below chart



Submit

Clear form

Never submit passwords through Google Forms