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RAHA INTERNATIONAL SCHOOL
KHALIFA CITY CAMPUS

POLICIES

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Approved by	Name	Signature
Principal	Peter Taylor	

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1. Purpose

Raha International School, Khalifa City Campus (KCC) is committed to providing a safe, caring and respectful environment for all students. It is the right of every student to learn in an environment that protects their dignity and wellbeing and safeguards them from all forms of maltreatment.

The purposes of this policy are to:

1. **Protect all students under the supervision of Raha KCC** from all acts and omissions that constitute maltreatment, including physical, emotional and sexual abuse, neglect, exploitation, bullying and cyberbullying.
2. **Identify and support students who may be at risk of harm**, in line with Federal Law No. (3) of 2016 Concerning Child Rights (Wadeema) and other applicable UAE laws and regulations.
3. **Emphasise that all staff and volunteers are mandated reporters** of alleged or suspected student maltreatment, whether the concern arises inside or outside school.
4. **Define clear roles and responsibilities** for the Principal, CPC/DSL, Child Protection Team (CPT), staff, parents, students and visitors in preventing, identifying, reporting and responding to maltreatment.
5. **Ensure Raha KCC fully complies with ADEK's School Student Protection Policy, ADEK School Safeguarding Policy, the guide on Handling Student Maltreatment Concerns within Educational Institutions (2024) and Taaleem Student Protection and Safeguarding Policy (EDUC-008)**, and coordinates actions with ADEK's Child Protection Unit (CPU), the Family Care Authority (FCA), the Ministry of Interior Child Protection Centre (MoI-CPC) and other competent authorities.

2. Scope

This policy applies to:

- All Raha KCC students from Minis (Pre-K) through to Grade 12, including students aged 18 or over who remain enrolled.
- All Raha KCC staff (academic, support, administrative, operations, bus drivers and nannies, security, cleaners).
- All Taaleem employees working on the Raha KCC campus.
- All volunteers, student teachers, contracted service providers, ECPs/ASA providers and regular visitors who have contact with students.
- All school-organised activities on or off site, including educational visits, sports fixtures, after-school activities and school transport. This includes work

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placements, alternative provision and other off-site programmes, such as IB Career-related Programme placements, where the school remains responsible for safeguarding oversight (EDUC-008 18.2).

This school-level policy is a local application of, and must be read alongside:

- ADEK School Student Protection Policy (Version 1.1, 2024).
- ADEK School Safeguarding Policy (Version 1.2, January 2025; compliance from 1 February 2026).
- Guide on Handling Student Maltreatment Concerns within Educational Institutions (2024), which the school must follow (ADEK SPP 2.3, 3.8).
- ADEK Student Mental Health Policy, Student Behaviour Policy, Digital Policy, School Records Policy and School Employment Policy.
- Taaleem Child Protection and Safeguarding Policy (EDUC-008, Version 02, effective 25 August 2026).
- Related Taaleem policies (Safer Recruitment, Behaviour Management, Positive Handling, Acceptable Use of Technology, Educational Visits, Attendance & Punctuality, Anti-Bullying, Whistleblowing (COMP-003), Intimate Care, Lone Working, Online Safety, Artificial Intelligence in Education, Code of Conduct for Staff, Child Protection Training Policy (EDUC-005), Grievance (HR-010) and the Security SOP).

Where there is any discrepancy, the more protective standard for the child will apply.

3. Legal and Regulatory Framework

Raha KCC operates under the following legal and regulatory frameworks:

- Federal Law No. (3) of 2016 – Child Rights (Wadeema) and its Executive Regulations.
- Federal Decree Law No. (31) of 2021 – Crimes and Penalties and relevant amendments.
- Federal Decree-Law No. (34) of 2021 on Combating Rumours and Cybercrimes.
- Federal Decree-Law No. (26) of 2025 on Child Digital Safety (in force from 1 January 2026).
- Federal Decree Law No. (18) of 2020 on Private Education and amendments.
- National Child Protection Policy in Educational Institutions in the UAE (2022).
- ADEK School Student Protection Policy (Version 1.1, September 2024).
- ADEK School Safeguarding Policy (Version 1.2, January 2025) and ADEK Student Mental Health Policy.

- Guide on Handling Student Maltreatment Concerns within Educational Institutions (2024).
- Taaleem Child Protection & Safeguarding Policy (EDUC-008, Version 02) and Safer Recruitment Policy (HR-026).
- UAE Child Custody Law (2026) and Federal Decree-Law No. (25) of 2025 on Civil Law, as cited in Taaleem EDUC-008.
- Guidance referenced by Taaleem as best practice: Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026).

All Raha KCC staff are mandated, by law, to report suspected or alleged student maltreatment to the appropriate authorities within the timelines outlined in Section 10 of this policy.

4. Key Definitions (Raha KCC)

Raha KCC adopts the definitions used in ADEK's School Student Protection Policy and Taaleem EDUC-008.

- **Child / Student** – Any person under 18 years of age enrolled or present at Raha KCC. The protections in this policy also apply to enrolled students aged 18 or over.
- **Maltreatment** – Any act or omission that harms a child or places them at risk of harm, including:
    - **Physical abuse** (e.g., hitting, shaking, burning, poisoning, suffocating, inappropriate restraint).
    - **Emotional abuse** (e.g., persistent humiliation, threats, rejection, making a child feel worthless or frightened).
    - **Sexual abuse** (e.g., any sexual activity or exploitation involving a child, including online grooming or exposing them to sexual content).
    - **Neglect** (persistent failure to meet basic physical, emotional, psychological, medical, educational or supervisory needs).
    - Exploitation (sexual, criminal and economic) (e.g., sextortion, criminal exploitation, trafficking, child labour, or using a child for another person's sexual or financial gain).
    - Domestic abuse, including teenage relationship abuse. A child who sees, hears or experiences the effects of domestic abuse is a victim in their own right (EDUC-008 6.1.3).
    - **Bullying and cyberbullying**, including severe bullying which has or risks significant physical or emotional impact (treated as maltreatment under ADEK policy).
- **Child Protection Coordinator (CPC)** – The senior staff member at Raha KCC trained and appointed to coordinate student protection, act upon concerns,

liaise with ADEK's CPU and FCA, support students and families, and lead the Child Protection Team (CPT). At Raha KCC this is the Whole-School Child Protection Coordinator.

- **Designated Safeguarding Lead (DSL)** – Taaleem term for a senior leader responsible for safeguarding. At Raha KCC each phase (Early Years, PYP and Secondary) has a School DSL, who reports to the Whole-School CPC.
- **Deputy Designated Safeguarding Lead (DDSL)** – Also called Assistant DSL (ADSL). Member(s) of staff trained to support and deputise for the School DSL in their phase.
- **Child Protection Team (CPT)** – A small multidisciplinary team (typically 3–5 members) including the CPC/DSL, DDSL(s), school counsellor or social worker, nurse and relevant senior leaders, responsible for case management and school-wide student protection actions.
- **ADEK Child Protection Unit (CPU)** – ADEK unit that receives, reviews and triages student maltreatment concerns reported through the Safety Concern Portal, and liaises with FCA and MoI-CPC.
- **Family Care Authority (FCA)** – Authority responsible for case management and follow-up.
- **Digital Safety Concern Portal** – Online portal used to submit the Safety Concern Form to CPU/FCA/MoI-CPC (currently https://daasafetyconcern.abudhabi/).
- **Mandated Reporter** – Any person legally required to report concerns, including all staff and any person on or off school premises whom a student asks for help in reporting.
- **Child Protection Specialist (CPS)** – A licensed person authorised to protect children's rights, appointed by the Judicial Department or the Ministry of Community Development.
- **Parent** – The person legally responsible for the child, or entrusted with their care.
- **School day** – School operating hours, including school bus travel and extracurricular activities.
- **Terminology** – In this policy, "DSL/CPC" means the Whole-School CPC or, for phase-level matters or in the CPC's absence, the School DSL for that phase. "DDSL" or "Deputy DSL" means an Assistant DSL. Taaleem EDUC-008 uses "DSL" to include the CPC (EDUC-008 4.1). "Taaleem CO Safeguarding Lead" means the Taaleem Head of Safeguarding.
- **Low-level concern** – Any behaviour by an adult working in or on behalf of the school that is inconsistent with the Staff Code of Conduct, even if it does not meet the harm threshold, or conduct outside work that raises doubt about their suitability to work with children (EDUC-008 4.8.7, 14.6).

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- **Allegation** – A report that an adult has harmed or may have harmed a child, possibly committed a criminal offence against or related to a child, behaved in a way that indicates they may pose a risk of harm, or may not be suitable to work with children (EDUC-008 4.8.8, 14.5).

Appendices (to be developed/attached by Raha KCC) will provide additional detail on indicators of each type of maltreatment.

5. Principles

Raha KCC's student protection work is guided by the following principles, in line with ADEK and Taaleem:

1. **Best interests of the child are paramount** in all decisions and actions.
2. **Zero tolerance** for any form of maltreatment or abuse by adults or students.
3. **Shared responsibility:** every adult in the school community is responsible for safeguarding children and is a mandated reporter.
4. **Early identification and intervention** are essential; staff are expected to "think safeguarding first" and act promptly.
5. **Student voice and participation:** students are listened to, taken seriously and supported when they raise concerns.
6. **Student assent and advocacy:** students are told what will happen next and their assent is sought when a concern is raised, unless this would place them at risk. Each student can be supported by a trusted adult advocate (ADEK SPP 1.5, 2.4).
7. **Confidentiality with clear limits:** information is shared strictly on a need-to-know basis, but never used to avoid or delay action to protect a student.
8. **Cultural sensitivity and equity:** all Raha KCC students have equal rights to care, protection and safety regardless of nationality, gender, religion, language or ability.

6. Roles and Responsibilities at Raha KCC

6.1 Principal

The Principal is the school-level guardian of students' rights not to be exposed to maltreatment while under the school's supervision.
The Principal will:

- Ensure full implementation of this policy and ADEK's School Student Protection Policy.
- Ensure a Whole-School CPC, a School DSL for each phase, Assistant DSLs and a CPT are appointed, complete ADEK-mandated CPC/CPT training, and are reported annually to ADEK (ADEK SPP 3.4).

- Provide time, training and resources for the CPC/DSL and CPT to perform their roles effectively.
- Oversee supervision and safety of students at all times, including before/after school, on transport and during off-site activities.
- Ensure all staff, parents, contractors and visitors are aware of this policy and their responsibilities.
- Ensure safer recruitment checks and ongoing monitoring of staff suitability in partnership with Taaleem HR.
- Ensure regular safeguarding meetings with the CPC and wider safeguarding team, at or above Taaleem minimums (EDUC-008 8.2.2(l), 12.6.3): the Principal and CPC meet at least twice a month; the School Safeguarding Team (CPC, School DSLs, Principal, counsellor and nurse) meets at least fortnightly to review all High-level cases; a wider safeguarding meeting with HR, IT, Facilities and the nurse is held monthly; and safeguarding is reported at every School Governance meeting. Team Around the Child (TAC) meetings (weekly in every school) and the monthly Child Protection Committee of the CPC and School DSLs sit within this cycle.
- Immediately suspend, on a temporary basis, any staff member suspected of a maltreatment offence until the matter is adjudicated (ADEK SPP 10.1(13)).
- Hold student protection orientation sessions for parents at enrolment and at the start of each academic year (ADEK SPP 10.1(11)).
- Ensure student and parent views on safety and protection reporting are gathered and acted on (ADEK SPP 10.1(8)).
- Maintain student records in line with the ADEK School Records Policy and keep open and closed cases confidential (ADEK SPP 10.1(12)).
- Ensure this policy is ratified by the Governing Board, published on the school website and shared every year (ADEK SPP 9.1).
- Ensure the CPC and School DSLs receive regular supervision, and that safeguarding cover is in place whenever the CPC is absent (EDUC-008 8.2.2(b), (f)).
- Seek advice from the Taaleem Head of Safeguarding and CO HR Director on any allegation against a member of staff (EDUC-008 14.5).
- Ensure key safeguarding personnel (Appendix B) are displayed prominently for students, staff and parents (EDUC-008 5.1.10).

6.2 CPC / DSL

The Whole-School CPC (supported by the School DSL in each phase) will:

- Be fully conversant with this policy, ADEK Student Protection Policy and Taaleem EDUC-008, and ensure consistent implementation.
- Lead and coordinate the work of the Child Protection Team.

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- Provide advice and guidance to staff on safeguarding and student protection.
- Receive, review and risk-assess all safeguarding concerns logged via CPOMS or the digital Safety Concern Form.
- Decide, with the Principal and CPT where necessary, on the level of response, including:
    - monitoring and support within school
    - contacting parents/carers (where appropriate)
    - submitting Safety Concern Forms via the digital safety concern portal to CPU/FCA/MoI-CPC
    - contacting Police (999) in cases of imminent danger.
- Ensure all alleged or suspected maltreatment, inside or outside school and whatever its internal risk rating, is reported to the ADEK CPU via the Safety Concern Portal within 24 hours of suspicion (ADEK SPP 3.1).
- Maintain accurate, secure and confidential records of all safeguarding concerns and actions on CPOMS, ensuring cases are reviewed regularly and closed once resolved.
- Coordinate and record staff safeguarding training (Levels 1–3) and ensure refresher cycles are met.
- Liaise with Taaleem CO Safeguarding Lead and Cluster Director on high-level cases, audits and quality assurance.
- Complete ADEK-mandated CPC training and sign the ADEK affidavit on ethical standards (ADEK SPP 3.4, 5.1).
- Act as the school's Safeguarding Lead under the ADEK School Safeguarding Policy, leading the annual review of safeguarding effectiveness and reporting it to the Principal and Governing Board (Safeguarding Policy 2.2).
- Quality-assure CPOMS records across all phases through termly case-file sampling.
- Follow the Taaleem Safeguarding Incident Management Process and escalation timelines (see 10.2), allocating each concern a High, Medium or Low level on CPOMS (EDUC-008 12.1, Appendices 6–8).
- For every High-level case, convene a Team Around the Child and upload a Child Protection Plan to CPOMS, reviewed at least every four weeks (weekly where immediate harm is suspected, such as mental health concerns), and consider the welfare of any siblings (EDUC-008 12.4.7, 12.6.4).
- Close cases promptly, and record a documented justification on CPOMS for any case open for more than one month (EDUC-008 8.3(g)).
- Review filtering and monitoring of the school's online access with the IT Administrator (EDUC-008 8.3(k), 16.3).

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- Review safer recruitment compliance with HR each term, including a check of at least five randomly selected personnel files (EDUC-008 8.3(n)).
- Be available to staff in person or remotely, including during ECAs, school transport and off-site activities (EDUC-008 8.3(j)).
- Review safeguarding information received through the admissions safeguarding reference and decide on any actions before or after enrolment (EDUC-008 5.1.12).

6.3 Deputy DSL(s)

DDSLs will:

- Act as DSL/CPC in their absence.
- Support monitoring of cases, staff support and training.
- Attend safeguarding meetings and Taaleem 'job-alike' sessions as required.

6.4 Child Protection Team (CPT)

The Raha KCC CPT will typically include:

- CPC/DSL (Chair)
- DDSL(s)
- School Counsellor / Social Worker
- School Nurse
- Head(s) of Phase / Assistant Heads
- OHS / Facilities representative as needed

The CPT will:

- Review and monitor open cases, ensuring timely support and follow-up for each student.
- Coordinate internal and external support plans.
- Lead whole-school prevention initiatives (curriculum, campaigns, parent workshops).
- Complete ADEK-mandated CPT training as announced and sign the ADEK affidavit on ethical standards (ADEK SPP 3.4(2), 5.1).

6.5 All Staff (academic, support, operations)

All staff at Raha KCC are mandated reporters and will:

- Read and acknowledge this policy and Taaleem EDUC-008.
- Complete the required level of safeguarding training before any unsupervised contact with students (and within 3 working days of starting), and annual refreshers thereafter.
- Maintain vigilant supervision and safeguarding awareness in all interactions with students.
- Report any suspicion, disclosure or allegation of maltreatment immediately to the CPC/DSL or a DDSL, and log it on CPOMS (High or Medium concerns immediately, ideally within 1 hour; Low concerns before the end of the working day, EDUC-008 8.1(e)) or via the agreed Safeguarding Concern Form.

- Never promise absolute confidentiality to a student – they must explain that information will be shared with the Safeguarding Team to keep the student safe.
- If the CPC, School DSLs and Assistant DSLs cannot be reached, or informing them is not in the student's best interests, submit the Safety Concern Form directly to the ADEK CPU/FCA via the portal (ADEK SPP 3.6).
- Never view, copy, forward, save or delete sexual images of students (see Section 10.8).
- If a concern has not improved within four working days of being reported, raise it again with the CPC (EDUC-008 12.4.6).
- Never take photographs of injuries or of a student making a disclosure (EDUC-008 12.2.1(l)).

6.6 Parents / Guardians

Parents/guardians are expected to:

- Provide for their child's physical, emotional and educational needs.
- Work in partnership with Raha KCC and Taaleem in promoting student wellbeing and safety.
- Inform the school of any home circumstances that may affect the child's safety, mental health or behaviour.
- Attend relevant meetings and workshops on safeguarding and online safety.
- Follow the school's procedures if they have concerns about another child's safety.
- Attend the student protection orientation at enrolment and at the start of each academic year.
- Report changes in their child's behaviour or any concerns to the school, and support their child's online safety (ADEK SPP 10.3).
- Always wear their parent lanyard when on school grounds (EDUC-008 8.5).

6.7 Visitors, Contractors, ECP/ASA Providers

All visitors and third-party providers who have contact with students will:

- Be safely recruited and screened, with police checks and approvals recorded in line with ADEK and Taaleem requirements.
- Read and acknowledge the Raha KCC Student Protection Policy (or their own policy where equivalent and agreed).
- Wear visitor lanyards and use designated adult facilities.
- Report concerns immediately to a member of staff or the CPC/DSL.
- Never take photographs of students, and report any concern to the safeguarding team immediately, or at most within 1 hour (EDUC-008 8.6).
- For ECA/ASA providers: supply a safeguarding lead certificate and training certificates for all staff on site. In Abu Dhabi, no adult may interact with students until PASS approval is in place (EDUC-008 8.1.1(c), Appendix 15).

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7. Prevention and Safe Environment

Raha KCC will minimise the risk of maltreatment by:

- Appointing and training DSL/CPC, DDSL(s) and CPT, in line with ADEK-mandated CPC and CPT training requirements.
- Ensuring safer recruitment of all staff and contractors, including criminal record checks from countries of origin and previous residence.
- Embedding student protection and wellbeing within the curriculum (e.g., PSHE, wellbeing programmes, digital citizenship), teaching students about personal safety, boundaries, consent, online safety and how to seek help.
- Providing clear behaviour, anti-bullying and online safety policies and routines.
- Establishing appropriate supervision arrangements during the school day, on transport and during all activities, ensuring students are not left unsupervised.
- Providing accessible reporting channels for students (trusted adults, worry boxes, the Report and Support (Wellbeing Concerns) tile on Toddle, and bathroom posters).
- Regularly communicating student protection expectations to parents and students, including a student-friendly version of this policy.
- Monitoring students who may be at greater risk, including students with additional learning needs, young carers, students new to the school and students with open CPOMS plans, through Team Around the Child meetings (ADEK Safeguarding Policy 3.1.3).
- Ensuring no school rule or practice harms students' health or wellbeing, for example by limiting washroom breaks (ADEK Safeguarding Policy 3.1.7).
- Following the school's supervision, collection and visitor procedures under the ADEK School Safeguarding Policy.
- Requesting a safeguarding reference from each new student's previous school; the Admissions Manager notifies the CPC without delay of any safeguarding information received (EDUC-008 5.1.12).
- Making reasonable adjustments to safeguarding processes, communications and training so that Students of Determination, English Language Learners and students with additional needs can access support, including translated information, interpreters and visual supports (EDUC-008 5.1.13, 18.3).
- In Early Years, providing enhanced supervision during arrivals, departures, rest, transitions, outdoor play and toileting; carrying out intimate care in line with the Taaleem Intimate Care Policy; and keeping clear authorised-collection and custody procedures (EDUC-008 5.1.6, 6.1.7).
- Maintaining robust online filtering and monitoring, reviewed regularly by the CPC with the IT Administrator; teaching online safety and responsible AI use

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through digital literacy and PSHE; and giving parents guidance on safe use of technology at home (EDUC-008 16.3–16.9).
- Controlling site access: everyone on site wears a role-coloured lanyard, issued in line with the Taaleem Security SOP (EDUC-008 5.1.6).

8. Recognising Maltreatment

All staff will be trained to recognise potential indicators of:

- Neglect
- Physical abuse
- Sexual abuse / exploitation
- Emotional abuse
- Bullying and cyberbullying
- Self-harm, suicidal ideation and mental health concerns
- Domestic abuse, including teenage relationship abuse
- Criminal exploitation
- Children missing education for prolonged periods
- Eating disorders
- Online harms (content, contact, conduct and commerce), including misuse of AI and deepfakes

Training will be guided by ADEK definitions and Taaleem guidance, with appendices providing checklists and examples for staff reference.

Staff must not investigate or interview extensively; their role is to notice, record and report.

Mental health concerns do not automatically constitute a safeguarding concern, but become one where there is a risk of significant harm to the student or others (EDUC-008 7).

9. Acceptable Adult Behaviour and Professional Boundaries

Raha KCC staff and volunteers must maintain high professional standards and clear boundaries at all times, aligned with ADEK and Taaleem expectations.

This includes:

- Using only age-appropriate, limited and non-secretive physical contact, in response to a student's needs, and never for the adult's gratification.
- Respecting students' privacy when changing, using toilets or showering, while ensuring appropriate supervision.
- Never using corporal punishment or degrading, humiliating treatment.
- Avoiding one-to-one situations in closed or hidden spaces wherever possible; if unavoidable, ensuring they are visible and/or known to colleagues.

- Not communicating with students through personal social media, personal messaging apps or personal email accounts.
- Following Taaleem's Code of Conduct, Positive Handling Policy and Acceptable Use of Technology Policy.
- Taking photographs or video of students only with parental permission, for a clear educational purpose and on school-owned devices, and never storing images of students on personal devices or accounts (EDUC-008 Appendix 11).
- Recording and reviewing any physical intervention in line with the Positive Handling Policy (EDUC-008 6.1.5).
- In swimming lessons, following the Taaleem aquatics guidance on supervision and physical contact (EDUC-008 17).

Any breach of these expectations must be reported as a safeguarding concern.

10. Reporting Procedures at Raha KCC

10.1 General Principles

- Every concern, however small it may seem, must be taken seriously and reported.
- Staff are mandated to report suspected maltreatment within 24 hours of suspicion to the ADEK CPU, via the agreed process. This applies to all alleged or suspected maltreatment, whatever its internal risk rating (ADEK SPP 3.1).
- Reporting in good faith is protected; no staff member may be penalised for raising a genuine concern.
- The school follows the guide on Handling Student Maltreatment Concerns within Educational Institutions (2024), including for emergency cases (ADEK SPP 2.3, 3.8).

10.2 Internal School Process

1. **Immediate safety:**
   - If a student is in imminent danger (risk of serious harm), staff must immediately inform the CPC/DSL or Principal and contact Police (999).
2. **Initial disclosure or concern:**
   - Staff listen calmly, reassure the student, avoid leading questions, and do not promise confidentiality.
   - Staff record the concern as soon as possible, using the student's own words where applicable.
3. **Reporting to DSL/CPC:**
   - Staff must inform the DSL/CPC or DDSL immediately and log the concern on CPOMS (or, if CPOMS is not accessible, via the Safeguarding Concern Form, to be uploaded later).

4. **Risk assessment & decision:**
    - The DSL/CPC reviews the concern, assigns risk level (low, moderate, high) using Taaleem's Incident Management and Escalation guidance, and decides next steps. The risk level decides the school's internal support response. It does not decide whether a concern is reported to the ADEK CPU (see 10.3).
    - Taaleem timelines apply (EDUC-008 12.4.3, Appendices 6–8). High-level concerns: the CPC refers to the Principal immediately (ideally within 1 hour) and alerts the Taaleem Head of Safeguarding within 1 hour; next steps, including CO notification, are recorded on CPOMS within 2 hours; and an initial risk assessment is completed within 4 hours. Medium-level concerns: reported to the Head of Safeguarding within 24 hours if the CPC decides it is needed. Low-level concerns: escalated only if a pattern emerges.
    - Any concern is escalated to High immediately if there is a risk of immediate serious harm (EDUC-008 12.4.4).

10.3 Reporting to ADEK CPU / FCA / MoI-CPC

In line with ADEK's School Student Protection Policy, the DSL/CPC will:

- Submit a Safety Concern Form via the digital safety concern portal (https://daasafetyconcern.abudhabi/) for:
    - all alleged or suspected maltreatment, inside or outside school, within 24 hours of suspicion (the same day wherever possible), whatever the internal risk rating.
- Ensure the form is completed accurately and promptly. Once submitted, it is automatically shared with ADEK CPU, FCA and MoI-CPC, who then follow their internal procedures for triage and case management.
- For emergency cases, contact Police (999) first, then submit the Safety Concern Form without delay.
- For concerns arising under school supervision, the CPU reviews the form first and may carry out its own safety and risk assessment before referring the case to FCA. Concerns arising outside school supervision are managed by FCA.
- If the CPU returns a concern with reasons, the CPC records the reasons on CPOMS, gathers further information and resubmits where appropriate.
- Any staff member must submit the Safety Concern Form directly if the CPC, School DSLs and Assistant DSLs cannot be reached, or if informing them is not in the student's best interests (ADEK SPP 3.6).

Relevant contacts (to be displayed on posters in school):

- Abu Dhabi Police: 999

- Family Care Authority (FCA): 800 444, icm@adfca.gov.ae
- MoE Child Protection Unit (CPU): 800 85, cpu@moe.gov.ae
- Safety Concern Portal: https://daasafetyconcern.abudhabi/ (all school reports are made through the portal).
- MoI Child Protection Centre (UAE-wide): 116111
- Ewaa Shelters for Women and Children: 800 7283
- Hemayati app (Ministry of Interior): emergency "red button" to report to Police

10.4 Coordination with Taaleem Central Office

For high-level safeguarding or child protection concerns, the DSL/CPC and Principal will inform, and consult before making any external report (EDUC-008 13.1):

- Taaleem Head of Safeguarding
- Cluster Director / Director of Education

This is to ensure a coordinated response and does not prevent any staff member from reporting directly to authorities in line with ADEK SPP 3.6. Concerns about the Principal are reported to the Taaleem Head of Safeguarding. Concerns about the CPC are reported to the Principal. Staff may also raise concerns about senior leaders, or report anonymously, through the Taaleem Whistleblowing Hotline (EDUC-008 14.4, 20).

Consultation with Taaleem must never delay action for a child at immediate risk, or the ADEK requirement to report to the CPU within 24 hours. Where Taaleem and ADEK requirements differ, the more protective standard applies (Section 2).

10.5 Out-of-Hours Reporting

Raha KCC will:

- Provide an out-of-hours contact (mwoodward@ris.ae) for urgent safeguarding concerns
- Make clear that if this contact is unavailable and a child is at immediate risk, staff/parents must contact 999 and/or the Safety Concern Portal without delay. If the out-of-hours contact cannot be reached, staff must also speak to the Principal immediately (EDUC-008 12.8.2).

10.6 Children Missing Education

Excessive absence, or sudden unexplained withdrawal from school, is reported to the CPC as a possible maltreatment concern (ADEK Safeguarding Policy 3.1.9). The attendance team alerts the relevant School DSL when [insert agreed absence and contact threshold] is reached. The CPC decides whether to submit a Safety Concern Form.

10.7 Self-Harm and Suicidal Ideation

Any concern about potential significant self-harm is referred immediately to the

CPC or a CPT member. Any concern about suicidal ideation is reported immediately to the CPC and school leadership (ADEK Student Mental Health Policy 3.5). The CPC and counsellor agree a safety plan, decide when and how parents are informed in the student's best interests, and record all actions on CPOMS.
If parents refuse counselling that is necessary to prevent significant harm, this is reported as neglect to the ADEK CPU (ADEK Student Mental Health Policy 3.6).
Where a risk assessment indicates it, parents are asked to obtain an external psychological or psychiatric assessment. The student returns to school after a reintegration meeting, once a letter confirming it is safe for them to attend has been received. A Child Protection Plan and risk assessment are put in place, including consent for the counsellor to liaise with external professionals (EDUC-008 18.4.5, Appendix 6).

10.8 Sexual Images Involving Students

Staff must never view, copy, forward, save or delete sexual images of students. Where it is safe to do so, confiscate and secure the device without looking through it, and refer immediately to the CPC. The CPC escalates immediately to the Taaleem Head of Safeguarding, the ADEK CPU and Police (EDUC-008 13.2.2, 16.8; Federal Decree-Law No. 34 of 2021; Federal Decree-Law No. 26 of 2025).

10.9 Young Carers

Students with caring responsibilities beyond their age are identified, reported to FCA and referred for counselling support (ADEK Student Mental Health Policy 4.2).

11. Allegations Against Staff, Volunteers or Visitors

Any concern or allegation that a member of staff, volunteer, contractor or visitor has:

- harmed a student,
- potentially committed a criminal offence against a student, or
- behaved in a way that indicates they may pose a risk to children

must be treated as a safeguarding allegation and reported immediately to the DSL/CPC and Principal.
Allegations are also reported to the ADEK CPU via the Safety Concern Portal within 24 hours. Allegations about the Principal are reported to the Taaleem Head of Safeguarding, who acts as Safeguarding Governor (EDUC-008 14.5).

Raha KCC will follow:

- the ADEK School Student Protection Policy (clauses 6.2–6.4, 7.4 and 10.1(13)) and the ADEK School Employment Policy; and

- Taaleem's procedures as set out in EDUC-008 (including reference to Appendix 11 – Protection Against Allegations of Abuse for Staff, and Appendix 12 – Low-Level Concerns).

The Principal will immediately suspend, on a temporary basis, any staff member suspected of a maltreatment offence until the matter is adjudicated (ADEK SPP 10.1(13)).
Allegations of serious sexual misconduct against staff, volunteers or invited visitors are reported directly to Abu Dhabi Police and FCA, and the person is removed from the school premises immediately (ADEK SPP 7.4).
Where serious misconduct is proven after a written investigation, the staff member's appointment is revoked in line with the ADEK School Employment Policy (ADEK SPP 6.4).
Low-level concerns (see Section 4) are reported without delay to the CPC or Principal, or to the Taaleem CO Safeguarding Team if they involve the CPC or Principal. Staff should self-report any situation where their conduct could be misinterpreted. Concerns are recorded confidentially and reviewed for patterns, which may indicate grooming (EDUC-008 14.6, Appendix 12).
An allegation found to be false or unfounded is still recorded, with the actions taken, investigation, outcome and any support. Outcomes are classed as substantiated, unsubstantiated, false, malicious or unfounded. False or malicious allegations are not referred to in employment references, and the school considers whether the allegation points to unmet needs for the student (EDUC-008 14.5).
Records of allegations are held on the staff member's confidential file and on CPOMS (StudentSafe and StaffSafe), and kept until the staff member reaches normal pension age or for 10 years from the allegation, whichever is longer (EDUC-008 14.5).
Concerns about staff that are not safeguarding-related follow the Taaleem Grievance Policy (HR-010) (EDUC-008 14.2).

12. Child-on-Child Abuse and Bullying

Raha KCC recognises that students can pose a risk to other students. This includes bullying, cyberbullying, sexual harassment, sexualised behaviour, physical assault and coercive control.

- All bullying will be handled in line with the National Policy for the Prevention of Bullying in Educational Institutions, the ADEK Student Behaviour Policy and the school's Anti-Bullying Policy.
- Severe bullying (with significant actual or potential physical or emotional impact) will be treated as maltreatment and reported following student protection procedures.

- Victims and alleged perpetrators will both receive appropriate support; the focus is safety, education and behaviour change, alongside any disciplinary or legal actions required.
- Child-on-child abuse includes bullying (including prejudice-based bullying), teenage relationship abuse, physical abuse, sexual violence and harassment, coercion, sharing of indecent images, upskirting, initiation or hazing, racism and misogyny. It is never dismissed as "banter" or "part of growing up" (EDUC-008 15.3, 15.5).
- Both the victim and the alleged perpetrator are considered a safeguarding risk. The school assesses the risks and needs of each, may separate them in classes and activities, and always prioritises protecting the victim (EDUC-008 15.2, 15.10).
- Repeated online bullying or harassment disclosed by a student or parent is recorded on CPOMS, wherever and on whatever device it happened. The CPC and pastoral lead decide whether the safeguarding or behaviour route is followed and record the decision (EDUC-008 16.11).

13. Confidentiality and Record-Keeping

- All case reports and student data are strictly confidential; the identities of the student, alleged perpetrator and reporter are protected.
- Information is shared only with authorised individuals (DSL/CPC, CPT, Principal, ADEK CPU, FCA, MoI-CPC and judicial authorities as required by law).
- Safeguarding records will be kept securely on CPOMS, with role-based access controls in line with Taaleem's Data Protection Policy.
- Authorised individuals must not discuss cases with the media, third parties or unauthorised staff (ADEK SPP 4.3).
- Paper Safeguarding Concern Forms are uploaded to CPOMS by a DSL within one working day, and provisional notes are destroyed securely (EDUC-008 12.3.2).
- Student safeguarding files are kept for at least five years after the student leaves the school, or longer where required by law (EDUC-008 Appendix 7).
- When a student transfers to another school, relevant safeguarding information may be shared with the new school in line with legal requirements and only where it is in the child's best interests. Any such sharing is decided by the CPC, recorded on CPOMS, and follows the ADEK School Records Policy.

14. Training and Awareness

Raha KCC will meet ADEK and Taaleem expectations by ensuring:

- **ADEK-mandated CPC and CPT training**, with the ADEK affidavit on ethical standards signed by the CPC and CPT members (ADEK SPP 5.1).
- **Level 1 training** for all staff and regular contractors/volunteers with student contact, before any unsupervised contact with students (and within 3 working days of starting) and refreshed annually.
- **Level 2 training** for key pastoral and inclusion staff, counsellors and nurses at least every two years.
- **Level 3 training** for DSL/CPC, DDSL(s), Principal and Taaleem governance staff at least every two years.
- **Safeguarding induction** for Governing Board members (ADEK Safeguarding Policy 6.1.1).
- **Continuous training and Principal supervision** for staff who provide counselling, support or close personal care to students (ADEK SPP 5.4).
- **Signed acknowledgement** from all staff that they understand their responsibilities. Volunteers receive induction, and invited visitors confirm they have read the policy (ADEK SPP 5.2–5.3).
- **Bespoke Level 3 training** every two years for Operations Managers (EDUC-008 8.1.1(b)).
- **Early Years scenario training** for staff working with children aged 4 and under (EDUC-008 11).
- Termly refreshers / briefings for staff on emerging issues.
- **Parent orientation at enrolment and at the start of each academic year, and parent awareness sessions** on student protection, online safety, and how to raise concerns.
- **Student-facing programmes**, assemblies and resources that teach students how to keep themselves safe and how to report worries.

The DSL/CPC will maintain a training log for all staff. The log shows completion and expiry dates, is kept on an approved system and is audited annually by the Taaleem Head of Safeguarding (EDUC-008 8.3(c)). Training levels and refresher intervals follow the Taaleem Child Protection Training Policy (EDUC-005); ADEK does not set training intervals.

15. Monitoring, Evaluation and Review

- The Principal, DSL/CPC and CPT will monitor the implementation of this policy through case reviews, safeguarding data, audits and stakeholder feedback.
- Each term the CPC reports to the Principal and Governing Board on agreed indicators, including: time from concern to CPC review; proportion of Safety

Concern Forms submitted within 24 hours; CPOMS case-file audit findings; training compliance; patterns by phase, grade and concern type; and student voice on feeling safe.

- The CPC, as Safeguarding Lead, leads an annual review of the effectiveness of safeguarding provision (ADEK Safeguarding Policy 2.2.1).
- Student and parent views on safety and reporting, gathered through student voice surveys and parent forums, inform each review (ADEK SPP 10.1(8)).
- Safeguarding levels are moderated and reviewed each term by the Principal, CPC and Taaleem Head of Safeguarding (EDUC-008 12.4.1).
- The school submits Taaleem safeguarding KPI data monthly and/or termly as required (EDUC-008 22.4).
- The Taaleem Head of Safeguarding will review safeguarding effectiveness annually as part of Taaleem internal reviews, with a standalone audit if required (EDUC-008 9.2.2(b), 22.3).
- This policy will be reviewed annually, or sooner if required by changes in UAE legislation, ADEK requirements or Taaleem policy. Each version is ratified by the Governing Board, published on the school website and shared each year with the Governing Board, staff, volunteers, parents and students, including a student-friendly version (ADEK SPP 9.1).

Date	Changes	Reviewed By
Jan 2026	Principal reviewed and signed	Peter Taylor
Nov 2026	v2: ADEK alignment review (SPP v1.1, Safeguarding Policy v1.2, Student Mental Health Policy); 2026-27 team structure, alignment with Taaleem Student Protection and SG updated policy	CPC / Principal

16. Appendices

Appendix A – Indicators of Abuse and Neglect

Appendix A: Indicators of Abuse and Neglect (Raha KCC)

These indicators are guidance to help staff recognise possible signs of

maltreatment. They do not prove abuse on their own, but they should prompt you to record and report any concerns to the DSL/CPC or a Deputy DSL.
If you notice any combination of the signs below and feel uneasy about a student, you must report it immediately, and before you leave site that day.

A1. Physical Abuse

Physical abuse involves deliberately causing physical harm to a child. It includes hitting, shaking, burning, poisoning, suffocating, inappropriate restraint or any action that causes or risks injury.

Possible physical indicators:

- Unexplained bruises, burns, bite marks, fractures or welts
- Injuries in unusual places (e.g. cheeks, ears, mouth, neck, back, torso, thighs)
- Injuries with a clear pattern (e.g. belt marks, hand prints, loop marks, cigarette burns)
- Multiple injuries at different stages of healing
- Frequent "accidents" or explanations that do not match the injury
- Wearing long sleeves or layers in hot weather to cover marks

Possible behavioural indicators:

- Flinching when approached or touched
- Being afraid of certain adults or reluctant to go home
- Describing themselves as "naughty" or deserving punishment
- Aggressive, disruptive or excessively compliant behaviour
- Running away or regularly arriving very early / leaving very late
- Giving vague, inconsistent or changing explanations for injuries

A2. Emotional Abuse

Emotional abuse is persistent emotional maltreatment that severely and adversely affects a child's emotional development. It may involve humiliation, rejection, threats, or making the child feel worthless or unloved.

Possible physical/observable indicators:

- Developmental delays not explained medically
- Frequent psychosomatic complaints (headaches, stomach aches) with no clear cause
- Bedwetting, soiling or regression in previously acquired skills

Possible behavioural indicators:

- Low self-esteem, negative self-talk ("I'm stupid", "I'm useless")
- Excessive anxiety, fearfulness, clinginess or withdrawal
- Extreme behaviours – very passive or very aggressive
- Difficulty forming friendships, poor social skills, isolation from peers
- Over-compliance and eagerness to please adults

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- Frequent outbursts, self-destructive or risk-taking behaviour

A3. Sexual Abuse and Exploitation

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. It includes physical contact and non-contact activities (e.g. grooming, exposing a child to sexual acts or images, sexualised online communication).

Possible physical indicators:

- Pain, itching, bruising or bleeding in genital or anal areas
- Sexually transmitted infections or pregnancy, particularly in younger students
- Difficulty walking or sitting
- Frequent urinary tract infections or unexplained genital infections

Possible behavioural indicators:

- Knowledge, language or behaviour about sex that is inappropriate for age
- Sudden change in behaviour – becoming withdrawn, anxious or depressed
- Regressive behaviours (e.g. bedwetting, thumb-sucking)
- Avoidance of specific people or places without obvious reason
- Running away from home or staying away from school
- Sexualised drawings, language, play or behaviour with peers
- Excessive time spent online; secretive use of devices; receiving gifts from unknown or older peers or adults

A4. Neglect

Neglect is the persistent failure to meet a child's basic physical, emotional, educational or medical needs, likely to result in serious harm to health or development.

Possible physical indicators:

- Consistently poor hygiene (body odour, unwashed hair, dirty clothes)
- Inappropriate clothing for weather conditions
- Frequent hunger; hoarding or stealing food
- Untreated medical issues (e.g. dental problems, chronic conditions, repeated infections)
- Tiredness, lethargy or falling asleep in lessons

Possible behavioural indicators:

- Frequent or prolonged absences / lateness
- Staying at school unusually late or not wanting to go home
- Difficulty concentrating, poor academic progress not explained by learning needs

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- Caring responsibilities beyond their age (looking after siblings, managing household tasks) – young carers must be identified and reported (see Section 10.9)
- Appearing withdrawn, anxious or unusually self-reliant
- Signs of affluent neglect: limited parental engagement or supervision, unmet emotional needs or excessive academic pressure, which can increase vulnerability to grooming and risk-taking (EDUC-008 Appendix 2)

A5. Bullying and Cyberbullying (Including Severe Bullying)

Bullying is repeated, intentional behaviour that hurts another person physically, emotionally or socially, including face-to-face and online.

Possible indicators:

- Unexplained injuries, damaged clothing or belongings
- Frequent "lost" items (lunch money, devices, school supplies)
- Fear or reluctance about coming to school or specific lessons/areas
- Sudden decline in academic performance or participation
- Social withdrawal, loss of friends, isolation
- Changes in online behaviour – fear about checking devices, secrecy, or distress after being online
- Frequent psychosomatic complaints, difficulty sleeping, nightmares

Severe bullying that has a significant physical or emotional impact must be treated and reported as maltreatment.

A6. What To Do if You Notice These Indicators

- **Do not** diagnose or investigate.
- **Do**:
  - Record what you see / hear (facts, not opinions).
  - Note dates, times, and exact words used by the student where relevant.
  - Report your concern to the DSL/CPC or Deputy DSL immediately.
  - Log the concern on CPOMS or, if you cannot access CPOMS, use the Safeguarding Concern Form (Appendix C).

Appendix B – Raha KCC Safeguarding / Student Protection Team



Appendix C – Safeguarding Concern Form

All Raha KCC teaching staff are registered users of CPOMS and must record safeguarding concerns on CPOMS in the first instance. For any adult who does not have CPOMS access (e.g. visitors, external providers, bus staff) or where CPOMS is temporarily unavailable, the Safeguarding Concern Record Form in this appendix must be completed in full and handed to a DSL or deputy DSL the same day; staff

with CPOMS access may also be directed by a DSL to complete this form in addition to their CPOMS log. Paper copies of this form are available from all DSL and deputy DSL office spaces and at Reception for visitors.

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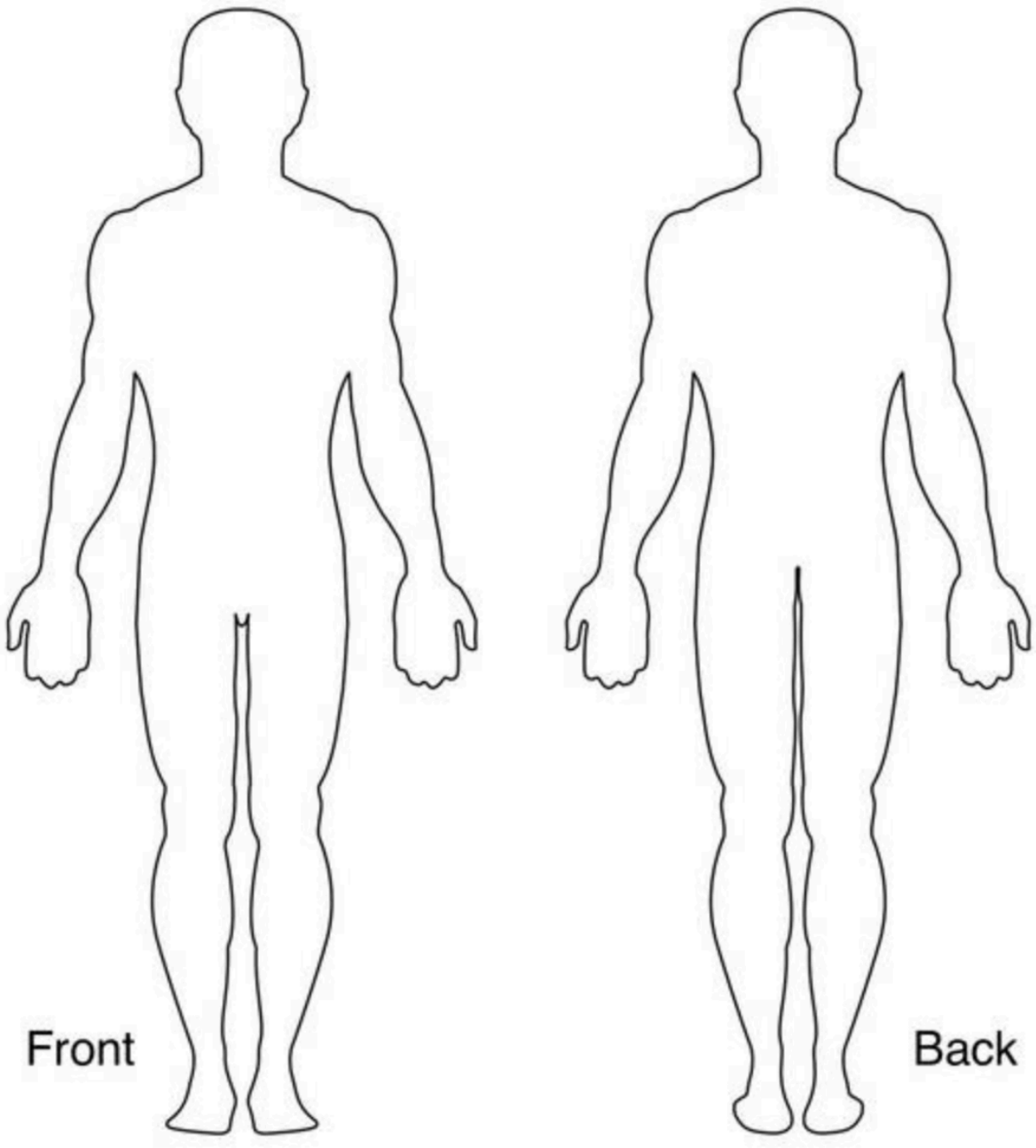
Step 1: Child Protection Record (to be completed member of staff/other adult)

This form should be completed within 24 hours of the incident/concern/disclosure and given to the DSL/DSO. It is important that only factual/neutral information is recorded. Please avoid opinion, suspicion and subjective statements.

Year Group/Section:	House/Form:
Date and time of concern:	
Your account of the concern/incident: What was said, observed, reported and by whom?	
Additional Information: Context of concern/disclosure, circumstances, indicators, statements made by the child/young person? Times, dates and factual information only please.	
Your response: What did you do/say following the concern? Who was this concern passed to? Was there any discussion or advice given that should be recorded?	
Your name:	
Your signature:	
Your role in School:	
Date and time of this recording:	

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Appendix D – "What To Do If You Are Worried About a Student" (Staff & Visitor Guidance)

Appendix D1 – Staff Flowchart (Internal Use)

If you are a member of staff and you are worried about a student:

1. **Notice**
   - You see an injury, behaviour or situation that worries you, **or**
   - A student tells you something that suggests they may be unsafe.
2. **Immediate Safety Check**
   - Ask yourself: **Is the student in immediate danger or at risk of serious harm *right now*?**
   - If **YES**:
     - Stay with the student (or ensure they are with a trusted adult).
     - Contact the **DSL/CPC or Principal immediately**.
     - Call **999** if there is an immediate risk to life or serious harm.
     - After urgent action, record and log on CPOMS as soon as possible.
   - If **NO**, proceed to step 3.
3. **Listen and Reassure**
   - Stay calm, listen carefully without interrupting.
   - Use open prompts (e.g. "Tell me more about that").
   - **Do not** ask leading questions or press for details.
   - **Do not** promise to keep secrets. Explain: "I may need to share this with other adults who can help keep you safe."
4. **Record**
   - As soon as possible, write down:
     - What you saw or heard (including date, time, place).
     - The exact words the student used, where you can remember them.
     - Any visible marks or injuries (do not examine the student or take any photographs; use a body map if needed).
   - Record **facts**, not opinions or labels.
5. **Report**
   - **Immediately**, inform the **DSL/CPC or a Deputy DSL** in person or by phone if the situation feels urgent.
   - Log the concern using **CPOMS** (High or Medium concerns ideally within 1 hour; Low concerns before the end of the working day).
   - If CPOMS is unavailable, complete the **Safeguarding Concern Form (Appendix C)** and hand it directly to the DSL/CPC or Principal.
   - If no CPC or DSL can be reached, or telling them is not in the student's best interests, submit the Safety Concern Form yourself at https://daasafetyconcern.abudhabi/.

6. **DSL/CPC Action**
   - The DSL/CPC:
     - Reviews the concern and relevant history.
     - Assigns a risk level (low, moderate, high).
     - Decides on next steps: internal support, parent meeting (where safe/appropriate), or **external referral** via ADEK's Safety Concern Portal/999.
   - For **all alleged or suspected maltreatment, whatever the risk level**, the DSL/CPC will submit a **Safety Concern Form** to ADEK CPU/FCA/MoI-CPC within 24 hours and liaise with authorities.

7. **Follow Up**
   - Continue to monitor the student's wellbeing and behaviour.
   - Share any **new** concerns with the DSL/CPC.
   - Understand that outcomes and details may be confidential, but the concern will be taken seriously and managed.

Your responsibility is to notice, record and report – not to investigate.

Appendix D2 – Visitor & Contractor Guidance (One-Page Poster Text)

If a child tells you something worrying, or you see something that concerns you:

1. **Listen calmly**
   - Let the child speak. Do not promise to keep secrets.
2. **Write it down**
   - As soon as you can, write what you saw or heard, using the child's own words if possible.
3. **Report immediately**
   - Give your written notes to **Monica Woodard, Child Protection Coordinator (CPC)/ Designated Safeguarding Lead (DSL)**.
4. **Do not**
   - Investigate or ask leading questions
   - Discuss the concern with other parents or students
   - Post about it on social media.

If you believe a child is in **immediate danger**, tell a senior staff member at once and ask them to call **999**.

Appendix E – Staff Code of Conduct (Safeguarding Summary)

Appendix E: Safeguarding Code of Conduct – Summary for Staff

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This appendix highlights key safeguarding expectations for all staff, volunteers, student teachers and regular contractors at Raha KCC. It does **not** replace the full Taaleem Code of Conduct and Child Protection & Safeguarding Policy.

E1. Professional Relationships

- Treat all students with **respect, fairness and dignity**.
- Maintain professional boundaries at all times – you are the **adult** in the relationship.
- Be aware of the **power imbalance** between adults and students and never misuse it for personal, emotional or sexual gain.

You must not:

- Develop or encourage relationships with students that could be seen as secretive, exclusive or romantic.
- Give personal contact details or engage in private communication with students through personal social media, messaging apps or personal email.
- Favour particular students in ways that could be misinterpreted by others.

E2. Physical Contact

- Some appropriate physical contact may be necessary (e.g. comfort, first aid, support in PE), but it must:
    - Be **in response to the student's needs**, not the adult's.
    - Be **age-appropriate, open and non-secretive**.
    - Avoid intimate or intrusive contact.

You must not:

- Use any form of **corporal punishment** or deliberately inflict pain.
- Touch a student in a sexual or sexualised way.
- Engage in rough, physical or "play fighting" contact.
- Allow a student to sit on your lap (except where developmentally appropriate in Early Years and within clear school guidance).

If a student initiates physical contact (e.g. a hug), respond briefly and appropriately, and be mindful of context.

E3. One-to-One Situations and Supervision

- Where possible, **avoid being alone** with a student in a closed or hidden space.
- If one-to-one work is necessary:
    - Keep doors open or use rooms with glass panels.
    - Make sure another adult knows where you are.
    - Sit in positions that are visible from outside.

You must **never**:

- Invite a student to your home or visit their home alone.
- Transport a student in your own vehicle unless authorised by the Principal and with prior parental consent (and never alone if it can be avoided).
- Cover the glass panels on classroom doors (EDUC-008 Appendix 11).

E4. Communication and Digital Safety

- Use only **school-approved platforms** for communication with students.
- Keep communication professional – no jokes, images or language that could be misunderstood or seen as flirtatious, discriminatory or offensive.

You must not:

- "Friend", "follow" or privately message students using personal social media accounts.
- Share personal photos, memes or content that blurs professional boundaries.
- Take, store or share photos of students on personal devices or accounts. Use school devices only, with parental permission (EDUC-008 Appendix 11).

E5. Safeguarding Responsibilities

- Read, understand and comply with the **Raha KCC Student Protection Policy** and Taaleem **EDUC-008**.
- Complete required safeguarding training and refreshers.
- **Report immediately** any concern you have about a student, another adult's conduct, or a breach of this Code – including concerns about colleagues, volunteers or visitors.
- Cooperate fully with internal and external safeguarding investigations.

E6. Protection Against Allegations

Following this Code helps to protect **you** as well as students.
To reduce risk of allegations:

- Avoid secret or out-of-hours contact with students.
- Keep clear, factual records of any incidents that may be open to misinterpretation.
- Self-report promptly to the CPC any situation where your conduct could be seen as a low-level concern (EDUC-008 14.6).
- Inform the DSL/CPC and your line manager if:
    - a student appears overly attached to you, or
    - a situation arises that may be misread by others (e.g. accidental injury, student disclosure).

If an allegation is made against you, follow the school and Taaleem procedures; do **not** discuss the matter with students, parents or on social media.

Appendix F – Student-Friendly Summary of the Student Protection Policy

There are **two versions** – one for younger students (EY–G2) and one for G3–G12.

Appendix F1 – For Early Years to Grade 2

Keeping You Safe at Raha KCC

1. **Your Rights**
   - You have the right to feel **safe**, **happy** and **respected** at school.
   - No one is allowed to **hurt you**, **frighten you** or **make you feel small**.

2. **What Is Not OK**
   - It is **not OK** if someone:
     - hits, kicks or hurts your body
     - calls you nasty names or makes fun of you all the time
     - touches you in ways that make you feel uncomfortable or "yucky"
     - takes your things or won't let you join in games
     - sends you mean messages on a phone or iPad.

3. **Who Can You Talk To?**
   - You can talk to:
     - your **class teacher**
     - any adult you trust at school
     - the **Safeguarding/Wellbeing Team** (show photos of DSL, counsellors).
   - You can tell them in person or ask for help in a note.

4. **What Will Adults Do?**
   - They will:
     - **listen carefully** to you
     - **believe that your feelings are important**
     - try their best to help you and keep you safe.
   - They may need to tell other adults who help keep children safe.

5. **If You Are Worried Right Now**
   - Tell an adult in school **today**.
   - If you are at home and feel in danger, tell your parents or another trusted adult and ask them for help.

Appendix F2 – For Grades 3–12

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Student Guide: Your Safety and Protection at Raha KCC

1. **Your Right to Be Safe**
   - At Raha KCC, every student has the right to:
     - feel **safe and respected**,
     - be **listened to**, and
     - learn without being harmed, bullied or abused.

2. **What We Mean by "Abuse"**
   - **Physical abuse:** someone intentionally hitting, hurting or injuring you.
   - **Emotional abuse:** constant put-downs, insults, threats, or being made to feel worthless.
   - **Sexual abuse:** any sexual contact or behaviour toward you, including online, that you do not want or cannot understand or consent to.
   - **Neglect:** not being given the care, food, clothing, medical attention, safety or support you need.
   - **Bullying & cyberbullying:** repeated behaviour to hurt, embarrass or exclude you, face-to-face or online.

3. **What We Do to Keep You Safe**
   - We train staff in safeguarding and student wellbeing.
   - We have rules and routines about behaviour, anti-bullying and online safety.
   - We supervise students in classrooms, corridors, playgrounds and on buses.
   - We take all concerns seriously – no matter how small they might seem.

4. **If You Are Worried About Yourself or a Friend**
   - You can talk to:
     - your **class teacher or tutor**,
     - the **DSL/Child Protection Coordinator**,
     - a **school counsellor**,
     - the Report and Support (Wellbeing Concerns) tile on Toddle,
     - any trusted adult at school.
   - You can also ask a friend to come with you if that feels easier.

5. **What Happens When You Tell Us**
   - We will:
     - **listen** to you and treat you with respect,
     - take your concern **seriously**,

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- work with you to help you feel safe.
- We may need to share what you tell us with other professionals (inside or outside school) who help keep children safe. We will not share it widely or gossip about it.

6. **Online Safety**
   - Think before you share photos or information.
   - Keep your passwords private.
   - Tell an adult if you receive strange, inappropriate or threatening messages.

7. **You Are Not Alone**
   - If something is worrying you, it is **always better to talk about it**.
   - Asking for help is a sign of **strength**, not weakness.

Appendix G – Parent / Carer Information Leaflet

Appendix G: Parent / Carer Information – Student Protection at Raha KCC

1. Our Commitment

At Raha International School – Khalifa City Campus (KCC), we are fully committed to protecting all students from harm and promoting their wellbeing.
We believe that:

- Every child has the right to feel safe, respected and listened to.
- All adults share responsibility for the safety of children.
- Concerns should be raised early and taken seriously.

Our Student Protection Policy is aligned with UAE law, ADEK regulations, and Taaleem's Child Protection & Safeguarding Policy.

2. What Is Safeguarding and Child Protection?

- **Safeguarding** means everything we do to keep children safe and well in school, including safe recruitment of staff, supervision, behaviour and anti-bullying practices, online safety and health & safety.
- **Child protection** is part of safeguarding and refers to the specific actions we take when a child is at risk of harm from abuse, neglect, exploitation or severe bullying, either inside or outside school.

Abuse can be:

- **Physical** – hitting, shaking, physical punishment, causing injury.
- **Emotional** – persistent criticism, humiliation, threats, rejection.
- **Sexual** – any sexual activity or exploitation involving a child, including online.

- **Neglect** – failing to meet a child's basic physical, emotional, medical or educational needs.
- **Bullying/Cyberbullying** – repeated behaviour that deliberately hurts, threatens or excludes a child.

3. How We Keep Children Safe at Raha KCC

We:

- Recruit staff safely, including background and police checks where required.
- Train all staff regularly on safeguarding, child protection and student wellbeing.
- Have clear policies on behaviour, anti-bullying, attendance and punctuality, and online safety.
- Monitor students' wellbeing and behaviour, and provide counselling and support where needed.
- Supervise children during school hours, on trips and on school transport as far as reasonably possible.
- Use secure systems (e.g. CPOMS) to record and manage safeguarding concerns.
- Work with ADEK, the Family Care Authority and other agencies when we are concerned about a child's safety.

4. Our Safeguarding Team

Our key safeguarding contacts at Raha KCC are:

- **Whole-School Child Protection Coordinator (CPC):**
  - Monica Woodward, mwoodward@ris.ae
- **School Designated Safeguarding Leads (DSLs) and Assistant DSLs:**
  - Early Years: Louise Azode, Head of Early Years, lazode@ris.ae
  - Primary: Michael Brady, Deputy Head of Primary, mbrady@ris.ae
  - Secondary: Barry Smyth, Deputy Head of Secondary: bsmyth@ris.ae
- **School Counsellor / Social Worker:**
  - Early Years and Primary (EY – Grade 3): Charmaine Vaz, cvaz@ris.ae
  - Upper Primary and Lower Secondary: Olivia Telford, otelford@ris.ae
  - High School: Sarah O'Hehir: sohehir@ris.ae
- **Nominated person from Taaleem Central Office:**
  - Priya Mitchell, Head of Safeguarding

5. If You Are Worried About a Child

If you have concerns that **any child** at Raha KCC may be at risk of harm (including your own child):

- **Contact the school as soon as possible.**

- Speak to your child's class teacher, Head of Year, Head of Phase, or directly to the DSL/CPC.

- **Share what you know or suspect.**
  - You do not need proof; raising a concern early can prevent harm.
  - **We will:**
    - Listen carefully and take your concern seriously,
    - Assess the situation in line with our safeguarding procedures,
    - In some cases, work with external agencies (such as ADEK's Child Protection Unit or the Family Care Authority) to ensure the child's safety.
    - Where telling parents first could put a child at greater risk, we may report to the authorities before contacting you.

If you believe a child is in immediate danger, please call 999 and then inform the school.
If your concern is about a member of staff, please contact the Principal directly. If it is about the Principal, please contact the CPC, who will refer it to Taaleem's Head of Safeguarding.

6. Confidentiality

We treat all safeguarding information confidentially and share it only with:

- Professionals who need to know in order to keep the child safe, and
- External agencies where required by UAE law.

We do not share safeguarding information with other parents or students.

7. How Parents Can Help

You can support our safeguarding work by:

- Ensuring your child attends school regularly and arrives on time.
- Informing us of any significant changes at home that may affect your child (e.g. family illness, separation, bereavement).
- Modelling respectful behaviour and communication in all dealings with children and staff.
- Monitoring your child's use of the internet and social media; encouraging them to talk to you or a trusted adult if something online worries them.
- Following school procedures for dropping off and collecting your child, and for visitors on campus.
- Wearing your parent lanyard at all times when on site.

- Seeking support early if you are struggling with aspects of parenting or family life – we can signpost you to services.

8. External Contact:

In addition to the school, parents can contact:

- **Abu Dhabi Police:** 999
- **Family Care Authority (FCA):** 800 444, icm@adfca.gov.ae
- **Ministry of Education Child Protection Unit:** 800 85, cpu@moe.gov.ae
- MoI Child Protection Centre (UAE-wide): 116111

9. Working Together

Keeping children safe is a shared responsibility. We greatly value our partnership with parents and carers and invite you to attend our student protection orientation (at enrolment and at the start of each year) and our information sessions on safeguarding, wellbeing and online safety.

If you have any questions about this leaflet or our Student Protection Policy, please contact the DSL/CPC or Principal.