

# POLICY OF CHILD PROTECTION AND SAFEGUARDING

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Policy Reviewed - March 2025  
Date of Next Review- March 2026

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The Indian Academy, Dubai believes in being proactive in creating a safe and nurturing environment for all its children. Hence, Child Protection and Safety procedures are in place and must be always followed by all TIAD staff.

Staff at TIAD are trained to ensure the safety, security and welfare of all the students at all hours during the school term. A clear policy ensures that the child protection concerns, referrals and monitoring may be handled in the best possible manner.

We always seek to work in ways that are culturally sensitive and that respect the diverse nature of the students we work with.

All adults working with or on behalf of students have a responsibility to safeguard and promote the welfare of students.

## Policy Statement

This policy represents the school's integrated safeguarding portfolio. Safeguarding lead arrangements safe Environment Committee, Staff Behaviour Policy (code of conduct), safer recruitment policy, complaints, student behavior and internet safety.

The school's safeguarding arrangements are inspected by KHDA under the judgements for: The protection, care, guidance and support of students, and leadership and management This policy is available on the school website and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work in school.

## Principles:

- o A conducive and well-equipped learning environment to be provided to ensure the safety of every student on the TIAD school premises.
- o The school's responsibility to safeguard and promote the welfare of students is of paramount importance
- o Every student irrespective of age, gender, ability, culture, race, language, religion or sexual identity, has equal rights to protection.
- o All staff have an equal responsibility to act on any disclosure that may suggest a student is at risk of harm at home, in the community or in school
- o Staff members should always act in the interests of the student. when concerned about the welfare of a student.

## **Child protection statement**

We recognize our statutory responsibility to safeguard and promote the welfare of all students. We provide a safe environment where every student is valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive adequate support, protection and justice.

The procedures contained in this policy apply to all staff and members of the TIAD school community.

## **Safeguarding and promoting the welfare of students**

- Protecting students from maltreatment.
- Preventing impairment of students' health or development.
- Ensuring that students are growing up in an environment with the provision of safety and effective care
- To ensure that all students have the best chances of life.
- students include everyone under the age of 18.

## **Laws we follow at TIAD**

- UAE Federal Law No. 3 of 2016 on students' rights (Wadeema's Law)
- UAE Department for Health, School Health Guidelines for Private Schools 2011
- UAE School Inspection Framework 2016, Section 5, The protection, care, guidance and support of students

## **Federal Law no. 3 (2016)- Wadeema's Law**

- A new law to protect students from abuse and neglect, and support their right to safety, health care and education is introduced.
- For the first time, anyone in contact with a student – can be held accountable for causing harm and is legally obliged to report cases of suspected abuse.
- If a student's life is in danger The GOVERNMENT now has the authority to go and remove the child to "safety".
- Anyone who breaks the law faces a fine of up to Dh50,000, and up to 10 years in prison for physical/sexual abuse or criminal negligence of students.

## **School Principal**

The Principal holds the ultimate responsibility for ensuring that the school maintains a safe, supportive, and protective environment for all students. The Principal provides strategic leadership and oversight for all safeguarding practices within the school. This includes ensuring the implementation and regular review of the Child Protection and Safeguarding Policy, appointing and supporting the Designated Safeguarding Lead (DSL), and promoting a school culture where the wellbeing and safety of every student is a top priority. The Principal also ensures that all staff are trained, clear about their responsibilities, and follow the correct procedures when safeguarding concerns arise

### **The Child Safeguarding Lead (CSL):**

- Takes responsibility for leading safeguarding and student protection in the school
- Chairs monthly Health, safety and Child protection team meetings
- Updates their knowledge and skills to keep up with any developments relevant to their role at least annually
- Acts as a source of support and expertise to the school community.
- Develops a culture of listening to students and taking account of their and feelings.
- Is alert to the specific needs of students in need especially the students of determination
- Has a working knowledge of relevant UAE law and education inspection process
- Ensures that all staff sign to indicate that they have read and understood the Child Protection and Safeguarding Policy and Staff Behaviour Policy (Code of Conduct).
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of students, parents, staff, volunteers and governors.
- Keeps a record of staff attendance at health, safety and child protection induction training

### **The Deputy Safeguarding Lead (DCSL)**

The Deputy Child Safeguarding Lead (DCSL) supports the Designated Safeguarding Lead (DSL) in all matters relating to child protection and safeguarding. The DCSL is trained to the same level as the DSL and is capable of carrying out all responsibilities in their absence.

Key responsibilities include:

- Supporting the DSL in the implementation of safeguarding policies and procedures.
- Receiving, recording, and responding to concerns or disclosures of abuse, in line with school and statutory guidelines.
- Maintaining accurate and confidential safeguarding records.
- Liaising with staff, parents, and relevant external agencies (e.g., social services, child protection units) under the guidance of the DSL.
- Attending case conferences or strategy meetings as required.
- Promoting safeguarding awareness among staff and students through training and day-to-day practice.
- Ensuring that students feel safe and listened to, and that the school remains a secure environment for learning.

### **Good practice guidelines and staff code of conduct**

Good practices to meet and maintain our responsibilities are included in the staff code and conduct towards students which includes:

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Involving students in decisions that affect them
- Encouraging positive, respectful and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation.

- o Recognizing that challenging behaviour may be an indicator of abuse.
- o Reading and understanding the school's child protection policy, Staff Behaviour Policy (code of conduct) for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing.
- o Asking the students' permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- o Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of derogatory language.
- o Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- o Referring to all concerns about a student's safety and welfare to the CSL or, if necessary, directly to the Police or students' Social Care.
- o Following the school's rules regarding communication and relationships with students, including via social media students who may be particularly vulnerable.

### **Early Help**

At TIAD we are particularly alert to the potential need for early help for any student who:

- Is disabled and has specific additional needs.
- Students of Determination
- Show signs of engaging in anti-social or criminal behaviour.
- Is showing early signs of abuse and/or neglect/or is in a family whose circumstances present challenges for the student, such as adult substance abuse, adult mental ill health, domestic abuse

Early Help' process should involve the student and family as well as all the professionals who are working with them.

### **Attendance**

We recognise that full attendance at school is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely.

### **Assisting students to keep themselves safe**

The DSIB Framework instructs governing bodies and administrators to ensure that students are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.

Students are guided right from the Early Years to understand and manage risk through our personal, social and health education (PSHE) and relationships lessons, and through all aspects of school life. Our curriculum approach is designed to help students to think about risks they may encounter and, with the support of staff, work out how those risks might be reduced or managed. Students are taught how to conduct themselves and how to behave in a responsible manner. Students are also reminded regularly about internet safety, the risks of sharing content and images online and tackling bullying. We promote an ethos of respect for Students and pupils encouraged to speak to a member of staff of their choosing about any worries they may have. Students are

alerted about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people.

### **Support for students, families and staff involved in a child protection issue**

We at TIAD will support students, their families, and staff by:

- Taking all suspicions and disclosures seriously
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with external agencies
- Storing records securely
- Offering details of helplines, counseling or support, if any
- Co-operating fully with relevant statutory agencies

### **Complaints procedure**

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. Complaints which escalate into a student protection concern will be managed under the school's child protection procedures.

### **Safer recruitment**

Our Safer Recruitment procedures include:

- Complete an application form which includes their employment history
- Provide referees, including at least one who can comment on the applicant's suitability to work with students
- Provide evidence of identity and qualifications
- If offered employment will be subject to vetting and barring checks relevant to their country of origin
- If offered employment, provide evidence of their right to work in the UAE
- Be interviewed by a panel of at least two school leaders, if shortlisted

### **Confidentiality and Information Sharing**

All staff will understand that child protection issues warrant a high level of confidentiality. However, confidentiality and information-sharing is available to parents and students on request.

All staff must be aware that they cannot promise a student/parent to keep secrets. Child protection information

shall be:

- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

## Internet Safety

The school has an Internet Safety Policy reviewed periodically in place which is well read and understood by students and parents.

Students and young people commonly use electronic equipment, including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm students. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing students to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access those sites in school. Many students own or have access to handheld devices and parents are encouraged to consider measures to keep their students safe when using the internet and social media at home and in the community.

The school's **internet safety policy**, which is accessed through parent portal, Mograsis, explains how we try to keep students safe in school and protect and educate students in the safe use of technology. Cyberbullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

## What is abuse?

- A form of maltreatment of a student.
- Somebody may abuse or neglect a student by inflicting harm, or by failing to act to prevent harm.
- Students may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).
- They may be abused by an adult or adults, or another student or students.

## **The four major categories of Child Abuse:**

### **Neglect:**

- Persistent or significant overlooking of a student's needs, or the failure to protect a student from exposure to any kind of danger, including starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of student's health or development.
- Medical – the withholding of medical care including health and dental.
- Emotional – lack of emotional warmth, touch and nurture
- Nutritional – through lack of access to a proper diet which can affect in their development.
- Educational – failing to ensure regular school attendance that prevents the student reaching their full potential academically
- Physical – failure to meet the student's physical needs
- Lack of supervision and guidance – meaning the student is in dangerous situations without the ability to risk assess the danger.

### **Physical:**

- Physical injury to a student whether deliberately inflicted or knowingly
- A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a student.
- Physical harm may also be caused when a parent fabricates the symptoms of or deliberately induces illness in a student

### **Sexual:**

The sexual exploitation of a student or a young person for an adult's or another young person's own sexual gratification, the involvement of students or young people in sexual activities of any kind or exposure to pornography, to which they are unable to give informed consent or that violate normal family roles.

- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may include non-contact activities, such as involving students in looking at or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a student in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other students

**Emotional:**

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

**Indicators of abuse**

- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Mood swings or changes in emotional well-being.
- Drug and alcohol misuse.
- Displaying inappropriate sexual behaviour.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or not taking part in education.
- Appearing with unexplained gifts or new possessions (often new mobile phones)

**Note:**

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a student has been abused.**

**It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the student is at risk.**

**Any student in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".**



## **How To Deal With The Child Protection & Safeguarding Procedures**

- I. Class teachers have the primary pastoral care responsibility for all the students in their class
- II. Referrals are then made to CSL/DSCL or to the next person(s) in-charge according to the Key Personnel sheet of CP Policy in case of absence or inaccessibility of CSL/DSCL.
- III. An initial meeting is conducted by the SENDCO/Nurse/Counselor of The Indian Academy, Dubai to obtain details of the student in distress and to understand the severity of the situation.
- IV. Regular Counseling sessions may be conducted if deemed required by the Counselor in order to ensure the safety and welfare of the student
- V. In cases where a physical injury is involved, visual records are maintained, and the details of injury are discussed with the parent(s) to cross check the facts shared by the student
  - a. Physical injuries include unexplained bruise or marks
  - b. Complaints of pain with no visual evidence of injury
  - c. Comments of a student that are cause for concern
  - d. Deterioration in a student's general well-being
  - e. Sudden behavior change – either withdrawn/aggressive
- VI. Child Protection records are kept securely and separately from Student's school file
- VII. The Child Protection Officer will work together with the student, teacher(s), parent(s) and counselors required, facilitating support for the student
- VIII. School may be the only positive environment for some of the students struggling with abuse. Hence, while their behavior may be defiant and challenging, the school will try its best to provide for healthy personnel and social development of such students as long as other students can also be kept safe.
- IX. Students not showing improvement and where parental support is minimal or absent, the student will be reported to external support agencies that can facilitate the student and family.

### **Bullying**

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education.

If bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal/ CSL/DCSL will consider implementing 'early help' or child protection procedures.

### **Notifying parents**

Notifying parents must be handled sensitively and the CSL will make contact with the parent in the event of a concern, suspicion or disclosure.

If all the school believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will be sought first from relevant UAE agencies.

## **Making a referral to Children's Social Care**

The CSL/ DCSL will make a referral to UAE agencies, and the police, if it is believed that a student is suffering or is at risk of suffering harm.

The student and the parents will be told that a referral is being made, unless to do so would increase the risk to the student or create undue delay.

## **Staff reporting directly to child protection agencies**

Any staff member can refer their concerns directly to UAE agencies, or the police if:

- o The situation is an emergency and the CSL, the deputy CSL, School Principal and/or the chair of governors are all unavailable
- o They are convinced that a direct report is the only way to ensure the students' safety.

Staff should inform the CSL and/or Headteacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the student.

## **Police contacts:**

### **Al Ameen Reporting (Dubai & Federal Police)**

The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of developments in Dubai, and on issues that concern them. [www.alameen.ae/en/](http://www.alameen.ae/en/)

Key Contacts (Within Local Area) Dubai Police Child Protection Hotline

Contact Number: 800-243 [www.dubaipolice.gov.ae](http://www.dubaipolice.gov.ae) Community Development Authority Contact

Number: 800-988 Al-Ameen service

Contact Number: 800-4-888

Dubai Police Human Rights Department 24/7 Duty Officer 056 6862121

## **Latifa Hospital Child Welfare Unit**

Tel: 04 2193000

Fax: 04 3241717

PO Box 4115 Dubai, UAE Working Hours: 24 Hours Community

Development Authority (Centre)

Any student in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The recently opened centre under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for students to live in. It is tasked with rehabilitating, providing counselling, visiting and assisting students in need.

### **Related safeguarding portfolio policies at TIAD**

- Student Behavior & Disciplinary Policy
- Anti-Bullying Policy
- Inclusion Policy
- Parent Notification Policy
- Safer recruitment
- Policy of Internet Safety

**All concerns/referrals for Child's safety and welfare during the school hours should be immediately reported to CSL/DCSL or any accessible Child Protection Team (as mentioned above) at The Indian Academy, Dubai.**

### **Key Personnel:**

#### **Core Safeguarding Team**

**Principal- Ms. Akansha Jaswant**

Email: [principal@indianacademydubai.com](mailto:principal@indianacademydubai.com) Telephone -04 2646746

**The Child Safeguarding Lead (CSL) is Vice Principal- Ms. Prarthana Kale**

Email: [Viceprincipal@Indianacademydubai.com](mailto:Viceprincipal@Indianacademydubai.com)

**The Deputy Safeguarding Lead (DSL) is our nominated Head of Inclusion Ms. Neethu Mohan**

Email: [senco@indianacademydubai.com](mailto:senco@indianacademydubai.com)

**Governor of Safeguarding- Mr. Rahul Nair**

Email: [operations\\_manager@leamseducation.com](mailto:operations_manager@leamseducation.com)

#### **Senior Safeguarding Team**

#### **Kindergarten Supporting Team**

**Child Protection Officer: Head of Kindergarten- Ms. Bernadite Rakhee**

Email: [BERNADITER@indianacademydubai.com](mailto:BERNADITER@indianacademydubai.com)

**Child Protection Supervisor: Kg Coordinator- Ms. Nadia Alamgir**

Email: [nadiaa@indianacademydubai.com](mailto:nadiaa@indianacademydubai.com)

### Primary Supporting Team

**Child Protection Officer: Head of Primary - Ms. Anjana Menon**

Email: [headofprimary@Indianacademydubai.com](mailto:headofprimary@Indianacademydubai.com)

**Child Protection Supervisor: Grade 1 & 2 Supervisor- Ms. Francy Rodrigo**

Email: [Francy.R@Indianacademydubai.com](mailto:Francy.R@Indianacademydubai.com)

**Child Protection Supervisor: Grade 3 to 5 Supervisor- Ms. Primi Prajith**

Email: [Primi.P@Indianacademydubai.com](mailto:Primi.P@Indianacademydubai.com)

### Middle & Secondary Supporting Team

**Child Protection Officer: Head of Middle & Secondary - Ms. Deepa John**

Email: [headofsecondary@Indianacademydubai.com](mailto:headofsecondary@Indianacademydubai.com)

**Child Protection Supervisor: Phase 3 Teacher- Ms. Nasreen Afsal**

Email: [Nasreen.F@Indianacademydubai.com](mailto:Nasreen.F@Indianacademydubai.com)

**Child Protection Supervisor: Phase 4 ICT HOD- Ms. Deepti Das**

[Deepthi.D@Indianacademydubai.com](mailto:Deepthi.D@Indianacademydubai.com)

### Supporting safeguarding Team

**Manager of School Operations -Mr. Midhun Murali**

Email: [administration@indianacademydubai.com](mailto:administration@indianacademydubai.com)

**School Counsellor-Ms. Mary Samna**

Email: [Schoolcounselor@Indianacademydubai.com](mailto:Schoolcounselor@Indianacademydubai.com)

**School Doctor- Dr. Thanaz Mariyam**

Email: [doctor@Indianacademydubai.com](mailto:doctor@Indianacademydubai.com)

**IT Administrator- Mufeedh Muhammed**

Email: [itadmin@Indianacademydubai.com](mailto:itadmin@Indianacademydubai.com)

**P.E Coordinator- Edin Abraham**

Email: [Edin.A@Indianacademydubai.com](mailto:Edin.A@Indianacademydubai.com)

**School Security Guard - Mr. Rashid**

Telephone: 04 2646746 Ext. 121



Ms. Akansha Jaswant

Principal  
The Indian Academy Dubai

