



Policy:	Safeguarding Policy
Date Published	June 2024
Evaluation & Review:	Reviewed in June 2026, Next review- June 2027
Rationale:	This policy sets out the priorities and processes for safeguarding and promoting the welfare and security of students and lists procedures to adhere to when dealing with allegations of abuse and maltreatment.
Roles of Responsibility	School Administration, SLT, Parents, Student Counselor, Student Welfare Officer, Safe guarding committee.

Purpose :

- Set out ADEK's requirements in relation to safeguarding and the promotion of student welfare.
- Define a clear line of accountability within schools to ensure safeguarding protocols are fully implemented.
- Define procedures for identifying and reporting cases or suspected cases of student maltreatment.
- Outline the security requirements for schools to ensure effective supervision and duties of security guards, school visiting and departure procedures, and an established system for managing security breaches.
- Set out ADEK's requirements in relation to the use of Closed-Circuit Television (CCTV) cameras in schools.
- Define training requirements to ensure all staff carries out duties responsibly, effectively, and appropriately to facilitate a safe environment for students to grow and learn.

Policy Outlines:

GES shall develop and implement a Safeguarding Policy and communicate this actively to the whole school community. GES shall include the following elements in their Safeguarding Policy, at a minimum:

- Statement of the school's overall safeguarding processes, procedures, and aspiration
- School safeguarding practices created in line with the underpinning ADEK wellbeing policies, ensuring that all safeguarding matters are handled sensitively, professionally, and in ways that support the needs of students.
- A security policy that outlines how the school intends to protect students from and during (in the event of) physical and digital security breaches.
- Mechanisms to measure and monitor the delivery of safeguarding practices to protect students from all types of harm to their health and development.
- Identification of resources provided to deliver safeguarding provisions for all students.

Appointment of a Safeguarding Committee or Lead:

GES shall appoint a Safeguarding Committee or Lead, to oversee the school's overall safeguarding strategy. GES, through the Safeguarding Committee or Lead, shall:

1. Annually monitor and review the effectiveness of the school's Safeguarding Policy to ensure it is known, understood, and practiced appropriately by the school community.
2. Ensure the safeguarding policies and procedures adopted by the school's governing board are fully implemented and observed.
- 3.
4. With the Principal, ensure that all staff, volunteers, and invited visitors are informed of their responsibilities in relation to safeguarding procedures.
5. Ensure parents have access to the school's Safeguarding Policy and all supporting documents, through all appropriate means (e.g., the school website).
6. Develop an induction and training strategy to ensure all staff and volunteers receive information on the school's safeguarding arrangements.

Safeguarding Team

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Safeguarding Awareness

Safeguarding Awareness Strategies: GES shall adopt strategies for safeguarding, including the following elements, at a minimum:

Keeping students safe at all times (KCSIE guidelines):

All the staff members including the newly appointed staff are given a thorough orientation on the safeguarding measures to keep students in a safe and secure environment at all times. The DSL conducts a comprehensive presentation encompassing all the safeguarding measures before the school year begins.

All the staff members including the non-teaching staff endorse awareness of the safeguarding measures and sign the school-staff agreement on all the safeguarding measures (copy attached). Periodically the staff members are updated with the recent instances gathered from media and other sources and the measures to avoid any such errors (eg. orientation given to Bus Drivers, Bus Assistants).

School attendance and punctuality: Parents are constantly reminded of the need to attend school days without fail. Moreover, all parents are made aware of the need for full attendance at the orientation session conducted prior to the school year start. There are several measures including individual counselling is given to students and parents on the need to avoid late reporting. The repercussions of late reporting are also communicated to the parents and students.

Online safety: School has a comprehensive digital policy, internet usage policy and BYOD agreement communicated to all stakeholders within the school community and an acknowledgement is obtained from parents. This also includes use of social media.

Alternative provisions: A risk assessment is done while students are taken outside the school campus for educational and recreational purposes. A written consent is obtained from parents prior to the trips outside the school campus. A responsible staff member/(s) accompany the students when they are on outside the school campus and they conduct ongoing monitoring. Moreover, when the students are placed outside the school campus for subject enrichment, volunteering, practical exposure and internship/externship, their safety is reviewed regularly.

Good practice guidance: All stakeholders including the head of school, chair of governors, trustees and parents' representatives on the BoG are made aware of the safeguarding and child protection policies and such provisions are reflected while recruiting staff including external staff hired through agencies.

1. Ensure the provision of a safe and caring environment in which all students can learn, thrive, and develop the confidence to voice ideas, feelings, and opinions in an atmosphere that prioritizes their best interest.
2. Guarantee adherence to a zero-tolerance approach to student maltreatment and ensure that any visitor or member of the school community who has any maltreatment concerns about a student is aware and able to easily follow the processes set out in the Student Protection Policy.
3. Monitor students known or thought to be at risk from harm, including students with additional learning needs, who could experience heightened vulnerability.
4. Ensure staff knows how to respond to safeguarding incidents and reassure victims and/or witnesses who make a disclosure that they are being taken seriously and supported.
5. Ensure students and staffs feel part of a positive and transparent environment where they can freely liaise with members of the Safeguarding Committee or Lead in instances where a concern or worry is raised about the behavior of a student, staff, or visitor.
6. Be vigilant of student safety in online spaces as per the [ADEK Digital Policy](#).
7. Ensure that no policy within the school shall adversely harm or jeopardize the health or wellbeing of a student (e.g., placing limitations on washroom breaks) in line with the ADEK Wellbeing Policy.
8. Provide support and counseling that is accessible, free of judgment, and available to all students, so that students know whom to turn to for advice and support within the school.
9. Ensure every parent understands that they are obligated to enroll their child in school as per Federal Law No. (39) of 2022 Concerning Compulsory Education, and that sudden unexplained

withdrawal of a student from school may be reported as a maltreatment concern, as per the ADEK Student Protection Policy.

Ensuring safeguarding procedures fully met: The safeguarding measures, incidents within the school community etc. are discussed and reviewed in the BoG meetings and Parents Council meetings periodically and at least once in a term. A comprehensive annual safeguarding and pastoral care report has been submitted to the BoG and reviewed for further actions.

Incident reporting procedure:

An incident is reported in the following manner:

- Concerns of the students are first reported to the teacher
- If not settled under the purview of the teacher, it is reported to the Pastoral Head.
- Pastoral Heads constantly visit the classes and shared areas and reviews if any incident/concern regarding the safety of students occurred which includes physical injuries.
- If the incident is of severe nature (level 3 and level 4 offences listed in the student behaviour management policy) are referred to the student welfare team and to the safeguarding committee headed by DSL.
- The committee thoroughly investigates the incident and appropriate action taken with the approval of the Head of School.
- Parental involvement is ensured wherever needed.
- A form is used to record and report the incident (next page).

INCIDENT REPORTING FORM:

To be completed by the staff immediately after the incident

Venue: _____

Date of Incident: _____ Time of Incident: _____

Please check:

☐	Abusive/Inappropriate Language	☐	Physical Fight
☐	Disrespect	☐	Harassment
☐	Dress Code Violation	☐	Bullying
☐	Property Misuse or Damage	☐	Uncooperative/Disobedience
☐	Forgery/Theft	☐	Inappropriate use of gadgets
☐	Disruption	☐	Others:

Name of Student/s Involved: _____

Grade/Section: _____

Grade/Section: _____

Brief Description of the incident:

Action taken by the teacher to solve the concern:

Incident Referred by: _____

Signature: _____ Date: _____

Action Taken by Pastoral Head:

Signature : _____

Student Welbeing team note:

DSL note and
signature: _____

Recording follow up and monitoring of concern:

A concern / incident is handled in the following manner:

- Clear safeguarding recording system is in place.
- Concerns are reported in the manner explained above in the prescribed format.
- The safeguarding committee headed by the DSL and Deputy DSL examines the incident thoroughly and actions taken. The process of action taken is recorded.

- The steps taken are escalated to all concerned including parents and BoG and if required the ADEK.
- The matter is closed to the satisfaction of all stakeholders.

Early help process:

- A baseline assessment is conducted at the start of the academic year.
- Based on the assessment, teachers identify students with additional learning needs and or any behavioural and emotional / social difficulties.
- Any family difficulties are observed and found out by the homeroom teachers are reported to the concerned safe guarding staff.
- Additional learning needs are reported to the Inclusion team which will take further action including pull out intervention, IEP/DLP.
- Any concerns identified that needs external intervention are referred appropriately to external community resources (Community police, family care authorities, local child protection unit).
- All such cases are reviewed periodically and actions initiated.

Allegations against staff:

When a concern or allegation is raised against a member of a staff, it is reported immediately to the GES Designated Safeguarding Lead (DSL) or to the Head of School. If the allegation involves the DSL or Head of school, it is reported to the BoG.

Allegations involving Staff:

- Allegation identified (such as low performance, accent issues, lack of skills in delivering the curriculum, maltreatment, aggressive behaviour etc).
- Reported to the DSL / Head of School
- If the allegation involves the DSL/Head of School, it is reported to the BoG
- The allegation is thoroughly investigated and reported to the BoG/Head of school as the case may be.
- Action is taken and the matter resolved.

Low level concerns about staff:

If a concern which is of less importance such as daily behaviour and / or professional conduct concerns regarding staff are reported, recorded and managed effectively. All staff members sign a professional code of conduct entailing the school's rules and regulations at the start of the school year (at the time of appointment in case of newly recruited staff).

- Allegation identified.
- Reported to the DSL / Head of School / HR Department.
- The allegation is thoroughly investigated and reported to the Head of school / HR as the case may be.
- Records are separately maintained for reference and review at the school management level.
- Action is taken and the matter resolved.

Types and signs of abuse:

- Abuse refers to physical abuse, corporal punishment, emotional abuse, sexual abuse and also includes bullying, exploitation, and neglect.
- Physical abuse is the deliberate physical injury to a student, or the intentional neglectful failure to prevent physical injury or suffering. This involves actions including, but not

limited to, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement, or giving the student drugs not prescribed by a physician to control behaviour, common signs that indicate physical abuse.

- Corporal punishment, a physical punishment inflicted on a child by a teacher or any adult in authority, such as the guardian, as a form of discipline, and is considered as Physical abuse.
- Emotional Abuse is the persistent emotional ill-treatment of a student such as to cause severe and persistent adverse effects on the students' emotional growth and development. It involves actions such as, but not limited to, conveying to students that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It involves causing students to feel bullied, frightened or in danger, or the exploitation or corruption of students. Some levels of emotional abuse is involved in all types of ill-treatment of a student, though it may occur in isolation.
- Sexual Abuse and Exploitation involves but not limited to forcing or enticing a student to take part in sexual activities. The activities involve, actions including, but not limited to, physical contact, including penetrative or non-penetrative acts. They include non-contact activities such as involving students looking at or in the production of, pornographic material or, watching sexual activities, sexual hinting or encouraging students to behave in sexually inappropriate ways (Bullying is unwanted aggressive behaviour(s) from a student or more to another student and involves an observed or perceived power imbalance and is repeated (or is highly likely to be) multiple times. Bullying, as a form of violence, includes physical (hitting, tripping), verbal (name calling, teasing), relational/social (spreading rumours, leaving out of group), and cyber-bullying aggression (occurs through e-mail, a chat room, instant messaging, a website, text messaging, or pictures or videos sent through cell phones or posted on websites). A student can be a perpetrator, a victim, or both.
- Neglect is the persistent failure to meet a student's basic physical, emotional and/or psychological needs, likely to result in serious impairment of the child's health or development. It involves failing of a parent or a guardian to take actions that are considered necessary to care for children including, but not limited to:
 - provide adequate food, clothing and shelter
 - protect the child from physical harm or danger;
 - provide adequate care (including the use of adequate caregivers)
 - provide healthcare and appropriate medical treatment
 - provide education and regular school attendance
 - maintain personal hygiene
 - ensure adequate stimulation.

Students at potential risk due to specific vulnerabilities such as communication barriers, additional learning needs and mental/physical disabilities:

School has a mechanism to identify and implement tailored safeguarding measures to enhance monitoring and protect such vulnerable pupils.

Unexplained absence:

Requirements: At the beginning of each academic year, GES develops, implement, monitor, and regularly review and communicate their Attendance Policy to parents and publish it on the website. GES shall outline the following elements in their policy, at a minimum:

1. Defining Attendance and Punctuality: GES shall ensure that the attendance policy defines attendance and punctuality and sets out the school's procedures to ensure compliance.

a. GES shall have a procedure in place to follow up on all unreported absences within 2 hours of the attendance register being closed.

b. Cycle 1-3 : GES shall identify students with absence rates above 5% (including authorized and unauthorized absences) of the total calendar days outlined by ADEK as a "cause for concern".

- GES shall determine whether to identify the student as being at educational risk.
- If the absences lead to reasonable suspicions of maltreatment (neglect), GES shall report this to the safeguarding team.

e. GES shall require students with additional learning needs to comply with the school's attendance requirements as detailed above. However, we shall accommodate leaves requested for medical or therapeutic reasons.

2. Ensuring Attendance Compliance: GES shall outline the procedures via which attendance compliance is ensured, including:

a. Recording attendance.

b. Managing absences in accordance with the guidelines issued.

c. Recognizing excellent or improved student attendance.

d. Reporting attendance to ADEK daily on eSIS and is monitored on a central system.

e. Safeguarding against travel-related absences during periods before school breaks by verifying that lesson plans enable positive engagement in productive learning throughout the academic year (e.g., lesson plans are not designed to be "light" in the last week before the end of the term in anticipation of student absences).

f. Communicating and working effectively with parents, students, and school staff about the importance of good attendance, the rules of attendance, and the consequences of poor attendance.

3. Authorized Absences:

a. GES shall authorize the following types of absences, provided they are supported by a signed letter from parents or official documents from appropriate authorities:

a. Illness

b. Death of a first- or second-degree relative.

c. Medical appointment scheduled prior to the absence.

d. Official community task.

e. Mandatory appearance before an official body.

f. Essential urgent family travel for matters such as medical care, escort leave, or a death in the family.

g. Attendance of conferences, competitions, and events, with the permission of the Principal (e.g., Model United Nations, sports events, Olympiads).

h. Work in the entertainment industry.

i. Observation of religious holidays that are not defined as public holidays in the UAE.

j. Examination leave (for board and pre-collegiate examinations only).

k. Study leave (up to 4 weeks annually for board and pre-collegiate examinations only).

- Leave for medical or therapeutic reasons for students with additional learning needs.

- Government-approved school closures due to extreme weather conditions.

b. Where an absence is authorized, GES shall inform the student of work to be caught up and shall allow the student to complete any assignments or tests that they have missed.

4. Absence due to illness:

- a) Parents shall submit a parent- written sick note (daily) if their child is absent for up to 3 consecutive days, or the absence will be recorded as an unauthorized absence.
- b) Parents shall submit a sick leave certificate from a DoH- licensed physician on the fourth consecutive day (including weekends) , or the absence will be recorded as an unauthorized absence.
- c) Schools shall authorize a maximum of 12 annual school days of student absences due to medical reasons without requiring a sick leave certificate from a DoH-licensed physician.
- d) For students with chronic medical conditions who may require more than 12 school days of student absence, parents shall submit medical reports from a DoH-licensed physician or a relevant health authority, and schools shall consider each case at their own discretion.

5. Punctuality:

- a. GES shall excuse students who are late in the morning in the case of adverse weather conditions, or any other exceptional reason deemed appropriate by the school administration.
- b. GES shall have a mechanism in place to approve and manage student punctuality (for instance, requiring students to register at the reception to obtain a late pass).
- c. Schools shall identify frequent lateness and take appropriate action at their discretion.

Maintenance of Attendance Records: GES shall ensure that teachers record student attendance daily and report it to the centralized unit responsible for updating eSIS.

Unreported absence : In the event of a student not reported and there is no information / notification from the parent, the Class Teacher / Form tutor contacts the parent over the phone immediately after the school hours. Message is sent on the digital platform as well as email sent within a reasonable time during the day.

Intervention Mechanism for Students at Educational Risk: GES shall identify any students with low attendance as “students at educational risk”.

GES shall work with the concerned students and their parents to implement an intervention plan.

Safeguarding and the Curriculum

The School Curriculum: Schools shall ensure that their applied curriculum addresses safeguarding measures by:

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

Safeguarding the School’s Security Implementing a School Security System:

GES shall implement a comprehensive security system to safeguard the school’s assets, data, and people against any risk of harm.

1. GES shall be equipped with integrated and fully functioning access and security systems, including security video surveillance cameras (CCTV systems).
2. CCTV Systems: Schools shall install and maintain CCTV systems via an MCC- licensed vendor, in compliance with the Manual of Surveillance Devices (MCC, 2022).
3. Contract Validity: Schools shall maintain a valid maintenance contract at all times with an MCC-licensed vendor.
4. Coverage: Schools shall ensure that their CCTV cameras provide coverage/ restrictions of the following areas:
 - All entrances and exits of the school buildings and grounds.
 - All walkways and public areas (corridors, stairs, courtyard, sports hall, sports fields, canteen, libraries).
 - Student pickup and drop-off areas for private vehicles and buses.
 - Security areas (e.g., control room) and hazardous areas.
 - Exterior areas surrounding the school grounds.
 - Learning spaces (e.g., classrooms, labs, studios, maker spaces).Entrances to lavatories and changing rooms.
 - All blind spots within the school premises.
5. CCTV cameras shall not be installed inside lavatories, changing rooms, or any other areas where there is a reasonable expectation of privacy.
6. GES shall place signs within the school premises indicating to the public that the area is under CCTV surveillance.
7. Regular Monitoring and Maintenance: GES shall monitor the functioning of their CCTV cameras on a daily basis and ensure they are working and providing appropriate coverage. In case any issues are identified that affect their functionality, schools shall inform the vendor immediately and ensure prompt action is taken to rectify the issue in line with the terms of their contract.
8. Access to Footage and Recordings: GES shall restrict access to CCTV footage and recordings as follows:

Monitoring of CCTV Footage:

 - GES shall have a monitoring and control room for the purpose of monitoring CCTV footage.
 - GES shall ensure that only the vendor-appointed CCTV specialist(s) monitor the footage.
 - The Principal is authorized to access live CCTV footage of the school premises from their office.
 - Access Permission for Staff: The principal and vendor-appointed CCTV specialist(s) are authorized to retrieve and view CCTV recordings. Principal is authorized to permit other staff members to view CCTV footage on a need- basis at the Principal's discretion. GES shall maintain a record of all individuals granted permission to view the footage, where applicable.
 - Access Permission for ADEK Personnel: GES shall provide access to CCTV footage and recordings to authorized ADEK personnel upon request.
9. Copying and Distribution: The copying or distribution of CCTV recordings is strictly prohibited and punishable by law, in line with the Federal Decree Law No.(5) of 2012 on Combating Cybercrimes.
10. Escalation: Where an incident captured in a CCTV recording requires clarification beyond the school level, the school shall immediately notify ADEK in order to deal with the incident.
11. Deletion: Schools shall retain CCTV recordings for a minimum of 180 days.

Security Guards: GES shall ensure that security guards:

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

School Visiting Procedures: GES has set procedures for visiting the school. The Principal has the right to deny or allow visitors in their school with good cause. The school's procedure for visitors shall include the following as a minimum:

1. All visitors to the school shall sign in at the security gate and obtain a visitor's access pass in exchange for a valid form of ID.
2. Visitors shall display their access passes, which are to be visibly worn at all times whilst on the school premises. Visitors are not authorized to enter classrooms unless invited.
3. Invited visitors shall remain under the supervision of a designated member of staff unless they are authorized personnel whilst on the school premises.
4. Upon completion of the school visit, visitors must sign out at the security gate and return their visitor access passes upon leaving the school premises.
5. Granting Access to Authorized Personnel: GES shall provide authorized personnel (e.g., government inspectors) with access to their full premises and relevant resources (e.g., school reports, records, access to keys for locked areas, etc.), as per Federal Decree Law No. (18) of 2020 Concerning Private Education. Where required, schools shall enable such personnel to monitor and interact with staff, students, and parents.
 - a) GES shall verify the identity of the personnel and ensure they have a valid purpose for their requests, prior to providing access to the school's premises or resources.
 - b) GES shall ensure that any access granted is in line with the requirements and purpose of the personnel's visit.
 - c) Where access is provided to any school reports and records, Principal shall keep a record of the personnel to whom the access was provided, the reports and records accessed by them, and the purpose for providing access. GES shall preserve these records in line with

- the
- d) requirements for administrative records, as per the [*ADEK Records Policy*](#).
 - e) Authorized personnel are authorized to be present on school premises without being accompanied by a member of staff.

School Departure Procedures: GES has established school departure procedures to verify that student departures follow the parent-authorized methods for transitioning student supervision from the school to the home, such as ensuring that:

1. Only parent-authorized persons are picking up students.
2. For persons who are not pre-registered and have permanent access passes, parents shall inform the school in advance in writing and provide the ID of the nominated person.
3. In sudden emergencies or late notice change of plans, parents shall call to inform the school of the name of the person picking up their child and the school shall log the conversation including the name of the authorized person and forward the names to the security guards and teachers/ individual(s) supervising the concerned student.
4. GES shall check the identity of the nominated person at the gate (via presentation of a form of ID) and when handing over the student from the school's supervision.
5. IDs are not required if the person is already a member of the school community (e.g., another parent), and the school already has their ID on records

Acceptable School Drop-Off and Pick-Up Timings: GES has communicated to parents acceptable drop-off and pick-up timings.

1. GES shall ensure the supervision of students 45 minutes before the start of the school day and 90 minutes after school hours and must notify parents of their responsibility toward their children outside of these two periods.
2. In instances where parents drop off children at the school without the school's knowledge, the school shall not be legally responsible for the safety of the child.

School Arrival and Departure Notification for Unaccompanied Cycle 3 Students:

Upon written consent by parents, students in Cycle 3 are authorized to arrive at and depart from school unaccompanied.

1. We have a system to record and notify parents of their arrival and departure times.
2. Parents are authorized to request notification of arrival and departure times for accompanied students in any grade below Cycle 3.

Special Events: GES has increased security measures in place for safeguarding the school during special events. We ensure that:

1. Events are only open to the immediate family (parents and siblings of the student). Parents who wish to invite other guests must pre-register them with the school by providing a copy of a valid ID. Guests who are not pre-registered are required to register on arrival at the school gate and subsequently provide a copy of a valid ID.
2. Signage indicating accessible areas for visitors within the school premises is clearly displayed.
3. Increased security is present when a larger number of visitors are expected.

Safeguarding the Privacy of the School Community: GES ensures that measures are there to safeguard the privacy and identities of the school community in physical spaces (e.g., the reception area) and in digital spaces, (e.g., email lists, WhatsApp groups) as per the ADEK Digital Policy. We practice discretion with regard to the following:

1. Keeping reception areas free of individually identifiable elements such as displaying timetables/ class schedules, or photographs and names of members of the school community.
2. Avoiding sharing personal details i.e., emails and mobile numbers of students, parents, or teachers without consent, except as authorized by applicable laws and ADEK policies.

Managing Security Breaches: GES has established systems for managing security breaches to prevent the occurrence of a dangerous/ harmful event, including intruders from gaining unauthorized access to the school grounds or confidential information. The following are ensured at a minimum:

1. A system is in place to lock down the school (manually or automatically) which includes a security breach procedure and a response plan, led by the Safeguarding Committee or Lead, with appropriate reporting mechanisms in place.
2. Ensure all school staff are aware of and have received training on the Security breach procedure.
3. The designated Safeguarding Committee or Lead (including deputies in their absence) shall fulfill requirements as stipulated in this policy including being of sound physical health.
4. GES has ensured to maintain regular service of alert systems, if applicable, for vocal announcements and timed bells or alarms in line with local regular requirements.
5. In line with the [ADEK Digital Policy](#), GES has the ability to respond to security breaches by backing up important data from the school IT system and activating their business continuity plan.
6. We ensure that every digital incident is recorded, documented, and signed by the Principal and stored for auditing purposes, in line with the [ADEK Records Policy](#).
7. Conduct school emergency planning and subsequent drills, in line with the [ADEK Health and Safety Policy](#).
8. Comply with local regulatory requirements and report any security breach incidents to ADEK and/or appropriate authorities.

Training and Continuous Professional Development (CPD): GES has made it a practise to provide the following training and CPD to staff, at a minimum:

Safeguarding training at induction, including for the governing board, staff, and volunteers. The staff training includes the following:

- a. Identifying signs of student maltreatment or other safeguarding issues including what to do if the staff or volunteer or someone else is worried about a student.
- b. Alerting staff to be vigilant to the specific requirements of students at risk of harm, including students with additional learning needs.
- c. Understanding the importance of not disregarding certain behaviors (e.g., banter, practical jokes), which can lead to a culture of unacceptable behaviors in an unsafe environment, preventing students from coming forward to report them.
- d. Detailing written records of events in a secure and accurate manner and respecting confidentiality as per the ADEK Digital Policy.
- e. Taking necessary actions in emergency situations, to prevent harm and danger.
- f. Sharing information on a need-to-know basis only and not discussing the issue with colleagues or the parent community.
- g. Making support available for individual staff members who may be suffering from wellbeing-

- related concerns, as per the ADEK Staff Wellbeing Policy.
- h. Understanding of the school's security system and security breach protocol.
 - i. While training is not required for invited visitors, schools shall ensure that they have read and signed the school's Safeguarding Policy.

Review and updating the safeguarding measures:

- Annually review of the policy guidelines are done.
- An orientation is conducted at the start of the academic year to all staff on the safeguarding measures.
- All staff acknowledges the understanding of the safeguarding measures.

GES Shall :

- Arrange refresher sessions at the start of every term.
- GES shall also arrange specialist training for the DSL and Deputy.

Safeguarding content within staff induction:

All newly appointed staff are given a thorough briefing on the general guidelines including safeguarding measures, professional code of conduct, student protection and student behavioural management and the procedures to report and resolve concerns.

They acknowledge the understanding of the processes and procedures and sign as a token of understanding the practices. The signed document is placed in the personnel file of the staff.

Whistle blowing:

Whistleblowing Mechanism: GES has implemented a whistleblowing mechanism to enable any individual to raise concerns or allegations of organizational malpractice in confidence.

1. Anyone who raises a concern, we shall protect their identity and ensure that they should not be made to feel ashamed for reporting the concern. In case their identity becomes known, we shall take measures to protect the individual from any negative repercussions such as harassment, reprisal, and stigmatization.
2. For anyone who has a concern raised against them, we shall, to the best of our ability, protect their identity where possible and protect them from any negative repercussions until any investigation process is completed.

Inclusion:

Inclusive Provision: We ensure that the Safeguarding Committee or Lead works closely with the child protection team, Wellbeing Committee or Lead, Head of Inclusion, School Counselor, Social Worker, Health & Safety Officer as well as other relevant stakeholders (e.g., teachers, parents) to promote the safeguarding and security of all students. We ensure that the safeguarding practices and associated policies and initiatives take into account the individual needs, communication and behaviour styles, and engagement of students with additional learning needs, in line with the [*ADEK Inclusion Policy*](#).
