



Safeguarding Policy

Approved by:

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Revision History

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1. Our mission, vision, strategy & targets.

Founded on the strong cultural ties between Spain and the UAE, the Spanish School of Abu Dhabi (SSAD) is dedicated to delivering quality education aligned with the Spanish curriculum. At the heart of our mission is the commitment to inclusive education, ensuring the well-being and progress of students with additional learning needs.

The Inclusion Department at SSAD plays a pivotal role in championing inclusive practices. With a focus on individualised support and tailored interventions, the Inclusion Department strives to create an educational environment that ensures all students, including those with additional learning needs, have the opportunity to flourish and become lifelong learners. Through collaborative efforts and a commitment to diversity, we aim to make SSAD a model of inclusive education in the region.

- **Mission:**

SSAD is devoted to fostering a learning environment that embraces inclusion and caters to the diverse needs of every student. Our mission is to provide a quality education that goes beyond academic excellence, nurturing the social, emotional, and cognitive development of each learner. Through a multicultural lens, we aim to cultivate a sense of belonging, respect, and understanding among our students.

- **Vision:**

Our vision is to be a leading institution in inclusive education, where students with additional learning needs receive personalized support to thrive academically and socially. SSAD aspires to be a place where every student, regardless of their background, feels valued and empowered to reach their full potential. We envision our graduates as not only academically proficient individuals but also as compassionate, inquisitive, and globally minded citizens.

- **Strategy & Targets:**

The Spanish School of Abu Dhabi prides itself as a dynamic hub of community involvement, committed to enhancing the holistic learning experience. Across a range of standards, we exhibit notable strengths that set us apart in the educational field.

In evaluating progress, we employ a proactive approach, utilizing both formative and summative assessments to acquire deep insights into student development. By employing clear success criteria and both qualitative and quantitative indicators of achievement that are tailored to the diverse learning needs and styles of our students, we effectively track and support student accomplishments. Our commitment to customizing the curriculum to address individual learning requirements fosters a nurturing and inclusive environment.

Fostering a conducive atmosphere is a key priority for us. Our adherence to the school's ethos and core values guarantees a nurturing and supportive setting. This is further enriched by strong partnerships between teachers and families, alongside adaptive educational programs that enhance the learning experience.



Our adept educators bring their extensive expertise into the classroom, enriched by cutting-edge teaching methodologies. This includes the use of TEKMAN Education resources, which promote project-based, student-centric learning, as well as a rigorous English program developed by Cambridge University Press specifically for the Middle East region. Our curriculum is designed to prioritize development, instilling appreciation, and offering tailored learning paths to suit individual student needs.

As the sole Spanish school in the UAE, we are proud to cultivate a positive school environment and to offer a personalized educational experience that is rooted in the Spanish curriculum.

In line with our strategy, the SSAD Inclusion Department has established the following aims and targets:

1. To guarantee that every student can access a curriculum that is wide-ranging, balanced, and pertinent to their educational journey.
2. To deliver an inclusive educational experience for all students, employing our utmost efforts to eliminate learning obstacles through high caliber, differentiated teaching tailored to each student's needs.
3. To ensure prompt identification, assessment, and support for any student who may have special educational needs.
4. To adopt a systematic approach to identifying and addressing student needs, with vigilant monitoring and evaluation throughout their tenure at the school.
5. To foster a school-wide ethos of positivity toward diverse learning requirements, assisting every student in reaching their maximum potential by promoting their participation in all school activities.
6. To maintain open communication with the parents or guardians of students with additional learning needs, keeping them thoroughly informed of their children's progress and fostering an effective partnership to support a cohesive learning strategy at home and school.
7. To make certain that everyone involved with these students is knowledgeable about the procedures for recognizing, supporting, and educating them.
8. To enhance the existing abilities of all staff in recognizing, assessing, and accommodating students with additional learning needs, providing necessary training and support where needed.



2. Introduction.

At The Spanish School of Abu Dhabi, safeguarding and the protection of students are foundational to our educational philosophy. We recognize that all children have the right to learn and grow in a safe, respectful, and nurturing environment. In alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) and Federal Law No. (3) of 2016 Concerning Child Rights (Wadeema), our school is fully committed to promoting the wellbeing, safety, and dignity of every student under our care.

All members of staff hold a collective **duty of care**, ensuring that students are protected from harm and supported in all aspects of their development while under school supervision. This duty extends beyond academic instruction to include emotional, physical, and social safeguarding.

In the absence of parents during the school day or school-related activities, the **Principal assumes full responsibility “in loco parentis”**, acting in the best interests of every child. This responsibility is shared and upheld by the entire school community, fostering a culture of trust, transparency, and protection.

Our Safeguarding Policy outlines the responsibilities, structures, procedures, and training that ensure the effective implementation of safeguarding practices across the school. It is designed to be clear, proactive, and inclusive, providing guidelines for preventing harm and responding appropriately to any concerns affecting our students’ safety or wellbeing.

3. Statement of the school’s safeguarding Processes, procedures and aspirations.

At The Spanish School of Abu Dhabi (SSAD), safeguarding is at the heart of our educational mission. We are committed to providing a safe, inclusive, and nurturing environment in which all students can thrive. Our safeguarding processes are proactive, holistic, and aligned with both ADEK policies and international best practices. We aim to:

- Prevent harm by fostering a protective school culture.
- Detect signs of risk early through collaboration and vigilance.
- Respond to concerns with sensitivity, professionalism, and urgency.
- Support students’ physical, emotional, and social development through a multi-disciplinary approach.
- Empower all members of the school community—students, staff, and families—with clear roles, procedures, and training related to safeguarding.



4. School safeguarding practices.

Our safeguarding practices are developed and implemented in accordance with ADEK's Wellbeing Framework, Student Protection Policy, Inclusion Policy, and other relevant regulations. We ensure that:

- All safeguarding matters are addressed with professionalism and discretion.
- Staff are trained to identify and respond appropriately to student protection concerns.
- Vulnerable students, including those with additional learning needs, receive tailored support.
- Safeguarding is embedded across all school policies, including behavior management, inclusion, digital safety, and health and safety.
- All incidents are documented and followed up in accordance with ADEK reporting guidelines.

5. Security policy for physical and digital safety.

To safeguard students against physical and digital threats, SSAD has established a comprehensive security policy which includes:

- Controlled access to school facilities, monitored by licensed security personnel.
- CCTV coverage of key areas on campus, excluding private spaces, in compliance with MCC standards.
- Secure digital infrastructure, including firewalls, filters, and restricted access protocols.
- Student and staff digital safety education, aligned with ADEK's Digital Policy.
- Response protocols for physical or cybersecurity breaches, with defined roles for staff, security, and IT support.
- Regular review of evacuation and lockdown procedures, drills, and security updates.



6. Mechanisms to measure and monitor safeguarding delivery.

To ensure the effectiveness of safeguarding measures, SSAD implements a system of continuous monitoring and evaluation:

- The Safeguarding Committee meets regularly to review incidents, identify trends, and improve practices.
- Termly safeguarding audits and surveys are conducted with staff and students.
- Reports are submitted to the Senior Leadership Team and Governing Board with recommendations for improvement.
- All staff receive regular refresher training, and student concerns are tracked through confidential logs and wellbeing records.
- Feedback is collected from families to ensure confidence in safeguarding practices.

7. Identification of resources to deliver safeguarding provisions.

SSAD allocates both human and material resources to ensure the success of its safeguarding mission:

- A **Designated Safeguarding Lead (DSL)** supported by the **Social Worker, School Counselor, Head of Inclusion, and Health & Safety Officer.**
- Professional development sessions and certified trainings for all staff.
- Digital tools for secure documentation and communication of safeguarding concerns.
- Private and welcoming spaces for students to seek help or counseling.
- Educational resources for parents and students on topics such as online safety, bullying prevention, and emotional regulation.



8. Functions of the Safeguarding Committee.

The Safeguarding Committee at The Spanish School of Abu Dhabi plays a central role in leading, overseeing, and sustaining a strong culture of protection and wellbeing throughout the school. The committee operates under the guidance of ADEK regulations and school leadership, and is entrusted with the following core responsibilities:

- **Annual Review and Monitoring**

- Conduct an annual review of the Safeguarding Policy to ensure it remains effective, relevant, and aligned with current legislation and ADEK expectations.
- Evaluate the policy's implementation to confirm that all stakeholders—staff, students, and families—are aware of and understand their safeguarding roles.

- **Policy Implementation Oversight**

- Ensure that all safeguarding procedures and protocols approved by the school's Governing Board are applied consistently across the school. Identify areas for improvement and recommend updates or additional measures to strengthen safeguarding practices.

- **Staff and Visitor Awareness**

- In collaboration with the Principal, ensure that all school personnel—teachers, administrative staff, volunteers, and invited visitors—are informed of their safeguarding responsibilities. Provide clear guidance on how to identify, report, and respond to potential safeguarding concerns.

- **Parent Communication and Access**

- Guarantee that the Safeguarding Policy and all supporting documents are accessible to parents through various channels, including the school website, parent handbooks, and information sessions.
- Promote transparency and active family engagement in school safeguarding initiatives.

- **Staff and Volunteer Induction and Training**

- Design and implement an effective safeguarding induction program for all new staff and volunteers.
- Provide ongoing training and updates to ensure that all members of the school community are equipped to uphold the school's safeguarding standards.



9. Safeguarding Awareness.

At The Spanish School of Abu Dhabi (SSAD), we are fully committed to creating a school culture where safeguarding is understood, embedded, and practiced by all members of our community. As part of our safeguarding framework, we implement a range of awareness strategies to promote a safe, supportive, and inclusive environment for every student.

Safeguarding Awareness Strategies

The school adopts the following safeguarding awareness strategies, in alignment with the ADEK School Student Protection Policy and the 2024 Guidelines on Handling Student Maltreatment Concerns:

- **Safe and Nurturing Environment**
We ensure the provision of a safe, caring, and respectful environment where all students can learn, express themselves freely, and thrive. Our approach prioritizes students' best interests and empowers them to share their ideas, feelings, and concerns.
- **Zero Tolerance for Maltreatment**
SSAD follows a zero-tolerance policy for any form of student maltreatment. All staff, visitors, and members of the school community are informed of the processes to report concerns in accordance with ADEK policies. Clear reporting channels and trained safeguarding staff are in place.
- **Monitoring Vulnerable Students**
Students who are known or suspected to be at risk, including those with additional learning needs, are closely monitored. Their heightened vulnerability is recognized, and additional measures are taken to ensure their protection and inclusion.
- **Staff Preparedness and Response**
All staff receive regular training on how to identify and respond to safeguarding incidents. They are equipped to support and reassure any student who discloses a concern, ensuring that students feel heard, believed, and protected.
- **Open Communication with Safeguarding Team**
Students and staff are encouraged to engage openly with the Safeguarding Lead or members of the Safeguarding Committee when a concern arises—whether related to a peer, staff member, or visitor. Trust and transparency are key values in our safeguarding culture.
- **Online Safety Vigilance**
SSAD promotes safe digital behavior in line with the ADEK School Digital Policy. Measures are in place to monitor and guide the appropriate use of technology, ensuring students are protected in both physical and virtual environments.



- **Protection of Student Wellbeing Across Policies**
All school policies are carefully reviewed to ensure they do not compromise student wellbeing (e.g., restrictions on restroom access, excessive disciplinary measures). We are guided by the ADEK School Wellbeing Policy in upholding the dignity and rights of every learner.
- **Access to Support and Counseling**
Students have access to non-judgmental emotional support and counseling services within the school. They are informed of the staff members they can approach for advice, support, or to report any concern.
- **Parental Responsibility and Engagement**
SSAD ensures that parents are aware of their legal obligation to enroll their children in school as per Federal Law No. (39) of 2022. In cases of unexplained absences, sudden withdrawals, or concerning patterns, the school is required to report the matter to the relevant authorities as a potential safeguarding concern.



10. Safeguarding and the Curriculum.

At The Spanish School of Abu Dhabi, safeguarding is not only embedded in our policies and practices, but also integrated into our curriculum. We believe that education plays a vital role in equipping students with the knowledge, attitudes, and skills needed to stay safe, make responsible choices, and contribute positively to their community.

Our curriculum supports safeguarding by addressing the following key areas:

Development of Self-Esteem and Self-Regulation

Students are supported in building a strong sense of identity and self-worth. Through targeted activities and age-appropriate discussions, they learn to manage their emotions, build resilience, and understand the importance of personal boundaries.

Promotion of Respect and Civility

We foster a culture of mutual respect—toward peers, staff, the wider community, and the environment. Our lessons emphasize empathy, kindness, and responsible behavior as essential foundations for a safe and inclusive school.

Communication Skills and Consent

Students are taught to express themselves clearly and appropriately, and to understand the concept of consent in different contexts. This includes verbal and non-verbal communication, active listening, and respecting others' personal space and decisions.

Understanding Risk and Digital Safety

As part of our digital literacy program, students explore topics such as online behavior, cyberbullying, and the responsible use of social media. They are taught how to identify risks and protect themselves in virtual environments.

Self-Protection and Peer Pressure

We guide students in developing strategies to keep themselves safe in social situations, including how to deal with peer pressure, say "no," seek help when needed, and make informed choices.

Responsibility for Safety

Students are encouraged to take responsibility for their own safety and contribute to the safety of others. They learn to recognize unsafe situations, respond appropriately, and act with integrity both in and out of school.



11. Safeguarding the School's Security.

At The Spanish School of Abu Dhabi (SSAD), ensuring the security of our students, staff, and campus environment is a critical aspect of our safeguarding commitment. Our security measures are implemented in alignment with ADEK regulations to protect all school stakeholders and resources, both physical and digital.

– Implementation of a Comprehensive Security System

- SSAD maintains an integrated security system that includes access control and CCTV video surveillance installed and maintained by an MCC-licensed vendor, as per the Manual of Standards for Surveillance Devices (MCC, 2023).
- A valid maintenance contract with the vendor is upheld at all times.

CCTV Coverage Includes:

1. All school entry and exit points
2. Corridors, stairways, playgrounds, sports areas, library, and cafeteria
3. Pick-up/drop-off zones
4. Security and hazardous zones
5. Outer perimeter of the school
6. Entrances to bathrooms and changing areas (external only)
7. Identified blind spots

Note: No CCTV is installed inside lavatories, changing rooms, or other private areas.

- CCTV signage is displayed throughout the premises.
- Daily functionality checks and prompt vendor notification in case of malfunctions are carried out.

Access to Footage:

- Monitored by vendor-appointed CCTV specialists.
- The Principal may view live footage from their office.
- Staff access to footage is restricted and permitted only by the Principal.
- ADEK personnel are granted access upon request.
- All footage access is recorded. Copying/distribution of footage is prohibited and subject to Federal Law No. (34) of 2021.
- Recordings are stored for a minimum of 180 days.



– Security Guards and Visitor Protocols

- Security guards are stationed at all entry points and must be licensed per ADEK policy.
- Guards maintain vigilance, oversee visitor logs, and issue access passes upon verified ID.
- Permanent passes may be granted for regular visitors (e.g., parents or drivers).
- A communication system links security with reception for visitor clearance.
- Proper handover procedures are in place when changing providers.

– Visitor Management

- All visitors must sign in, present ID, and wear a visible access pass.
- Visitors are supervised unless officially authorized.
- At visit conclusion, passes must be returned and sign-out completed.

– Access for Authorized Personnel

- Authorized government personnel are granted access with proper ID and verification.
- Records are maintained detailing access, purpose, and information reviewed, in accordance with the ADEK School Records Policy.

– Departure Procedures

- Only individuals pre-authorized by parents may collect students.
- Last-minute changes must be communicated directly to the school.
- ID checks are mandatory unless the person is known to the school.

– Drop-off and Pick-up Timings

- Supervision is provided 45 minutes before and 90 minutes after school hours.
- Outside these times, parental responsibility applies.

– Cycle 3 Unaccompanied Students

- With written consent, Cycle 3 students may arrive/depart unaccompanied.
- A record system notifies parents of arrival/departure times.

– Special Events

- Events are limited to immediate family unless guests are pre-registered.
- Additional security is arranged when needed.
- Service providers must be pre-approved and background-checked.



– Privacy Safeguarding

- Reception areas avoid displaying private data.
- Personal information (emails, numbers) is not shared without consent, following ADEK's Digital Policy.

– Managing Security Breaches

- A lockdown and escalation plan is in place, led by the Safeguarding Committee.
- Staff receive training on breach procedures.
- Digital security measures include data backups and a business continuity plan.
- All incidents are logged and signed by the Principal.
- Emergency drills are conducted regularly.
- All breaches are reported to ADEK or relevant authorities as required.

12. Training.

To ensure a consistent and robust safeguarding culture, SSADI provide the following training and CPD to all members of the school community—including the Governing Board, staff, and facilities—must receive safeguarding training upon induction. This training will include:

- a. Recognizing signs of student maltreatment and other safeguarding concerns, and understanding the appropriate actions to take when concerned about a student's wellbeing.
- b. Being alert to the specific vulnerabilities and needs of students at risk of harm, including those with additional learning needs.
- c. Understanding the dangers of dismissing certain behaviors (e.g., banter, practical jokes), which may contribute to an unsafe environment and discourage students from reporting issues.
- d. Maintaining secure, accurate, and confidential written records of safeguarding events, in accordance with the ADEK School Digital Policy.
- e. Taking appropriate and timely action in emergency situations to prevent harm or danger.
- f. Sharing safeguarding-related information strictly on a need-to-know basis, and refraining from discussing these matters with other colleagues or the wider parent community.
- g. Accessing wellbeing support if experiencing personal distress or wellbeing-related concerns, as per the ADEK School Staff Wellbeing Policy.



h. Gaining a clear understanding of the school's security systems and the protocol to follow in the event of a security breach.

Regarding the Safeguarding Awareness for Visitors, while formal safeguarding training is not mandatory for invited visitors, schools must ensure that all visitors have read and signed the school's Safeguarding Policy prior to engaging with students or staff.

13. Whistleblowing.

SSAD has implemented a whistleblowing mechanism that enables any individual to confidentially raise concerns or allegations of organizational malpractice, including safeguarding failures or misconduct.

1. Individuals who raise a concern must be protected and supported throughout the process. The school shall ensure:
 - a. The identity of the whistleblower is kept confidential wherever possible.
 - b. The individual is not made to feel ashamed or discouraged for reporting their concern.
 - c. If the whistleblower's identity becomes known, the school shall take immediate and appropriate measures to protect them from any form of negative repercussions, including harassment, reprisal, or stigmatization.
2. Individuals against whom a concern is raised shall also be treated with fairness and dignity. Where possible, the school shall:
 - a. Maintain confidentiality regarding the individual's identity.
 - b. Protect the individual from reputational harm or unnecessary exposure while the concern is being reviewed or investigated.

This mechanism promotes a culture of transparency, accountability, and safety—empowering staff, students, and community members to speak up in the best interest of the school and its learners.

14. Inclusion.

Schools shall ensure that safeguarding is implemented through a collaborative and inclusive approach. The Safeguarding Committee or Lead must work closely with the Wellbeing Committee or Lead, Head of Inclusion, School Counselor, Social Worker, Health & Safety Officer, and other relevant stakeholders—including teachers and parents—to safeguard the wellbeing and security of all students.



Safeguarding practices, policies, and initiatives must be responsive to the diverse needs of the student body, with specific attention to:

- Individual learning profiles
- Communication styles
- Behavioral and emotional regulation
- Levels of engagement and participation

Particular consideration shall be given to students with additional learning needs, ensuring that safeguarding measures are adapted to support their specific circumstances, in full alignment with the ADEK School Inclusion Policy.

This collaborative and individualized approach supports an inclusive, safe, and supportive school environment where all students can thrive.