



Student Protection Policy

Approved by:

Aysha Juma Al Khateri
Chairwoman

Date:

12/11/2025



Effective Date:

17/11/2025

Revision History

Revision Date	Version Number	Revised By	Signature
07/07/2025	02	Eva Sanchez Castillo Principal	



1. INTRODUCTION

The Spanish School of Abu Dhabi (SSAD) is committed to protecting all students under its care from maltreatment, abuse, and harm. We believe every child has the right to a safe, respectful, and supportive learning environment. This policy aligns with the requirements of the Abu Dhabi Department of Education and Knowledge (ADEK) Student Protection Policy (Version 1.1, September 2024), UAE Federal Laws including Federal Law No. (3) of 2016 (Wadeema Law), and the United Nations Convention on the Rights of the Child (UNCRC).

We implement a zero-tolerance approach to all forms of maltreatment including physical abuse, emotional abuse, sexual abuse, neglect, exploitation, and bullying (including cyberbullying).

This policy should be read in conjunction with our Health and Safety, Anti-Bullying, Behaviour, and Wellbeing policies.

2. LEGAL AND REGULATORY FRAMEWORK

This policy is grounded in and complies with:

- Federal Law No. (3) of 2016 Concerning Child Rights (Wadeema Law)
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties
- Federal Decree Law No. (18) of 2020 on Private Education
- Federal Decree Law No. (51) of 2022 Concerning Nurseries
- Federal Decree Law No. (33) of 2021 Concerning Labour Relations
- ADEK Student Protection Policy (Version 1.1, 2024)
- MoE National Policy for the Prevention of Bullying in Educational Institutions

3. DEFINITIONS

See Appendix A for operational definitions of abuse and maltreatment types, including neglect, physical, sexual, and emotional abuse, bullying, and exploitation.



4. ROLES AND RESPONSIBILITIES

Child Protection Coordinator (CPC): School Principal

Deputy Child Protection Coordinators (DCPCs): Head of Inclusion and Social Worker

Child Protection Team (CPT) includes:

- Principal (CPC)
- Head of Inclusion (DCPC)
- Social Worker (DCPC)
- School Nurse

Responsibilities of the CPC and CPT include:

- Ensuring implementation of the policy and reporting procedures
- Attending ADEK-mandated CPC training and certifications
- Coordinating case management, reporting, and stakeholder communication
- Ensuring staff, volunteers, and students are trained and informed

All staff and volunteers are **mandated reporters** under Federal Law and must report suspected maltreatment within 24 hours to the CPC, or directly to ADEK CPU/FCA if needed.

5. REPORTING AND RESPONSE PROCEDURES

5.1 Reporting Channels

- CPC must report concerns within **24 hours** via the **ADEK Safety Concern Digital Portal:**
<https://daasafetyconcern.abudhabi>
- In emergencies, call **Police (999)** immediately
- Staff must notify CPC and complete internal **Safeguarding Concern Form**

5.2 Steps for Reporting

1. **Immediate Safety:** If the student is in danger, call **999**.
2. **Disclosure Handling:** Listen, don't promise confidentiality, document accurately.
3. **Notify CPC:** Complete the school safeguarding form and notify CPC or DCPC.
4. **Digital Portal:** CPC submits the case via ADEK Safety Concern Portal.
5. **Support the Student:** Ongoing care, counselling, and family engagement if appropriate.

6. CONFIDENTIALITY



All case details are strictly confidential. Data is only shared with:

- ADEK Child Protection Unit (CPU)
- Family Care Authority (FCA)
- Ministry of Interior Child Protection Center (Mol-CPC)
- Abu Dhabi Judicial Department (if legally required)

Unauthorized disclosure is strictly prohibited.

7. PREVENTION AND EDUCATION

Age-appropriate student protection curriculum will be delivered through:

- Classroom teaching
- Counselling sessions
- Posters and visual resources

Students will be taught:

- How to identify risks and seek help
- The difference between safe and unsafe behaviour
- Their rights under UAE and international law

A **student-friendly version** of this policy will be created and shared annually.

- Developing student self-esteem.
- Developing communication skills.
- Informing about all aspects of risk.
- Developing strategies for self-protection.
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults.
- Developing non-abusive behaviour between students.

8. STAFF, VOLUNTEERS AND VISITORS

8.1 Recruitment and Vetting

- All staff must submit criminal background checks
- Visitors and volunteers sign an acknowledgment of policy understanding

8.2 Acceptable Conduct

- Staff must behave professionally and avoid isolated 1:1 settings with students
- Physical contact is limited to non-invasive, context-appropriate situations



- All suspicious behaviour must be reported

9. TRAINING

- All staff receive annual safeguarding and student protection training
- CPC and CPT members attend ADEK-certified training sessions
- Volunteers and visitors receive safeguarding briefings

10. MONITORING, REVIEWING AND DISSEMINATION

- This policy is publicly posted on the school's website
- It will be reviewed **at least every 5 years** or when regulations change
- Orientation sessions are conducted for parents and new staff annually

11. COMPLIANCE

- Non-compliance will result in disciplinary actions in accordance with ADEK and UAE law
- ADEK will monitor school compliance with this policy from the **2025/26 Academic Year**

12. APPENDICES

- Appendix A: Definitions of Types of Maltreatment
- Appendix B: Safeguarding Concern Form
- Appendix C: Body Map Template



APPENDIX A: Definitions of Types of Maltreatment

1.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

1.2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 child 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 children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

1.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child 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 children.



1.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



APPENDIX B: Safeguarding Concern Form

<https://forms.gle/7pReWjT6GLFh3Bfs6>

Safeguarding Concern Form

No concern is too small when it comes to the safeguarding and well-being of our students!

In Wadeema's Law (Article 35) explicitly states that professionals who work with children, including school staff, are **legally obliged to report any suspicion of child abuse or neglect to the authorities.**

* Indicates required question

1. Your name *

2. Position of person completing the form *

3. Date of incident/disclosure/concern: *

Example: January 7, 2019

4. Time of the incident/disclosure/concern *

Example: 8:30 AM

5. Place of the incident/disclosure/concern *

6. Student Full Name *



7. Does the student have any additional needs? *

8. Student Class

9. Incident / concern (who what where when) *

10. Any other relevant information (witnesses, immediate action taken)

11. Please upload any evidence you might have from the event

Files submitted:

12. **Thank you for helping to create a safe space for our students and making our school a safer place for everyone!**

Your information will be forwarded to the Safeguarding Committee, and we will follow up with you regarding the next steps. In the meantime, please refrain from contacting the family until a decision has been made by the committee.



APPENDIX C: Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

****At no time should an individual teacher or member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, child protection authorities or police.***

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimeters or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Color of injury - if more than one color, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

- A copy of the body map should be kept on the child's concern/confidential file.



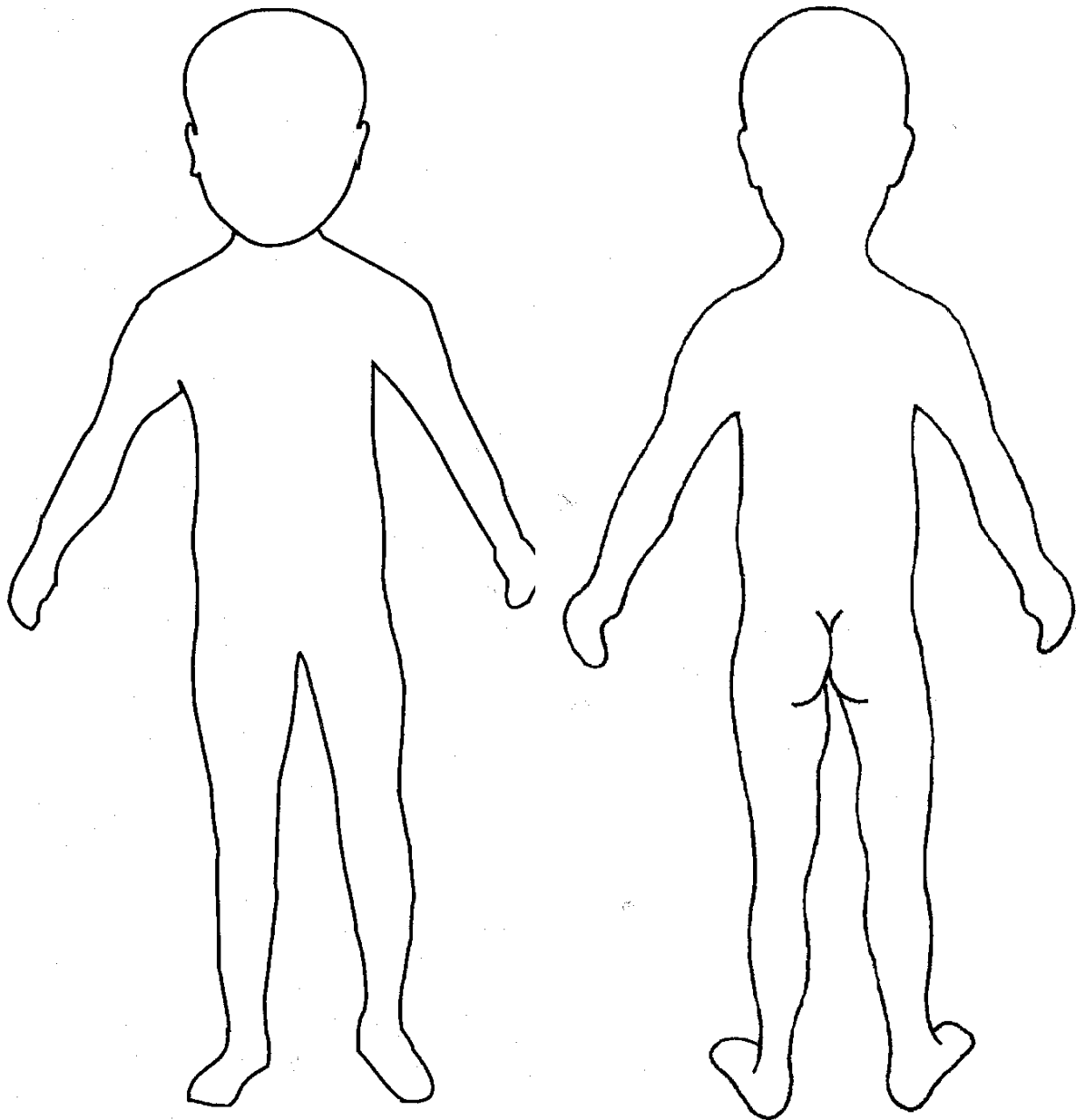
BODY MAP

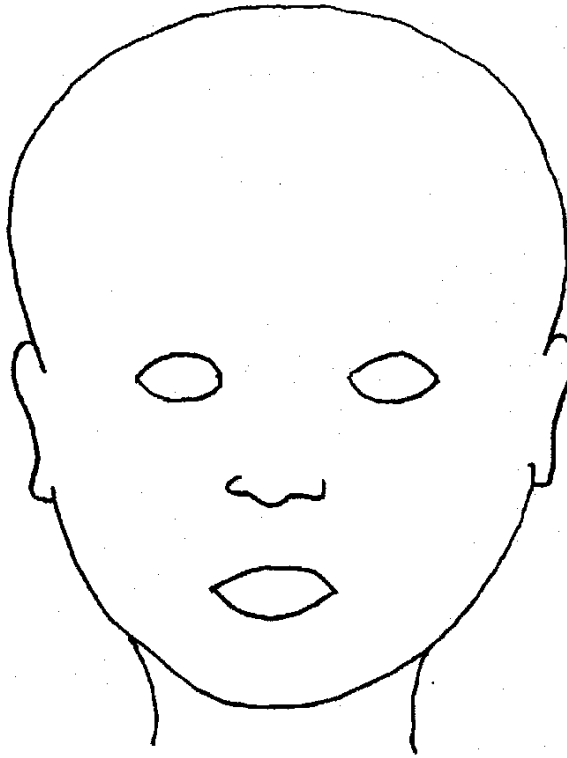
(This must be completed at time of observation)

Name of Pupil: _____ Date of Birth: _____

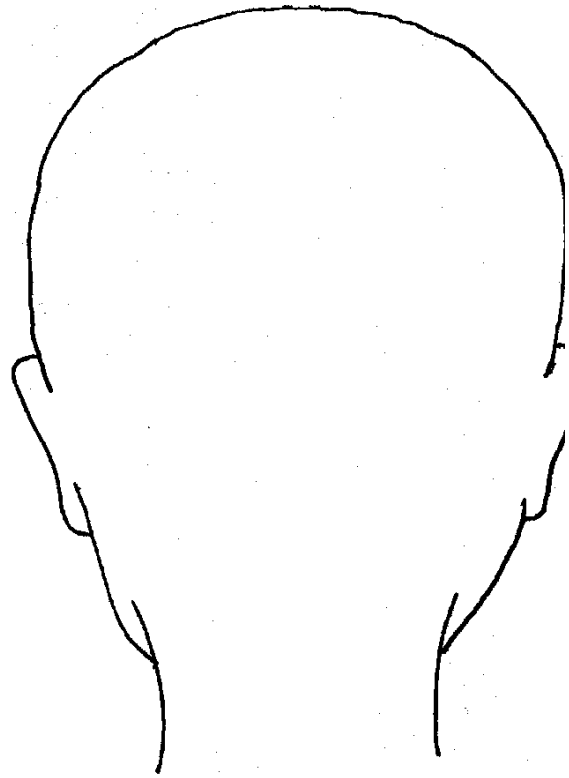
Name of Staff: _____ Job title: _____

Date and time of observation: _____

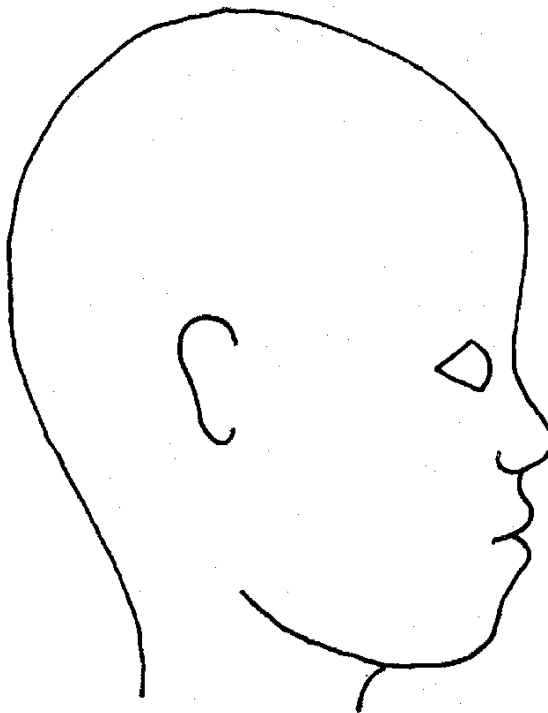




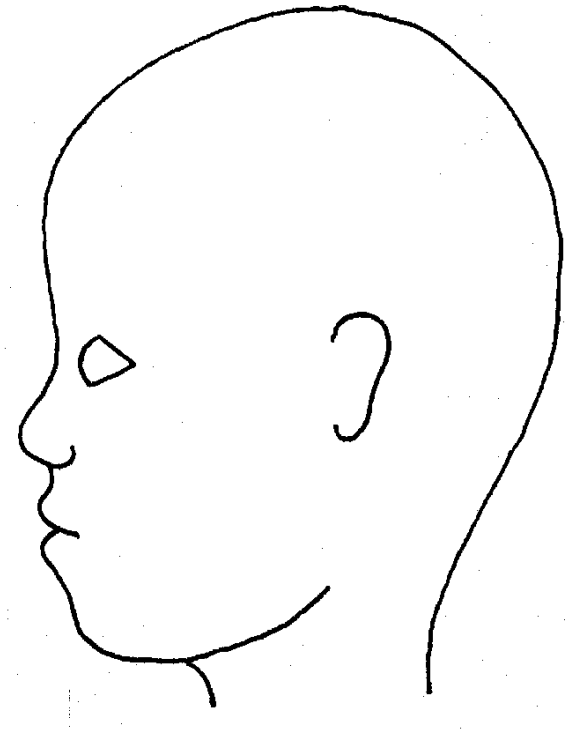
FRONT



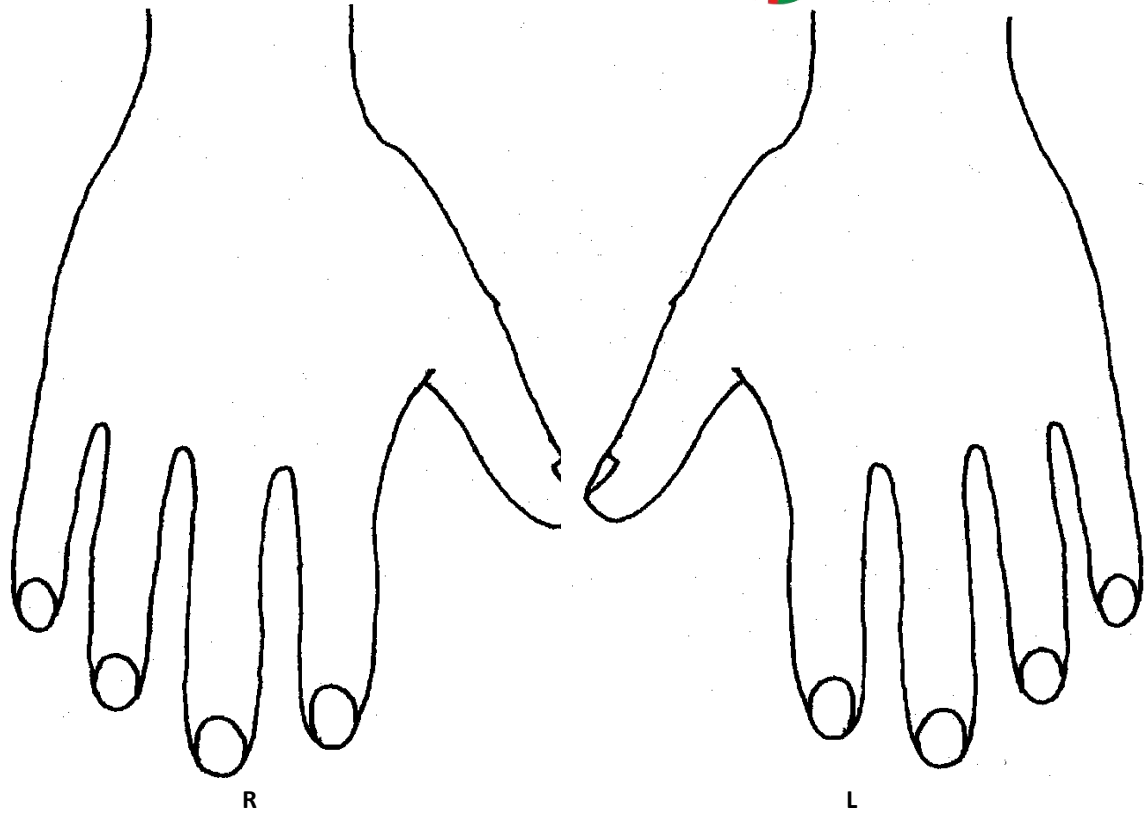
BACK



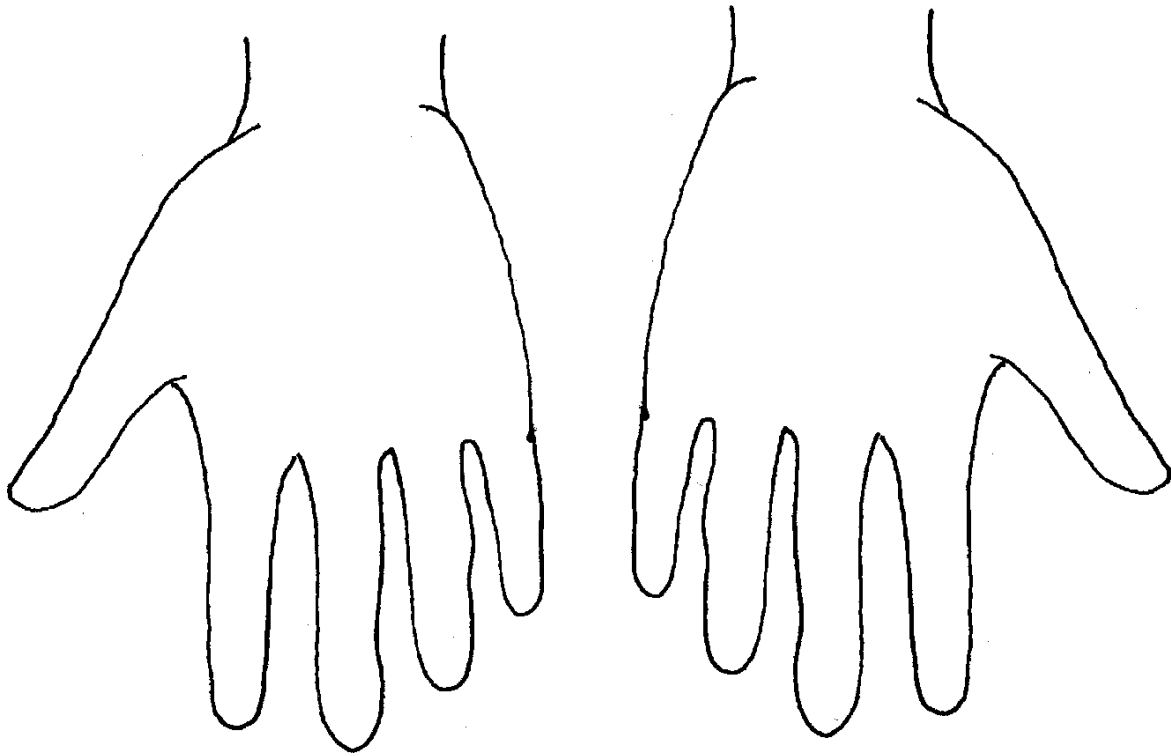
RIGHT

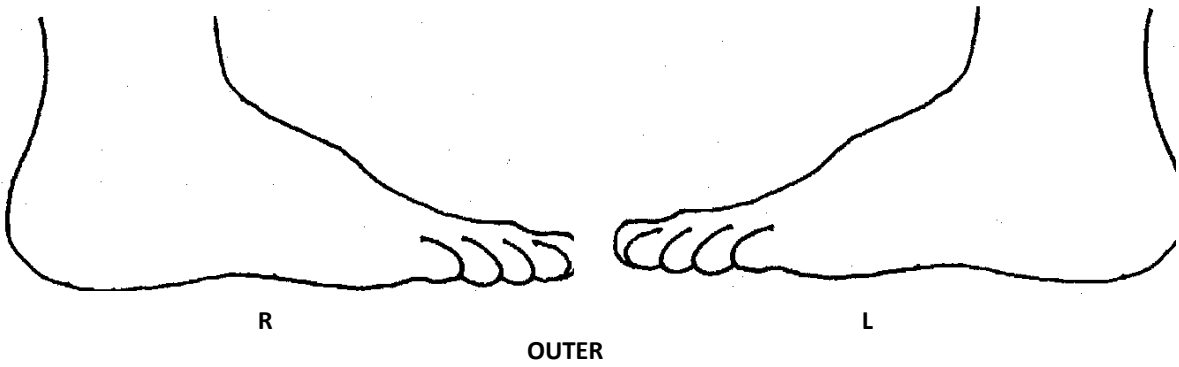
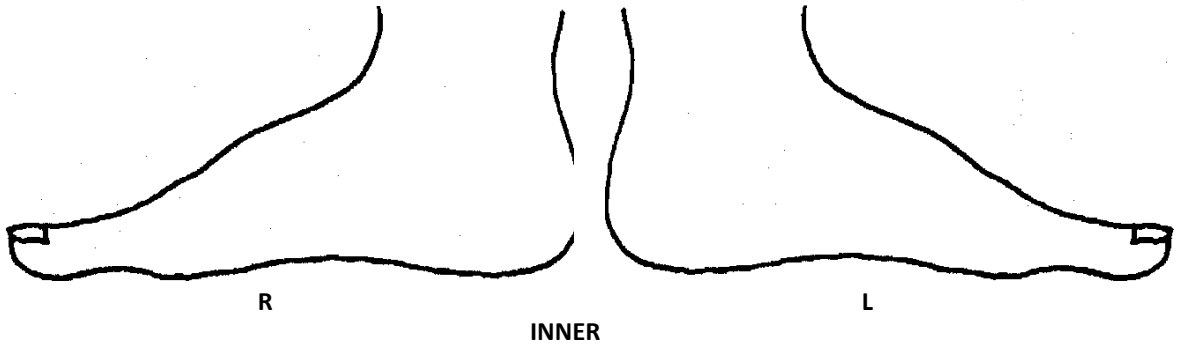
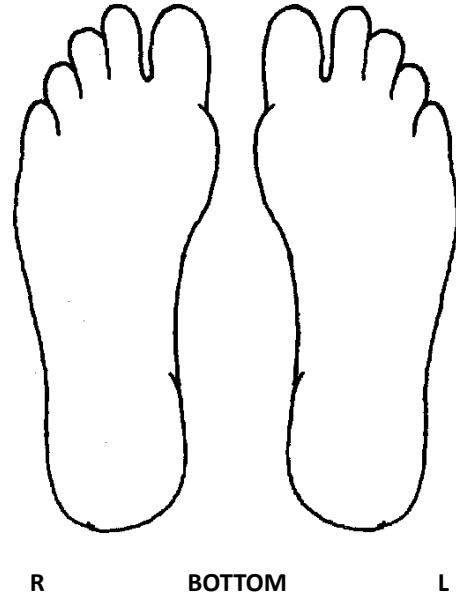
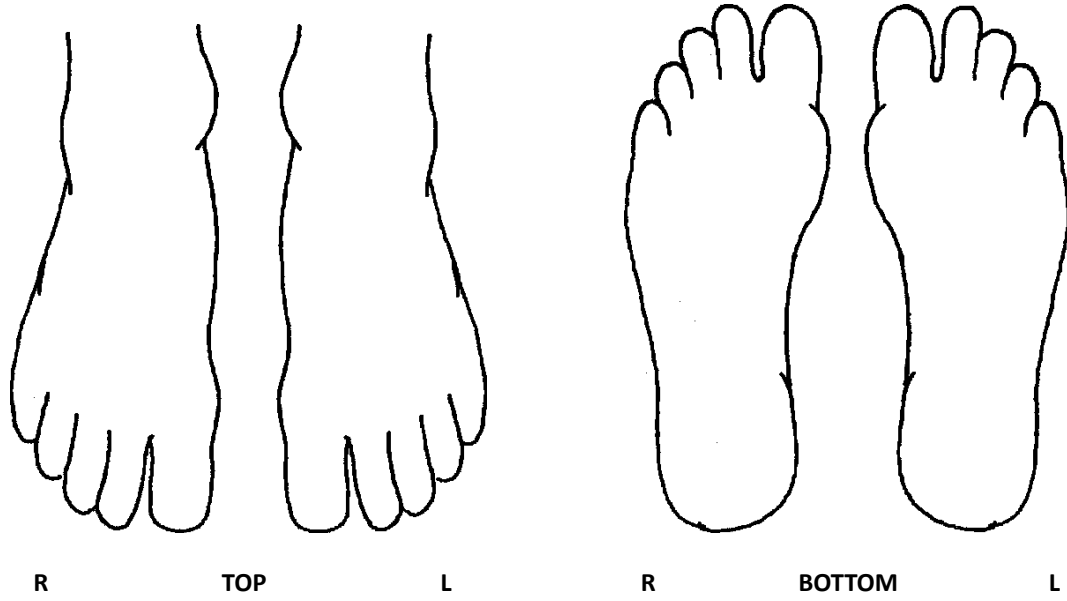


LEFT



BACK





Completed by -

Name: _____

Job Title: _____

Date and time: _____

Signature:



Approved by:

(Ms Eva, SSAD School Principal)

Date of approval:

Updates & Review

	Date	Review type	Reviewed by
1			
2			