



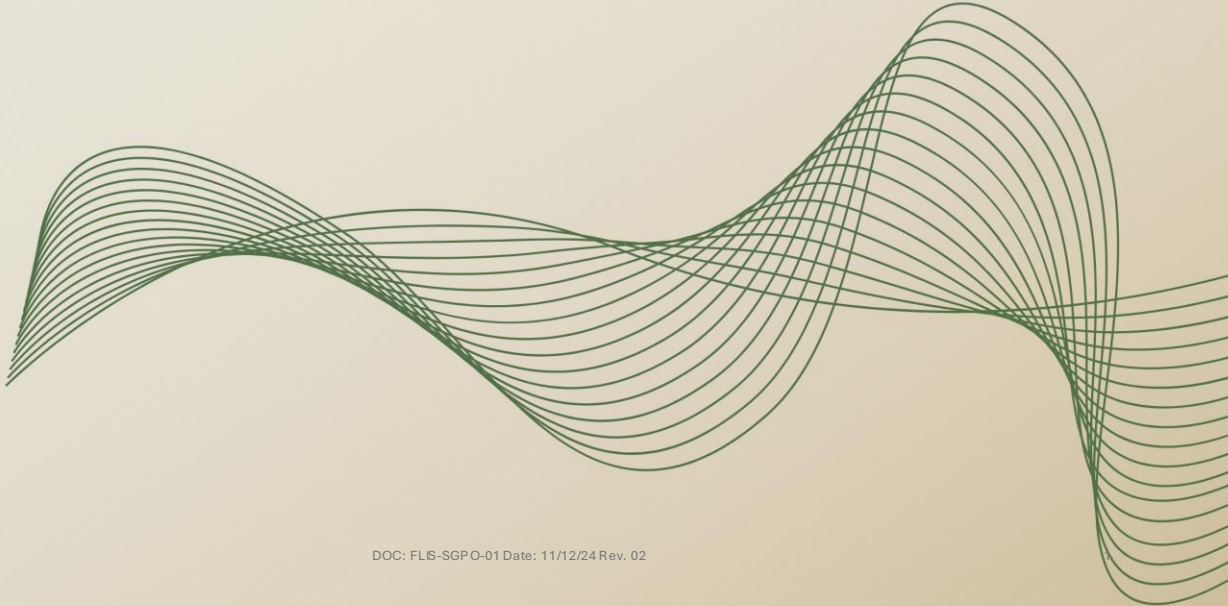
# FUTURE LEADERS

## International Private School

📍 Baniyas

## Safeguarding Policy

Our commitment to safeguarding at FLIS will protect students from harm, maltreatment, and exploitation to ensure the development and growth of every student. 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.





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Approved by:	<b>Mark Butler</b> Principal	Rev. 13/11/24



# Safeguarding Policy

## 1. Purpose:

The safeguarding policy at FLIS reflects our unwavering commitment to the protection and well-being of every student. We are dedicated to creating a safe, nurturing, and inclusive environment where all children can achieve their full potential. This safeguarding policy is established to create a secure and supportive environment where every child can thrive academically, socially, and emotionally. support necessary for their development. By adhering to this policy, we ensure that safeguarding remains a core priority in all aspects of our school operations.

### 1.1 Vision and Goals:

#### 1.2 Vision:

At FLIS, our vision is to create a nurturing and secure environment where every student feels valued, respected, and protected. We are committed to fostering a culture of vigilance and care, ensuring that the well-being and safety of our students are at the forefront of everything we do.

#### 1.3 Goals

**1.3.1 Promote a Safe Learning Environment:** To create and maintain a school environment where every student feels safe, secure, and protected from harm.

**1.3.2 Empower Students with Knowledge and Skills:** To equip students with the knowledge and skills necessary to recognize, avoid, and report potential dangers and abuse. Incorporate age-appropriate safeguarding education into the curriculum, teaching students about personal safety, consent, and how to seek help.

**1.3.3 Enhance Staff Awareness and Training:** To ensure all staff members are fully trained and equipped to identify and respond to safeguarding concerns.

**1.3.4 Foster a Culture of Vigilance and Accountability:** To create a school culture where safeguarding is everyone's responsibility, and all concerns are taken seriously and addressed promptly.

**1.3.5 Strengthen Community and Parental Engagement:** Regularly communicate with families about our safeguarding policies and involve them in creating a supportive and protective environment for all students

**1.3.6 Promote Digital Safety:** Educate students about digital citizenship, online privacy, and the potential risks of internet use, and implement robust cyber safety policies. To ensure students are safe and responsible in their use of digital technologies and the internet.

## 2. Definitions:

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).
At Risk of Harm	The inability to safeguard one’s own wellbeing.
Behaviors of Concern	Any pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults.
Duty of Care	The obligation to safeguard stakeholders, to maintain their health, safety, and wellbeing, and to take steps to reduce the risk of reasonably foreseeable harm while under the school’s supervision (on its premises, utilizing its systems, or engaging in school-organized activities of campus).
Governing Board	The governing body of a school, appointed by the school owners, and including qualified representatives and parents. The governing board is the senior authority of the school, with responsibility for the overall governance of its activities.
In Loco Parentis	Meaning “in place of a parent”, in situations when parents are absent.
Visitor	For the purpose of this policy, a visitor is any temporary visitor (e.g., a parent or a relative of a student, prospective student and their parents, inspectors, contractors, etc.) entering the school premises. An invited visitor is anyone visiting the school on a temporary basis to interact with students (i.e., a speaker, career fair representative, etc.) and includes volunteers, who are engaged by an educational institution on a non-remunerated basis to interact with students (e.g., parent chaperones, etc.).
Whistleblowing	An instance where an individual passes on

### 3. Safeguarding Supervision:

**3.1 Duty of Care and In Loco Parentis:** All members of staff in FLIS have the duty of care towards our students and are responsible for their wellbeing, safety, and protection whilst they are under the school's supervision.

**3.2 The Principal:** Shall accept in loco parentis responsibility for all students whilst under the school's supervision. Ensure that the safeguarding policy and procedures are fully implemented and followed by all staff. Allocate sufficient time, training, support, and resources to enable staff to carry out their safeguarding responsibilities effectively.

**3.3 All Staff and Volunteers:** Understand and comply with the school's safeguarding policy and procedures. Attend regular training and updates on safeguarding and child protection. Be vigilant and report any concerns about a child's welfare to the designated safeguarding lead immediately.

### 4. Safeguarding Processes, Procedures, and Aspirations

#### 4.1 Identification of Concerns:

**Observations:** Staff should remain vigilant and observant of changes in behavior, appearance, or physical signs that may indicate abuse or neglect.

**Communication:** Students should be encouraged to express any concerns or feelings of discomfort they may have.

#### 4.2 Reporting Mechanisms:

**Immediate Action:** Any concern about a student's welfare should be reported immediately to the Designated Safeguarding Lead (DSL) or the principal depending on the situation.

**Documentation:** Throughout the school, are posters with information on who to go to for safeguarding concerns. There is a QR code and a link has been shared with staff to make all reports. The Safeguarding Committee consists of the Head of Inclusion, The Health and Safety Officer and the Social Worker.

#### 4.3 Assessment and Response:

**DSL Review:** The DSL will assess the concern and determine the appropriate course of action, which may include consultation with external agencies.

**External Referral:** If necessary, the DSL will refer the concern to the local authority children's social care or other relevant agencies.

## 5. Appointment of a Safeguarding Committee

FLIS has appointed a Safeguarding Committee that consists of the Head of Inclusion, Health and Safety Officer and Social Worker, to oversee the school's overall safeguarding strategy. FLIS, through the Safeguarding Committee, shall:

- 5.1 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.
- 5.2 Ensure the safeguarding policies and procedures adopted by the school's governing board are fully implemented and observed.
- 5.3 With the Principal, ensure that all staffs, volunteers, and invited visitors are informed of their responsibilities in relation to safeguarding procedures.
- 5.4 Ensure parents have access to the school's Safeguarding Policy and all supporting documents, through all appropriate means (e.g., the school website)
- 5.5 Develop an induction and training strategy to ensure all staffs and volunteers receive information on the school's safeguarding arrangements.
- 5.6 Ensure compliance with relevant processes set out in the ADEK Student Protection Policy





## 6. Safeguarding Awareness

We are committed to raising awareness of and importance of safeguarding within our school community, for this we will:

6.1 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 interests and success.

6.2 Maintain 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 schools and ADEK Student Protection Policy.

6.3 All staffs are expected to monitor students known or thought to be at risk from harm, including students with additional learning needs, who could experience heightened vulnerability.

6.4 All staffs will be trained to know how to respond to safeguarding incidents and reassure victims and/or witnesses who make a disclosure that they are being taken seriously and supported.

6.5 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, staffs, or visitor.

6.6 All staffs must be vigilant of student safety in online spaces within the school.

6.7 The safeguarding committee and principal would ensure that no policy within the school adversely harm or jeopardize the health or wellbeing of a student (e.g., placing limitations on washroom breaks).

6.8 We shall 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.

6.9 FLIS parents shall understands that they are obligated to enroll their child in school and all sudden unexplained withdrawal of a student from school may be reported as a maltreatment concern, as per the ADEK Student Protection.

## 7. Safeguarding and the Curriculum

### The School Curriculum:

In future leaders our applied curriculum common core states standard addresses safeguarding measures by

- 7.1 Focusing on the development of students' self-esteem and self-regulation.
- 7.2 Fostering a sense of respect and civility towards people and other living things.
- 7.3 Enabling the development and improvement of communication skills and expression of consent.
- 7.4 Developing an understanding of all aspects of risk including online behaviors and usage of social media.
- 7.5 Assisting students in developing strategies for their self-protection and responses to peer pressure.
- 7.6 Developing an understanding of how to best be responsible for their own and others' safety.

## 8. Implementing a School Security

8.1 At Future Leaders, we implement and maintain a comprehensive security system designed to protect the school's assets, data, and individuals from any potential harm. Our security infrastructure includes fully integrated access control systems and security video surveillance (CCTV) cameras. These cameras are strategically positioned to cover all entrances and exits of the school buildings and grounds, as well as key areas such as walkways, public spaces (corridors, stairs, courtyards, sports halls, sports fields, canteens, and libraries), and student pickup and drop-off zones for private vehicles and buses.

8.2 Additionally, our CCTV system monitors security and hazardous areas, including the exterior surroundings of the school, and learning spaces such as classrooms, labs, studios, and maker spaces. While all blind spots within the school premises are covered, cameras are not installed in areas where there is a reasonable expectation of privacy, such as lavatories and changing rooms. We ensure that CCTV cameras are regularly monitored, maintained, and checked daily to confirm their proper functioning and effective coverage.





## 9. Security:

9.1 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.

9.2 Hold authorized licenses, as per the ADEK Staff Eligibility Policy.

9.3 Remain alert and ensure safety and security on the school premises, supported by the school's security system.

9.4 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.

9.5 Visitors are issued access passes only after presenting and verifying a photo ID. Permanent passes are given to registered individuals involved in routine student pick-ups and drop-offs, such as parents and drivers. Security guards will verify that each pass matches the person and prevent entry for those with revoked or canceled passes, who must sign in as general visitors.

## 10. School Visiting Procedure:

10.1 At FLIS the Principal have the right to deny or allow visitors in the school with good cause.

10.2 All visitors are expected to sign in at the security gate and obtain a visitor's access pass in exchange for a valid form of ID.

10.3 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.

10.4 Invited visitors shall remain under the supervision of a designated member of staff unless they are authorized to.

10.5 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.



## 11. Granting Access to Authorized Personnel

11.1 Authorized personnel (e.g., government inspectors) will be given access to full premises and relevant resources according after we have verify the identity of the personnel and ensure they have a valid purpose for their requests.

11.2 Where required, we would enable such personnel to monitor and interact with staff, students, and parents.

11.3 Where access is provided to any school reports and records, Principals 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.

## 12. School Departure Procedures

We shall ensure the smooth transitioning of our students by verifying that student departures follow the parent-authorized methods for transitioning student supervision from the school to the home. We will ensure:

12.1 Only parent-authorized persons are picking up students.

12.2 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 ahead.

12.3 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 supervisor/ reception 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.

12.4 Schools 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.



### **13. Special Events**

The safety of our students is our priority and in case of special events we will put security measures in place for safeguarding our school. This we shall do by ensuring:

13.1 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.

13.2 Signage indicating accessible areas for visitors within the school premises is clearly displayed.

13.3 Increased security is present when a larger number of visitors are expected

13.4 All outside service providers and their employees are pre-approved, and must undergo security checks.

### **14. Safeguarding the Privacy of the School Community:**

We have put in place measures to ensure the safeguarding of our school community by:

14.1 Keeping reception areas free of individually identifiable elements such as displaying timetables/ class schedules, or photographs and names of members of the school community.

14.2 Avoiding sharing personal details i.e., emails and mobile numbers of students, parents, or teachers without consent or authorization.

### **15. Managing Security Breaches**

In case of security breaches and in order to manage future managing occurrence of a dangerous/ harmful event, including intruders from gaining unauthorized access to the school grounds or confidential information. The following shall apply:

15.1 The whole school shall follow security breach procedure and a response plan, led by the Safeguarding Committee or Lead.

15.2 Provide continuous training to all staffs on the security breach procedure and response.

15.3 We shall maintain regular service of alert systems, as applicable, for all announcements and timed bells or alarms in line with regular requirements.

15.4 Every digital incident is recorded, documented, and signed by the principal and stored for auditing purposes, in line with the ADEK Records Policy.

15.5 We shall plan for and conduct school emergency planning and subsequent drills, in line with the ADEK Health and Safety Policy.

15.6 Comply with local regulatory requirements and report any security breach incidents to ADEK and/or appropriate authorities.

## 16. Training

To effectively Safeguard our students, training at induction for new staffs, governing board, staff, and volunteers, focusing on:

- 16.1 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.
- 16.2 Alerting staff to be vigilant to the specific requirements of students at risk of harm, including students with additional learning needs.
- 16.3 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.
- 16.4 Detailing written records of events in a secure and accurate matter and respecting confidentiality as per the ADEK Digital Policy.
- 16.5 Taking necessary actions in emergency situations, to prevent harm and danger.
- 16.6 Sharing information on a need-to-know basis only and not discussing the issue with colleagues or the parent community.
- 16.7 Making support available for individual staff members who may be suffering from wellbeing-related concerns, as per the ADEK Staff Wellbeing Policy.
- 16.8 Understanding of the school's security system and security breach protocol.

## 17 . Whistleblowing Procedure

### Purpose:

The whistleblowing procedure allows staff, volunteers, and other stakeholders to report concerns about safeguarding issues in a safe and confidential manner. It ensures that all allegations are handled appropriately, protecting the welfare of children and young people within the school.

### 1. Who can raise a concern?

Any member of staff, volunteer, or contractor associated with the school who has concerns about safeguarding matters may raise a concern.

### 2. What to report?

Concerns should relate to:

- Suspected child abuse or neglect.
- Unsafe practices or failure to follow safeguarding procedures.
- Any inappropriate behavior by staff, volunteers, or contractors that could put children at risk.

### 3. How to raise a concern:

- **Speak to a designated safeguarding lead (DSL):**

The first point of contact are the members of the Safeguarding Committee. If the concern involves the DSL, report will be made to an SLT Member or the Principal.

### 4. Confidentiality and Protection:

All concerns will be treated confidentially, with information shared only on a "need to know" basis. Whistleblowers will be protected from retaliation, victimization, or adverse treatment.

### 5. Investigation:

All concerns will be investigated promptly and thoroughly. If necessary, external authorities (e.g., local entity or police) will be contacted.

### 6. Feedback:

Where possible, whistleblowers will be informed of the outcome of the investigation, ensuring transparency and trust in the procedure.

### 7. Support for whistleblowers:

Support and guidance will be offered to those raising concerns, including access to counseling services if needed.

### 8. False allegations:

Deliberately making false allegations is a serious matter and may lead to disciplinary action. However, good faith concerns will not be penalized, even if they are later found to be mistaken.

## 18. Acceptable School Drop-Of and Pick-Up Timings

Parents acceptable drop-of and pick-up timings shall be properly communicated to parents.

18.1 As a school we will ensure the supervision of students 45 minutes before the start of the school day and 90 minutes after school hours and will notify parents of their responsibility toward their children outside of these two periods.

18.2 In instances where parents drop of children at the school without the school's knowledge, the school shall not be legally responsible for the safety of the child.

18.3 . We have a system to record and notify parents of their arrival and departure times for high school students.

18.4 Parents are to be notified of arrival and departure times for unaccompanied students in any grade level.

## 19. Inclusion

19.1 We are committed to creating an inclusive learning environment that supports the diverse needs of all students, including those with additional learning needs. This initiative aligns with the ADEK Inclusion Policy and focuses on the following areas:

19.2 We have a Safeguarding lead that works closely with the 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 our students.

19.3. Our safeguarding practices and associated policies taking into account the individual needs, communication and behavior styles, and engagement of students with additional learning needs, in line with the ADEK Inclusion Policy..



## 20. Compliance

### 20.1 Accountability and Penalties:

20.1.1 Legal Accountability: Failure to comply with this policy will result in legal accountability and penalties as stipulated by ADEK's regulations, policies, and requirements.

20.1.2 Penalties and Interventions: Non-compliance may also lead to penalties under Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law or any other relevant laws. ADEK reserves the right to intervene if FLIS is found to be in violation of its obligations.

### 20.2 Effective Date and Compliance Timeline:

20.2.1 Policy Implementation: This policy will be effective starting from the Academic Year 2024/25 (Fall term). FLIS is expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Full term).