

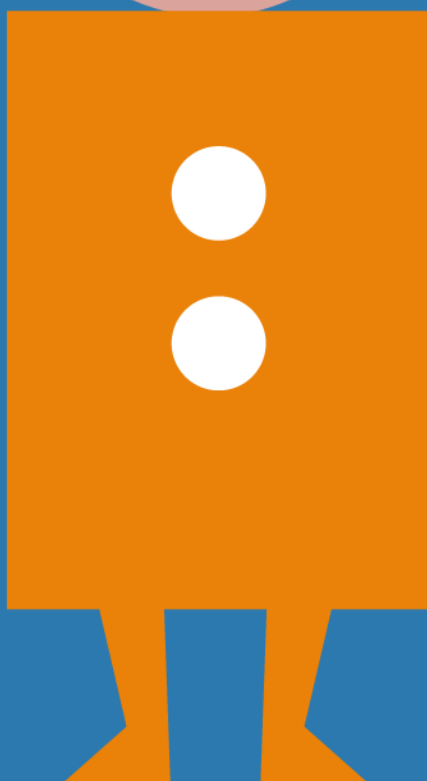


**dama  
al-aman**  
IN SCHOOLS



هيئة أبوظبي  
للطفولة المبكرة  
Abu Dhabi Early  
Childhood Authority

# Dama Al Aman Handbook for Schools



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## Introduction

Every child in Abu Dhabi has the right to be protected from all forms of harm and maltreatment.

Though children grow up in different environments with varying dynamics, every child should be nurtured and have access to adequate care and protection.

All people in Abu Dhabi have a shared responsibility to ensure the safety and development of children. This responsibility applies in all settings – at home, in schools and nurseries, and within the broader community – and for all children, regardless of where they were born, where they live, what language they speak, or what religion they follow.

Consistent with this shared responsibility, the government of Abu Dhabi administers a comprehensive child protection system across the Emirate. Dama al-aman in Schools & Nurseries is an important component of this child protection system, and aligns with Abu Dhabi's legal obligations to protect all children.

### The Abu Dhabi Child Protection System

The Abu Dhabi Child Protection system is a multi-sectoral, coordinated, best-practice system designed to protect children who experience, or are at risk of experiencing, maltreatment.

The system aims to improve early detection through clear policies and reporting channels, and by strengthening human capabilities. It also seeks to provide comprehensive and quality support services to children and families in need of assistance.

Further, the system aims to raise awareness of child protection concerns and deliver evidence-based prevention programs to promote non-violent behaviors.

The framework of the child protection system is shown in Figure 1 below.

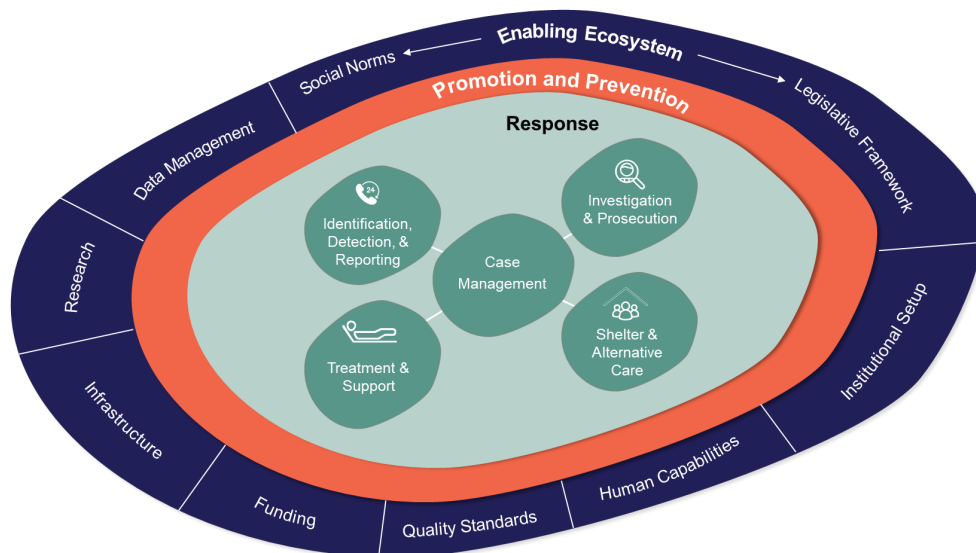


Figure 1: The Abu Dhabi Child Protection System Framework

## Dama al-aman in Schools & Nurseries

Dama al-aman in Schools & Nurseries is an Emirate wide prevention program that sits within the broader Abu Dhabi child protection system.

The program involves children, staff within schools and nurseries, parents, and members of the broader Abu Dhabi community working together to create and maintain inclusive, respectful, and safe learning environments for all children – including within schools and nurseries.

Dama al-aman in Schools & Nurseries promotes child-centered practice across the management, operations, teaching, culture, and infrastructure of the school or nursery.

Dama al-aman in Schools & Nurseries empowers students and children to achieve their full potential, and to develop the social and emotional skills necessary for positive wellbeing and mental health – in the present and into the future.

Students and children under Dama al-aman in Schools & Nurseries are more likely to have better outcomes later in life; as such, Dama al-aman in Schools & Nurseries is an important investment in the children of today and the future of Abu Dhabi.

Importantly, Dama al-aman in Schools & Nurseries also reinforces to staff, children, parents, and the broader community the importance of school and nursery attendance. Participation in education, including early education and care through nurseries, is one the fundamental contributors to the lifelong health and well-being of children, and all members of the Abu Dhabi community have a role to play to ensure that all children (regardless of their age, gender, race, ethnic origin, religion, or disability) are actively encouraged and supported to attend a school or nursery program that maximizes their individual potential.

## Context for Dama al-aman in Schools & Nurseries



All individuals have a shared responsibility to ensure the safety and development of children. This responsibility applies in all settings – at home, in schools and nurseries, and within the broader community – and for all children, regardless of where they were born, where they live, what language they speak or what religion they follow.

As children spend a considerable portion of their time in schools and nurseries, their protection is a key responsibility of all stakeholders within these settings.

‘Child protection’ is defined as a comprehensive approach to promoting children’s wellbeing and empowerment, protecting them from harm and providing them with a safe and caring environment.

Guidelines for ensuring protection of children are included in the Abu Dhabi Child Protection Policy. The policy defines types of maltreatment, guiding principles for Abu Dhabi’s child protection system and reporting procedures for maltreatment concerns.

Abu Dhabi’s Child Protection Policy reiterates the key message that every child has a right to feel safe and protected wherever they are. Dama al-aman in Schools & Nurseries has been developed on a similar premise and is a key element of child protection within all Abu Dhabi schools and nurseries.

## Legal Context

Dama al-aman in Schools & Nurseries also draws from relevant legal obligations.

In 1997, the UAE ratified the United Nations Convention on the Rights of the Child, which is a legally binding international agreement setting out the rights of every child. This includes every child’s right to a quality education, protection from harm, and the right to participate in decisions that affect them.

In 2006, the UAE introduced Federal Law No. 51 on Combating Human Trafficking Crimes, specifying protection of any individuals under 18 years of age.

In 2008, the UAE signed and in 2010 ratified the United Nations Convention on the Rights of Persons with Disabilities, a international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities.

In 2016, the UAE introduced Federal Law No. 3 on Child Rights, otherwise known as ‘Wadeema’s Law,’ following the torture and murder of a young Emirati girl by her father.

Wadeema’s Law guarantees the right of children to safety from abuse and neglect, privacy, access to health services, and a quality education. Importantly, the law provides protection to all children in the UAE, regardless of their age, gender, race, ethnic origin, religion, or disability.

The legal framework that underpins each characteristic of Dama al-aman in Schools & Nurseries can be found at Appendix of this Handbook.

## Guiding Principles



Dama al-aman in Schools & Nurseries is underpinned by seven Guiding Principles. These principles ensure that there is a clearly articulated philosophy to guide the program.

The seven Guiding Principles are:

1. Political will to prioritize protection of children and to mobilize the necessary financial and human resources
2. Non-discrimination, inclusion, and promotion of equity and excellence in schools and nurseries of *all* children, irrespective of their background, ability, gender and ethnicity.
3. Adoption of a child-centered, strengths-based approach to the development and implementation of the program
4. Embedding the program within day-to-day operations of the school or nursery
5. Regular review, monitoring and adaptation of the program based on evidence
6. Ongoing training, development, and empowerment of school staff
7. Engagement of parents and promotion of the program to different communities in Abu Dhabi.

### **Dama al-aman in Schools & Nurseries Pillars**

Under Dama al-aman in Schools & Nurseries, a culture and practice of safety, inclusion, and respect is visible across all aspects of the school or nursery.

Dama al-aman in Schools & Nurseries comprises six ‘pillars,’ each representing a key area of management, practice, or operation of a school or nursery.

The framework for the program is shown in Figure 2 below.

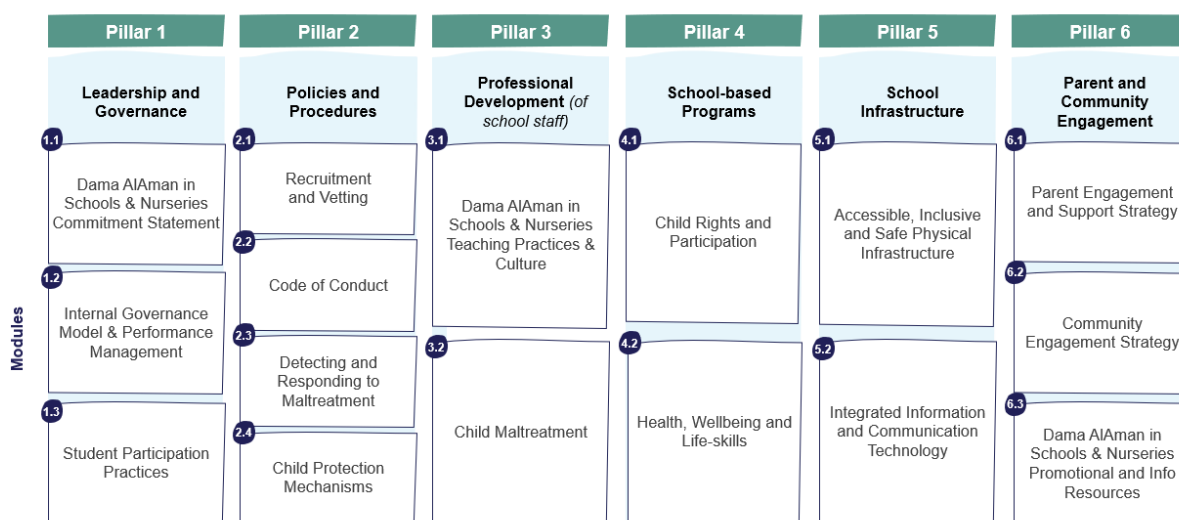


**Figure SEQ Figure \\* ARABIC 2: Dama al-aman in Schools & Nurseries Framework**

While the above six pillars and accompanying modules embody evidence-based components of Dama al-aman in Schools & Nurseries, this is not a static or an ‘achievable’ end-goal.

Adopting Dama al-aman in Schools & Nurseries requires ongoing reflection and evaluation of culture and practice. Each pillar contains two to four modules, reflecting the key components of Dama al-aman in Schools & Nurseries.

Dama al-aman in Schools & Nurseries is also accompanied by clear key performance indicators and review mechanisms that allow schools and nurseries to track and refine their progress and accomplishments over time.

### Whole of School Approach

Successful implementation of Dama al-aman in Schools & Nurseries requires a whole-of-organization.

A whole-of-school approach is one where students, school staff, parents, and members of the broader Abu Dhabi community come together and work collaboratively.

All relevant stakeholders are responsible for taking active steps to ensure that students are protected from harm and feel supported, welcome, and safe in a caring and inclusive environment.

## Using this Handbook

This Handbook has been written specifically for the Abu Dhabi context, but contains information and tools that can be of use to the global community.

It aligns with the six pillars of Dama al-aman in Schools & Nurseries: Leadership and Governance; Policies and Procedures; Professional Development (of Staff); School-based Programs; School Infrastructure; and Parent and Community Engagement.

Each pillar contains two to four modules, reflecting the key components of Dama al-aman in Schools & Nurseries. Each module contains the following sub-sections:

- Policy Commitment
- Contribution to Dama al-aman in Schools & Nurseries
- Guidance
- Outcome Indicators
- Resources.

Each module provides easy-to-understand and accessible guidance and suggestions to assist school leaders, staff, and students to work together to fulfil the components of Dama al-aman in Schools & Nurseries, in line with the Abu Dhabi child protection legal framework and corresponding educational regulations.

While each module can be approached independently as a standalone resource, Dama al-aman in Schools & Nurseries is holistic in approach, and educational institutions are encouraged to consider using all modules of the Handbook in conjunction with each other.

Staff members are also encouraged to read through the Handbook and to discuss the modules and accompanying resources with other school leaders and teaching staff, as well as with their students and their parents.

The Handbook was designed to serve as a guide, and staff members are encouraged to be flexible, use their imagination, and be innovative in applying these resources within their own learning environment.

This Handbook will be regularly reviewed to enable continuous improvement, with input being sought from the Abu Dhabi school community, the Dama al-aman in Schools & Nurseries technical committee, and more particularly the Ministry of Education (MoE), the Emirates Schools Establishment (ESE) and the Abu Dhabi Department of Education and Knowledge (ADEK), to ensure that the content remains up to date and relevant.

## Summary of Modules

| Pillar One: Leadership & Governance                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module                                                          | Policy Commitment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Contribution to Dama al-aman in Schools & Nurseries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Outcome Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1.1<br>Dama al-aman in Schools & Nurseries Commitment Statement | <p>All educational institutions within Abu Dhabi will develop a Dama al-aman in Schools &amp; Nurseries Commitment Statement that:</p> <ul style="list-style-type: none"> <li>Reflects a whole-of-school approach towards Dama al-aman in Schools &amp; Nurseries</li> <li>Reflects a child-centered approach to practice</li> <li>Is co-developed with staff, students, parents, and the broader community.</li> </ul>                                                                                                                                                                                                                                                                            | <p>Educational institutions that develop a Dama al-aman in Schools &amp; Nurseries Commitment Statement:</p> <ul style="list-style-type: none"> <li>Reinforce that the safety, development, and wellbeing of students is fundamental to how the educational institution operates</li> <li>Create an environment where students feel valued, supported, and encouraged to participate</li> <li>Demonstrate that creating a Safe School involves a shared responsibility between staff, students, parents, and the broader community.</li> </ul>                                                                                                                       | <p>There are several indicators that educational institutions can use to measure whether their Dama al-aman in Schools &amp; Nurseries Commitment Statement is integrated into their leadership and governance, including:</p> <ul style="list-style-type: none"> <li>Percentage of staff who say that they are aware of the Commitment Statement</li> <li>Percentage of students who say that they participated in the development of the Commitment Statement</li> <li>Percentage of parents who say that they participated in the development of the Commitment Statement.</li> </ul>                                                              |
| 1.2<br>Internal Governance & Performance Management             | <p>All educational institutions in Abu Dhabi will develop internal governance mechanisms that:</p> <ul style="list-style-type: none"> <li>Define the roles and responsibilities of leaders, staff, students, and parents</li> <li>Include a Dama al-aman in Schools &amp; Nurseries Implementation Plan</li> <li>Ensure ongoing compliance with the Dama al-aman in Schools &amp; Nurseries Commitment Statement, and other relevant child safety/protection legislation, policies, procedures, and standards</li> <li>Routinely seek feedback from staff, students, parents, and the broader community on the whole-of-school approach towards Dama al-aman in Schools &amp; Nurseries</li> </ul> | <p>Educational institutions that develop internal governance mechanisms:</p> <ul style="list-style-type: none"> <li>Ensure that a child safe culture is embedded in age-appropriate, child-friendly policy and practice at all levels across the institution</li> <li>Enable accountability for developing, implementing, and monitoring the actions and initiatives to establish and maintain Dama al-aman in Schools &amp; Nurseries</li> <li>Demonstrate to staff, students, parents, and the broader community that establishing and maintaining Dama al-aman in Schools &amp; Nurseries is endorsed at the highest levels of institution leadership.</li> </ul> | <p>There are several indicators that can be used to measure whether their internal governance mechanisms are integrated into the institution leadership and governance, including:</p> <ul style="list-style-type: none"> <li>Percentage of staff who say that they are aware of the institution's Internal Governance</li> <li>Percentage of students who say that they can provide feedback on the whole-of-school approach towards Dama al-aman in Schools &amp; Nurseries</li> <li>Percentage of parents who say that they are informed about the institution's progress following monitoring and evaluation of the school's programs.</li> </ul> |
| 1.3<br>Student Participation Practices                          | <p>All educational institutions in Abu Dhabi will establish a Student Advisory Council that:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Educational institutions that establish Student Advisory Councils:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>There are several indicators that can be used to measure whether their Student Advisory Council is integrated into the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Ensures that all students, regardless of age, ability, or cultural background, are routinely consulted about the ongoing operation and management of the institution</li> <li>• Provides routine and regular opportunities for students to contribute to the ongoing operation and management</li> <li>• Ensures that students are equal participants in the Dama al-aman in Schools &amp; Nurseries Internal Governance.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate that students have a role in the ongoing operation, and that listening to students' views can lead to better policies, programs, and outcomes</li> <li>• Teach students the importance of compromise, how to respect different points of view, and how to solve problems in collaborative ways</li> <li>• Save time and money by helping the institution identify problems and areas for improvement at an early stage, based on the insights and suggestions provided by students.</li> </ul> | <p>leadership and governance model, including:</p> <ul style="list-style-type: none"> <li>• Percentage of students who say that the Student Advisory Council represents their views and wishes</li> <li>• Percentage of students who say that they want to be a part of the Student Advisory Council</li> <li>• Percentage of staff who say that they regularly seek input from the Student Advisory Council when making key decisions.</li> </ul> |
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## Pillar Two: Policies & Procedures

| Module                                          | Policy Commitment                                                                                                                                                                                                                                                                                                                                                                                                                                            | Contribution to a Dama al-aman in Schools & Nurseries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Outcome Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1<br>Recruitment and Vetting                  | <p>All educational institutions in Abu Dhabi will develop recruitment processes that:</p> <ul style="list-style-type: none"> <li>Ensure all staff have the necessary qualifications, professional background and experience</li> <li>Ensure all staff have values, motives and attitudes that are compatible with Dama al-aman in Schools &amp; Nurseries culture</li> <li>Place the safety and well-being of students central to their practice.</li> </ul> | <p>Educational institutions that develop safe recruitment processes:</p> <ul style="list-style-type: none"> <li>Minimize the risk of students experiencing emotional, psychological, physical, and/or sexual harm by staff at the institution</li> <li>Ensure that the institution is staffed by appropriately skilled and compatible staff who are committed to establishing and maintaining Dama al-aman in Schools &amp; Nurseries</li> </ul> <p>Enable a greater level of transparency and accountability for recruitment processes at the institution.</p> | <p>There are several indicators that can be used to measure adherence to policies and procedures on recruitment, including:</p> <ul style="list-style-type: none"> <li>Percentage of staff who are the subject of a formal complaint about their conduct or practice</li> <li>Percentage of staff who say that they feel suitably qualified to perform their duties</li> <li>Percentage of students who say that they have confidence in staff to keep them safe.</li> </ul> |
| 2.2<br>Code of Conduct                          | <p>All educational institutions in Abu Dhabi will develop a Code of Conduct for all staff, adult volunteers, and contractors, that:</p> <ul style="list-style-type: none"> <li>Reflects a whole-of-school approach towards Dama al-aman in Schools &amp; Nurseries</li> <li>Reflects a child-centered approach to practice</li> <li>Is co-developed with staff, students, and parents.</li> </ul>                                                            | <p>Educational institutions that develop a Code of Conduct:</p> <ul style="list-style-type: none"> <li>Reinforce a commitment by all staff, adult volunteers, and contractors to display consistent and positive behavior on the premises</li> <li>Set clear boundaries around what is and is not acceptable conduct, along with effective redress mechanisms</li> <li>Establish clear expectations for students, parents, and the broader community around the standards to be expected by staff, adult volunteers, and contractors.</li> </ul>                | <p>There are several indicators that educational institutions can use to measure their adherence to the Code of Conduct, including:</p> <ul style="list-style-type: none"> <li>Percentage of staff who say that the Code of Conduct has influenced their conduct or practice at work</li> <li>Percentage of students who say that the Code of Conduct makes them feel safer</li> <li>Percentage of parents who say that they are aware of the Code of Conduct.</li> </ul>    |
| 2.3<br>Detecting and Responding to Maltreatment | <p>All educational institutions in Abu Dhabi will develop or adopt policies and procedures that:</p> <ul style="list-style-type: none"> <li>Define the roles and responsibilities of staff with respect to detecting and responding to child maltreatment.</li> </ul>                                                                                                                                                                                        | <p>Educational institutions that develop policies and procedures for reporting maltreatment concerns:</p> <ul style="list-style-type: none"> <li>Minimize the risk of students experiencing emotional, physical, and/or sexual harm</li> <li>Demonstrate that staff, students, parents, and the broader community have a</li> </ul>                                                                                                                                                                                                                             | <p>There are several indicators that educational institutions can use to measure their adherence to policies and procedures on reporting maltreatment concerns, including:</p> <ul style="list-style-type: none"> <li>Percentage of staff who say that they have a responsibility to report child maltreatment</li> <li>Percentage of staff who say that they know how to</li> </ul>                                                                                         |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>shared a role to play in keeping students safe</p> <ul style="list-style-type: none"> <li>• Develop trust between staff and students, and create an environment where students know that help will be provided from staff if needed.</li> </ul>                                                                                                                                                                                                                                                                                                                | <p>appropriately report child maltreatment</p> <ul style="list-style-type: none"> <li>• Percentage of students who say that the policies and procedures for reporting child maltreatment help them feel safer</li> <li>• Percentage of students who have submitted reports of maltreatment</li> </ul>                                                                                                                                                                                                                                                                                                                 |
| <p><b>2.4</b><br/>Child Protection Mechanisms</p> | <p>All educational institutions in Abu Dhabi will develop policies and procedures on child protection that:</p> <ul style="list-style-type: none"> <li>• Define a whole-of-school approach towards Dama al-aman in Schools &amp; Nurseries</li> <li>• Reflect a child-centered approach to practice</li> <li>• Are updated, accessible, and routinely invite feedback from staff, students, parents, and the broader community.</li> </ul> | <p>Educational institutions that develop policies and procedures on child protection:</p> <ul style="list-style-type: none"> <li>• Ensure a safe environment, where the development and wellbeing of all students is the primary consideration of all staff</li> <li>• Develop stronger, more trusting, and rewarding relationships between students and staff</li> <li>• Provide an additional level of support, transparency, and oversight for students, particularly those experiencing difficulties at school, home, or in the broader community.</li> </ul> | <p>There are several indicators that educational institutions can use to measure their adherence to policies and procedures on child protection, including:</p> <ul style="list-style-type: none"> <li>• Percentage of staff who have received training on child protection</li> <li>• Percentage of staff who say that the policies and procedures on child protection assist them to keep students safe</li> <li>• Percentage of students who say that the policies and procedures on child protection make them feel safer</li> <li>• Percentage of students who have submitted reports of maltreatment</li> </ul> |

### Pillar Three: Professional Development

| Modules                                                                | Policy Commitment                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Contribution to Dama al-aman in Schools & Nurseries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Outcome Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1<br>Teaching in a Safe School/Nursery & Safe School/Nursery Culture | <p>All educational institutions in Abu Dhabi will provide professional development resources that assist teachers to understand:</p> <ul style="list-style-type: none"> <li>How to create a safe and inclusive learning environment for all students</li> <li>Causes of challenging behavior in students</li> <li>Strategies to support all students, including Positive Behavior Support.</li> <li>Strategies to include all students, including students with SEND</li> </ul> | <p>Educational institutions that support teachers to understand the relationship between safety, teaching, and learning:</p> <ul style="list-style-type: none"> <li>Enable a greater level of satisfaction for staff, who experience more regulated teaching environments and stronger relationships with students</li> <li>Demonstrate the value of an individualised approach to learning, where all students feel considered and heard, and where their learning needs are recognised and provided by the institution</li> <li>Maximise learning and developmental outcomes for students, who are thriving socially, emotionally, and academically in classroom environments</li> </ul> | <p>There are several indicators that educational institutions can use to measure whether their professional development resources have assisted teachers to understand the relationship between safety, teaching, and learning, including:</p> <ul style="list-style-type: none"> <li>Percentage of staff who say that they use Positive Behavior Support strategies in the classroom</li> <li>Percentage of staff who say that they feel motivated to come to work each day</li> <li>Percentage of students who say that they feel safe and supported in the classroom.</li> </ul> |
| 3.2<br>Child Maltreatment                                              | <p>All educational institutions in Abu Dhabi will provide professional development resources that assist teaching staff to understand:</p> <ul style="list-style-type: none"> <li>The Guide on Handling Student Maltreatment Concerns Within Educational Institutions</li> <li>Types of child maltreatment</li> <li>Indicators of child maltreatment.</li> <li>Disaggregation of indicators of child maltreatment by gender, age, nationality, and ability</li> </ul>           | <p>Educational institutions that support teaching staff to understand the types, indicators, and responses to child maltreatment:</p> <ul style="list-style-type: none"> <li>Provide a level of support and oversight for students regarding risks to their safety and wellbeing at the institution, home, or in the broader community</li> <li>Empower teaching staff with the necessary knowledge to promptly identify risks to students' safety and wellbeing</li> <li>Ensure that any physical, emotional, and social signs of maltreatment are responded to in a safe and appropriate manner.</li> </ul>                                                                              | <p>There are several indicators that educational institutions can use to measure whether their professional development resources have assisted teachers to understand child maltreatment, including:</p> <ul style="list-style-type: none"> <li>Percentage of teaching staff that can identify signs and types of maltreatment, including self-harm</li> <li>Percentage of teaching staff who say that they know how to respond to signs of maltreatment</li> <li>Percentage of students who say that they feel comfortable talking to staff about their safety.</li> </ul>        |

### Pillar Four: Educational Institution-based Programs

| Modules                                                       | Policy Commitment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Contribution to Dama al-aman in Schools & Nurseries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Outcome Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1<br>Child Rights and Participation                         | <p>All educational institutions in Abu Dhabi will develop and implement curriculum resources that assist students to learn about:</p> <ul style="list-style-type: none"> <li>• Their right to be safe and feel safe</li> <li>• Their right to express an opinion on issues that impact on their life</li> <li>• Their right to be included and participate in child protection and safety measures/programs, on an equal basis with others</li> <li>• A whole-of-school approach to child rights and student participation.</li> </ul> | <p>Educational institutions that embed child rights and participation in their teaching and practice:</p> <ul style="list-style-type: none"> <li>• Empower students with knowledge of their self-worth, and how to treat others fairly and with respect</li> <li>• Support students to develop their own perspectives, and to learn how to express themselves and their opinions in an emotionally regulated manner</li> <li>• Demonstrate to staff, students, parents, and the broader community that respecting child rights and enabling child participation is important in all contexts, including at the institution, home, and the broader community.</li> </ul> | <p>There are several indicators that educational institutions can use to measure whether child rights and student participation are effectively integrated into teaching and practice, including:</p> <ul style="list-style-type: none"> <li>• Percentage of students who can identify their rights and responsibilities</li> <li>• Percentage of students who say that they feel comfortable expressing their views and wishes at the institution</li> <li>• Percentage of staff who say that they regularly seek the views and wishes of their students when teaching or making decisions.</li> </ul> |
| 4.2<br>Health, Wellbeing and Life Skills                      | <p>All educational institutions in Abu Dhabi will develop and implement curriculum resources that assist students to learn about:</p> <ul style="list-style-type: none"> <li>• Life skills, and physical, social, and emotional health and wellbeing.</li> </ul>                                                                                                                                                                                                                                                                       | <p>Educational institutions that embed health, wellbeing and life skills in their teaching and practice:</p> <ul style="list-style-type: none"> <li>• Equip students with the knowledge necessary to make good decisions about their health and physical, social, and emotional wellbeing</li> <li>• Ensure that students feel safe, comfortable, and supported to have open discussions and seek help from staff when needed</li> <li>• Demonstrate that the development and wellbeing of all students is the primary consideration of all staff.</li> </ul>                                                                                                           | <p>There are several indicators that educational institutions can use to measure whether health, wellbeing and life skills are effectively integrated into teaching and practice, including:</p> <ul style="list-style-type: none"> <li>• Percentage of students who feel that they can speak to staff about their health and wellbeing</li> <li>• Percentage of students who say that they have a strong understanding of their health and wellbeing</li> <li>• Percentage of staff who say that they have been able to support students on health and wellbeing issues.</li> </ul>                    |
| Pillar Five: Educational Institution Infrastructure           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Modules                                                       | Policy Commitment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Contribution to Dama al-aman in Schools & Nurseries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Outcome Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 5.1<br>Accessible, Inclusive and Safe Physical Infrastructure | <p>All educational institutions in Abu Dhabi will develop and maintain physical infrastructure that:</p>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Educational institutions that develop and maintain safe, inclusive, and accessible physical infrastructure:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>There are several indicators that educational institutions can use to measure improvements in the institution infrastructure, including:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                         | <ul style="list-style-type: none"> <li>Complies with all required safety and accessibility standards</li> <li>Is physically and emotionally safe for staff, students, and parents</li> <li>Is accessible to people of determination, providing reasonable accommodations and adaptation</li> <li>Reflects input from staff, students, parents, and the broader community.</li> <li>Child-centered and developmental appropriate, inclusive environments (classrooms, common areas, bathrooms, prayer rooms, sports facilities and grounds...)</li> </ul> | <ul style="list-style-type: none"> <li>Provide a welcoming environment for all staff, students, parents, and the broader community</li> <li>Ensure the physical safety of all people who spend time at the institution</li> <li>Demonstrate that establishing Dama al-aman in Schools &amp; Nurseries requires an ongoing commitment towards improvement at all levels.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>Percentage of students who say that they feel safe within the educational institution infrastructure</li> <li>Percentage of people of determination who say that the educational institution is easily accessible for them</li> <li>Percentage of the broader community who say that the educational institution is a welcoming place.</li> <li>Proportion of education institutions that meet the minimum accessibility standards for built infrastructure</li> </ul>                                                                                                                                                                                                                        |
| 5.2 Integrated Information and Communication Technology | <p>All educational institutions in Abu Dhabi will develop and maintain information and communication technology systems that:</p> <ul style="list-style-type: none"> <li>Are fully aligned with the UAE's Digital Wellbeing Policy</li> <li>Equip students to make informed choices about technology and internet use</li> <li>Are clearly communicated to and understood by staff, students, and parents.</li> <li>Is accessible to people of determination to promote digital equity, providing reasonable accommodations and adaptation</li> </ul>    | <p>Educational institutions that develop centralized and appropriate information and communication technology infrastructure:</p> <ul style="list-style-type: none"> <li>Enable students to optimize their use of technology to benefit their learning and developmental outcomes</li> <li>Increase protection and improve digital safety for all students</li> <li>Empower students with the knowledge necessary to self-identify risks and to safely navigate the online environment.</li> </ul> | <p>There are several indicators that educational institutions can use to measure improvements in the information and communication technology infrastructure, including:</p> <ul style="list-style-type: none"> <li>Percentage of staff who can identify the institution's IT policies and procedures</li> <li>Percentage of students who say that they feel safe using IT infrastructure at the institution</li> <li>Percentage of students who say that they can identify risks when using IT services</li> <li>Percentage of students who know when and where to report online safety concerns.</li> <li>Proportion of education institutions' digital platforms that meet the minimum digital accessibility standards</li> </ul> |

## Pillar Six: Parent & Community Engagement

| Module                                           | Policy Commitment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Contribution to Dama al-aman in Schools & Nurseries                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Outcome Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 6.1<br>Parent Engagement and Support Strategy    | <p>All educational institutions in Abu Dhabi will develop parent engagement procedures that:</p> <ul style="list-style-type: none"> <li>Inform and educate parents about the whole-of-school approach towards Dama al-aman in Schools &amp; Nurseries</li> <li>Actively engage with parents about their students' protection, wellbeing, and learning</li> <li>Routinely seek feedback from parents about their children's wellbeing, and learning</li> <li>Support and encourage parents to talk with their children about their children's overall, wellbeing, and learning.</li> </ul>                                                        | <p>Educational institutions that develop effective parent engagement procedures:</p> <ul style="list-style-type: none"> <li>Maximize the opportunities to support students' safety, development, and wellbeing outside of school hours</li> <li>Demonstrate that students' safety, development, and wellbeing is a shared responsibility between staff, students, and parents</li> <li>Enable greater support for the institution and Dama al-aman in Schools &amp; Nurseries initiatives among parents.</li> </ul> | <p>There are several indicators that educational institutions can use to measure whether their procedures have led to improved parent engagement, including:</p> <ul style="list-style-type: none"> <li>Percentage of parents who say that they feel engaged in their child's learning at the educational institution</li> <li>Percentage of parents who say that the educational institution has helped them learn strategies to support their children's learning, development, safety and wellbeing at home</li> <li>Percentage of parents that feel the educational institution responded appropriately to their concerns</li> <li>Percentage of parents who say that the Parent Council represents their views and wishes.</li> </ul> |
| 6.2<br>Community Engagement and Support Strategy | <p>All educational institutions in Abu Dhabi will develop community engagement procedures that:</p> <ul style="list-style-type: none"> <li>Define the whole-of-community approach towards Dama al-aman in Schools &amp; Nurseries</li> <li>Provide opportunities for the broader community to participate in school-based activities</li> <li>Routinely seek feedback from the broader community about Dama al-aman in Schools &amp; Nurseries culture and practice.</li> <li>Routinely seek feedback from the mental health professionals and community supports about Dama al-aman in Schools &amp; Nurseries culture and practice.</li> </ul> | <p>Educational institutions that develop effective community engagement procedures:</p> <ul style="list-style-type: none"> <li>Publicly demonstrate their commitment towards Dama al-aman in Schools &amp; Nurseries</li> <li>Demonstrates that the institution is an integral part of the broader community</li> <li>Enable greater support for the institution and Safe School initiatives among the broader community.</li> </ul>                                                                                | <p>There are several indicators that educational institutions can use to measure whether their procedures have led to improved community engagement, including:</p> <ul style="list-style-type: none"> <li>Percentage of broader community members who say that they understand the institution's Dama al-aman in Schools &amp; Nurseries culture and practice</li> <li>Percentage of broader community members who say that they feel connected to the institution</li> <li>Percentage of broader community members who say that they participate in activities at the institution.</li> </ul>                                                                                                                                            |

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| <p><b>6.3</b><br/>Dama al-aman in Schools &amp; Nurseries Promotional and Information Resources</p> | <p>All educational institutions in Abu Dhabi will develop promotional and information resources that:</p> <ul style="list-style-type: none"> <li>• Are publicly displayed and freely available</li> <li>• Are available in relevant languages and reflect the linguistic &amp; cultural needs of the community</li> <li>• Include online and printed options</li> <li>• Include formal and informal face-to-face activities, such as meetings, forums, training, and information sessions.</li> </ul> | <p>Educational institutions that develop promotional and information resources:</p> <ul style="list-style-type: none"> <li>• Reinforce that the institution is an integral part of the broader community</li> <li>• Build support for the educational institution's Dama al-aman in Schools &amp; Nurseries initiatives among parents, and the broader community</li> <li>• Enable a greater level of transparency and accountability for the actions and initiatives to establish and maintain Dama al-aman in Schools &amp; Nurseries.</li> </ul> | <p>There are several indicators that educational institutions can use to measure whether their promotional and information resources have led to improved parent and community engagement, including:</p> <ul style="list-style-type: none"> <li>• Percentage of parents who say that they are aware of the institution's Dama al-aman in Schools &amp; Nurseries activities</li> <li>• Percentage of broader community members who say that they are aware of the institution's Dama al-aman in Schools &amp; Nurseries activities</li> <li>• Percentage of parents and broader community members who attend formal and informal activities at the institution.</li> </ul> |
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## Ownership and Enabling Entities

To be determined

## Module 1.1: Dama al-aman in Schools & Nurseries Commitment Statement

### Policy Commitment

All educational institutions in Abu Dhabi will develop a Dama al-aman in Schools & Nurseries Commitment Statement that:

- Reflects a whole-of-school approach towards Dama al-aman in Schools & Nurseries
- Reflects a child-centered approach to practice
- Is co-developed with staff, students, parents, and the broader community.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop a Dama al-aman in Schools & Nurseries Commitment Statement:

- Reinforce that the safety, development, and wellbeing of students is fundamental to how the educational institution operates
- Create an environment where students feel valued, supported, and encouraged to participate within the institution and its programs
- Demonstrate that establishing Dama al-aman in Schools & Nurseries involves a shared responsibility between staff, students, parents, and the broader community.

### Guidance

#### Overview

A Dama al-aman in Schools & Nurseries Commitment Statement is a published document that contains:

- A statement pledging the educational institution's commitment to establishing Dama al-aman in Schools & Nurseries
- An overview of the educational institution's approach to establishing and maintaining Dama al-aman in Schools & Nurseries.

Institutions are encouraged to develop a Commitment Statement that reflects the individual culture and character of their institution, however, if this is not possible, a template is included at the end of this module that can be used as a guide.

Commitment Statements are usually quite short, no longer than one page, and should be:

- Developed in consultation with all staff, students, and parents
- Widely promoted and publicized across the entire institution community
- Regularly reviewed and updated.

## Development

Commitment Statements should be developed in consultation with all staff, students, and parents.

This does not have to be a complicated or overly formal process. Some effective ways to ensure that staff, students, and parents can have their say, include:

- Posting information in the institution newsletter and on the institution website about Dama al-aman in Schools & Nurseries Commitment Statements, and that the educational institution is in the process of developing a Commitment Statement
- Arranging a series of forums and consultation sessions to allow staff, students, and parents to have their say about what should be in the Commitment Statement
- Encouraging the Student Advisory Council to become involved in the process, and to also run a series of consultation and engagement activities with students
- Providing drafts of the Commitment Statement to staff, students, and parents for comment prior to finalization
- Holding a whole-of-school of event to formally launch the Commitment Statement
- Talking about the Commitment Statement, and why it is important, with students in class.

## Approval

Prior to being formally launched, a Commitment Statement should be approved by the:

- Board (or equivalent)
- Child Protection Committee (or equivalent)
- Student Advisory Council (or equivalent)
- Parent Council (or equivalent).

Commitment Statements should be reviewed and updated every 3 years, in consultation with staff, students, and parents.

## Publication

Commitment Statements should be published on the educational institution's website, and widely promoted through other channels, including:

- On display in the educational institution entrance
- Printed in institution newsletters
- Made available in all recruitment packages
- Referenced in institution policies and procedures, including the educational institution's Code of Conduct
- Anywhere else that staff, students, parents, and the broader community may have access to the document.

## Accessibility

Commitment Statements should be translated into all the major languages spoken by students and parents, and the educational institution should also work with its Student Advisory Council to develop a 'child friendly' version of the Commitment Statement specifically for students.

## Outcome Indicators

There are several indicators that educational institutions can use to measure whether their Dama al-aman in Schools & Nurseries Commitment Statement is integrated into the institution's leadership and governance, including:

- Percentage of staff who say that they are aware of the Commitment Statement
- Percentage of students who say that they participated in the development of the Commitment Statement
- Percentage of parents who say that they participated in the development of the Commitment Statement.

## Resources

### National and local policies, programs and resources

- **"Abu Dhabi Child Protection Policy"**  
*Abu Dhabi Government*  
[PLACEHOLDER]
- **Ministerial Decision on Child Protection Policy in Educational Institutions**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/Legislation/Documents/659.pdf>
- **National Policy on Child Protection in Educational Institutions in the United Arab Emirates**  
*Ministry of Education*  
[PLACEHOLDER]

### Existing international resources

- **Vision, Principles and Values**  
*New Zealand Ministry of Education*  
<https://nzcurriculum.tki.org.nz/content/download/821/5885/file/vision-principles-values-final.pdf>
- **Change Leadership: A Guide for School Leaders**  
*Minnesota Department of Education*  
[https://education.mn.gov/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=MDE059459&RevisionSelectionMethod=latestReleased&Rendition=primary](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE059459&RevisionSelectionMethod=latestReleased&Rendition=primary)

- **Child Safe Standards: Creating a Safe Environment**

*Victoria State Government – Education and Training*

[https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard2\\_FactSheet\\_ChildSafetyPolicy.pdf](https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard2_FactSheet_ChildSafetyPolicy.pdf)

- **Developing a Child Safety Policy**

*Victoria State Government – Education and Training*

<https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cstwo.aspx>

## Dama al-aman in Schools & Nurseries Commitment Statement Template

### The Hogwarts School - Dama al-aman in Schools & Nurseries Commitment Statement

The Hogwarts School is proud to be part of Dama al-aman in Schools & Nurseries.

At Hogwarts, we take active steps to create and maintain a safe, inclusive, and respectful learning environment for all students.

This requires a whole-of-school approach. At Hogwarts, staff, students, parents, and the broader Abu Dhabi community all work together to ensure that every student at Hogwarts is safe from harm, and feels welcome and included, while at school.

Importantly, at Hogwarts we support every student to realize their individual academic potential, and to develop the social and emotional skills necessary for ongoing positive wellbeing and mental health.

We also prioritize what is in the best interest of our students. At Hogwarts, we place an emphasis on genuine engagement with all students, including the right of all students to have a voice about issues that are important to them.

The following principles guide Hogwarts' commitment towards Dama al-aman in Schools & Nurseries:

*All our students have the right to be emotionally and physically safe.*

*The welfare and best interests of our students is the paramount consideration in everything we do.*

*The views and wishes of our students will be routinely sought, listened to, and respectfully considered.*

*Dama al-aman in Schools & Nurseries practices are openly and actively promoted, discussed, and implemented within our school community.*

*Parents are an integral part of our students' learning journey.*

*Procedures are in place to recruit and retain staff who model and are advocates for our Dama al-aman in Schools & Nurseries environment.*

*Clear expectations for appropriate staff behavior are established in our Staff Code of Conduct.*

*Student safety and protection is everyone's responsibility, and child protection training is mandatory for all our staff.*

*Procedures for responding to alleged or suspected incidents of child maltreatment are simple and accessible for all members of our school community.*

*Procedures are in place to ensure all school premises and facilities are safe for our students.*

**Albus Dumbledore - School Principal**

## Module 1.2: Internal Governance & Performance Management

### Policy Commitment

All educational institutions in Abu Dhabi will develop internal governance mechanisms that:

- Define the roles and responsibilities of leaders, staff, students, and parents under Dama al-aman in Schools & Nurseries
- Include a Dama al-aman in Schools & Nurseries Implementation Plan
- Ensure the institution's ongoing compliance with the Dama al-aman in Schools & Nurseries Commitment Statement, and other relevant child safety legislation, policies, procedures, and standards
- Routinely seek feedback from staff, students, parents, and the broader community on the whole-of-school approach towards Dama al-aman in Schools & Nurseries.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop internal governance mechanisms:

- Ensure that a child safe culture is embedded in policy and practice at all levels within the institution
- Enable accountability for developing, implementing, and monitoring the actions and initiatives to establish and maintain Dama al-aman in Schools & Nurseries
- Demonstrate to staff, students, parents, and the broader community that establishing and maintaining Dama al-aman in Schools & Nurseries is endorsed at the highest levels of institution leadership.

### Guidance

#### Overview

A Dama al-aman in Schools & Nurseries Internal Governance Model is a published document that contains a clear overview of the:

- Key roles and responsibilities of individual, or groups of, school staff within the model
- Administrative processes and systems that clearly highlight mechanisms and actions to be undertaken in line with the identified roles to ensure a Dama al-aman in Schools & Nurseries approach is being adopted.

Governance arrangements will vary depending on the unique environment of each institution, however, most Internal Governance Models include a Dama al-aman in Schools & Nurseries Management Committee (or equivalent).

#### Dama al-aman in Schools & Nurseries Management Committee



Educational institutions should establish a Dama al-aman in Schools & Nurseries Management Committee that has overall responsibility for:

- All Dama al-aman in Schools & Nurseries activities within the educational institution
- Developing, implementing, and monitoring the educational institutions' Dama al-aman in Schools & Nurseries Implementation Plan.

Arrangements within each institution will vary; however, membership of most Dama al-aman in Schools & Nurseries Management Committees should include:

- The Principal
- The Dama al-aman in Schools & Nurseries Coordinator
- The Child Protection Coordinator
- A minimum of two representatives from the Student Advisory Council
- A minimum of two representatives from the Parent Council
- An appropriate number of representatives from the teaching staff
- An appropriate number of representatives from the non-teaching staff.

Dama al-aman in Schools & Nurseries Management Committees should:

- Meet monthly
- Keep minutes of each meeting and make the minutes publicly available (as appropriate)
- Provide a verbal monthly report to the Institution Board for discussion and endorsement
- Provide a written annual report on the activities and achievements of the Committee to the Institution Board.

The Management Committee may establish sub-committees as required and may recommend to the Institution Board that other formal child protection administrative or governance systems be established (for example, a Child Protection Team).

### **Dama al-aman in Schools & Nurseries Coordinator**

Educational institutions should establish a Dama al-aman in Schools & Nurseries Coordinator position. A Dama al-aman in Schools & Nurseries Coordinator is:

- The central point of contact for enquiries by staff, students, and parents about Dama al-aman in Schools & Nurseries activities within the institution
  - The liaison point between the institution and the child protection unit within the Ministry of Education (MoE), and/or the Department of Education and Knowledge (ADEK), and/or the Emirates Schools Establishment (ESE) about Dama al-aman in Schools & Nurseries activities within the institution
  - Responsible for overseeing the Dama al-aman in Schools & Nurseries Implementation Plan.
- 



The Dama al-aman in Schools & Nurseries Coordinator is not personally responsible for everything to do with Dama al-aman in Schools & Nurseries, however, with assistance from the Dama al-aman in Schools & Nurseries Management Committee, they should be familiar with all Dama al-aman in Schools & Nurseries activities within the institution.

The individual holding the position should have received external and professional training regarding Dama al-aman in Schools & Nurseries, including the Dama al-aman in Schools & Nurseries Handbook.

### **Child Protection Coordinator**

Educational institutions should establish a Child Protection Coordinator position. A Child Protection Coordinator is:

- The central point of contact for all enquiries by staff and parents about child protection concerns within the institution
- Responsible for reporting child protection concerns to the relevant entity or child protection unit
- The liaison point between the institution and the relevant child protection unit regarding ongoing child protection matters.

The Child Protection Coordinator should have received external and professional specialized training regarding child protection and responding to child protection concerns. Whenever possible, educational institutions are encouraged to establish a Child Protection Team with the minimum of a Child Protection Coordinator.

### **Dama al-aman in Schools & Nurseries Implementation Plan: Overview**

Educational institutions are encouraged to develop a Dama al-aman in Schools & Nurseries Implementation Plan that:

- Describes the institution's individual approach towards Dama al-aman in Schools & Nurseries
- Reflects the unique culture and capacity of the institution.

Implementation Plans should contain:

- Clear and measurable goals against some or all of the modules in the Dama al-aman in Schools & Nurseries Handbook
- Steps and strategies to assist achieve each of the goals
- Timelines to achieve the goals
- Details of who is responsible for individual components of the Implementation Plan
- Indicators to assess how well each of the goals have been implemented.

Implementation Plans would normally only contain four or five goals, and should be:

- Developed in consultation with all staff, students, and parents
- Widely promoted and publicized across the entire institution community

- Written in clear simple language to ensure that they are accessible and understandable to all staff, students, and parents
- Regularly reviewed and updated (usually every 12 months).

An implementation template is provided below to ensure all the above aspects are covered during the development of the Dama al-aman in Schools & Nurseries implementation plan

### **Dama al-aman in Schools & Nurseries Implementation Plan: Development**

Implementation Plans should be developed in consultation with all staff, students, and parents.

This does not have to be a complicated or overly formal process. Some effective ways to ensure that staff, students, and parents can have their say, include:

- Posting information in the educational institution newsletter and on the institution website about Dama al-aman in Schools & Nurseries Implementation Plan, and publicizing that the institution is in the process of developing an Implementation Plan
- Arranging a series of forums and consultation sessions to allow staff, students, and parents to have their say about what should be in the Implementation Plan
- Encouraging the Student Advisory Council to become involved in the process, and to also run a series of consultation and engagement activities with students
- Providing drafts of the Implementation Plan to staff, students, and parents for comment prior to finalization
- Holding a whole-of-school of event to formally launch the Implementation Plan
- Talking about the Implementation Plan, and why it is important, with students in class.

### **Dama al-aman in Schools & Nurseries Implementation Plan: Approval**

Prior to being formally launched, Implementation Plans should be approved by the:

- Institution Board (or equivalent)
- Dama al-aman in Schools & Nurseries Management Committee (or equivalent)
- Student Advisory Council (or equivalent)
- Parent Council (or equivalent).

Implementation Plans should be reviewed and updated every 12 months, in consultation with staff, students, and parents.

### **Dama al-aman in Schools & Nurseries Implementation Plan: Accessibility**

Implementation Plans should be translated into all major languages spoken by students and parents, and the educational institution should also work with its Student Advisory Council to develop a 'child friendly' version of the Implementation Plan specifically for students.

### Program monitoring and evaluation

The Dama al-aman in Schools & Nurseries Management Committee has responsibility to monitor, evaluate and report on the educational institution's performance regarding Safe School obligations and expectations.

This includes:

- Assisting individual teaching staff to informally reflect on their own practice
- Assisting the institution to complete the annual Dama al-aman in Schools & Nurseries Self-Assessment
- Assisting the institution to compile and provide data required to measure performance against external Dama al-aman in Schools & Nurseries Key Performance Indicators.

### Informal reflection

All institution staff are encouraged to reflect on their own practice, and to support and work with other staff to set individual goals to improve their practice.

This doesn't have to be a formal process, and can include:

- Hosting lunchtime roundtables to allow staff to talk openly about what they think they are doing well with respect to Dama al-aman in Schools & Nurseries practice, and where they might need some ideas or support
- Hosting information sessions on modules of the Dama al-aman in Schools & Nurseries Handbook, including tips and tricks on how to implement module aims and objectives
- Showcasing individual Dama al-aman in Schools & Nurseries practice success stories at institution assemblies, parent/teacher meetings, school tours or other whole-of-school events
- Circulating information and resources that may assist staff to better understand Dama al-aman in Schools & Nurseries.

### Dama al-aman in Schools & Nurseries Self-Assessment

The School Self-Assessment is an anonymous online Dama al-aman in Schools & Nurseries checklist that all Abu Dhabi educational institutions are encouraged to complete at least once per year.

The checklist asks institutions to assess their performance against each of the Handbook modules, and to identify:

- What the institution has done, and what it still needs to do
- Where the institution wants to be in the next year
- What are the challenges that might be stopping the educational institution from fully achieving its goals
- What will help the educational institution achieve these goals.

The aim of the checklist is to encourage institutions to reflect on their practice, and to set clear and achievable goals to improve their practice.

### **Dama al-aman in Schools & Nurseries Key Performance Indicators**

The MoE National Inspection Framework contains several indicators that are directly related to Dama al-aman in Schools & Nurseries practice across all aspects of the Program.

The Dama al-aman in Schools & Nurseries Management Committee has a role to assist the institution to compile and provide data required to measure performance against these indicators.

### **Outcome Indicators**

There are several indicators that educational institutions can use to measure whether their internal governance mechanisms are integrated into the educational institution's leadership and governance, including:

- Percentage of staff who say that they are aware of the institution's Internal Governance
- Percentage of students who say that they can provide feedback on the whole-of-school approach towards Dama al-aman in Schools & Nurseries
- Percentage of parents who say that they are informed about the institution's progress following monitoring and evaluation of its programs.

### **Resources**

#### **ECA resources**

- **Dama al-aman in Schools & Nurseries Self-Assessment**

#### **National and local policies, programs and resources**

- **Education Sector Environment, Occupational Health and Safety Management System General Framework**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/ImportantLinks/SiteAssets/EDS%20OEHSMS%20GF-V1.1-2016-Standards.pdf>
- **Ministerial Decision on Child Protection Policy in Educational Institutions**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/Legislation/Documents/659.pdf>
- **National Policy on Child Protection in Educational Institutions in the United Arab Emirates**  
*Ministry of Education*  
[PLACEHOLDER]

- **School Occupational Safety and Health Policy Procedure**

*Abu Dhabi Department of Education and Knowledge*

<https://www.adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/OHS/OSH-Manual-Medium-Risk-Entities.pdf>

### Existing international resources

- **A Competency Framework for Governance**

*Department for Education (UK)*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/583733/Competency\\_framework\\_for\\_governance\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf)

- **Governance Handbook**

*Department for Education (UK)*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/925104/Governance\\_Handbook\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf)

## Dama al-aman in Schools & Nurseries Implementation Plan Checklist

### The Hogwarts School - Dama al-aman in Schools & Nurseries Implementation Plan Checklist

Each institution's Dama al-aman in Schools & Nurseries Implementation Plan should...

|                           |                                                                                                                                          |                          |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Development guidelines    | Reflect the unique culture and capacity of the institution                                                                               | <input type="checkbox"/> |
|                           | Detail the institution's clear approach towards Dama al-aman in Schools & Nurseries                                                      | <input type="checkbox"/> |
|                           | Be developed in consultation with students, staff and parents (i.e., through forums, consultation sessions or Advisory Council meetings) | <input type="checkbox"/> |
|                           | Be written in clear, simple language to ensure accessibility and comprehension by all students, staff and parents                        | <input type="checkbox"/> |
|                           | Be circulated in draft form for comment by students, staff and parents                                                                   | <input type="checkbox"/> |
|                           | Exist in a "child-friendly" form (specifically for distribution to students)                                                             | <input type="checkbox"/> |
|                           | Be translated into all major languages spoken by students, staff and parents                                                             | <input type="checkbox"/> |
| Content guidelines        | Contain clear, measurable goals for some or all modules of the Dama al-aman in Schools & Nurseries Handbook                              | <input type="checkbox"/> |
|                           | Contain clear steps and strategies to support achievement of each goal                                                                   | <input type="checkbox"/> |
|                           | Outline high-level or detailed timelines for achieving each goal                                                                         | <input type="checkbox"/> |
|                           | Include performance indicators to measure how well each of the goals have been implemented                                               | <input type="checkbox"/> |
| Implementation guidelines | Be approved by the Institution Board (or equivalent)                                                                                     | <input type="checkbox"/> |
|                           | Be approved by the Dama al-aman in Schools & Nurseries Management Committee (or equivalent)                                              | <input type="checkbox"/> |
|                           | Be approved by the Parent Advisory Council                                                                                               | <input type="checkbox"/> |
|                           | Be approved by the Student Advisory Council (or equivalent)                                                                              | <input type="checkbox"/> |
|                           | Be formally launched (e.g., through a whole-of-school event)                                                                             | <input type="checkbox"/> |
|                           | Be widely promoted and publicized across the educational institution community                                                           | <input type="checkbox"/> |
|                           | Include a process for regular (e.g., every 12 months) review and updating, in consultation with students, staff and parents              | <input type="checkbox"/> |

## Module 1.3: Student Participation Practices

### Policy Commitment

All educational institutions in Abu Dhabi will establish a Student Advisory Council that:

- Ensures that all students, regardless of age, ability, or cultural background, are routinely consulted about the ongoing operation and management of the institution
- Provides routine and regular opportunities for students to contribute to the ongoing operation and management of the institution
- Ensures that students are equal participants in the Dama al-aman in Schools & Nurseries Internal Governance.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that establish Student Advisory Councils:

- Demonstrate that students have a role in the ongoing operation of the institution, and that listening to students' views can lead to better policies, programs, and educational outcomes
- Teach students the importance of compromise, how to respect different points of view, and how to solve problems in collaborative ways
- Save time and money by helping the institution identify problems and areas for improvement at an early stage, based on the insights and suggestions provided by students.

### Guidance

#### Overview

A Student Advisory Council is an effective way to ensure that students are active participants in the ongoing operation and management of their institution.

Student Advisory Councils also demonstrate to students (and the broader institution community) the benefits of 'student participation', and the positive outcomes that can be achieved from embedding student participation into the governance of the educational institution.

The overall role of a Student Advisory Council is to provide students with an opportunity to contribute to decisions that are being made about their institution, and to raise issues of concern or interest about what is happening (or not happening) at their institution.

An effective Student Advisory Council should aim to represent the views of the entire student population and should put in place mechanisms to ensure that all students in the institution are able to contribute to, and influence, the views of the Student Advisory Council.



A representative of an institution's Student Advisory Council should also sit as a full member of the Child Protection Committee (or equivalent).

### **Student Advisory Council members**

When establishing a Student Advisory Council, it is important to remember that all students should have an equal opportunity to be a member of the Student Advisory Council, regardless of their nationality, gender, age, academic ability, etc.

A Student Advisory Council that consists of all the same 'type' of student (e.g., only high performing students; male students; or students of the same religious faith) should be avoided, as these sorts of Student Advisory Councils are less likely to effectively represent the views and wishes of all students at an institution.

Accordingly, institutions may need to take active steps to encourage and support students from different backgrounds to nominate themselves for Student Advisory Council membership.

Some institutions may choose to have more than one Student Advisory Council, with separate Advisory Councils to represent, for example, nursery, elementary, middle, and high school students.

### **Nomination and election of Student Advisory Council members**

There are many ways to select Student Advisory Council members, however, one common method is to hold a whole-of-school election (or elections).

Depending on the makeup of the Student Advisory Council, the election could be one in which all students vote for all Advisory Council members, or where age/grade groups only vote for the members representing that group.

Before holding an election, institutions should hold a whole-of-school process to collect the names of those students who wish to nominate themselves for election.

Once the names of all interested candidates have been finalized, all candidates should be encouraged to run 'election campaigns' within the institution.

Institutions may prefer to use their own method of determining election winners, however, a simple method is the 'first past the post' model, in which the candidates with the greatest number of votes are elected.

### **Training and support of Student Advisory Council members**

It is important that all Student Advisory Council members are provided with ongoing, age-appropriate support to enable them to confidently undertake their roles and responsibilities.

It is important that all Student Advisory Council members feel safe enough to express their views and wishes, and that they are confident that these views and wishes will be respectfully listened to and seriously considered by other Advisory Council members.

### **Member roles and responsibilities**



The overall role of the Student Advisory Council members is to represent, and advocate for, their views and wishes, and the views and wishes of the broader student community.

In doing so, it is important that Student Advisory Council members routinely and regularly engage and consult with the broader student community. Effective ways to do this include:

- Holding regular forums with students to discuss issues of contemporary interest or concern regarding the operation and management of the institution
- Seeking input from students on issues that are currently being considered by the Student Advisory Council, or the institution management (or equivalent) or the Institution Board (or equivalent)
- Providing regular updates to students on decisions made by the Student Advisory Council
- Being ambassadors for the student participation whenever the opportunity arises
- Being proactive in ensuring that the work of the Student Advisory Council, and issues that may be of interest to students, are routinely promoted and discussed across the educational institution community.

To assist, Student Advisory Councils may wish to develop a Feedback Strategy that outlines how it intends to effectively engage and consult with the broader student community.

### Complaints and concerns

It is important that all students can complain, or ask questions, about anything that happens (or does not happen) at the institution.

Some Advisory Councils keep a de-identified register of complaints made by students, and monitor issues raised and how the educational institution is responding to those issues.

### Meeting management and procedures

Student Advisory Council meetings and procedures should be student-led and kept relatively informal, and all discussions and decisions should be appropriately recorded.

At the first meeting of a new Student Advisory Council, all members should vote to elect a Chair and Deputy Chair. The role of the Chair is to ensure that meetings are run according to the meeting agenda, and that minutes of the meeting are accurately recorded.

For Student Advisory Councils consisting of younger students (nursery or elementary students), institution staff may need to provide support to Student Advisory Council members, however, this should be kept to a minimum. It is better to train students to run meetings by themselves, than to do it for them.

### Outcome Indicators

There are several indicators that educational institutions can use to measure whether their Student Advisory Council is integrated into the institution's leadership and governance, including:

- Percentage of students who say that the Student Advisory Council represents their views and wishes
- Percentage of students who say that they want to a part of the Student Advisory Council
- Percentage of staff who say that they regularly seek input from the Student Advisory Council when making decisions at the institution.

## Resources

### National and local policies, programs and resources

- **National School Inspection Framework**  
*Ministry of Education & Abu Dhabi Department of Education and Knowledge*  
<https://www.moe.gov.ae/Ar/ImportantLinks/Inspection/PublishingImages/frameworkbooken.pdf>

### Existing international resources

- **Student Councils and Student Participation**  
*Department of Education (Northern Ireland)*  
<https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation>
- **Student Advisory Council Handbook**  
*Department of Education and Early Childhood Development (Nova Scotia)*  
<https://www.ednet.ns.ca/docs/sachandbook.pdf>
- **Student Council Handbook**  
*National Association of Secondary School Principals (US)*  
<https://mdstudentcouncils.org/wp-content/uploads/2015/08/NASCStudentCouncilHandbook.pdf>
- **Student Voice Resource Kit**  
*Act Education Directive*  
[https://www.education.act.gov.au/\\_data/assets/pdf\\_file/0009/1251981/Student-Voice-Resource-Kit-Web.pdf](https://www.education.act.gov.au/_data/assets/pdf_file/0009/1251981/Student-Voice-Resource-Kit-Web.pdf)



## Module 2.1: Recruitment and Vetting

### Policy Commitment

All educational institutions in Abu Dhabi will enhance recruitment processes in order to:

- Ensure all staff have the necessary qualifications and professional background
- Ensure all staff have values, motives and attitudes that are compatible with a Dama al-aman in Schools & Nurseries culture
- Place the safety of students central to practice.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop safe recruitment processes:

- Minimize the risk of students experiencing emotional, physical, and/or sexual harm by staff at the institution
- Ensure that the institution is staffed by appropriately skilled and compatible staff who are committed to establishing and maintaining Dama al-aman in Schools & Nurseries
- Enable a greater level of transparency and accountability for recruitment processes at the institution.

### Guidance

#### Overview

Adopting Dama al-aman in Schools & Nurseries goes beyond preventing violence or harm to students. Under Dama al-aman in Schools & Nurseries, institutions take active steps to create and maintain a safe, inclusive, and respectful learning environment for all staff, students, and parents.

Accordingly, it is important that institutions only employ staff or other third-party contractors who are suitably qualified for their role.

In fact, the recruitment of staff or other third-party contractors present on school premise possessing the necessary skills, attitudes, and motivation towards student learning and wellbeing, is a powerful protective factor for students, and an essential characteristic of Dama al-aman in Schools & Nurseries.

It is also important that institutions only engage external contractors to provide school-based services after they have been appropriately screened as suitable for contact with students.



## Position descriptions

Prior to advertising to fill any institution-based position, the relevant Position Description (including Section Criteria, and Duty Statement) must be reviewed to ensure that it is up to date, and accurately reflects the requirements and expectations of the position.

## Advertising

All advertisements to fill a position must include:

- A statement noting the institution's commitment to Dama al-aman in Schools & Nurseries
- A statement noting that any emotional, physical, or sexual maltreatment of a student by staff and/or third-party hires, regardless of their position or duty, will result in disciplinary proceedings, including possible dismissal and possible criminal prosecution of the staff member
- Notification that the successful applicant will be required to sign and follow the institution's Code of Conduct.

## Applications

All people seeking employment within an educational institution must submit a formal written application addressing the Selection Criteria and providing details of two people prepared to provide a written or verbal reference for the applicant.

## Interviewing applicants

An independent Interview Panel consisting of two in-school representatives, and one out-of-school (independent) representative, should be convened for the recruitment of all positions.

For institution leadership positions (e.g., Principal), inclusion of a representative of the institution's Student Advisory Council on the Interview Panel should be given serious consideration.

If it is not practical for a representative of the Student Advisory Council to sit as a formal member of the Interview Panel, input into the recruitment process from the Student Advisory Council should be sought in other ways (e.g., drafting the Position Description; short-listing applicants; drafting interview questions).

As far as possible, only applicants who are shortlisted by all three members of the Interview Panel should proceed to the interview phase.

Those applicants shortlisted for interview must be contacted in person and invited to attend a formal interview.

All applicants must be asked a series of questions designed to assess the applicant's suitability for the position, including questions designed to assess their:

- Understanding of, and commitment to, Dama al-aman in Schools & Nurseries
- Suitability to work with children.

### Referee checks

Prior to being offered employment, the Interview Panel must obtain a positive and supportive reference from two adults with a history of working with, or supervising, the applicant.

### Police checks

Prior to being offered employment, all applicants must receive a certificate of good conduct following a police clearance certificate to determine their suitability to work with children.

Any applicant with a history of emotional, physical, or sexual maltreatment of any person should not be offered employment.

### Employing staff

Once the applicant has successfully undergone the above process, they may be formally offered the position. The applicant must be provided with a proper induction, and undergo a thorough review after the probationary period.

Recruiting safe and appropriate staff must always be prioritized over a person's availability, enthusiasm for the position, or personal connections.

### Code of Conduct

All new staff must be provided with a copy of the:

- Code of Conduct
- Dama al-aman in Schools & Nurseries Commitment Statement.

A Code of Conduct is a published document that:

- Sets the standards of behavior expected of all staff, adult volunteers, and contractors within an institution.

All new staff are required to familiarize themselves with the Code of Conduct, and to ask for clarification if there is anything that they do not understand, before signing a copy of the Code of Conduct. All staff are also expected to regularly undergo training courses on child protection.

### Dama al-aman in Schools & Nurseries Commitment Statement

A Dama al-aman in Schools & Nurseries Commitment Statement is a published document that contains:

- A statement pledging the institution's commitment to Dama al-aman in Schools & Nurseries
- An overview of the institution's approach to establishing and maintaining Dama al-aman in Schools & Nurseries.



All new staff are required to familiarize themselves with the Commitment Statement, and to ask for clarification if there is anything that they do not understand.

### Induction

All new staff must:

- Be supported by their supervisor to understand what their formal roles and responsibilities are
- Receive training and supporting materials in relevant languages to ensure that they can perform these roles and responsibilities.

Within six weeks of starting, all new staff must receive training on Dama al-aman in Schools & Nurseries, and the Dama al-aman in Schools & Nurseries Handbook.

Institutions are encouraged to maintain a record of all training undertaken by staff.

### Supervision

All staff must also be provided with supervision, training, development, and performance management in line with their roles and responsibilities.

### Engagement of external contractors

All external contractors who have access to institution premises, or direct or indirect contact with students, must have been appropriately screened before commencing service.

Institutions should only engage contractors that have been checked and approved as suitable to work children by their home agency. This means that the contractors have:

- Provided references from their agency confirming that they are suitable to work with children
- Undergone a Police check
- Been trained by their agency regarding appropriate (and inappropriate) behaviors while at an institution.

Any individual with a history of emotional, physical, or sexual maltreatment of any person, in particular, a child or partner, should not be offered employment.

### Outcome Indicators

There are several indicators that educational institutions can use to measure their adherence to policies and procedures on recruitment, including:

- Percentage of staff who are the subject of a formal complaint about their conduct or practice at the institution
- Percentage of staff who state they have been properly supervised/trained in performing their duties relating to child protection

- Percentage of students who say that they have confidence in staff to keep them safe.

## Resources

### National and local policies, programs and resources

- **Qualifications to be a Teacher**  
*UAE Government*  
<https://u.ae/en/information-and-services/education/school-education-k-12/joining-k-12-education/qualifications-to-be-a-teacher>
- **Teacher Standards for the UAE**  
*Ministry of Education*  
<https://tls.moe.gov.ae/FileService/Services/File.aspx/Download?id=2de7071c-33d7-4757-9345-406d4fa7e58e>
- **Educational Inspection Manual for General Education Institutions**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/ImportantLinks/EHS/Inspection/En/98406-GEN%20EDU%20INSP%20MANUAL%20-English.pdf>
- **Handbook for Education Inspection for Public Schools**  
*Ministry of Education*  
<https://bit.ly/31A9uM7>
- **Ministerial Decision on Early Childhood Care and Education Policy**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/Legislation/Documents/%D8%A7%D9%84%D9%82%D8%B1%D8%A7%D8%B1%20%D8%A7%D9%84%D9%88%D8%B2%D8%A7%D8%B1%D9%8A%20%D8%B1%D9%82%D9%85%20-644-%20%D8%A8%D8%B4%D8%A3%D9%86%20%D8%B3%D9%8A.pdf>
- **National School Inspection Framework**  
*Ministry of Education & Abu Dhabi Department of Education and Knowledge*  
<https://www.moe.gov.ae/Ar/ImportantLinks/Inspection/PublishingImages/frameworkbooken.pdf>
- **Private Schools Policy and Guidance Manual**  
*Abu Dhabi Department of Education and Knowledge*  
<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf>

### Existing international resources

- **Safer Recruitment**  
*NSPCC Learning*  
<https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment>

- **Safer Recruitment Through Better Recruitment**

*Scottish Social Services Council*

<https://hub.careinspectorate.com/media/1608/safer-recruitment-through-better-recruitment.pdf>

## Module 2.2: Code of Conduct

### Policy Commitment

All educational institutions in Abu Dhabi will develop a Code of Conduct for all staff, adult volunteers, and contractors, that:

- Reflects a whole-of-school approach towards Dama al-aman in Schools & Nurseries
- Reflects a child-centered approach to practice
- Is co-developed with staff, students, and parents.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop a Code of Conduct:

- Reinforce a commitment by all staff, adult volunteers, and contractors to display consistent and positive behavior at the institution
- Set clear boundaries around what is and is not acceptable conduct within the institution
- Establish clear expectations for students, parents, and the broader community around the standards to be expected by staff, adult volunteers, and contractors at the educational institution.

### Guidance

#### Overview

A Code of Conduct is a published document that sets the standards of behavior expected of all staff, adult volunteers, and contractors within an educational institution.

A Code of Conduct is not the same as a policy or procedure document, nor is it simply a long list of things that staff should, or should not, do. A Code of Conduct is a concise statement of the key behaviors that reflect, create, and support the culture and expectations of the institution.

Institutions are encouraged to develop a Code of Conduct that reflects the individual culture and character of their institution, however, if this is not possible, a template is included at the end of this module that can be used as a guide.

Codes of Conduct are usually quite short, no longer than one page, and should be:

- Developed in consultation with all staff, students, and parents

- Widely promoted and publicized across the entire institution community
- Regularly reviewed and updated.

### Development

Codes of Conduct should be developed in consultation with all staff, students, and parents. This does not have to be a complicated or overly formal process. Some effective ways to ensure that staff, students, and parents can have their say, include:

- Posting information in the educational institution newsletter and on the institution website about Codes of Conduct, and that the institution is in the process of developing a Code of Conduct
- Arranging a series of forums and consultation sessions to allow staff, students, and parents to have their say about what should be in the Code of Conduct
- Encouraging the Student Advisory Council to become involved in the process, and to also run a series of consultation and engagement activities with students
- Providing drafts of the Code of Conduct to staff, students, and parents for comment prior to finalization
- Holding a whole-of-school of event to formally launch the Code of Conduct
- Talking about the Code of Conduct, and why it is important, with students in class.

### Approval

Prior to being formally launched, a Code of Conduct should be approved by the:

- Institution Board (or equivalent)
- Child Protection Committee (or equivalent)
- Student Advisory Council (or equivalent)
- Parent Council (or equivalent).

Codes of Conduct should be reviewed and updated every 12 months, in consultation with staff, students, and parents.

### Publication

Codes of Conduct should be published on the institution's website, and widely promoted through other channels, including:

- On display in the institution entrance
- Printed in institution newsletters
- Made available in all recruitment packages
- Referenced in institution policies and procedures
- Anywhere else that staff, students, parents, and the broader community may have access to the document.



### Accessible versions

Codes of Conduct should be translated into all the major languages spoken by students and parents, and the institution should also work with their Student Advisory Council to develop a 'child friendly' version specifically for students.

### Student-focused versions

Some institutions may want to develop a Code of Conduct that is written *for students* (rather than for the institution), and from the *perspective of students* (rather than from the perspective of the institution). For example:

- At this institution, you can expect the adults who work here to always:
  - Listen carefully to you and your family, and always take what you say seriously
  - Protect you and keep you safe anywhere, at anytime
  - Speak using words that you can understand
  - Respond quickly and kindly when they think you need help.

The content of Student-focused Codes of Conduct should be developed following consultations with as many students as possible across the institution. Students should be asked to discuss the sorts of behaviors that they expect from the adults at their institution, and the sorts of behaviors that make them feel safe. The outcomes of these discussions can then be turned into statements that form the basis of the Code of Conduct (as per above).

Student-focused Codes of Conduct (rather than Codes of Conduct written in the standard format):

- Are more relevant and understandable to students
- Demonstrate to students, and the broader institution community, the benefits of active participation with students
- Have been shown to be more effective, as staff find it harder to break an undertaking or promise made to students, rather than an undertaking or promise made to the institution.

### Recruitment and induction of new staff

The Code of Conduct should be included in the recruitment package for all new staff, and a question about the Code of Conduct should be included as part of the interview process. For example, all applicants could be asked during the interview stage:

- Please outline why the Code of Conduct is important, and how the Code will impact specifically on your role at the institution.

Information about the Code of Conduct should also be included in the induction program for all new staff, and, prior to commencing work, all staff should:

- Receive training on the Code of Conduct

- Be advised that any alleged breach of the Code of Conduct will be investigated, and may result in termination of employment
- Be required to sign the Code of Conduct.

### Engagement of adult volunteers

Prior to engagement, all adult volunteers should:

- Be provided with a copy of the Code of Conduct
- Be advised that any alleged breach of the Code of Conduct will be investigated, and may result in termination of their engagement
- Be required to sign the Code of Conduct.

Some adult volunteers may question why they have to sign a Code of Conduct, particularly if they are only going to be at the institution for a few hours and/or may be supervised by paid staff.

In response, institutions should politely explain that the safety of their students is the highest priority, and that all adults who have any role at the institution are asked to sign the Code of Conduct. This is not because the institution does not trust anyone, but simply because Codes of Conduct:

- Set clear guidelines that all adults are required to follow
- Have been shown to help keep students safe.

### Engagement of contractors

Any contractor engaged to provide ongoing services within an educational institution (e.g., cleaners, drivers) should:

- Be provided with a translated copy of the Code of Conduct
- Be advised that any alleged breach of the Code of Conduct will be investigated, and may result in termination of their engagement
- Be required to sign the Code of Conduct.

In some circumstances, it may be difficult for all individual contractors to be provided with, and sign, a Code of Conduct.

If so, institutions should only engage contractors that have provided evidence of suitability to work with children from the last country they resided in, as many individuals may have worked in different countries other than their birth country. This means that the contractors have:

- Provided references from their agency confirming that they are suitable to work with children
- Undergone a Police check
- Been trained by their agency regarding appropriate (and inappropriate) behaviors while at an institution.

### Breaches of a Code of Conduct

If any member of staff (including adult volunteers and contractors) thinks that any other member of staff (including adult volunteers and contractors) has breached their institution's Code of Conduct, they must immediately report their concerns to the Principal (or Child Protection Coordinator).

Failure to report a suspected breach of a Code of Conduct is usually a breach of a Code of Conduct.

### Investigation of alleged breaches

Educational institutions must respond promptly to all alleged breaches of a Code of Conduct.

Investigations into any alleged breaches of a Code of Conduct must follow the institution's policies and procedures on Internal Investigation (or equivalent).

All Internal Investigations should be in coordination with the relevant CPU, they should be impartial, transparent, appropriately documented, and no adverse finding against a person should be made prior to that person having had the opportunity to review the finding and respond.

If, however, any member of staff (including adult volunteers and contractors) is subject to an allegation that they have maltreated a student, that member of staff must be suspended immediately pending the outcome of the investigation by child protection services and the police.

This action does not indicate any position by the educational institution with respect to the substantiation or non-substantiation of the allegation, but rather that the institution gives the highest priority to the safety and wellbeing of all students.

### Consequences of a Code of Conduct breach

If an Internal Investigation substantiates that any member of staff (including adult volunteers and contractors) has breached the Code of Conduct, there are several potential consequences, including:

- No action
- A formal warning
- Formal supervision or performance management
- A second, external, investigation by an independent agency
- Termination of employment.

### Outcome Indicators

There are several indicators that educational institutions can use to measure their adherence to the Code of Conduct, including:

- Percentage of staff who say that the Code of Conduct has influenced their conduct or practice at the institution
- Percentage of students who say that the Code of Conduct makes them feel safer at the institution
- Percentage of parents who say that they are aware of the Code of Conduct.

## Resources

### National and local policies, programs and resources

- **Student Code of Conduct (English summary)**  
*Ministry of Education*  
<https://u.ae/en/information-and-services/education/student-code-of-conduct>
- **Student Code of Conduct (Arabic)**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/Legislation/Documents/851.pdf>
- **Teacher Standards for the UAE**  
*Ministry of Education*  
<https://tls.moe.gov.ae/FileService/Services/File.aspx/Download?id=2de7071c-33d7-4757-9345-406d4fa7e58e>
- **Private Schools Policy and Guidance Manual**  
*Abu Dhabi Department of Education and Knowledge*  
<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf>

### Existing international resources

- **School Code of Conduct**  
*Save the Children*  
[https://resourcecentre.savethechildren.net/pdf/school\\_of\\_conduct\\_ny\\_enkeltside.pdf/](https://resourcecentre.savethechildren.net/pdf/school_of_conduct_ny_enkeltside.pdf/)
- **Developing a Code of Behavior: Guidelines for Schools**  
*National Educational Welfare Board*  
<https://schools.oxfordshire.gov.uk/cms/content/safer-recruitment-toolkit>
- **Developing an Effective Code of Conduct**  
*Society for Safe and Caring Schools and Communities*  
<https://education.alberta.ca/media/158730/developinganeffectivestudentcodeofconduct.pdf>

## Code of Conduct Template: Student-Focused Version

### The Hogwarts School - Code of Conduct

**At The Hogwarts School, you can expect the adults who work here to always:**

**Listen** carefully to you and your family, and always take what you say seriously

**Protect** you and keep you safe anywhere, at anytime

**Respect** and **support** you, and always make you feel welcome and included

**Speak** using language that you can understand

**Behave** in a way that follows the rules and sets a good example

**Be aware** of the signs that something isn't right for you or another child

**Respond** quickly and kindly when they think you need help

**Help** you to feel good about yourself by giving you opportunities to be successful at tasks

**Encourage** you to be the best you can be

**Be professional**, stick to their job, and make it clear what their role is to them.

**Albus Dumbledore - School Principal**

## Code of Conduct Template: Standard Version

### The Hogwarts School - Code of Conduct

**As a Hogwarts School employee, volunteer, or contractor, I will always...**

Behave in a way that upholds the values, integrity, and reputation of the school.

Follow relevant legislation, policies, procedures, and lawful directions in the course of my duties.

Seek advice if I do not understand, or think I cannot follow, any of the school's policies or procedures, including this Code of Conduct.

Take all reasonable steps to protect all students from sexual, physical, and emotional abuse, and neglect.

Listen and respond to students and take what they say seriously.

Role model positive behaviors that prioritize the health and safety of all students.

Contribute to a welcoming and inclusive culture and environment (physical and online) for all students, parents, and staff, regardless of their background or ability.

Respect other's rights to privacy, and the confidentiality of their personal information.

Carry out my duties in a conscientious, competent, safe, and honest manner.

Maintain a high standard of integrity and professionalism.

Treat members of the public with courtesy, fairness, and in accordance with their rights.

Be responsible in my use of the school's information, property, funds, and facilities.

Not seek, nor accept, gifts that could be reasonably perceived as influencing my professional decisions or behaviors.

Conduct myself in a way that a reasonable person would consider appropriate, both inside and outside of the confines of my role with the school.

**Albus Dumbledore - School Principal**

## Module 2.3: Detecting and Responding to Maltreatment

### Policy Commitment

All educational institutions in Abu Dhabi will develop policies and procedures that:

- Define the roles and responsibilities of staff with respect to identifying and responding to child maltreatment.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop policies and procedures for reporting maltreatment concerns:

- Minimizing the risk of students experiencing emotional, physical, and/or sexual harm at the educational institution, home, and in the broader community
- Demonstrate that staff, students, parents, and the broader community have a shared role to play in keeping students safe
- Develop trust between staff and students, and create an environment where students know that help will be provided from staff if needed.

### Guidance

#### Overview

Promoting and protecting the emotional, physical, and sexual safety and wellbeing of students is central to the practice and culture of all Abu Dhabi educational institutions.

#### Types of child maltreatment

Child maltreatment may include any (or all) of the following:

- Physical abuse (including corporal punishment)
- Sexual abuse
- Emotional / psychological abuse
- Neglect
- Sexual / economic exploitation
- Bullying / cyberbullying.

Additional information about types of child maltreatment can be found at Module 3.2 of this Handbook.

The maltreatment of a child may:

- Involve an adult 'perpetrator', or a student demonstrating harmful behavior

- Occur anywhere, including in the community, at home, at school, online (or at an educational institution run event), or within other organizations
- Be perpetrated by a person known to, and trusted by, the child (parents, relatives, teachers, sports coaches, etc.)
- Be perpetrated by a person in a position of power and authority, with a high public profile (political and religious leaders, business leaders, sport or music stars, etc.) or other.

### Becoming aware of child maltreatment

Educational institution staff may become aware of the maltreatment of a child through:

- A child disclosing that they have been maltreated
- A child or adult alleging that another child has been maltreated
- Seeing or hearing something that makes them think that a child has been maltreated.

### Reporting child maltreatment concerns

All educational institution staff must report any concerns regarding the possible or actual maltreatment of any child. Concern referral pathways are illustrated in Figure 3 below.

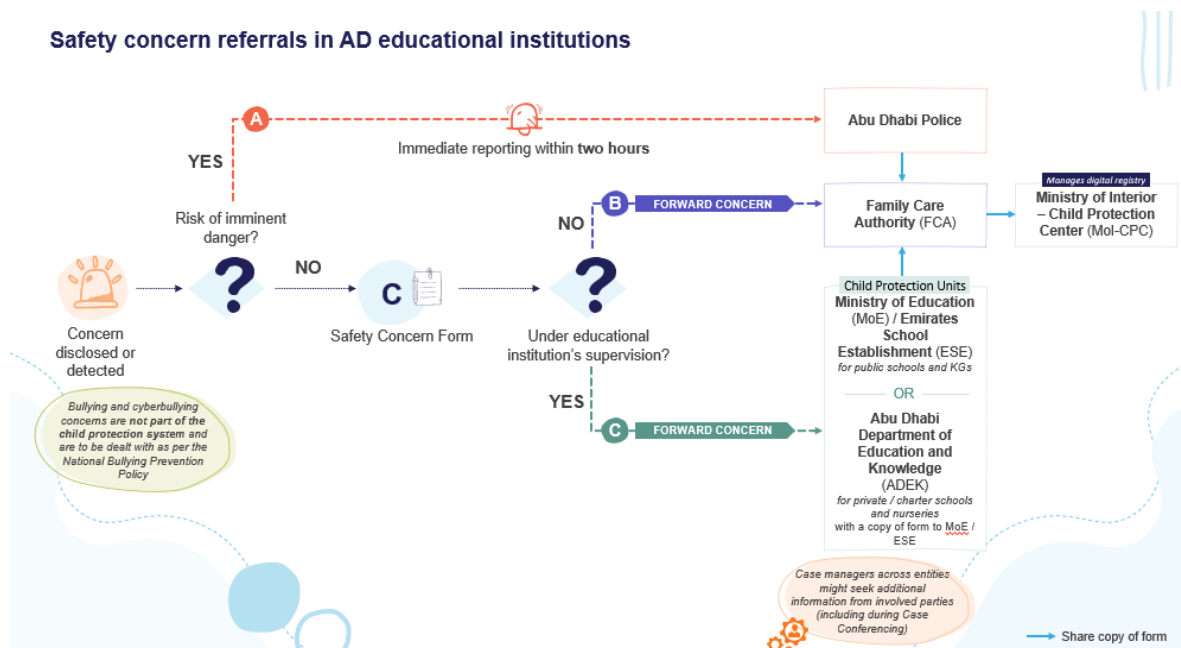


Figure 3: Child Maltreatment Concern Referral Pathways

### Immediate risk

If a child is at **risk of immediate danger**, staff must contact the Abu Dhabi Police:

- Abu Dhabi Police (AD Police): 999

The staff should also fill in and send a safety concern form to be shared with the relevant CPU

Risk of immediate danger includes, but is not limited to, situations that involve:

- The sexual abuse of a child (including, sexual coercion or exploitation, or where there are questions about the capacity of the child to consent)
- The physical abuse of a child, where that abuse may result in serious injury to the child
- The neglect of a child, where that neglect may result in significant harm to the child's health or wellbeing
- Immediate significant risk of trauma or harm to the child (including self-harm and suicide).

### Ministry of Education (MoE) schools and KGs

All concerns regarding the maltreatment of child while under the **supervision of a public school** must be reported to the Ministry of Education and Emirates Schools Establishment Child Protection Unit (MoE/ESE CPU):

MoE/ESE Child Protection Unit (MoE/ESE CPU): reporting a concern can be made through the MoE/ESE CPU on 80085, via email at [cpu@moe.gov.ae](mailto:cpu@moe.gov.ae) or [cpu@ese.gov.ae](mailto:cpu@ese.gov.ae), or through the safety concern portal

### Abu Dhabi Department of Education and Knowledge (ADEK) schools and nurseries

All concerns regarding the maltreatment of child while under the **supervision of a private or charter school or nursery** must be reported to the Abu Dhabi Department of Education and Knowledge Child Protection Unit (ADEK CPU):

ADEK Child Protection Unit (ADEK CPU): reporting a concern can be made through the ADEK CPU on [cpu@adek.gov.ae](mailto:cpu@adek.gov.ae) or through the safety concern portal. If a school or nursery wishes to reach to the ADEK CPU by phone, they can do so by making a request through the Abu Dhabi Contact Centre hotline on 800555

### Other schools or nurseries

All concerns regarding the maltreatment of a child **outside of an MoE/ESE or ADEK school or nursery** must be reported to the Family Care Authority (FCA):

- Family Care Authority (FCA): 8004444 or [icm@adfca.gov.ae](mailto:icm@adfca.gov.ae)
- Safety concern form to FCA and relevant CPU

### Summary of steps

A summary of steps to report child maltreatment concerns is contained at the end of this module.

### Bullying of students

In most circumstances, bullying of students at an educational institution should not be reported to a Child Protection Unit or Social Support Centre.



Concerns about bullying are usually dealt with internally by the relevant institution, and in accordance with the framework and procedures outlined in the MoE National Bullying Prevention Policy.

### Mandatory reporting

Some institution staff may be mandated reporters. Anyone who is a mandated reporter is required by law to report concerns about the maltreatment of a child.

In educational institutions, mandated reporters usually include:

- The Principal
- School leaders and other executive staff
- Teachers
- Sport coaches, and other professional staff who have a role with students.

Mandated reporters are required by law to report their concerns about the maltreatment of a child when the following circumstances apply:

- A mandated reporter, in their professional capacity or within the scope of their employment, has knowledge of, or observes, a student whom the reporter knows, or reasonably suspects, of being maltreated
- A person is called upon to provide aid to any student who is suffering from an injury that reasonably appears to have been caused by maltreatment
- Individuals who have knowledge of, or observe, any film, photograph, videotape, negative, or slide depicting a student under the age of 18 engaged in an act of sexual conduct
- Technicians / telecommunications employees who have knowledge of, or observe, within the scope of their professional capacity or employment, any representation of information, data, or an image including, but not limited to, any computer hardware, software, file, floppy disk, data storage medium, CD-ROM, computer-generated equipment, or computer-generated image, that is retrievable in perceivable form and that is intentionally saved, transmitted, or organized on an electronic medium, depicting a student under the age of 18 engaged in an act of violation of children's rights.

Additional information about Mandated Reporters can be found in the Guide on Handling Student Maltreatment Concerns Within Educational Institutions.

### Other legal obligations

In addition to mandatory reporting obligations, Article 42 of Federal Law No. 3 of 2016 on Child Rights, also known as 'Wadeema's Law,' states:

- *(1) Every person shall notify the child protection specialist or child protection units in case of anything that threatens the child's physical, psychological, moral or mental integrity or health.*

- *(2) The notification shall be mandatory for the educators, physicians, social specialists or others entrusted with the protection, care or education of the child.*

Wadeema's Law also makes it mandatory to report maltreatment in case the child asks for someone's assistance. Article 43 of Federal Law No. 3 of 2016 on Child Rights states:

- *Every person who reaches the age of majority shall assist any child who asks him/her to notify the competent authorities or concerned entities about his/her suffering, the suffering of any of his/her siblings or any other child in one of the cases forth in Article 33 hereof.*

Article 33 states:

- *The following in particular shall be considered as threatening to the child or to his/her physical, psychological, moral or mental integrity, which requires his/her right to protection:*
  - *(1) Loss of both parents and living without a breadwinner or tutor*
  - *(2) Child's exposure to neglect, rejection and homelessness*
  - *(3) Obvious and continuous default in education and care*
  - *(4) Habitual child abuse*
  - *(5) Child's exposure to exploitation or sexual abuse*
  - *(6) Child's exposure to exploitation by illegal organizations and in organized crime, such as planting the ideas of intolerance and hatred or inciting the child to carry out acts of violence and intimidation*
  - *(7) Child's exposure to begging or to economic exploitation*
  - *(8) Inability of the parents or custodian to provide care or to raise the child*
  - *(9) Child's exposure to kidnapping, sale or trafficking for any purpose or to exploitation of any form*
  - *(10) Psychological or mental disability that affects the child's ability to perception.*

There are potential serious punishments for people who fail to comply with Articles 42 and 43 (as per the above). Articles 60 and 61 of Wadeema's Law state that:

- *Whoever violates the provisions of...Article 42 of this Law shall be punished by imprisonment or a fine not less than AED 5,000 (five thousand).*
- *Shall be punished by a fine not less than AED (5,000) five thousand and not exceeding AED (50,000) fifty thousand, whoever:*
  - *(1) Violates the provisions of Article 43 hereof*
  - *(2) Prevents the child protection specialist from carrying out his duties or hinders his work*
  - *(3) Gives false information or deliberately hides the truth concerning the status of the child.*

## Anonymous reporting

Reports of child maltreatment concerns can be made anonymously. Article 44 of Wadeema's Law states:

- *The identity of the reporter shall only be disclosed with his consent and it shall be forbidden to disclose the identity of all the parties of the incident and the witnesses in the cases of child assault or abuse, upon using the information in the analyses or media reports or upon publishing all that may reveal his identity.*

In addition, Article 45 of Wadeema's Law ensures that:

- *The concerned and competent entities shall provide protection to the witnesses at all stages of the criminal proceedings.*

## Relevant contact details

- Abu Dhabi Police (AD Police): 999
- Family Care Authority (FCA): all child protection concerns which occur outside of school supervision will be handled by the FCA. Reporting to the FCA can be made through the safety concern portal, their hotline on 8004444, or via email at [ICM@adfca.gov.ae](mailto:ICM@adfca.gov.ae)
- MoE/ESE Child Protection Unit (MoE/ESE CPU): reporting a concern can be made through the MoE/ESE CPU on 80085, via email at [cpu@moe.gov.ae](mailto:cpu@moe.gov.ae) or [cpu@ese.gov.ae](mailto:cpu@ese.gov.ae), or through the safety concern portal ADEK Child Protection Unit (ADEK CPU): reporting a concern can be made through the ADEK CPU on [cpu@adek.gov.ae](mailto:cpu@adek.gov.ae) or through the safety concern portal. If a school or nursery wishes to reach to the ADEK CPU by phone, they can do so by making a request through the Abu Dhabi Contact Centre hotline on 800555
- Ministry of Interior Child Protection Center: 116111 or through [116111@moi.gov.ae](mailto:116111@moi.gov.ae)

## Outcome Indicators

There are several indicators that educational institutions can use to measure their adherence to policies and procedures on reporting maltreatment concerns, including:

- Percentage of staff who say that they have a responsibility to report child maltreatment
- Percentage of staff who say that they know how to appropriately report maltreatment
- Percentage of students who say that the policies and procedures for reporting child maltreatment help them feel safer.

## Resources

### ECA resources

- **Handling Student Maltreatment Concerns Within Educational Institutions**  
[PLACEHOLDER]

### National and local policies, programs and resources

- **Abu Dhabi Child Protection Policy**  
*Abu Dhabi Government*  
[PLACEHOLDER]
- **National Bullying Prevention Policy (Arabic)**  
*Ministry of Education*  
[PLACEHOLDER]
- **National Policy on Child Protection in Educational Institutions in the United Arab Emirates**  
*Ministry of Education*  
[PLACEHOLDER]
- **Student Protection Policy**  
*Abu Dhabi Department of Education and Knowledge*  
[PLACEHOLDER]
- **Private Schools Policy and Guidance Manual**  
*Abu Dhabi Department of Education and Knowledge*  
<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf>
- **Private Schools Reopening Policies**  
*Abu Dhabi Department of Education and Knowledge*  
<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Resources/ADEK-Private-School-Reopening-Policies-2021-22-Aug-1.pdf>
- **Child Protection Guide**  
*Ministry of Interior – Child Protection Center*  
<http://www.moi-cpc.ae/en/CHILD.PROTECTION.DIMENSION.aspx>

## Reporting Maltreatment: Summary of Steps Template

### Reporting Child Maltreatment Concerns: Summary of Steps

#### **Respond immediately, but calmly**

If the child is with you, your first responsibility is to respond to the immediate needs of the child.

Are they safe NOW? Do they need to see the police, a doctor, a counsellor, someone else? Does someone need to come and be with them?

Tell them that you believe them, and that you will do what you can to assist them.

Tell them that you will have to tell other people whose job it is to help students (including child protection services, and the police), and explain to the child what will happen once you do so.

Don't ask the student any additional questions about the abuse or neglect - it is not your job to investigate the allegations - that is up to child protection specialist, and the police. It is your job to believe and support the student.

If there are other people who are with you, including other students, and they are distressed, respond to their needs as well. Do they need support?

#### **Write down your concerns**

Write down everything that you have seen or heard that makes you think that a child or young person may have been abused or neglected.

Be as accurate and detailed as possible, but try not to interpret or analyse what someone may have said or done. Just write down the facts (as you understand them). As you may be the only trusted adult the child is disclosing to, your main role is to report and not make assumptions about the story at hand.

Remember, taking photographs is not your responsibility. In case you absolutely need to, parental consent is required.

#### **Tell the Child Protection Coordinator**

After you have written down your concerns, speak with your school's Child Protection Coordinator.

If your concern is in relation to the conduct of your Child Protection Coordinator, you must contact and speak with your School Principal.

#### **Complete a Student Concern Form**

Your Child Protection Coordinator will complete a Student Concern Form.

#### **Report the concerns to the relevant authorities**

Your Child Protection Coordinator will report your concerns to (i) the police, and/or (ii) the Family Care Authority (FCA) responsible for the protection of students.

If a report is made in good faith, you cannot be held legally liable, regardless of the outcome of the report.

### **Review the whole reporting process**

It is important that you take some time to discuss with your Child Protection Coordinator the impact the whole incident has had on you, and to review the steps you took, what challenges or barriers you came across, and what you might do differently next time.

### **Relevant contact details for reporting CP concerns**

Abu Dhabi Police (AD Police): 999

Family Care Authority (FCA): all child protection concerns which occur outside of school supervision will be handled by the FCA. Reporting to the FCA can be made through the safety concern portal, their hotline on 8004444, or via email at [ICM@adfca.gov.ae](mailto:ICM@adfca.gov.ae)

MoE/ESE Child Protection Unit (MoE/ESE CPU): reporting a concern can be made through the MoE/ESE CPU on 80085, via email at [cpu@moe.gov.ae](mailto:cpu@moe.gov.ae) or [cpu@ese.gov.ae](mailto:cpu@ese.gov.ae), or through the safety concern portal

ADEK Child Protection Unit (ADEK CPU): reporting a concern can be made through the ADEK CPU on [cpu@adek.gov.ae](mailto:cpu@adek.gov.ae) or through the safety concern portal. If a school or nursery wishes to reach to the ADEK CPU by phone, they can do so by making a request through the Abu Dhabi Contact Centre hotline on 800555

Ministry of Interior Child Protection Center: 116111 or through [116111@moi.gov.ae](mailto:116111@moi.gov.ae)

It is also important that you seek help or support if you are distressed about the process.

## Module 2.4: Child Protection Mechanisms

### Policy Commitment

All educational institutions in Abu Dhabi will develop policies and procedures on child protection that:

- Define a whole-of-school approach towards Dama al-aman in Schools & Nurseries
- Reflect a child-centered approach to practice
- Are accessible, and routinely invite feedback from staff, students, parents, and the broader community.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop policies and procedures on child protection:

- Ensure that the institution is a safe environment, where the development and wellbeing of all students is the primary consideration of all staff
- Develop stronger, more trusting, and rewarding relationships between students and staff.
- Provide an additional level of support and oversight for students, particularly those experiencing difficulties at the educational institution, home, or in the broader community.

### Guidance

#### Overview

Child Protection is the collective term for all actions taken by an educational institution to assist provide a safe, healthy, and inclusive environment for all staff, students, and parents.

All decisions made around protecting students should be centered around ensuring the safety and wellbeing of the child. Decisions should also be transparent, accountable, and in accordance with institution policies and procedures.

Child protection practices should be formalized into policies and procedures that operate at a whole-of-school level. Policies and procedures on child protection should consider the dual components of prevention and response.

#### Whole-of-school approach to child protection

All institution staff (including volunteers and contractors) have a role to play in protecting students, and all staff must:

- Follow all relevant child protection policies and procedures
- Actively model and promote a culture and practice of safety

- Actively model and follow their institution's Code of Conduct, and Dama al-aman in Schools & Nurseries Commitment Statement
- Respond promptly to all child protection concerns affecting any student.

Child protection is relevant to all aspects of an educational institution's operation; however, particular attention should be given to child protection policies, procedures, and practice when:

- Recruiting, vetting, and training staff (including volunteers and contractors)
- Developing and implementing strategies to protect students from maltreatment
- Preventing and responding to bullying
- Dealing with student behavioral issues (e.g., looking into underlying causes to avoid punitive response based only on the child's disciplinary reaction)
- Organizing institution activities and events
- Recording and storing information about students
- Sharing information about students with other agencies.

Educational institutions should have clearly written child protection policies and procedures to ensure that staff are informed and aware of common types of child protection concerns. These policies and procedures should also provide clear instructions for handling situations where child protection concerns arise, and a child may be at risk of harm.

All teaching and non-teaching staff should read, understand and be well-positioned to follow relevant policies and procedures on child protection.

Further, they should complete child protection training to ensure that they fully comprehend how to identify and manage child protection concerns when necessary.

Support should also be provided to parents, to ensure that they foster inclusive and accepting environments at home, where children can openly ask questions and voice their opinions and concerns.

Members of the broader community, including healthcare professionals and religious groups, also play a key role in protecting students when it comes to identifying, supporting, and assisting students and families at risk.

## Prevention

Prevention is one of the main components of protecting students.

Prevention involves taking active steps to minimize potential risks to students.

To begin with, all educational institutions must provide a safe environment for all students, including when they are:

- Arriving at, or leaving, the institution
- In class
- On the playground or institution grounds (e.g., residential, outside classrooms)
- Undertaking extracurricular activities (e.g., at sports arenas / field trips)

- Being transported by the institution.
- Outside school premises (cyber space) during virtual learning sessions

To minimize the potential risks to students, all educational institutions must:

- Only employ staff who have the necessary experience and qualifications to undertake their role (including undergoing a Police check)
- Only engage contractors through companies that have been pre-approved as suitable providers, and that have provided written confirmation that all their contractors are suitable to work with students and have undergone a Police check
- Ensure all staff (including volunteers and contractors) are provided with ongoing, and role appropriate, supervision and professional development
- Ensure that all staff (including volunteers and contractors) are aware of, and have signed, the institution's Code of Conduct, and Dama al-aman in Schools & Nurseries Commitment Statement
- Ensure that all students are provided with the appropriate level of supervision whenever the student is in the care of the institution (or delegate of the institution)
- Never leave any student in the care of any adult unless that adult has been individually assessed by the institution as being suitable.

Additional information on the recruitment of staff can be found at Module 2.1 of this Handbook.

Other specific strategies that educational institutions can put in place to assist to keep students safe include:

- Ensuring that parents are aware of, and have consented to, all curricular and extracurricular activities that their child is involved in
- Ensuring that students never leave the educational institution in the company of anyone except a parent, unless prior written consent from the parent has been obtained
- Maintaining appropriate staff-to-student ratios at all times
- Ensuring that an appropriate proportion of staff have formal First Aid training
- Undertaking formal risk assessments of any ongoing activity.

All institution staff should also undertake informal risk assessments throughout their day, and whenever they are supervising students. This can be as simple as continually asking themselves:

- What am I about to do?
- What could go wrong?
- What could (and should) I do to make it safer?



Being ‘risk aware’ does not mean being ‘risk averse.’ Exposure to risk is necessary for the healthy development of students, as it teaches students to accurately assess and respond to risk, and to keep themselves and others safe.

Another important aspect of prevention involves educating students about ways to stay safe, so that they can recognize and assess risk, and they understand how and where to seek help when needed.

The Health, Wellbeing and Life Skills curriculum guide (outlined in Module 4.2 of this Handbook) provides guidance for teachers on educating students on topics related to:

- Physical, emotional, and mental health (e.g., recognizing signs of illness)
- Respectful relationships (e.g., recognizing violation of personal space / bodily autonomy, using technology safely).

If implemented in classrooms, the curriculum guide will help to equip students with the skills and knowledge necessary to make informed decisions and be aware of situations where their protection might be compromised.

Other aspects of prevention include encouraging parents to have open discussions with their children on topics related to safety and protection, even as simple as road safety (e.g., wearing a seatbelt, using a car seat). Parents should be encouraged to protect children’s best interests and foster environments at home where children feel comfortable discussing issues they might be facing.

Further, parents should be able to easily access and engage with the institution when concerns about children are raised and know who their contact person is for child protection matters.

## Response

Response is the second component of protecting students.

Response focuses on taking action to address child protection concerns as soon as they arise.

Educational institution staff need to be aware of all child protection policies and procedures, and be trained in how to follow those policies and procedures.

Similarly, all child protection policies and procedures should contain clear guidance on actions required in response to an incident or concern.

This is particularly important when responding to child maltreatment concerns. Additional information on responding to child maltreatment concerns can be found at Module 2.3, however, in summary, institution staff should:

- Listen to the child’s concerns calmly and non-judgmentally
- Tell the child that they believe them
- Explain to the child that they need to tell someone else who can help
- Write down what the child has told them
- Inform their institution’s Child Protection Coordinator

- Report the concerns to the relevant Child Protection Unit

### Other child protection concerns

In addition to general child protection policies and procedures, educational institutions are encouraged to also have policies and procedures that specifically address:

- Peer-on-peer abuse
- Prolonged / repeated student absence
- Extremism and radicalism
- Illegal substance use and abuse
- Physical discipline
- Online communication.

Institutions should also establish partnerships with relevant government agencies to provide support for children affected by child protection concerns. For example:

- Concerns around **substance abuse** may be referred to the National Rehabilitation Centre (NRC)
- Concerns around **peer-on-peer abuse** specific to children of determination although still handled by the relevant MoE / ESE / ADEK partner may be referred to the Department of Community Development (DCD)
- Concerns around **potential suicide** may be referred to the Department of Health (DoH).

### Outcome Indicators

There are several indicators that educational institutions can use to measure their adherence to policies and procedures on child protection, including:

- Percentage of staff who have received annual training on child protection
- Percentage of staff who say that the policies and procedures on child protection assist them to keep students safe
- Percentage of students who say that they have access to a student-friendly child protection policy
- Percentage of students who say that the policies and procedures on child protection make them feel safer at the institution.

## Resources

### National and local policies, programs, and resources

- **Children's Safety**  
*UAE Government*  
<https://u.ae/en/information-and-services/justice-safety-and-the-law/children-safety>
- **Abu Dhabi Child Protection Policy**  
*Abu Dhabi Government*  
[PLACEHOLDER]
- **Handling Student Maltreatment Concerns Within Educational Institutions**  
*Early Childhood Authority*  
[PLACEHOLDER]
- **Student Protection Policy**  
*Abu Dhabi Department for Education and Knowledge*  
[PLACEHOLDER]
- **Digital Wellbeing Policy**  
*Digital Wellbeing Council*  
<https://www.digitalwellbeing.ae/en>
- **National Policy on Child Protection in Educational Institutions in the United Arab Emirates**  
*Ministry of Education*  
[PLACEHOLDER]
- **Education Sector Environment, Occupational Health and Safety Management System General Framework**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/ImportantLinks/SiteAssets/EDS%20EHSMS%20GF-V1.1-2016-Standards.pdf>
- **Ministerial Decision on Inclusive Education**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/Legislation/Documents/647.pdf#search=%D9%85%D8%B1%D8%A7%D9%83%D8%B2%20%D8%A7%D9%84%D8%AF%D8%B9%D9%85>
- **National School Inspection Framework**  
*Ministry of Education & Abu Dhabi Department of Education and Knowledge*  
<https://www.moe.gov.ae/Ar/ImportantLinks/Inspection/PublishingImages/frameworkbooken.pdf>
- **Private Schools Policy and Guidance Manual**  
*Abu Dhabi Department of Education and Knowledge*  
<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf>
- **School Occupational Safety and Health Policy Procedure**  
*Abu Dhabi Department of Education and Knowledge*  
<https://www.adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/OHS/OSH-Manual-Medium-Risk-Entities.pdf>

- **Child Protection Guide**

*Ministry of Interior – Child Protection Center*

<http://www.moi-cpc.ae/en/CHILD.PROTECTION.DIMENSION.aspx>

### Existing international resources

- **Child Safeguarding Standards and How to Implement Them**

*Keeping Children Safe*

[https://resource-centre-uploads.s3.amazonaws.com/uploads/strengthening\\_community-based\\_child\\_protection\\_referral\\_pathways - a resource manual.pdf](https://resource-centre-uploads.s3.amazonaws.com/uploads/strengthening_community-based_child_protection_referral_pathways_-_a_resource_manual.pdf)

- **Safeguarding in Schools**

*NSPCC*

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools>

- **Our Commitment to Safeguarding**

*Save the Children*

<https://www.savethechildren.net/about-us/our-commitment-safeguarding>

- **School Code of Conduct**

*Save the Children*

[https://resourcecentre.savethechildren.net/pdf/school\\_of\\_conduct\\_ny\\_enkeltside.pdf/](https://resourcecentre.savethechildren.net/pdf/school_of_conduct_ny_enkeltside.pdf/)

- **Safeguarding and Child Protection in Schools**

*Department of Education (Northern Ireland)*

[https://www.eani.org.uk/sites/default/files/2020-09/Safeguarding%20and%20Child%20Protection%20in%20Schools.%20A%20Guide%20for%20Schools.%20DE%202017%20%28Updated%20August%202020%29\\_0.PDF](https://www.eani.org.uk/sites/default/files/2020-09/Safeguarding%20and%20Child%20Protection%20in%20Schools.%20A%20Guide%20for%20Schools.%20DE%202017%20%28Updated%20August%202020%29_0.PDF)

## Module 3.1: Dama al-aman in Schools & Nurseries Teaching Practices & Culture

### Policy Commitment

All educational institutions in Abu Dhabi will provide professional development resources that assist teachers to understand:

- How to create a safe and inclusive learning environment for all students
- Causes of challenging behavior in students
- Strategies to support all students, including Positive Behavior Support.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that support teachers to understand the relationship between safety, teaching, and learning:

- Enable a greater level of satisfaction for staff, who experience more regulated teaching environments and stronger relationships with students
- Demonstrate the value of an individualized approach to learning, where all students feel seen and heard, and where their learning needs are recognized and provided by the institution
- Maximize learning and development outcomes for students, who are better regulated in classroom environments and experience a stronger commitment to learning.

### Guidance

#### Overview

Students who feel safe, connected, and secure at their educational institution are far more likely to be active participants in their learning, and to achieve better physical, emotional, social, and educational outcomes.

When students feel safe, connected, and secure, they are calmer and are more able to:

- Relax and focus in the classroom and in the institution
- Participate in class and extracurricular activities
- Learn, store, and process new information
- Regulate their behavior in the classroom and in the institution.

Students who feel safe, connected, and secure, are also less likely to:

- Get in trouble at the institution
- Be absent from the institution

- Be suspended from the institution
- Experience mental health issues.

### Safe and inclusive classrooms

A safe and inclusive classroom is one that creates and maintains a sense of safety, connection, and security for each student.

Positive relationships between students and their teachers are critically important to support effective teaching and learning, with the benefits of safe and inclusive classrooms including:

#### For **students**:

- Increased sense of emotional and physical safety
- Increased engagement in their learning
- Increased sense of pride in their institution and schoolwork
- Increased adherence to classroom Codes of Conduct
- Increased student to student connection.

#### For **teachers**:

- Increased sense of emotional and physical safety
- Increased ability to connect with marginalized or vulnerable students
- Increased personal satisfaction and confidence in their teaching.

#### For **institution leadership**:

- Increased ability to effectively manage students with complex needs and challenging behavior
- Increased levels of student safety and wellbeing across the institution
- Increased levels of staff satisfaction, and accompanying increased retention of staff
- Increased academic performance across the institution.

A key component of creating safe and inclusive classrooms is developing a whole-of-school approach to relationship building, including acknowledgement that developing and maintaining individualized relationships between teachers and students takes effort, time, and resources.

Additionally, the entire educational institution community needs to commit to valuing the importance of all relationships.

### Institution-wide Positive Behavior Support

Institution-wide Positive Behavior Support (IWPBS) is a framework that brings together institution communities to develop positive, safe, and supportive learning cultures.



IWPBS assists institutions to improve social, emotional, behavioral, and academic outcomes for students.

When IWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- Increased respectful and positive behavior
- Increased time focused on instruction
- Improved social-emotional wellbeing
- Positive and respectful relationships among students and staff
- Increased adoption of evidence-based instructional practices
- A predictable learning environment with improved perceptions of safety and increased attendance.

IWPBS can be implemented in any institution setting to support students of all ages. The framework supports institutions to identify and successfully implement evidence-based whole-of-school practices to enhance learning outcomes for students.

Implementation of IWPBS requires commitment by the entire institution community, particularly from the Principal and leadership group.

### Key features of Institution-wide Positive Behavior Support

There are eight key features of Institution-wide Positive Behavior Support:

- **Establish a common philosophy and purpose**
  - Staff and students use a common language to discuss behavior. Institution philosophy emphasizes the need to teach appropriate behavior, much like academic learning.
- **Establish leadership and institution-wide support**
  - Institution leaders publicly endorse and support IWPBS. A team at the institution leads implementation by creating, reviewing and monitoring an action plan. The work is done in collaboration by the whole staff with input from students, parents, and the broader community.
- **Clearly define a set of expected behaviors**
  - The institution identifies three to five behavioral expectations that apply at all times. Clear, positively stated examples are identified and displayed in different institution settings.
- **Establish procedures for teaching and practicing expected behaviors**
  - An institution-wide plan is developed to ensure behavioral expectations are taught to all students by all staff.
- **Implement a continuum of procedures to encourage expected behaviors**
  - Institution-wide systems are developed to acknowledge expected behavior and promote commitment from all members of the institution community.

- **Develop a continuum of procedures to discourage inappropriate behavior**
  - Educational institutions clearly define problem behaviors and identify specific strategies and responses to minor and major behavioral infractions.
- **Use procedures for record-keeping, decision-making and ongoing monitoring**
  - Educational institutions review data on repeated behavior issues, the settings in which they occur, and the consequences most likely to be applied for inappropriate behaviors. They correlate these with other sources of data such as academic progress and analyze this data to make necessary adjustments to institution operations in an effort to reduce inappropriate behavior.
- **Support staff to use effective classroom practices**
  - Educational institutions establish systems to support staff to adopt evidence-based instructional practices associated with reductions in inappropriate behavior.

### Students with challenging behaviors

While all students sometimes misbehave at the institution, there are some students who may more regularly engage in behaviors that may be particularly challenging to teachers, or other students.

Challenging behaviors may be ‘externalized’ or ‘internalized’:

- Externalized behaviors are those that are normally described as a student ‘acting out,’ or being ‘naughty,’ and include:
  - Physical and verbal aggression (yelling, screaming, hitting)
  - Property destruction (breaking things)
  - Disinhibition (saying things or doing things that are normally considered socially inappropriate)
  - Atypical sexualized behavior (touching or exposing themselves, touching or exposing themselves, using sexually explicit language or gestures)
  - Impulsive behavior (sudden outbursts, throwing things, running around uncontrollably).
- Internalized behaviors are sometimes harder to notice, or may be overlooked as a student ‘just being quiet or shy,’ and include:
  - Marked inhibition (overly self-conscious, unable to relax)
  - Dissociation (appearing to be ‘lost in their own thoughts,’ daydreaming)
  - Anxiety (jittery, nervous, fearful)
  - Depression (overly silent, withdrawn, crying)
  - Self-harm (cutting themselves with sharp objects, burning themselves, self-medicating with drugs or alcohol)
  - Poor social skills (having few friends, being unable to communicate with peers, being unable to express thoughts or feelings).



Some challenging behaviors may be related to a diagnosed disability or mental health condition, but may also be:

- Related to exposure to abuse, neglect, or other trauma (including family violence)
- Related to family or personal circumstances (including poverty, unemployment, social isolation, exposure to drug and alcohol use, mental health issues, family breakdown, personal identity, cultural issues, illness)
- Related to a one-off incident that has stressed or distressed a student (relationship problems, being bullied, a death in the family)
- Not attributed to any specific condition or discernible causal factors.

Regardless of the cause, or impact, of a student's behavior at the institution, it is not useful to think of students with challenging behavior as 'bad,' or to see their behavior as necessarily deliberate and requiring punishment.

Most, if not all, students with challenging behavior do not 'choose' to become disruptive at the institution. Disability, social background and/or current life circumstances, including school life, influence how these students perceive and interact with the world, and it would be unfair or a mistake to believe that the problem is strictly 'in the student.'

Many students with challenging behavior are confused, distressed, scared, or overwhelmed by the institution (or by something else).

Like all other students, students with challenging behaviors need to feel safe, connected, and secure at their institution, and one of the best ways to achieve this is through an Institution-wide Positive Behavior Support program.

### **Creating a safe and inclusive learning environment**

There are number of strategies that teachers can apply to create a safe and inclusive learning environment for all students.

Some of these strategies are outlined below.

### **Establishing two-way trust and understanding between teachers and students**

One of the most effective ways for teachers to create positive relationships with their students is for teachers to get to know their students as individual children, and not simply as 'just another student.'

Some suggested strategies include:

- Facilitate in-class discussions or activities that encourage students to safely share information about themselves (e.g., family life, favorite and least favorite subjects, hobbies and interests, personal goals for the year)

- Co-create with students an in-class ‘wall’ or ‘digital space’ to celebrate the unique characteristics, attributes, and interests of each student
- Take the time to talk with, and observe, each student, both one-on-one and in groups. Learn how individual students interact with others, how they communicate, what makes them happy or sad, what overwhelms them, what calms them when they are stressed or distressed. Learn what makes them who they are.

### **Strengthening students’ sense of ownership**

Involving students in decisions about what happens in their classroom (and in their institution) is another effective way to create positive relationships.

For example, as a class, discuss and agree upon certain choices or decisions that may be available to the students, including:

- Arranging classroom display areas
- Selecting classroom seating options
- Choosing the order of tasks to be completed
- Exploring a whole class rewards system
- Selecting ‘free time’ activities
- Identifying each student’s roles in group tasks
- Agreeing on class specific attention activities or ‘brain breaks’
- Voting for class excursions.

### **Creating a supportive environment for students to learn and grow**

Learning about anything new can be challenging for students, and a student’s ability to learn can be influenced by any number of factors, including:

- Their perception about their own ability
- Fear of the unknown
- Self-imposed limits
- External relationships
- Learned helplessness
- Family expectations
- History of trauma
- Inability to self-regulate
- Learning difficulties.

Teachers can directly influence the culture of their classroom to counteract some or all of these factors.

For example, teachers are encouraged to recognize and normalize individual students’ discomfort about learning. If students are not comfortable, they will not learn.



Some suggested strategies include:

- Promote open communication and active listening
- Encourage students to ask questions
- Encourage students to ask for help, either from each other or from the teacher
- Provide achievable challenges and minimize fear of mistakes
- Build growth mindsets
- Foster problem solving skills
- Celebrate individual and class learning outcomes.

Other strategies include:

- Recognize each student's strengths and reassure them when they are concerned about their challenges or weaknesses
- Improve each student's emotional literacy by giving them strategies to self-regulate when they feel stressed while learning
- Give students tools to measure their own learning achievements, including setting their own Specific, Measurable, Achievable, Realistic with a Timeframe (SMART) goals
- Assist students to increase their internal motivation to achieve their learning goals
- Support students to develop positive lifestyle choices, such as good sleep, healthy eating, drinking plenty of water, and regular exercise.

### **Respecting personal differences and boundaries**

Clear boundaries are essential in a safe classroom. Boundaries provide both the teacher and the students with a sense of security and further enhance trust. By setting healthy boundaries, teachers are role modelling this behavior for their students.

It is, however, also important to recognize that the teacher-student relationship is not equal. Teachers are in a unique position of trust, care, authority, and influence with their students, which means that there is always an inherent power imbalance between teachers and students.

This unique relationship requires teachers to adopt a persona of 'professional warmth' in all interactions with students, without over-stepping personal involvement in the lives of students.

Trust grows between teachers and students when students feel seen, heard, safe, and special. When this type of attachment develops, students may choose to confide personal or private information to a teacher. In this case, teachers must:

- Articulate clearly what must be reported to authorities (e.g., a disclosure of maltreatment)
- Respond honestly to everything that a student says or asks (within age and role appropriate limits)
- Only promise what they can immediately deliver

- Recognize their (limited) role within a child's life (leave the role of parenting for the parents)
- Acknowledge the systemic and structural limitations of their role
- If appropriate, refer the student to another source of support
- Seek professional support from institution leadership.

### **Establishing classroom ground rules for students**

Setting clear and consistent expectations around appropriate classroom behavior is another important factor that contributes to making students feel safe in the classroom.

It is important that whole-of-school expectations regarding behavior are applied consistently across all classrooms by all teachers, and, ideally, that these expectations have been co-developed with students so that the expectations are clearly understood by everyone.

Some suggested strategies include:

- Co-develop with students details of consistent and safe routines for daily activities such as:
  - Entry into the educational institution/parent drop-off
  - Break times
  - Transition between classes
  - End of the day/parent pickup.
- Co-design with students a list of classroom behaviors that takes a child rights approach, and clearly articulates the types of behaviors that are expected in the class, including:
  - The right to be treated with respect
  - The right to express opinions and ask questions
  - The right to learn according to individual needs and capacities
  - The right to learn without interruption
  - The right to have input into decisions that have personal impact
  - The right to a safe, inclusive environment
  - The right to play.

### **Outcome Indicators**

There are several indicators that educational institutions can use to measure whether their professional development resources have assisted teachers to understand the relationship between safety, teaching, and learning, including:

- Percentage of staff who say that they use Positive Behavior Support strategies in the classroom
- Percentage of staff who say that they feel motivated to come to work each day
- Percentage of students who say that they feel safe and supported in the classroom.

## Resources

### National and local policies, programs and resources

- **Teacher Standards for the UAE**  
*Ministry of Education*  
<https://tls.moe.gov.ae/FileService/Services/File.aspx/Download?id=2de7071c-33d7-4757-9345-406d4fa7e58e>
- **Ministerial Decision on Child Protection Policy in Educational Institutions**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/Legislation/Documents/659.pdf>
- **National Policy on Child Protection in Educational Institutions in the United Arab Emirates**  
*Ministry of Education*  
[PLACEHOLDER]
- **National School Inspection Framework**  
*Ministry of Education & Abu Dhabi Department of Education and Knowledge*  
<https://www.moe.gov.ae/Ar/ImportantLinks/Inspection/PublishingImages/frameworkbooken.pdf>
- **Private Schools Policy and Guidance Manual**  
*Abu Dhabi Department of Education and Knowledge*  
<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf>

### Existing international resources

- **School Code of Conduct**  
*Save the Children*  
[https://resourcecentre.savethechildren.net/pdf/school\\_of\\_conduct\\_ny\\_enkeltside.pdf/](https://resourcecentre.savethechildren.net/pdf/school_of_conduct_ny_enkeltside.pdf/)
- **A Guide for Creating a Child-Safe Organization**  
*Commission for Children and Young People*  
<https://ccyp.vic.gov.au/assets/resources/CSSGuideFinalV4-Web-New.pdf>
- **National Safe Schools Framework**  
*Ministerial Council for Education, Early Childhood Development and Youth Affairs (Australia)*  
<http://www.curriculum.edu.au/verve/resources/NSSFramework.pdf>
- **Professional Boundaries**  
*Queensland College of Teachers*  
<https://www.qct.edu.au/pdf/Professional%20Boundaries%20-%20A%20Guideline%20for%20Queensland%20Teachers.pdf>
- **Strategies to Embed an Organizational Culture of Child Safety**  
*Victoria State Government*

[https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard1\\_FactSheet\\_StrategiesChildSafety.pdf](https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard1_FactSheet_StrategiesChildSafety.pdf)

- **Implementing Ongoing Staff Development to Enhance Safe Schools**

*Northwest Regional Educational Library*

<https://www.ojp.gov/pdffiles1/ojdp/book3.pdf>

- **School Counselor Professional Standards and Competencies**

*American School Counselor Association*

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

- **When Students Act Out**

*National Association of Elementary School Principals (USA)*

[https://www.naesp.org/sites/default/files/JohnstonSnyderWooleyhand\\_MA15.pdf](https://www.naesp.org/sites/default/files/JohnstonSnyderWooleyhand_MA15.pdf)

## Module 3.2: Child Maltreatment

### Policy Commitment

All educational institutions in Abu Dhabi will provide professional development resources that assist teachers to understand:

- The Guide on Handling Student Maltreatment Concerns Within Educational Institutions
- Types of child maltreatment
- Indicators of child maltreatment.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that support teachers to understand the types, indicators, and responses to child maltreatment:

- Provide a level of support and oversight for students regarding risks to their safety and wellbeing at the institution, home, or in the broader community
- Empower teachers with the necessary knowledge to promptly identify risks to students' safety and wellbeing
- Ensure that any physical, emotional, and social signs of maltreatment are responded to in a safe and appropriate manner.

### Guidance

#### Overview

The Guide on Handling Student Maltreatment Concerns Within Educational Institutions is a standalone document providing guidelines for identifying and responding to concerns of child maltreatment within Abu Dhabi educational institutions. It details:

- Types of child maltreatment
- Indicators of child maltreatment, disaggregated by gender, age, and ability
- The roles and responsibilities of all teaching and non-teaching staff (including contractors / volunteers) with respect to reporting child maltreatment.

#### Types of child maltreatment

Child maltreatment may include any (or all) of the following:

- Physical abuse (including corporal punishment)
- Sexual abuse
- Emotional / psychological abuse
- Neglect

- Sexual / economic exploitation
- Bullying / cyberbullying.

The maltreatment of a child may:

- Involve an adult ‘perpetrator’, or a student demonstrating harmful behavior
- Occur anywhere, including at home, at the educational institution, in the community, or within other organizations
- Be perpetrated by a person known to, and trusted by, the child (parents, relatives, teachers, sports coaches, etc.)
- Be perpetrated by a person in a position of power and authority, or with a high public profile (political and religious leaders, business leaders, sport or music stars, etc.) or other.

### Physical abuse

Physical abuse is defined as:

- An intentional physical act that results in, has a high likelihood of resulting in, or poses a threat of resulting in immediate and/or long-term physical injury or harm for the child’s health, survival, and development.

Physical abuse includes, but is not limited to:

- Hitting a child with a hand, fist, or other object (e.g., a wooden spoon, ‘egal,’ shoes, belt, magazine, feather duster)
- Kicking or biting a child
- Causing bruises, bleeding, or fractures of bones
- Pulling the arms or the hair of a child
- Shaking or pushing a child, or throwing a child
- Tying, chaining, caging, or restraining a child
- Fabricating, intentionally exaggerating, or inducing illness in a child that may result in harmful on inaccurate medical evaluation or treatment of the child
- Giving a child ‘controlled substances’ not prescribed for the child by a practitioner
- Stabbing, choking, burning, drowning, electrocuting, or poisoning a child.

**Corporal punishment** (either at home or at the educational institution) is a form of physical abuse and is defined as:

- A physical act carried out by a person in power and authority against a child that deliberately physically hurts and humiliates a child to cause pain or discomfort; however light used as a method of discipline.

Corporal punishment includes, but is not limited to:

- Smacking, slapping, spanking a child with hand or other object (e.g., a wooden spoon, 'egal,' shoes, belt, magazine, feather duster)
- Pinching, pushing, or shaking a child, or pulling a child's hair
- Forcing a child to sit, stand, or stay in a position or place that may be uncomfortable or cause pain or distress
- Forcing a child to eat hot spices or washing their mouth out with soap.

### Sexual abuse

Sexual abuse is defined as:

- Involvement of a child in sexual activity that they may or may not fully comprehend, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by the activity between an adult and a child, or between a child and another child, who by age or development is in a relationship of responsibility, trust, or power.

Sexual abuse includes, but is not limited to:

- Penetration of a child's vagina or anus with any object
- Penetrating a child's mouth with the penis
- Rape or gang rape of a child
- Touching a child's genitals, or body, in a sexual manner
- Masturbating, or exposing the genitals, in the presence of a child
- Forcing (or encouraging) a child to masturbate themselves, or another person
- Fondling, rubbing, touching, or kissing a child in a sexual manner
- Forcing (or encouraging) a child to expose their body, or behave in a sexual or sexualized manner
- Creating, accessing, or sharing sexual images of a child (including online).

### Emotional / psychological abuse

Emotional or psychological abuse is defined as:

- An act, whether consistent or inconsistent, used to make a child feel unloved, worthless, and of no value and integrity, interfering with the child's positive mental and emotional development.

Emotional / psychological abuse includes, but is not limited to:

- Insulting, humiliating, shaming, or intimidating a child, or conveying to a child that they are worthless, unloved or unwanted
- Threatening to cause physical harm to a child
- Exposing the child to domestic violence or drug misuse
- Continually and unfairly blaming, isolating, or punishing a child
- Continually and unfairly favoring one child in a family over others

- Expecting or requiring a child to behave in a way that is inappropriate for the child's chronological or developmental capacity.

### Neglect

Neglect is defined as:

- Failure of a parent or caregiver to provide for the basic needs and rights of a child to protect their physical safety, development, and wellbeing, that may lead to a failure to thrive in the context of the resources reasonably available to the family and/or caregiver and causes or has a high probability of causing significant harm to the child's health and/or physical, social, educational, mental, spiritual, or moral integrity.

Neglect includes, but is not limited to:

- Failing to meet the basic needs of a child, including the provision of food, housing, hygiene, clothing, education, medical care
- Exposing a child to domestic violence or drug misuse
- Failing to provide a child with age-appropriate care and supervision, including at home, in a car, in the community, at other people's houses
- Abandoning a child, or leaving the child in the care of adult who is not a family member and is not related to the child in any way
- Allowing the child to consume alcohol or drugs
- Allowing the child access to harmful or poisonous substances (e.g., cleaning products, petrol, medicine), or dangerous objects (e.g., lighters or matches, knives, electrical items).

### Exploitation

Exploitation is defined as:

- Use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labor and exploitation of children in prostitution or involvement of the child in gangs, militia or military. These activities are to the detriment of the child's physical or mental health, education, moral or social development.

**Sexual exploitation** is a form of exploitation, and is defined as:

- A form of sexual abuse where there is an abuse of power by a child, adult or group who may coerce, manipulate, or deceive a child into sexual activity by physical contact and/or use of technology for monetary, social, or political profits.

Sexual exploitation includes, but is not limited to:

- Asking a child for any type of sexual activity in return for a gift, or in payment for a debt
- Deceiving, blackmailing, or threatening a child to participate in any type of sexual activity
- Threatening to create, access, or share sexual images of a child unless provided with money, favors, or any type of sexual activity
- Grooming a child by treating them differently or favorably, or providing them with gifts, money, or drugs and alcohol, for the purpose of future sexual abuse
- Forcing (or encouraging) a child to engage in prostitution, sexual slavery, sex tourism, or sexual acts with others.

**Economic exploitation** is defined as:

- Use of a child who is below the minimum age of labor in the workplace or related activities for the benefit of others through the production, distribution, and consumption of goods or of a particular service delivered by the child.

Economic exploitation includes, but is not limited to:

- Forcing or encouraging a child to undertake paid or unpaid work that is not authorized by UAE labor laws (e.g., domestic services, working in shops, working in farms)
- Forcing or encouraging a child to beg for money, or participate in a criminal act so as to raise money (e.g., selling and distributing drugs, stealing property, housebreaking)
- Forcing or encouraging a child to participate in armed conflict
- Selling or trafficking a child.

### **Bullying / cyberbullying**

Bullying is defined as:

- Repeated physical, social, or verbal aggression exercised by students who feel they are in a position of power against other students who are perceived weaker or powerless, to achieve specific gains or draw attention, in a way that hurts the child physically and/or emotionally; bullying can be committed by groups or individuals, in online (cyberbullying) or offline settings.

Bullying includes, but is not limited to:

- Pushing, chasing, bumping, tripping a child
- Using threatening or offensive gestures, hand signs, or facial expressions towards a child
- Mocking, teasing, name-calling, criticizing or undermining a child
- Damaging, stealing, or hiding property that belongs to a child
- Ignoring or excluding a child or forming gangs or coalitions against a child.



Bullying in educational institutions refers to any act of bullying by one (or more) students against another student.

Cyberbullying is defined as:

- Bullying that takes place online (computers, mobile phones, tablets), using email, messaging, or other social networking sites.

Examples of cyberbullying include:

- Sending threatening or offensive messages or images to a child online
- Mocking, teasing, name-calling, criticizing or undermining a child online
- Impersonating a child, and posting content online that is untrue, threatening, or offensive, or may cause a child to get in trouble with their family, educational institution, community, or the police
- Posting inappropriate or embarrassing messages, photos, or videos of (or about) a child online
- Creating hate sites or groups, or threatening or offensive polls, about a child online.

### Indicators of maltreatment

Some students who have experienced maltreatment may (or may not) exhibit physical, emotional, or social indicators of maltreatment.

It is important to remember that:

- Some students who *have* experienced significant maltreatment may exhibit none of these indicators, or only some of them
- Some students who *have not* experienced maltreatment may exhibit some of these indicators.

Accordingly, institutions are encouraged to be very cautious in assuming:

- That a student *has* experienced maltreatment because the child is exhibiting some of the indicators outlined below
- That a student *has not* experienced maltreatment because the child is not exhibiting any (or 'not enough') of the indicators outlined below.

Additionally, it is not the role of institutions (nor individual teachers) to 'go looking' for signs of maltreatment, nor to 'investigate' concerns that a student has been maltreated – that responsibility lies with the Child Protection Unit.

If a teacher has any concerns at all that a child has been maltreated, regardless of the presence or absence of any of the indicators outlined below, they should report those concerns.

Additional information about how to report child protection concerns can be found at Module 2.3 of this Handbook.

### Possible Indicators of Child Maltreatment

| Physical Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Emotional Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Social Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Bruises, bleeding, scratches and unexpected injuries.</p> <p>Shrinking at the approach of strangers.</p> <p>Bedwetting or soiling beyond the usual age.</p> <p>Delay or failure meeting developmental milestones.</p> <p>Refusing to allow medical tests.</p> <p>Limited reaction to pain.</p> <p>Post-traumatic stress symptoms.</p> <p>Sexually transmitted diseases.</p> <p>Trauma to the genital areas.</p> <p>Pain during urination / blood / discharge on underwear.</p> <p>Self-harm / suicide attempts.</p> <p>Aggression towards other students.</p> <p>Cruelty towards animals.</p> <p>Recurring nightmares.</p> <p>Unwashed clothing / unwashed body.</p> <p>Poor dental hygiene.</p> <p>Poor growth patterns.</p> <p>Inappropriate clothing (e.g., wrong size, inappropriate for weather).</p> <p>Tired or unwell appearance.</p> <p>Substance or alcohol misuse.</p> <p>New tattoos possibly reflecting alleged perpetrator's control.</p> | <p>Stress, anxiety and depression.</p> <p>Decreased confidence and/or self-esteem.</p> <p>Social isolation.</p> <p>Crying and tantrums.</p> <p>Inability to regulate emotions.</p> <p>Easily being frightened or confused.</p> <p>Unresponsiveness.</p> <p>Decreased appetite, or refusal to eat.</p> <p>Unusual or irrational fears.</p> <p>Lack of curiosity and interest in surroundings.</p> <p>Inappropriate mannerisms for age.</p> <p>Depression and/or suicidal thoughts.</p> <p>Mental health issues or challenges.</p> <p>Mood swings and/or emotional outbursts.</p> <p>Secretive behavior.</p> | <p>Isolated, withdrawn or anti-social behavior.</p> <p>Distance from family and/or friends.</p> <p>Lack of bonding with parents.</p> <p>Hiding from family discussions or avoiding school.</p> <p>Absence from home, staying out late or alienation from families.</p> <p>Aggression towards people or animals.</p> <p>Property damage.</p> <p>Engaging in criminal activities or displaying criminal behavior.</p> <p>Yelling at others and/or displaying anger.</p> <p>Difficulty maintaining friendships.</p> <p>Poor school attendance.</p> <p>Attachment issues to primary caregiver.</p> <p>Being overly compliant or attention-seeking.</p> <p>Excessive affection (including to strangers).</p> <p>Avoidance of physical contact.</p> <p>Missed medical appointments.</p> <p>Possession of new expensive items (e.g., watches, mobile phones, clothing).</p> |

### Outcome Indicators

There are several indicators that educational institutions can use to measure whether their professional development resources have assisted teachers to understand child maltreatment, including:

- Percentage of teachers that can identify signs and types of maltreatment
- Percentage of teachers who say that they know how to respond to signs of maltreatment
- Percentage of students who say that they feel comfortable talking to staff about their safety.

## Resources

### ECA resources

- **Handling Student Maltreatment Concerns Within Educational Institutions**  
[PLACEHOLDER]

### National and local policies, programs and resources

- **Children's Safety**  
*UAE Government*  
<https://u.ae/en/information-and-services/justice-safety-and-the-law/children-safety>
- **Abu Dhabi Child Protection Policy**  
*Abu Dhabi Government*  
[PLACEHOLDER]
- **National Policy on Child Protection in Educational Institutions in the United Arab Emirates**  
*Ministry of Education*  
[PLACEHOLDER]
- **Student Protection Policy**  
*Abu Dhabi Department of Education and Knowledge*
- **Private Schools Policy and Guidance Manual**  
*Abu Dhabi Department of Education and Knowledge*  
<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf>
- **Child Protection Guide**  
*Ministry of Interior – Child Protection Center*  
<http://www.moi-cpc.ae/en/CHILD.PROTECTION.DIMENSION.aspx>

### Existing international resources

- **Introduction to Child Protection**  
*Save the Children*  
<https://resourcecentre.savethechildren.net/document/introduction-child-protection-teachers-handbook/>



- **Child Protection Training Manual**

*Save the Children*

<https://resourcecentre.savethechildren.net/document/child-protection-training-manual-facilitators-guide-teacher-training/>

## Module 4.1: Child Rights and Participation

### Policy Commitment



All educational institutions in Abu Dhabi will develop and implement curriculum resources that assist students to learn about:

- Their right to be safe and feel safe at their educational institution
- Their right to express an opinion on issues that impact on their life
- A whole-of-school approach to child rights and student participation.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that embed child rights and participation in their teaching and practice:

- Empower students with knowledge of their rights and self-worth, and how to treat others with fairly and with respect
- Supports and empowers students to develop their own perspectives, and to learn how to express themselves and their opinions
- Demonstrate to staff, students, parents, and the broader community that respecting child rights and enabling child participation is important in all contexts, including at the institution, home, and the broader community.

### Guidance

#### Overview

The United Nations Convention on the Rights of the Child (CRC) is an international agreement that has been ratified by every country in the world, except the United States of America. The UAE ratified the CRC on 15 December 1996, which means that the UAE is legally obliged to comply with all the obligations contained in the CRC.

The CRC outlines the legal rights that belong to all children in the world, and that cannot be taken away by any person or any Government.

Child rights are frequently categorized into three main groups (often called 'The Three Ps'):

- **Protection rights:** ensure that all children are protected from harm (including all forms of maltreatment)
- **Provision rights:** ensure that all children are provided with everything they need to be happy, healthy, and safe (including housing, medical attention, education, family, play, and privacy)
- **Participation rights:** ensure that all children can participate fully in life, express an opinion on issues that impact their life, and have those opinions listened to and taken seriously.



Copies of the CRC, including copies with language suitable for children, can be found online. In the UAE, the rights of children are also protected under the Federal Law No. 3 of 2016 on Child Rights (Wadeema's Law).

Wadeema's Law came into effect in June 2016. It describes the legal rights of all children in the UAE, including their right to protection from all forms of maltreatment, as well as their right to education, citizenship, and access to health care services.

Copies of Wadeema's Law can be found online.

### Context for child rights education

Many adults, including teachers, have a legal obligation to educate children about their rights.

Article 42 of the CRC says that countries need to make sure that child rights are 'widely known' by children and adults.

Additionally, Articles 28 and 29 of the CRC say that all children have the right to education, and this should include education about 'human rights and fundamental freedoms.'

Similarly, Article 2 of Wadeema's Law says that Competent Authorities (including teachers) must 'raise awareness among children of their rights, obligations and duties, and spread the culture of child rights as widely as possible.'

### Importance of child rights education

One of the best ways to meet these obligations is for children to be taught about their rights at an early age at school.

Child rights help children develop a sense of right and wrong, and an understanding of fairness. Child rights also help children to learn how to respect the differences in others, and how to value themselves as individuals and as members of the broader community.

This knowledge also empowers students to stand up for themselves when these standards are not met, either for themselves or on behalf of other students.

However, child rights are not yet widely recognized within many families. Cultural beliefs are still very much leaning towards the family/parents as holding all the rights over the children, these also even persist in attitudes and beliefs of some practitioners.

Child rights education needs to empower students without putting them at further risk of violence at home when they try to exercise these rights.

Hence, the need to raise parents' awareness in parallel using a culturally acceptable approach.

### Benefits of child rights education

Teaching students about their rights has been shown to be a significant protective factor for students. That is, students who know about their rights are far more likely to tell an adult if they ever feel unsafe or worried about something.

Research shows that in educational institutions where child rights are at the heart of institution policy, teaching and practice:

- Students develop greater self-esteem
- Students feel safe and cared for
- There is a greater culture of mutual respect
- There is a reduction in bullying
- Students are more engaged in learning and academic achievement
- There is improved teacher motivation and job satisfaction.

Educating students about child rights will often involve regular reminders using the language of ‘rights’ and demonstrating to students that rights are relevant in different contexts, and across different subject matter areas.

Effective child rights education involves putting child rights into practice, in all parts of students’ lives and their day-to-day interactions with others. This is not limited to the classroom and educational institution environment, but extends to the home and family environment, and the broader community.

### Context for child participation

All rights are equal, as all rights are necessary to ensure that each person can live with dignity and reach their full potential.

Child participation is seen as one of the main child rights principles, because it must take place to guarantee all other rights for children.

Article 12 of the CRC says that children have the right to be heard in all matters affecting them, including in the educational institution, at home, in the judicial process, and in politics.

Similarly, Article 12 of Wadeema’s Law says that children have the right and must have the opportunity to express their opinions freely, particularly when it involves measures taken in their regard.

Article 32(2) of Wadeema’s Law also promotes the participation of children and their parents in decisions involving education and schooling.

### Importance of child participation

Making sure that students are given the right to participate is a way of showing that students are equal as human beings, that every child has value, and is trustworthy.

Importantly, effective child participation involves two steps. To know what a child feels, needs, and wants, it is first necessary to listen to them. However, it is not enough that students are simply able to express their views. The views of students must be taken seriously, and action based on what they say must be taken.

It is only by listening to students, respecting their opinions, and believing what students say, that adults can protect and provide for students in the most effective ways.

### Benefits of child participation



Respectful participation increases students' connection to other students and adults and improves their sense of belonging in society.

Student participation helps children to better understand and develop their own thoughts and feelings, and to learn how to express a sense of agency and dignity. It gives students the opportunity to hear different points of view, and to learn how to respect what others say and feel. It also leads to better outcomes, and the development of programs that are better suited to the needs of students.

### Introducing child rights and participation into the classroom

Many non-government organizations and international agencies, such as UNICEF and Save the Children, have developed programs and teaching guides on child rights that are freely available online. These materials provide a comprehensive overview of child rights, and often include useful resources to teach child rights in an educational institution, however, they are not tailor-made to suit all local contexts. References to selected materials are provided at the end of this module.

Educational institutions are encouraged to consider these existing resources as a starting point for understanding how to talk about and teach child rights, and to adapt these resources to suit the unique culture and context of their own institution.

The best way to embed child rights into everyday practice at an educational institution, is for teachers, students, parents, and other members of the institution community to work together to design programs and activities that specifically meet the needs of the institution and its students.

This will make sure that the programs and activities are more relevant, and will consider the cultural backgrounds, experiences, and interests of students at the institution and in the community.

#### Suggested activities

- Ask students to brainstorm all the things that students need to be 'happy, healthy, and safe,' and then map what the students against the rights listed in the CRC.
- Ask students to design a poster to display in the classroom explaining the rights of students in the UAE.
- Ask students to work together to explore what 'rights' are, and to discuss the difference between having a 'right' to something, and 'wanting or needing' something.
- Ask students to research the CRC and Wadeema's Law (using the child friendly versions that are available) and lead a classroom discussion about which of their rights they think are being protected well, and which rights are not being protected so well.

### Incorporating child rights and participation into all subject areas



In addition to talking with students about their rights under the CRC and Wadeema's Law, educational institutions are also encouraged to adapt existing curriculum resources to make sure that child rights are discussed in all classes across the institution curriculum.

Taking this approach makes it easier for students to understand that the CRC and Wadeema's Law are connected to almost everything that students do and learn about at the institution, and that child rights are important to their overall education, development, and wellbeing.

#### **Suggested activities**

- Match individual rights described in the CRC and Wadeema's Law with the content of individual subjects, and then incorporate these rights into the classroom. For example, when studying Literature, include a discussion about Article 13 of the CRC (freedom of expression), or ask students to write, and then share, a creative story expressing their own views and opinions on a topic of personal interest.
- Ask students to identify rights that are relevant to individual subjects (e.g., History or Geography), and then lead a discussion about how these rights are relevant to the subject.
- Work with other teachers in the institution (or other) to identify rights that are relevant to individual subjects and develop creative ways to incorporate these rights into different classroom situations.

#### **Incorporating child rights and participation into extracurricular activities**

As well as incorporating child rights and participation into the curriculum and classroom lessons, institutions are encouraged to introduce extracurricular activities that highlight and promote child rights on an ongoing basis outside the classroom.

Taking this approach shows staff, students, and parents that students can and should be thinking about their rights in all contexts, and that the implementation of rights regularly produces positive and practical outcomes.

It is important that students are actively involved in developing and running these extracurricular activities. It is better that institutions undertake activities *with* students, rather than *for* students.

When students are involved in developing rights-based activities, the activities are not only more fun and relevant to students, but the process also models Article 12 of the CRC (the right of children to have a say about the issues that are important to them).

#### **Suggested activities**

- Co-design a consultation activity with students to seek their views about something that is happening at the institution, for example: playground design; classroom refurbishment; purchase of school resources; recruitment of a new

Principal; review and development of institution policies and procedures; canteen food; institution functions or events.

- Ask students to design a poster to display in the institution explaining how child rights apply to them when they are at the institution.
- Ask students to lead a classroom-based (or school-based) discussion about the sorts of things that they would like to be able to have a say about at the institution, and the best ways for them to have a say.
- Ask students what sorts of extracurricular activities they would like to see at the institution, and then work with them to put their ideas into action.

### **Incorporating child rights and participation as a whole-of-school approach**

All teaching and non-teaching staff within an educational institution have a role to play in respecting and promoting child rights and participation within their classrooms and the institution grounds.

It is also important that a child rights-based approach to teaching and practice is supported at the highest level by the leadership of the institution.

A whole-of-school approach means that child rights and participation become a part of the everyday culture, practice, and decision-making of the institution at all levels of its operation.

A whole-of-school approach ensures that all students in all classes enjoy the benefits of a Dama al-aman in Schools & Nurseries approach to education; where child rights and participation is encouraged in classrooms during lessons, outside the classroom during extracurricular activities, and that all students are given equal opportunities to participate at the institution.

A whole-of-school approach also means making sure that the institution environment is safe and inclusive. Safety is not just about physical safety and managing hazards. It is also about creating emotional safety and wellbeing. Students feel safest when they are in an environment where they feel comfortable to speak up, and where they are supported when they do so.

### **Suggested activities**

- Introduce a process where students nominate and celebrate teachers and staff members who are seen as champions of strong child rights practice within the institution (e.g., for developing innovative ideas to enhance child participation in their classroom).
- Invite teachers and staff members to join or form a leadership committee within the institution, with the goal of furthering good child rights practice in the administration and leadership of the institution.

- Ask students to brainstorm and identify what makes a space feel safe to them, and what steps can be taken to create more safe spaces within the institution.

### Encouraging child rights education and participation at home and in the broader community

Many areas of child rights are relevant outside of the educational institution, particularly in the home and community.

Institutions are encouraged to inform students about their rights that must be respected outside of the institution. For example, that students have the right to be safe and cared for by their family, to have food and shelter, and opportunities for play.

It is also important to recognize that child rights and an understanding of child participation may be unfamiliar to many parents, families, and members of the broader community.

Institutions have a role to play in filling this gap and promoting a wider awareness and understanding of child rights.

This includes making sure that parents, families, and the wider community are informed about the teaching of child rights, and the activities and methodologies being used at the educational institution. This will help support the success of the Dama al-aman in Schools & Nurseries approach within the institution.

Also, institutions should try and make sure that the messages and information students receive about their rights is reinforced and modelled at home, and within the broader community.

#### Suggested activities

- Provide parents with easy-to-understand information about how child rights have been embedded into the teaching and practice at the institution.
- Engage parents to explain the ways in which child rights and participation can be promoted at home (e.g., how parents can effectively respect children's privacy, and have open discussions about safety, and other rights).
- Co-design a short video and other resources with students, that includes students explaining what they are learning about child rights, and how learning about child rights is helping to keep them safe.
- Introduce school-based awards that celebrate students who have excelled at promoting and protecting their rights, or the rights of other students, and recognize these students at institution events that include parents and representatives of the broader community.
- Actively promote the institution as a place that encourages and protects the rights of all students, in public communications with the wider community (e.g., in newsletters; at parent-teacher nights; on the website; on report cards).

## Outcome Indicators

There are several indicators that educational institutions can use to measure whether child rights and child participation are effectively integrated into teaching and practice, including:

- Percentage of students who can identify their rights and responsibilities, disaggregated by gender, age, nationality, and ability
- Percentage of students who say that they feel comfortable expressing their views and wishes at the institution, disaggregated by gender, age, nationality, and ability
- Percentage of staff who say that they regularly seek the views and wishes of their students when teaching or making decisions at the institution.

## Resources

### National and local policies, programs and resources

- **Child Protection Unit**  
*Ministry of Education*  
<https://www.moe.gov.ae/En/ImportantLinks/Forms/Pages/ChildProtectionUnit.aspx>

### Existing international resources

- **Convention on the Rights of the Child (full version)**  
*United Nations*  
<https://bit.ly/3pgihuH>
- **Convention on the Rights of the Child (child-friendly version)**  
*United Nations*  
<https://bit.ly/3D6ujvq>
- **Child Rights Education Toolkit**  
*UNICEF*  
<https://www.unicef.org/documents/child-rights-education-toolkit>
- **Child Rights Education Toolkit**  
*Save the Children*  
[https://resourcecentre.savethechildren.net/pdf/unicef\\_cre\\_toolkit\\_final\\_web\\_version170414.pdf/](https://resourcecentre.savethechildren.net/pdf/unicef_cre_toolkit_final_web_version170414.pdf/)
- **Bringing Child Rights into Your Classroom**  
*Secretariat of National Aboriginal and Islander Child Care*  
<https://www.snaicc.org.au/wp-content/uploads/2016/03/SNAICC-Child-Rights-Education-Kit-Book.pdf>



## Module 4.2: Health, Wellbeing and Life Skills

### Policy Commitment

All educational institutions in Abu Dhabi will develop and implement curriculum resources that assist students to learn about:

- Life skills, and physical, social, and emotional health and wellbeing.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that embed health, wellbeing and life skills in their teaching and practice:

- Equip students with the knowledge necessary to make good decisions about their health and physical, social, and emotional wellbeing
- Ensure that students feel safe, comfortable, and supported to have open discussions and seek help from staff when needed
- Demonstrate that the development and wellbeing of all students is the primary consideration of all staff.

### Overview

Health, wellbeing, and life skills are important topics to be covered during the time a student is at school. Information and guidance in these areas helps to equip students with the knowledge and skills to keep themselves and others safe, and to make informed life choices.

The Health, Wellbeing and Life Skills Curriculum Guide referenced at the end of this module has been developed as a resource to support the teaching of these important topics.

It provides a high-level overview of the topics to be delivered and the objectives to be achieved across various education levels.

The Health, Wellbeing and Life Skills Curriculum Guide embodies a spirit of tolerance, cultural relativity, and progress. Local cultural and religious norms were considered during its development.

### Intended audience

The Health, Wellbeing and Life Skills Curriculum Guide was developed for use by qualified teachers within the Abu Dhabi school system, who are responsible for instruction of health, wellbeing and life skills topics at preschool, elementary, middle, and high school level.

Typical age groups for each education level are as follows:

- Preschool (KG1-KG2): 4-6 years old
- Elementary school (Grades 1-4): 6-10 years old
- Middle school (Grades 5-8): 10-14 years old

- High school (Grades 9-12): 14-18 years old

As teaching roles vary across educational institutions in Abu Dhabi, the relevant teachers responsible for teaching health, wellbeing and life skills will vary by institution.

For example, at the preschool and elementary school levels, relevant teachers may be qualified homeroom teachers (or equivalent), or physical education teachers (e.g., for specific lessons related to sportsmanship, or development of athletic ability).

At the middle and high school levels, relevant teachers may be homeroom teachers (or equivalent), in addition to counsellors, designated health and wellbeing teachers, as well as physical education teachers and sports coaches.

### **Progressive learning model**

The Health, Wellbeing and Life Skills Curriculum Guide has been developed to follow a progressive learning model, through a combination of a ‘concept depth’ approach and a ‘concept diversification’ approach.

A ‘concept depth approach’ focuses on incremental expansion of learning by developing greater detail and increasing understanding of the complexity of a topic, based on the stages of a child’s development and education level.

A ‘concept diversification’ approach focuses on incremental expansion of learning based on knowledge accumulated over the course of subsequent lessons, that build on the understanding developed from earlier lessons.

A progressive learning model allows for a learning experience that integrates all the different blocks in the curriculum as needed, and in a way that is appropriate for each education level.

### **Structure of the Health, Wellbeing and Life Skills Curriculum Guide**

The Health, Wellbeing and Life Skills Curriculum Guide is sectioned into five primary ‘domains,’ including:

- Physical wellbeing
- Mental, emotional, and social wellbeing
- Substance abuse resistance
- Safe and respectful relationships
- Life skills and decision-making.

Each of these domains contains 3 to 5 ‘strands’ or key topics that clarify the contexts in which students can use their skills.

Each of these ‘strands’ contains a set of ‘standards’, or broad target objectives specific to each education level. ‘Standards’ are normalized across all education levels, but they are intended to be used selectively (e.g., the ‘Substance abuse resistance’ domain is not directly relevant for students at the preschool level).



Each of these ‘standards’ contains specific ‘learning outcomes’ for each education level. ‘Learning outcomes’ are statements about what students should know and be able to apply by the end of the lessons.

Finally, each ‘learning outcome’ contains ‘delivery modes’ or suggested mechanisms to teach the lessons. Examples of ‘delivery modes’ include classroom discussions, small group activities, take-home projects, and assessments.

### **Overarching themes of the Health, Wellbeing and Life Skills Curriculum Guide**

The Health, Wellbeing and Life Skills Curriculum Guide includes the following overarching themes:

- Understanding the importance of physical health and nutrition habits
- Understanding the importance of mental health and emotional regulation
- Developing emotional intelligence and awareness
- Building personal values systems
- Making informed decisions about tobacco, alcohol, and drugs
- Developing safe, healthy, and respectful social relationships
- Understanding the process of change while growing up
- Understanding safe, risk-free behaviors
- Building leadership skills
- Encouraging community development
- Appreciating diversity and being tolerant of others.

The themes do not operate in isolation but complement each other across the different stages of a student’s learning journey. For instance, substance use can have an impact on both physical and mental wellbeing and can impact on social relationships.

It is therefore important to highlight how these themes interact with each other during discussions, to enable students to have a multi-faceted understanding of topics related to health, wellbeing, and life skills.

### **Using the Health, Wellbeing and Life Skills Curriculum Guide**

The Health, Wellbeing and Life Skills Curriculum Guide is a live, working document that will be continuously updated based on input and feedback received from relevant stakeholders across the early childhood education and care ecosystem.

While teachers encouraged to cover as many of the proposed topics as possible, teachers can use their own judgment to determine the depth of the content covered per topic. In doing so, they are encouraged to consider the topics that students are keen to know more about and to discuss in the classroom. Specific lesson plans, classroom activities, and assessments are to be determined at the discretion of individual teachers.

On topics that might be considered more sensitive (e.g., safe and respectful relationships), teachers might also take note of local norms and the appropriateness of addressing this content within the cultural context of Abu Dhabi.



In general, lessons on health, wellbeing and life skills should also ensure that students know how to identify and reach out to trusted adults when they need support and guidance.

### Considerations for teaching

Teachers making use of the Health, Wellbeing and Life Skills Curriculum Guide should be mindful of its primary objective: to ensure that students are equipped with the knowledge and skills to keep themselves and others safe, and to make informed life choices.

The following tips can help teachers ensure that messages are conveyed objectively and appropriately to students across age groups:

- Lessons should build on one another to reflect a progression of learning that is developmentally appropriate (e.g., students should have basic knowledge of a topic before being asked to critically analyze or problem solve a hypothetical scenario)
- Teachers should present alternative choices within each subject area, and encourage open discussion and tolerance for different behaviors
- Information should be conveyed as objectively and factually as possible (e.g., teachers should not exaggerate the negative effects or consequences of specific behaviors)
- Teachers should refrain from assuming students will fall on one end of a spectrum (e.g., teachers should not assume that students will never use substances such as tobacco or alcohol)
- Teachers should listen attentively to students, paying attention to all and any concerns without interrupting
- Language should be calm and non-judgmental, regardless of the personal beliefs of the teacher (teachers should never imply that blame or responsibility rests with anyone experiencing or at risk of experiencing harm)
- Sensitive topics (e.g., sexual harassment, substance use) should be de-stigmatized, to ensure that students feel safe engaging in open discussion and asking questions
- Students should be given space if they are uncomfortable with certain topics and should have the opportunity to discuss them later, whenever they are ready
- When applicable, trigger warnings should be provided at the start of a discussion.

### Outcome Indicators



There are several indicators that educational institutions can use to measure whether health, wellbeing and life skills are effectively integrated into teaching and practice, including:

- Percentage of students who feel that they can speak to staff about their health and wellbeing
- Percentage of students who say that they have a strong understanding about their health and wellbeing
- Percentage of staff who say that they have been able to support students on health and wellbeing issues.

## Resources

### ECA resources

- **Health, Wellbeing and Life Skills Curriculum Guide for Abu Dhabi Schools**

### National and local policies, programs and resources

- **National Program for Happiness and Wellbeing**  
*UAE Government*  
<https://u.ae/en/about-the-uae/the-uae-government/government-of-future/happiness/national-programme-for-happiness-and-wellbeing>
- **National Policy for Promotion of Mental Health (Arabic)**  
*Ministry of Health and Prevention*
- **Schools for Health Program**  
*Department of Health*  
<https://www.doh.gov.ae/en/programs-initiatives/family-and-school-health-program>
- **Private Schools Reopening Policies**  
*Abu Dhabi Department of Education and Knowledge*  
<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Resources/ADEK-Private-School-Reopening-Policies-2021-22-Aug-1.pdf>

## Module 5.1: Accessible, Inclusive, and Safe Physical Infrastructure

### Policy Commitment

All educational institutions in Abu Dhabi will develop and maintain physical infrastructure that:

- Complies with all required safety and accessibility standards
- Is physically and emotionally safe for staff, students, and parents
- Is accessible to people of determination
- Reflects input from staff, students, parents, and the broader community.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop and maintain safe, inclusive, and accessible physical infrastructure:

- Provide a welcoming environment for all staff, students, parents, and the broader community
- Enhance the physical safety of all people who spend time at the institution
- Demonstrate that establishing Dama al-aman in Schools & Nurseries requires an ongoing commitment towards improvement at all levels.

### Guidance

#### Overview

Physical infrastructure at an educational institution includes almost everything that is built or permanent, including:

- Buildings
- Playgrounds
- Pathways and roads
- Landscaping
- Fences
- Furniture and equipment
- Power and water supply
- Computers, and other information and communication technologies.

#### Safe physical infrastructure

Safe physical infrastructure is infrastructure that is:

- Compliant with all legal standards and applicable codes
- Fit for purpose

- Well-maintained.

Having safe physical infrastructure assists to reduce:

- The risk of injury to staff, students, and parents
- The risk of legal liability if someone is injured.

It also assists to maintain the professional image of an educational institution, which, in turn will assist to improve the sense of pride and belonging that staff, students, and parents have in their institution.

As well as complying with all required accessibility and safety standards and codes (and therefore *being* safe for staff, students, and parents), educational institution physical infrastructure also needs to *feel* safe for staff, students, and parents.

For example, while a classroom or playground may be objectively safe (in that it is structurally sound), students may *feel* unsafe or uncomfortable in the classroom.

Common reasons why students say that the physical infrastructure at an educational institution makes them feel unsafe include:

- Desks, or chairs, are too small (or big) for them
- Classrooms are too hot or cold
- There is insufficient shade, or places to take shelter in the playground
- The toilets are dirty and smelly
- Some of the corridors are dark or intimidating
- Computers don't work properly.

### Inclusive physical infrastructure

Inclusive physical infrastructure is infrastructure that allows all staff, students, and parents to feel welcome and included at the educational institution.

To be fully inclusive, institutions need to consider and accommodate the circumstances of individual staff, students, and parents, including their age, gender, cultural background, religion, and spoken languages.

There are several ways that educational institutions can ensure that their physical infrastructure is accessible and inclusive, including:

- Ensuring that the institution is fully accessible by applying the appropriate design codes for built infrastructure and is 'child friendly,' and that everything in the institution is designed with students in mind including ergonomic design for furniture and other classroom tools
- Printing written material in all major languages spoken by staff, students, and parents, with wall mounted information at student eye level
- Promoting and celebrating different religions and cultures throughout the institution

- Ensuring that girls feel just as safe and welcome as boys, and that girls and boys have equal access to institution resources.

### Accessible physical infrastructure

Accessible physical infrastructure is infrastructure that allows all staff, students, and parents equal access and the ability to use all products, services, and facilities offered by the educational institution.

To be fully accessible, institutions need to consider and accommodate the circumstances of individual staff, students, and parents, including people of determination.

An accessible institution is one where:

- The needs and wishes of people of determination are specifically considered
- Products, services, and facilities are built or modified so that they can be accessed and used by people of all abilities.

Including people of determination into everyday activities at an educational institution requires the institution to have policies and practices that identify and remove:

- **Physical barriers:** structural obstacles in natural or man-made environments that prevent or make it harder to access the environment
- **Communication barriers:** practical obstacles that make it harder for a person to hear, speak, read, write, or understand
- **Attitudinal barriers:** caused by how people think about, or interact with, people of determination. They include stereotyping, stigma, prejudice, and discrimination.

### In-school audits

As well as routinely checking that all physical infrastructure at the educational institution complies with all applicable standards and codes, institutions are encouraged to undertake in-school accessibility and safety audits.

In-school audits involve routinely asking staff, students, and parents:

- Whether they feel safe and included at the institution, and can easily access all products, services, and facilities
- What they would like to see changed at the institution.

In-school accessibility and safety audits do not have to be overly complicated or formal, and can include:

- In-class sessions on what students would like to see changed at the educational institution
- Whole of school surveys for staff and students
- Focus groups for staff, students, and parents on topics of interest or concern
- Community engagement activities.



## Inclusion and diversity

It is important to remember that different students will have different views and opinions about what they like or dislike about their institution (or surrounding community).

That is, girls may think differently to boys, younger students may think differently to older students, people of determination may have a unique perspective, as might non-national students.

Accordingly, institutions should take active steps to ensure that all students are able to participate in mapping exercises, and that every student is supported to express their unique perspective.

It also means that institutions need to make sure that the mapping activity is suitable and accessible to all the students participating in the activity (regardless of age, gender, ability, etc.).

## Recording outcomes and feedback

It is important that any actions and outcomes that are taken in response to a mapping exercise (and associated response plan) are documented and conveyed back to the students in a timely manner.

It is important that students get to see the outcomes of their efforts and know that expressing their views and opinions led to noticeable and positive change. This is not only respectful and good practice, but it models to students that adults listen to them and that they can influence their environment. This is a strong protective factor for students.

Conversely, if nothing happens as a result of a mapping exercise, students may become disillusioned in the process, and form the view that there is no point expressing their views and opinions as nothing ever changes. This is a significant risk factor, as it discourages students from telling adults what they are thinking, including if they are ever feeling unsafe or worried about something.

## Outcome Indicators

There are several indicators that educational institutions can use to measure improvements in the institution infrastructure, including:

- Percentage of students who say that they feel safe using the educational institution infrastructure
- Percentage of people of determination who say that the educational institution is accessible for them
- Percentage of the broader community who say that the educational institution is a welcoming place.

## Resources

### National and local policies, programs and resources

- **Education Sector Environment, Occupational Health and Safety Management System General Framework**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/ImportantLinks/SiteAssets/EDS%20EHSMS%20GF-V1.1-2016-Standards.pdf>
- **Ministerial Decision on Inclusive Education**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/Legislation/Documents/647.pdf#search=%D9%85%D8%B1%D8%A7%D9%83%D8%B2%20%D8%A7%D9%84%D8%AF%D8%B9%D9%85>
- **School Occupational Safety and Health Policy Procedure**  
*Abu Dhabi Department of Education and Knowledge*  
<https://www.adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/OHS/OSH-Manual-Medium-Risk-Entities.pdf>

#### Existing international resources

- **Ensuring Quality School Facilities and Security Technologies**  
*Northwest Regional Educational Library*  
<https://www.ojp.gov/pdffiles1/ojdp/book4.pdf>
- **Physical Environment**  
*IRIS Center of Vanderbilt University*  
<https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p02/>
- **Improving the Accessibility of School Buildings**  
*National Disability Authority*  
<https://nda.ie/publications/education/education-publications-/improving-the-accessibility-of-school-buildings-read-online/>
- **Making Schools Accessible to Children with Disabilities**  
*UNICEF*  
<https://www.unicef.org/india/media/1191/file/Making-Schools-Accessible.pdf>

## Module 5.2: Integrated Information and Communication Technology

### Policy Commitment

All educational institutions in Abu Dhabi will develop and maintain information and communication technology systems that:

- Are fully aligned with the UAE's Digital Safety Policy and digital accessibility standards
- Equip students to make informed choices about technology and internet use
- Are clearly communicated to and understood by staff, students, and parents.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop centralized and appropriate information and communication technology infrastructure:

- Enable students to optimize their use of technology to benefit their learning and developmental outcomes
- Increase protection and improve digital accessibility and safety for all students
- Empower students with the knowledge necessary to self-identify risks and to safely navigate the online environment.

### Guidance

#### Overview

When used properly, digital tools and information technology can have significant benefits for students and their learning. However, with the advantages of modern technological tools come several safety risks. Accordingly, educational institutions should have clear, systemic practices in place to ensure that students are protected while using digital technologies.

#### Digital Safety in Abu Dhabi

In March 2018, the Ministry of Interior, and the National Program for Happiness and Wellbeing, launched the 'Child Digital Safety' initiative. The initiative is a joint effort to raise awareness among students about online threats and challenges, and to promote safe and constructive use of the internet.

#### Digital Safety Policy

One key component of the 'Child Digital Safety' initiative is the Digital Safety Policy.



The Digital Safety Policy (the Policy) was written by the Ministry of Education, in collaboration with the Khalifa Empowerment Program (commonly known as Aqdar). It was developed in accordance with global best practices for students' digital safety.

The Policy is a guide that outlines a set of activities, plans, procedures, and processes to be followed by all institutions. It aims to ensure a safe digital environment for all students, and to protect young users from the risks of modern technology and the internet.

The Policy takes into consideration all relevant regulations, adopted by MoE and other national / local entities, on cyber security and data protection.

### Guiding principles for infrastructure development

Educational institutions should enable a culture of safe technology use for all students, in alignment with the national Digital Safety Policy. The following objectives should be taken into consideration as institutions develop their IT infrastructure and integrate digital safety into the curriculum and everyday use:

- Reach the highest levels of cyber security for all users of modern technologies and internet networks in all institutions across Abu Dhabi
- Strengthen awareness-raising efforts on digital safety issues, as well as the latest happenings in the field, for all members of the institution community
- Follow a clear, working methodology to respond to all doubts and concerns on digital safety in institutions
- Enable digital safety monitoring and reporting in Abu Dhabi, and regularly assess opportunities for improvement.

### Guidelines for institution staff

Educational institutions should develop a clear set of guidelines for information and communication technology use by teaching and non-teaching staff. Guidelines should consider the following:

- Institution internet should be used by staff only for the purposes of work and the completion of daily tasks
- Disciplinary measures will apply to excessive use of the internet during work hours for personal purposes
- Institution-specific identifiers (e.g., email addresses) should not be used by employees for personal purposes (e.g., creating accounts on social media platforms or web forums)
- Personal data (e.g., personal photos, videos, music files) should not be uploaded using institution internet
- External file-sharing applications should not be used without prior approval
- No critical decisions should be based on information obtained from the internet unless it has been verified; information on the internet is subject to minimal regulation and is not always highly credible.

Staff should not use institution email addresses for carrying out personal tasks or sending personal communications. Staff should be prohibited from posting personal messages,



advertisements, or other non-work-related content from institution information technology systems, especially when this content could be considered discriminatory, offensive, or hurtful to others.

### **Responsibilities of the educational institution**

Institutions have several roles and responsibilities when it comes to digital safety and would be held accountable via available compliance reporting tools including the e-safe school evaluation and inspection. These roles and responsibilities pertain to staff, students, parents, and the broader community.

### **Addressing digital safety concerns**

Educational institutions should be well-prepared to prevent, mitigate and respond to digital safety concerns.

Institutions can conduct regular training on the Digital Safety Policy for teaching and non-teaching staff. Additionally, each institution can appoint a Digital Safety Officer or similar individual to advise and guide other staff members when needed.

### **Equipping students with digital safety skills**

Educational institutions have an important role to play in equipping students with the skills necessary to access and use digital resources. Institutions are responsible for ensuring that students:

- Have the ability to connect to the internet and securely access information available online
- Understand the potential risks of using technology and the internet
- Have the ability to access websites from all digital devices (e.g., smartphones, tablets, computers, etc.) in a safe manner, and can distinguish dangerous websites from others
- Develop digital literacy skills (i.e., reading and writing using digital tools)
- Make thoughtful and ethical decisions when using the internet and online resources (e.g., considering the ethics of sourcing / copying information)
- Have the ability to use social media platforms while applying standards of positive citizenship
- Have the ability to act appropriately when facing abuse, threats or other challenges in online settings
- Are aware of channels and methods for reporting online abuse, threats, and/or cyberbullying
- Can participate in relevant local and international events related to digital safety.

### **Parental engagement on digital safety**



Increased awareness of digital safety will help families better monitor the time spent, and content accessed, using technology.

Institutions are responsible for sharing information with parents and the broader community, potentially through the following activities:

- Regularly updating parents on institution policies on cyber security, as well as updates to the Digital Safety Policy
- Hosting information sessions for families on digital literacy, digital safety, and technology use
- Publishing newsletters or sending email updates highlighting activities conducted within the digital safety curriculum
- Developing and disseminating clear methods for reporting of digital safety violations
- Providing guidance and advice to parents and caregivers on addressing digital safety issues.

### Outcome Indicators

There are several indicators that educational institutions can use to measure improvements in the information and communication technology infrastructure, including:

- Percentage of staff who can identify the institution's IT policies and procedures
- Percentage of students who say that they feel safe using IT infrastructure at the institution
- Percentage of students who say that they can identify risks when using IT services.

### Resources

#### National and local policies, programs and resources

- **Child Digital Safety Initiative**  
*UAE Government*  
<https://u.ae/information-and-services/justice-safety-and-the-law/cyber-safety-and-digital-security#child-digital-safety>
- **Digital Wellbeing Policy (Draft)**  
*Ministry of Education*

#### Existing international resources

- **E-Safety for Schools**  
*NSPCC*  
<https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools>
- **Children's Guide to Online Safety**  
*UNICEF*  
<https://www.unicef.org/eap/media/1221/file>

## Module 6.1: Parent Engagement & Support Strategy

### Policy Commitment



All educational institutions in Abu Dhabi will develop parent engagement procedures that:

- Inform and educate parents about the whole-of-school approach towards Dama al-aman in Schools & Nurseries
- Actively engage with parents about their children's safety, wellbeing, and learning
- Routinely seek feedback from parents about their children's safety, wellbeing, and learning
- Support and encourage parents to talk with their children about their children's safety, wellbeing, and learning.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop effective parent engagement procedures:

- Maximize the opportunities to support students' safety, development, and wellbeing outside of school hours
- Demonstrate that students' safety, development, and wellbeing is a shared responsibility between staff, students, and parents
- Enable greater support for the institution and Dama al-aman in Schools & Nurseries initiatives among parents.

### Guidance

#### Overview

Students' learning does not end when they leave the educational institution for the day. Children learn anywhere, anytime.

Students' learning and wellbeing is a *shared* responsibility among educational institutions, parents (including extended family and any adult with caring responsibility of a child), and the broader community.

The success of activities conducted within institutions through Dama al-aman in Schools & Nurseries can depend on the actions taken to support and embed a culture of safety and wellbeing outside the educational institution, through engagement with parents and the broader community.

As with any type of engagement, parents may connect with the educational institution in different ways.

Parent engagement is not simply about making sure parents are 'involved' at the institution (e.g., through participating in parent-teacher meetings; or attending institution events). The goal of engagement is for the educational institution to develop an equal partnership with



each family around each child's everyday experiences, both inside and outside the educational institution.

Institutions and teachers have a role to play in supporting parents to understand and engage with their children's learning, including:

- What their children are learning in class, including the child's extracurricular interests
- How their children are progressing at the institution, including the child's strengths and challenges
- How their children behave and interact as members of the institution community, including the child's social supports.

Educational institutions and teachers also have a role to play in making sure that parents understand the educational institution's commitment to Dama al-aman in Schools & Nurseries, including:

- The range of activities and initiatives being undertaken by the educational institution to create and maintain a culture of safety and wellbeing under Dama al-aman in Schools & Nurseries
- Opportunities for shared decision-making and collaboration, including ways that parents and the broader community can become involved in Dama al-aman in Schools & Nurseries activities
- Ways that parents and the broader community can ask questions or make complaints about educational institution activities, including Dama al-aman in Schools & Nurseries activities
- Ways that parents can support these practices and embed this learning through consistent messaging and modelling behaviors outside the educational institution environment.

Parent engagement procedures should be:

- Developed in consultation with all staff, students, parents, and the broader community
- Widely promoted and publicized across the educational institution community
- Regularly reviewed and updated.

### **Benefits of parent engagement**

Parents and families play a big role in children's lives. Parenting is the single most important influence on children's learning and development, particularly young children.

Involving parents and families is important because it can help build a sense of belonging to the educational institution community, which can demonstrate to students that their family values and supports their education.

Evidence has shown that there are many benefits of parent engagement. Parent and family engagement can:

- Motivate students towards greater academic achievement and overall engagement, by providing more meaningful educational experiences that are reinforced at home. For example, schools can invest in educating parents on how to get the best out of students by empowering them and the importance of study/life balance (e.g., removing the need for harsh discipline).
- Lead to improved attendance and homework completion rates, and improved participation in extra-curricular activities (e.g., sport, homework clubs, drama)
- Strengthen the social and emotional wellbeing of children, and develop their sense of identity
- Facilitate the development of positive relationships with teachers and other staff, involving mutual respect of the role of teachers and parents
- Build knowledge about the curriculum, and help families to understand institution norms, including the educational institution's expectations and practices around learning and wellbeing
- Increase the confidence of parents in supporting their children's learning at home or choosing and supervising private after school tutoring sessions
- Assist develop in parents a more positive attitude towards educational institutions and learning in general, and a more positive attitude towards their child's participation in school and learning.

### Key elements of parent engagement

Parent engagement should be embedded into the life of the educational institution, and not treated as an 'add on' or 'optional' activity.

All staff who come into contact with parents and family members must understand the meaning and value of parent engagement with their child's learning.

Developing effective parent engagement is an ongoing process, that requires different methods and ongoing efforts.

Parents may lack confidence in their ability to support their child's learning, and there may also be deeply entrenched cultural, economic, and social factors that impact on a parent's willingness and capacity to engage with an educational institution.

Accordingly, it may take time to create a trusting relationship with individual families.

Similarly, there is no 'one size fits all' approach to how educational institutions adopt a culture of parent engagement.

Schools under Dama al-aman in Schools & Nurseries can create successful parent engagement by following these principles:

- **Family-centered approach:** Acknowledging that parents are the first and primary teachers for their children and are a major ongoing influence on the learning and wellbeing of their children
- **Respect:** Building relationships based on mutual trust and respect and acknowledging the unique and significant role of parents in the learning and wellbeing of their children

- **Non-judgment:** Addressing pre-existing biases and stereotypes that may affect how staff engage with parents. The quality of a home environment is more important than a parent's occupation, education or income. What parents *do* with their children and how much time they spend with them is more important than who parents *are*. All families have something positive to offer their child's learning, development, and achievement
- **Shared responsibility:** Working together towards a common goal
- **Communication:** Ensuring consistency in communication on all issues relating to their child's learning and wellbeing, including active listening, a willingness to share information, and respecting different points of view.

Education institutions should also adopt simple methods of communication for example offering bite size pieces of info opposed to lengthy documents or written content, even introducing short videos

- **Participation:** Providing parents with real opportunities to participate in a variety of institution activities.

There are several ways that educational institutions can include parents in various in-school activities, including:

- Hosting a library 'walk-through' with parents, showing them the educational institution's range of new books
- Co-leading a session with a group of parents for other parents, highlighting the literacy strategies they have found useful with their children at home
- Creating a comfortable room at the educational institution where families can meet and get to know each other and share their goals for their children
- Inviting parents to come and share their traditional cooking with the class.

Parents can create a motivating and supportive environment for children to learn, at home, while driving their children to the educational institution, on weekends, anywhere.

Educational institutions and teachers can assist parents to reinforce and support their child's learning and wellbeing through many different activities outside the educational institution. These could include:

- **Talking about feelings and emotions:** Helping children to manage their (sometimes) big, uncomfortable feelings effectively, and acknowledging this is a part of life for both children and adults
- **Supporting their children's confidence:** Encouraging children to try new activities, or to find new hobbies that they enjoy
- **Identifying the importance of mistakes as a tool for learning:** Letting children know that mistakes are normal, acknowledging their efforts, and encouraging them to keep trying and learning
- **Providing specific praise:** Praising specific activities or successes (e.g., 'You thought long and hard about that painting,' or 'You have done a lot of great planning for writing your assignment today') as opposed to harsh disciplinary actions

- **Playing games:** Family games provide important modeling and practice in developing important social skills like sharing, taking turns, and cooperation (they are also fun, and allow families to do things together)
- **Engaging in shared activities:** Parents can participate in children's learning and development by reading with them, or discussing a movie they watched together, and importantly, listening to their views and opinions
- **Supporting problem-solving skills:** Talking with children about what challenged them at the institution that day, asking thoughtful questions and encouraging children to think of solutions to issues (e.g., 'That sounds tough, what do you think you could do?')

## Building tolerance and embracing diversity

### Developing a Parent Council

Developing a Parent Council is an effective way to make sure that parent engagement is an active, ongoing, and visible priority across the educational institution.

This council can support and sometimes replace the educational institutions' customer service helping to answer general enquires efficiently.

A Parent Council under Dama al-aman in Schools & Nurseries has several aims and benefits, including:

- Creating a sense of shared identity and belonging with the educational institution
- Demonstrating a shared responsibility for student learning and wellbeing
- Increasing the accountability of institution leadership
- Representing the views of the broader community and local population
- Ensuring that parents can contribute to decisions that are being made about the educational institution, whether these are small or large decisions, or short or long-term decisions
- Providing an avenue for parents to raise issues of concern or interest about what is, or is not, happening at the educational institution, as well as how it is happening
- Providing an avenue to listen, engage with, and respond to the views and opinions of the Student Advisory Council.

As with other initiatives, the development of a Parent Council should be undertaken in consultation with students, parents, and the broader community. This should include:

- Composition of the Parent Council, including the process for nomination, holding elections, and length of time members can serve on the Parent Council
- Training and support of Parent Council members (which may be required for parents participating in the Parent Council for the first time, or those from different cultural and/or language backgrounds)
- Development of Parent Council policies and procedures, including member roles and responsibilities

- Devising Parent Council projects and activities
- Determining the relationship between the Parent Council and other institution management groups, including:
  - The Management Committee (or equivalent)
  - The Institution Board (or equivalent)
  - The institution's internal Dama al-aman in Schools & Nurseries Governance Committee (or equivalent)
  - The Student Advisory Council.

### Providing out-of-school supports for parents

In the process of building open and trusting relationships with parents and families, it may become evident that some parents or families would benefit from additional support.

It is not the role of teachers to provide psychological or ongoing emotional support to parents. It is important to set and maintain professional boundaries at all times.

It may be appropriate to refer parents to a specialist, external family support service, for example, to assist with:

- Parenting skills
- Substance misuse
- Literacy and numeracy
- Mental health
- Housing
- Employment
- Grief and bereavement.

To facilitate the process of building open and trusting relationships with parents and families, educational institutions and teachers should build relationships with relevant external service providers, so that teachers can provide informed, 'warm' referrals when needed.

Additionally, in some circumstances, an external service provider may offer support to both the family and the child. Where appropriate, and with the consent of the family and child, it might be useful for educational institutions and teachers to be involved in the development and implementation of coordinated care and support plans.

### Outcome Indicators

There are several indicators that educational institutions can use to measure whether their procedures have led to improved parent engagement, including:

- Percentage of parents who say that they feel engaged in their child's learning at the educational institution

- Percentage of parents who say that the educational institution has helped them learn strategies to support their children’s learning, development, and wellbeing at home
- Percentage of parents who say that the Parent Council represents their views and wishes.

## Resources

### National and local policies, programs and resources

- **Guide for Parents on Anti-bullying**  
*Ministry of Education*  
<https://u.ae/-/media/Information-and-services/Justice-safety-and-the-law/Guide-for-parents-on-anti-bullying.ashx>
- **Parent Resources Hub**  
*Abu Dhabi Department of Education and Knowledge*  
<https://www.adek.gov.ae/en/Education-System/Parent-Resource-Hub>

### Existing international resources

- **Family Engagement Framework**  
*California Department of Education*  
<https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf>
- **Family-School Partnerships Framework**  
*Department of Education, Skills and Employment*  
[http://www.familyschool.org.au/files/3013/8451/8364/Family-school\\_partnerships\\_framework.pdf](http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf)
- **Parent Council Resource**  
*Education Scotland*  
<https://education.gov.scot/media/a3sb3cvw/parent-council-resource.pdf>
- **Parent Engagement Framework**  
*Department for Education (South Australia)*  
<https://www.education.sa.gov.au/sites/default/files/parent-engagement-framework.pdf>
- **Parents as Partners in Their Children’s Learning**  
*One Scotland*  
<https://education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf>
- **Fostering School, Family and Community Engagement**  
*Northwest Regional Education Library*  
<https://www.ojp.gov/pdffiles1/ojdp/book7.pdf>

## Module 6.2: Community Engagement & Support Strategy

### Policy Commitment

All educational institutions in Abu Dhabi will develop community engagement procedures that:

- Define the whole-of-community approach towards Dama al-aman in Schools & Nurseries
- Provide opportunities for the broader community to participate in institution-based activities
- Routinely seek feedback from the broader community about Dama al-aman in Schools & Nurseries culture and practice.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop effective community engagement procedures:

- Publicly demonstrate their commitment to Dama al-aman in Schools & Nurseries
- Reinforce that the institution is an integral part of the broader community
- Enable greater support for the institution and Dama al-aman in Schools & Nurseries initiatives among the broader community.

### Guidance

#### Overview

An educational institution's community is made up of more than just the students and staff at the institution. It also includes families and members of the public who live near the institution, owners and operators of local stores, restaurants and cafes, recreational clubs, and religious services in the area.

Developing community engagement is a way of creating and maintaining a 'community of practice' between educational institutions, parents, and the broader community.

A community of practice occurs when all stakeholders (students, staff, parents, and the broader community) are working together to create and maintain a culture of safety and wellbeing at their institution.

A community of practice makes it:

- Easier to implement Dama al-aman in Schools & Nurseries activities within an educational institution (as everyone is working together)
- More likely that all stakeholders will support and promote activities within an educational institution (as everyone was involved in their design and implementation)

- Less likely that any stakeholder will question, criticize, or complain about activities within an educational institution (as everyone was involved in their design and implementation).

Community engagement helps to increase the investment that the community has in the institution. It allows the community to know what is happening in the institution, and value what it does, and it reflects that the educational institution is a part of the local community. It helps create a bigger team to achieve better outcomes for students.

Community engagement procedures should be:

- Developed in consultation with all staff, students, parents, and the broader community
- Widely promoted and publicized across the community
- Regularly reviewed and updated.

### Community engagement in practice

Community engagement can occur when:

- Community members or local groups have access to use the educational institution's rooms and facilities (at no or low cost) outside of school hours
- Students and / or parents champion volunteer work as part of the educational institution's corporate social responsibility demonstrating their contributions to the local community
- Service agencies share institution space to provide services to children and families at the institution
- Volunteers and families share cultural celebrations on institution grounds
- The broader community works together to improve attendance and learning outcomes
- The broader community can become involved in the range of activities and initiatives being undertaken by the institution to create and maintain a culture of safety and wellbeing, including Dama al-aman in Schools & Nurseries activities
- The broader community can ask questions or make complaints about school activities, including Dama al-aman in Schools & Nurseries activities.

### Benefits of community engagement

There are many educational, economic, and social advantages to community engagement, including:

- Opportunities for regular interaction between students and the community, improving feelings of safety and belonging and developing community networks
- Improved access to and use of local support services by having them onsite at educational institutions, which can improve health and wellbeing
- Use of institution facilities after hours, helping to reduce vandalism of school property
- Improved reputation of educational institutions within the community

- A shared sense of pride in the educational institution among the community
- Increased trust leading to deeper connections and social cohesion between the educational institution and community
- Development of a shared understanding about Dama al-aman in Schools & Nurseries
- Opportunities for consistent reinforcement of key messages around learning and wellbeing
- Improved partnerships that can both celebrate successes and jointly solve problems within the educational institution and broader community.

### Outcome Indicators

There are several indicators that educational institutions can use to measure whether their procedures have led to improved community engagement, including:

- Percentage of broader community members who say that they understand the institution' Dama al-aman in Schools & Nurseries culture and practice
- Percentage of broader community members who say that they feel connected to with the institution
- Percentage of broader community members who say that they participate in activities at the institution.

### Resources

#### National and local policies, programs and resources

- **Ministerial Decision on Child Protection Policy in Educational Institutions**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/Legislation/Documents/659.pdf>
- **National Policy on Child Protection in Educational Institutions in the United Arab Emirates**  
*Ministry of Education*  
[PLACEHOLDER]

#### Existing international resources

- **Community Engagement in Education Programs**  
*USAID*  
<https://bit.ly/3pvFGID>
- **Fostering School, Family and Community Engagement**  
*Northwest Regional Education Library*  
<https://www.ojp.gov/pdffiles1/ojjdp/book7.pdf>

## Module 6.3: Promotional and Information Resources

### Policy Commitment

All educational institutions in Abu Dhabi will develop promotional and information resources that:

- Are publicly displayed and freely available
- Are available in relevant languages and reflect the cultural needs of the community
- Include online and printed options
- Include formal and informal face-to-face activities, such as meetings, forums, training, and information sessions.

### Contribution to Dama al-aman in Schools & Nurseries

Educational institutions that develop promotional and information resources:

- Reinforce that the institution is an integral part of the broader community
- Build support for the educational institution's Dama al-aman in Schools & Nurseries initiatives among parents, and the broader community
- Enable a greater level of transparency and accountability for the actions and initiatives to establish and maintain Dama al-aman in Schools & Nurseries.

### Guidance

#### Overview

All educational institutions should develop a suite of resources that describe and promote:

- The institution's commitment to Dama al-aman in Schools & Nurseries
- The range of activities and initiatives being undertaken by the institution to create and maintain a culture of safety and wellbeing
- Ways that parents and the broader community can become involved in institution activities, including Dama al-aman in Schools & Nurseries activities
- Ways that parents and the broader community can ask questions or make complaints about institution activities, including Dama al-aman in Schools & Nurseries activities.

#### Community of practice

In addition to simply providing information to parents and the broader community, promotional and information resources also assist to create and maintain a 'community of practice' between schools, parents, and the broader community.



A community of practice occurs when all stakeholders (students, staff, parents, and the broader community) are working together to create and maintain a culture of safety and wellbeing at their institution.

A community of practice makes it:

- Easier to implement Dama al-aman in Schools & Nurseries activities within an educational institution (as everyone is working together)
- More likely that all stakeholders will support and promote activities within an educational institution (as everyone was involved in their design and implementation)
- Less likely that any stakeholder will question, criticize, or complain about activities within an educational institution (as everyone was involved in their design and implementation).

### Development and distribution

Educational institutions are encouraged to develop promotional and information resources in several formats, including:

- Posters, flyers, pamphlets, information sheets
- Video clips, including stories, reels, and live sessions.

Resources should:

- Be developed in consultation with staff, students, parents, and the broader community
- Be representative and model diversity
- Be clear in content and messaging
- Contain branding (logos, colors, words) that reflect the identity of the educational institution
- Be professional in appearance, including being designed and printed by qualified professionals where appropriate
- Reviewed regularly to ensure that they are up to date.

Resources should be distributed through multiple accessible channels, including:

- On the institution's website
- On display throughout the institution
- Printed in institution newsletters
- Posted on social media channels
- Available in local government and community services
- On display in local shops and services
- On display at community events
- Anywhere else that staff, students, parents, and the broader community may have access to the resources.

### Face-to-face activities

Educational institutions are also encouraged to regularly host face-to-face activities with parents and the broader community to promote and discuss Dama al-aman in Schools & Nurseries activities.

Face-to-face activities should include both in-school activities, as well as activities hosted in the broader community, such as:

- Information sessions about institution activities or events
- Forums on issues or topics relevant to the institution, including Dama al-aman in Schools & Nurseries activities
- Stalls at community events
- Training opportunities for other service providers.

### Accessibility

All promotional and informational resources should be translated into all the major languages spoken by staff, students, parents, and the broader community, and the institution should also work with their Student Advisory Council to develop 'child friendly' versions of key resources specifically for students and other children and young people.

### Outcome Indicators

There are several indicators that educational institutions can use to measure whether their promotional and information resources have led to improved parent and community engagement, including:

- Percentage of parents who say that they are aware of the institution's Dama al-aman in Schools & Nurseries activities
- Percentage of broader community members who say that they are aware of the institution's Dama al-aman in Schools & Nurseries activities
- Percentage of parents and broader community members who attend formal and informal activities at the institution.

### Resources

#### National and local policies, programs and resources

- **Ministerial Decision on Child Protection Policy in Educational Institutions**  
*Ministry of Education*  
<https://www.moe.gov.ae/Ar/Legislation/Documents/659.pdf>
- **National Policy on Child Protection in Educational Institutions in the United Arab Emirates**  
*Ministry of Education*  
[PLACEHOLDER]



### Existing international resources

- **Fostering School, Family and Community Engagement**  
*Northwest Regional Education Library*  
<https://www.ojp.gov/pdffiles1/ojjdp/book7.pdf>

## Appendix 1 – Legal Framework

The objectives and content of each module of Dama al-aman in Schools & Nurseries have been developed to align with the UAE's legislative obligations. The table below maps each module against the relevant provisions of the United Nations Convention on the Rights of the Child and the UAE Federal Law No. 3 of 2016 on Child Rights (Wadeema's Law).

|                                        |                                                                               | Legal Framework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                        |                                                                               | United Nations Convention on the Rights of the Child                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | UAE Federal Law No. 3 of 2016 on Child Rights (Wadeema's Law)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Pillar 1:<br>Leadership and Governance | <b>Module 1.1</b><br>Dama al-aman in Schools & Nurseries Commitment Statement | <b>ARTICLE 29</b><br><b>(1)</b> States Parties agree that the education of the child shall be directed to:<br><b>(a)</b> The development of the child's personality, talents and mental and physical abilities to their fullest potential;<br><b>(b)</b> The development of respect for human rights and fundamental freedoms;<br><b>(c)</b> The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and civilizations different from his or her own;<br><b>(d)</b> The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;<br><b>(e)</b> The development of respect for the natural environment. | <b>ARTICLE 2</b><br>The competent authorities and the concerned entities shall:<br><b>(5)</b> Raise awareness among children on their rights, obligations, and duties in a society in which justice, equality, tolerance, and moderation prevail.<br><br><b>ARTICLE 32</b><br>The State shall take the following measures in the field of education:<br><b>(4)</b> Develop the educational system including kindergartens in order to achieve its purposes of development of every child in the mental, physical, emotional, social and moral aspects. |
|                                        | <b>Module 1.2</b><br>Internal Governance & Performance Management             | <b>ARTICLE 3</b><br><b>(3)</b> States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>ARTICLE 32</b><br>The State shall take the following measures in the field of education:<br><b>(4)</b> Develop the educational system including kindergartens in order to achieve its purposes of development of every child in the mental, physical,                                                                                                                                                                                                                                                                                               |

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|                                          |                                                      | safety, health, in the number and suitability of their staff, as well as competent supervision.                                                                                                                                                                                                                                                                  | emotional, social and moral aspects.<br><b>(5)</b> Set special and structured programs for reporting and complaints in order to ensure investigation of the acts and violations to the educational rights set forth in this Law...                                                                                                                                                                                                                                                                                                                                                                              |
|                                          | <b>Module 1.3</b><br>Student Participation Practices | <b>ARTICLE 12</b><br><b>(1)</b> States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.                                                          | <b>ARTICLE 12</b><br><b>(1)</b> The child shall have the right to express his/her opinion freely according to his/her age and maturity, commensurate with the public order and morals and with the laws in force at the State.<br><b>(2)</b> (S)he shall have the opportunity to express his/her opinion concerning the measures taken in his/her regard within the limits of the laws in force.<br><br><b>ARTICLE 32</b><br>The State shall take the following measures in the field of education:<br><b>(2)</b> Promote the participation of children and their parents in the decisions related to children. |
| <b>Pillar 2: Policies and Procedures</b> | <b>Module 2.1</b><br>Recruitment and Vetting         | <b>ARTICLE 3</b><br><b>(3)</b> States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision. | <b>ARTICLE 54</b><br><b>(1)</b> Whoever is convicted of a crime of sexual assault or child pornography shall be prohibited to work in a job or position that makes him/her in direct contact with children, even if (s)he was rehabilitated.                                                                                                                                                                                                                                                                                                                                                                    |
|                                          | <b>Module 2.2</b><br>Code of Conduct                 | <b>ARTICLE 29</b><br><b>(1)</b> States Parties agree that the education of the child shall be directed to:<br><b>(a)</b> The development of the child's personality, talents and mental and physical abilities to their fullest potential;<br><b>(b)</b> The development of respect for human rights and fundamental freedoms;                                   | <b>ARTICLE 2</b><br>The competent authorities and the concerned entities shall:<br><b>(5)</b> Raise awareness among children on their rights, obligations and duties in a society in which justice, equality, tolerance and moderation prevail.<br><br><b>ARTICLE 32</b>                                                                                                                                                                                                                                                                                                                                        |

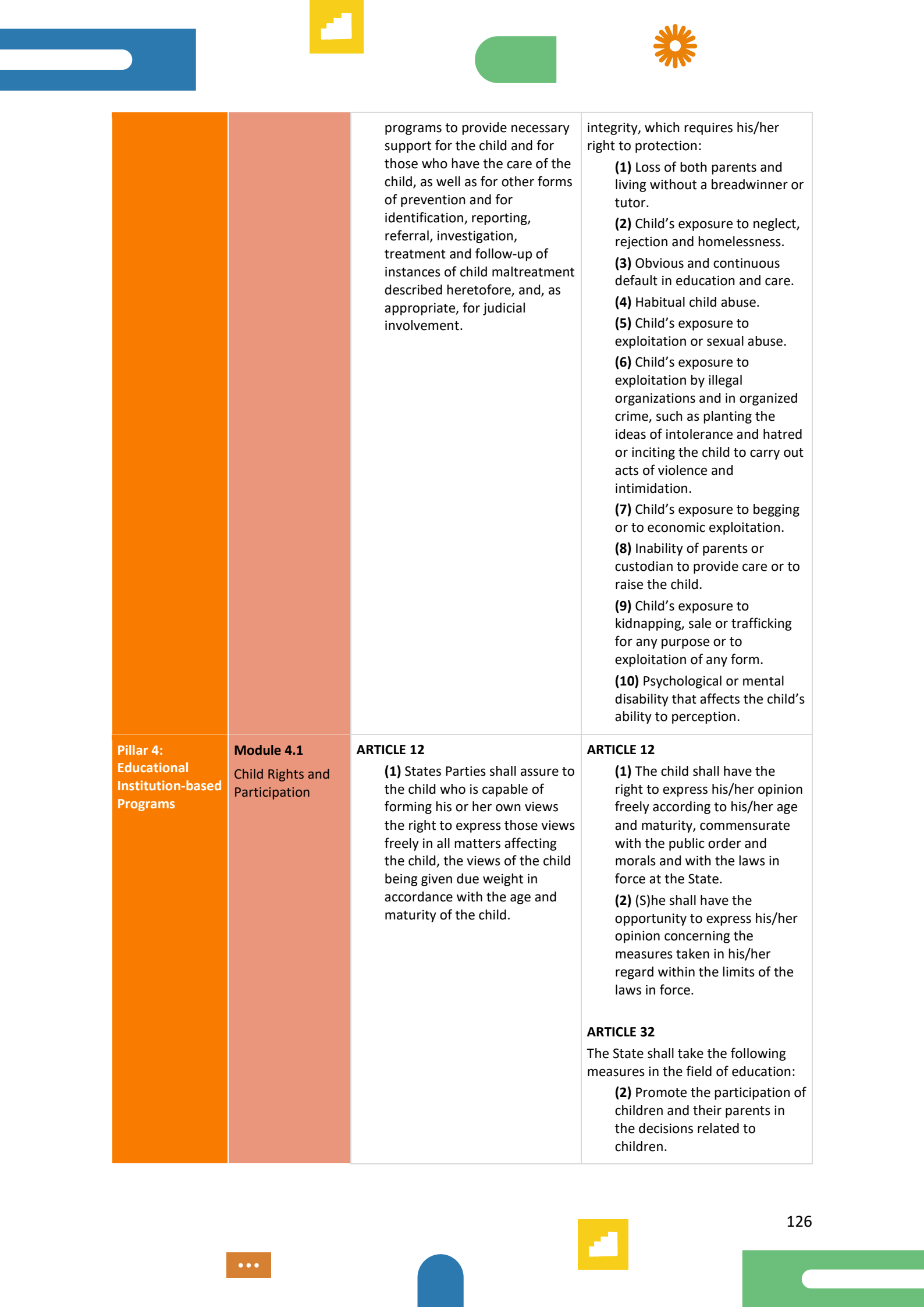


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|  |                                                                          | <p>(c) The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and civilizations different from his or her own;</p> <p>(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;</p> <p>(e) The development of respect for the natural environment.</p>                                                                                                                                                                                                                                                              | <p>The State shall take the following measures in the field of education:</p> <p>(4) Develop the educational system including kindergartens in order to achieve its purposes of development of every child in the mental, physical, emotional, social and moral aspects.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <p><b>Module 2.3</b></p> <p>Detecting and Responding to Maltreatment</p> | <p><b>ARTICLE 19</b></p> <p>(1) States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.</p> <p>(2) Such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.</p> | <p><b>ARTICLE 33</b></p> <p>The following in particular shall be considered as threatening to the child or to his/her physical, psychological, moral or mental integrity, which requires his/her right to protection:</p> <p>(1) Loss of both parents and living without a breadwinner or tutor.</p> <p>(2) Child’s exposure to neglect, rejection and homelessness.</p> <p>(3) Obvious and continuous default in education and care.</p> <p>(4) Habitual child abuse.</p> <p>(5) Child’s exposure to exploitation or sexual abuse.</p> <p>(6) Child’s exposure to exploitation by illegal organizations and in organized crime, such as planting the ideas of intolerance and hatred or inciting the child to carry out acts of violence and intimidation.</p> <p>(7) Child’s exposure to begging or to economic exploitation.</p> <p>(8) Inability of parents or custodian to provide care or to raise the child.</p> <p>(9) Child’s exposure to kidnapping, sale or trafficking for any purpose or to exploitation of any form.</p> |



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| Module 2.4<br>Child Protection<br>Mechanisms |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>(10) Psychological or mental disability that affects the child’s ability to perception.</p> <p><b>ARTICLE 42</b></p> <p>(1) Every person shall notify the child protection specialist or child protection units in case of anything that threatens the child’s physical, psychological, moral or mental integrity or health.</p> <p>(2) The notification shall be mandatory for the educators, physicians, social specialists or others entrusted with the protection, care or education of the child.</p> <p><b>ARTICLE 43</b></p> <p>Every person who reaches the age of majority shall assist any child who asks him/her to notify the competent authorities or concerned entities about his/her suffering, the suffering of any of his/her siblings or any other child in one of the cases set forth in Article 33 hereof.</p> |
|                                              | <p><b>ARTICLE 19</b></p> <p>(1) States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.</p> <p>(2) Such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as</p> | <p><b>ARTICLE 42</b></p> <p>(1) Every person shall notify the child protection specialist or child protection units in case of anything that threatens the child’s physical, psychological, moral or mental integrity or health.</p> <p>(2) The notification shall be mandatory for the educators, physicians, social specialists or others entrusted with the protection, care or education of the child.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                       |                                                                                       | appropriate, for judicial involvement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Pillar 3:<br>Professional Development | <b>Module 3.1</b><br>Dama al-aman in Schools & Nurseries Teaching Practices & Culture | <b>ARTICLE 3</b><br><p>(1) In all actions concerning children...the best interests of the child shall be a primary consideration.</p> <p>(3) States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.</p><br><b>ARTICLE 28</b><br><p>(2) States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.</p><br><b>ARTICLE 29</b><br><p>(1) States Parties agree that the education of the child shall be directed to:</p> <p>(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential.</p> | <b>ARTICLE 31</b><br>Every child shall have the right to education and the State shall work on achieving equal opportunities for every child...<br><b>ARTICLE 32</b><br>The State shall take the following measures in the field of education:<br><p>(4) Develop the educational system including kindergartens in order to achieve its purposes of development of every child in the mental, physical, emotional, social and moral aspects.</p>                                                                       |
|                                       | <b>Module 3.2</b><br>Child Maltreatment                                               | <b>ARTICLE 19</b><br><p>(1) States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.</p> <p>(2) Such protective measures should, as appropriate, include effective procedures for the establishment of social</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>ARTICLE 2</b><br>The competent authorities and the concerned entities shall:<br><p>(2) Protect the child from all forms of neglect, exploitation and abuse and from any physical and psychological violence that exceeds the limits of the Sharia and the Law, such as the rights of the parents and their equivalents to discipline their children.</p><br><b>ARTICLE 33</b><br>The following in particular shall be considered as threatening to the child or to his/her physical, psychological, moral or mental |



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|                                                                                       |                                                        | <p>programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.</p> | <p>integrity, which requires his/her right to protection:</p> <ul style="list-style-type: none"><li>(1) Loss of both parents and living without a breadwinner or tutor.</li><li>(2) Child's exposure to neglect, rejection and homelessness.</li><li>(3) Obvious and continuous default in education and care.</li><li>(4) Habitual child abuse.</li><li>(5) Child's exposure to exploitation or sexual abuse.</li><li>(6) Child's exposure to exploitation by illegal organizations and in organized crime, such as planting the ideas of intolerance and hatred or inciting the child to carry out acts of violence and intimidation.</li><li>(7) Child's exposure to begging or to economic exploitation.</li><li>(8) Inability of parents or custodian to provide care or to raise the child.</li><li>(9) Child's exposure to kidnapping, sale or trafficking for any purpose or to exploitation of any form.</li><li>(10) Psychological or mental disability that affects the child's ability to perception.</li></ul> |
| <b>Pillar 4:</b><br><b>Educational</b><br><b>Institution-based</b><br><b>Programs</b> | <b>Module 4.1</b><br>Child Rights and<br>Participation | <b>ARTICLE 12</b><br><br>(1) States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.                                          | <b>ARTICLE 12</b><br><br>(1) The child shall have the right to express his/her opinion freely according to his/her age and maturity, commensurate with the public order and morals and with the laws in force at the State.<br><br>(2) (S)he shall have the opportunity to express his/her opinion concerning the measures taken in his/her regard within the limits of the laws in force.<br><br><b>ARTICLE 32</b><br>The State shall take the following measures in the field of education:<br><br>(2) Promote the participation of children and their parents in the decisions related to children.                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                           | <p><b>Module 4.2</b></p> <p>Health, Wellbeing and Life Skills</p>                      | <p><b>ARTICLE 24</b></p> <p><b>(1)</b> States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.</p> <p><b>(2)</b> States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:</p> <p><b>(e)</b> To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents.</p>                                                                                                               | <p><b>ARTICLE 19</b></p> <p>The State shall work on developing its capacities in the field of preventive, curative and mental healthcare as well as health guidance related to the health, nutrition and protection of the child.</p> <p><b>ARTICLE 20</b></p> <p>The competent authorities and concerned entities...shall also take the possible measures for the following:</p> <p><b>(4)</b> Support the school health system in order to play its role in the field of prevention, treatment and health guidance.</p>                                                                                                                                                                                                                                                              |
| Pillar 5:<br>Educational<br>Institution<br>Infrastructure | <p><b>Module 5.1</b></p> <p>Accessible, Inclusive and Safe Physical Infrastructure</p> | <p><b>ARTICLE 3</b></p> <p><b>(3)</b> States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.</p> <p><b>ARTICLE 23</b></p> <p><b>(2)</b> States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance...which is appropriate to the child's condition and to the circumstances of the parents of others caring for the child.</p> <p><b>(3)</b> Recognizing the special needs of a disabled child, assistance...shall be provided free of charge, wherever possible, taking into account</p> | <p><b>ARTICLE 20</b></p> <p>The competent authorities and concerned entities...shall also take the possible measures for the following:</p> <p><b>(4)</b> Support the school health system in order to play its role in the field of prevention, treatment and health guidance.</p> <p><b>ARTICLE 56</b></p> <p>The competent authorities and the concerned entities shall coordinate with the Ministry to:</p> <p><b>(1)</b> Determine the standards and engineering specifications related to the construction laws and the safety and security conditions that protect the child from any type of harm...</p> <p><b>(2)</b> Set the necessary controls and procedures to protect the child safety in the public and entertainment places as well as the public transport means.</p> |

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|                                                  |                                                               | the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education...in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                  | <b>Module 5.2</b><br>Information and Communication Technology | <b>ARTICLE 17</b><br>States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:<br><b>(e)</b> Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being...                  | <b>ARTICLE 37</b><br>The following acts shall be prohibited:<br><b>(2)</b> To produce, publish, distribute or facilitate access of children to pornographic materials in any way.<br><b>(4)</b> To download, upload or send child pornography materials through the Internet or any other communications or IT means.                                                                                                                                                                                                                                                                                                        |
| <b>Pillar 6: Parent and Community Engagement</b> | <b>Module 6.1</b><br>Parent Engagement and Support Strategy   | <b>ARTICLE 18</b><br><b>(1)</b> States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or...legal guardians have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.<br><br><b>ARTICLE 42</b><br>States Parties undertake to make the principles and provisions of the Convention widely known by appropriate and active means, to adults and children alike. | <b>ARTICLE 2</b><br>The competent authorities and the concerned entities shall:<br><b>(6)</b> Raise the child on the sense of morality, particularly the respect of his/her parents and family and social surroundings.<br><b>(7)</b> Spread the culture of child rights as widely as possible using appropriate means.<br><br><b>ARTICLE 32</b><br>The State shall take the following measures in the field of education:<br><b>(4)</b> Develop the educational system including kindergartens in order to achieve its purposes of development of every child in the mental, physical, emotional, social and moral aspects. |
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|  | <b>Module 6.2</b><br>Community Engagement and Support Strategy | <b>ARTICLE 42</b><br>States Parties undertake to make the principles and provisions of the Convention widely known by appropriate and active means, to adults and children alike. | <b>ARTICLE 2</b><br>The competent authorities and the concerned entities shall:<br><b>(7)</b> Spread the culture of child rights as widely as possible using appropriate means. |
|  | <b>Module 6.3</b><br>Promotional and Informational Resources   | <b>ARTICLE 42</b><br>States Parties undertake to make the principles and provisions of the Convention widely known by appropriate and active means, to adults and children alike. | <b>ARTICLE 2</b><br>The competent authorities and the concerned entities shall:<br><b>(7)</b> Spread the culture of child rights as widely as possible using appropriate means. |