



NEW INDIAN MODEL SCHOOL, SHARJAH

CHILD PROTECTION, SUPPORT & SAFEGUARDING POLICY

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1. INTRODUCTION:

The UAE Government gives child related issues a priority out of its clear commitment to offering the optimal environment for the child growth and protection of its rights. The UAE became a signatory to the International Convention on Children's Rights in 1997. The UAE Government implemented the child abuse Federal law in the mid of the Year 2012.

All the staff at N.I. Model School, Sharjah is committed to safeguarding and promoting the welfare of the children. The Child Protection & Support Policy exists in the school to protect the students, of all ages, at levels in the school, from all types of abuse. The policy is applied to all the staff and volunteers working in the school, visitors, and the school management and governors as well.

The policy aims to protect all children in Sharjah from all forms of violence, negligence, abuse and exploitation and to provide them with assistance and care for those in need. The strategy targets under 18 year national and expatriate children who are living permanently or temporary in Sharjah through an integrated system that ensures delivery of best, services, criteria and mechanisms for protection and care of children.

2. MOTIVE :

All aspects of children's safety are included in this policy:

- Safety from injury and accident;
- Safety from society, neighborhood, community, private fostering, and domestic abuse;
- Health, mental health, self-harming, drugs and substance misuse;
- Safety at home - abuse and neglect;
- Safety at school - from adults and pupils, bullying including cyber bullying, sexual abuse.

All adults (including volunteers) are required to:

- Trained with regard to child's welfare and safeguarding;
- Implement the school's Child Welfare and Safeguarding Policy and procedures.

All staff is responsible for creating a safe environment:

- Safety from injury and accident, self-harming;
- Safety from society, the neighborhood and community- "toxic childhood" - depression; Pupils are taught how to "stay safe" and what to do if they are worried or concerned through spiritual, moral, personal, social and health education and the pastoral care system

3. AIMS:

We aim to ensure that all our pupils are safe and protected by:

- Having an up-to-date child protection policy and procedures in place (details to be included on the school website);
- Ensuring all personnel receive appropriate training so that they are able to implement this child protection policy and procedures;
- Following staff appointment and record keeping procedures including confirmation of identity and qualifications by examination of original documentation.

4. THE COMMITTEE: (GOVERNING BODY)

The Committee has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment, it is mandate for Supervisor from each section to take lead responsibility for children's protection.

In particular the Committee must ensure:

- Child protection policy and procedures.
- Relevant safeguard children training for school staff/volunteers are attended.
- Safe management of allegations.
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
- A member of the Committee (usually Supervisor) is nominated to be responsible in the event of an allegation of abuse being against the Teacher.
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about how the above duties have been discharged.

5. **KEY CONTACTS:**

❖ **WITHIN THE SCHOOL:**

Protection and support Committee (NIMS SHARJAH)

Position	Boys' Section	Email ID	Contact
Convener	Intiyaz Abbas Saheb	intiyazabbas@nimsshj.com	0501945622
Representatives	Mrs. Nagla Abbas	arabicsecretary@nimsshj.com	0555894764
	Mr. Arif Karuppamveettil	hos-boyssection@nimsshj.com	0502542793
	Mrs. Fathima Nasreen	fathimanasreen@nimsshj.com	0508697619
Representatives	Girls 'Section		
	Mrs. Nusrath	hos-kg@nimsshj.com	0504783979
	Mrs. Fathima Nasreen	fathimanasreen@nimsshj.com	0508691619
	Mrs. Saleena Pannikote	hotl@nimsshj.com	065228035 (Ext-221)
Monitor	Mr. Shajahan K Mohammed	principal@nimsshj.com	065228035

ALTERNATIVE REFERRALS

When members of the school have **URGENT** and **IMMEDIATE** concerns for the safety and protection of a child or young person during school hours they should make an immediate referral to a member of the Child Protection & Support Committee or any accessible member of the Leadership Team.

6. **ROLES & RESPONSIBILITIES:**

The Child Protection & Support Committee is responsible for ensuring that the school's Child Protection and Support policy is updated and implemented; that all

staff is appropriately trained, records are maintained and stored in a proper place.

7. TRAINING & SUPPORT TO STAFF:

All staff including newly recruited staff, volunteers and part-time staff must receive induction training and annual internal training with regard to this policy through HR Manager, NIMS Group.

8. PUPIL DISCLOSURES:

I. Relationships and Communication with Pupils

- Employees are required to have a professional relationship with pupils; seeking to be friendly and caring but not “over familiar”. [e.g. not purchasing personal gifts]
- Personal meetings with pupils away from the school premises are not permitted.
- Employees are not permitted to have personal relationships with pupils of ANY age.

II. Procedures for Caring of Pupils

Employees who are required to have meetings with Pupils:

- The purpose of the onsite meeting should be made clear to the child and any staff directly involved with the child. Another member of staff should be present or nearby.
- If a member of staff is with a pupil on his or her own, use a room with visual access or keep the door open.
- Meetings with pupils away from the school premises are not permitted.

Working with children in practical lessons

Where possible, the teacher should give verbal instructions and refrain from touching a child. If it is necessary to physically guide or support a child, such as in a PE lesson, then great care should be taken that all touch is appropriate and where possible in a group situation.

Caring for Pupils

- Employees administering first aid should wherever possible ensure that other children or adults are present.
- Employees helping children with toileting should inform another member of staff and where possible ensure that another adult is in the vicinity.

Written Communications with Pupils and Photographs

Electronic communication and feedback with regard to the pupil’s work and progress should be professional and supportive indicating in what way pupils may improve the quality of their work.

Employees are not permitted to write inappropriate personal notes, emails or letters to pupils or “befriend” pupils on social networks e.g. Facebook.

Parental permission is required to take photographs of children. Photographs must be used for school professional use only.

III. Reasonable Force and Physical Restraint

Where necessary reasonable force can be used to control or restrain pupils. The following are examples of where reasonable force and physical restraint may be used:

- pupil attacks on staff or another pupil;

- pupils engaged in deliberate damage or vandalism;
- pupil running down a corridor or stairway in a way likely to cause injury;
- pupil absconds from class or tries to run away from school;
- Pupil behaves in a way that seriously disrupts the lesson.

9. DEALING WITH DISCLOSURES:

It is important that when a child gives information that the adult:

- does not promise confidentiality;
- Listens to the child without directly questioning him or her; e.g.–Tell me what Happened.....Explain.....Describe.....
- does not stop a child freely recalling significant events;
- does not ask the child to repeat a disclosure to another adult;
- Makes a note of the discussion, recording time, setting and persons present as well as what is said.

If there are ANY concerns about a child, the matter should be discussed with the Counselor –If the Counselor is not available then the matter should be immediately referred to the Member of Child Protection & Support Committee.

I. Supporting the pupil at risk

The school recognize that the children who are abused or witness violence. They may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation, and some sense of self-blame.

II. Procedure for dealing with bullying

The Child Protection & Support Committee will consider the immediate safety of all children concerned and the seriousness and circumstances of the allegation: e.g. the age of the children concerned - is the alleged perpetrator of the age of criminal responsibility? (10 years). In general concerns will be discussed with the family unless such discussion may place the child at increased risk of significant harm. Advice is sought from social services and a referral made if necessary.

10. DEALING WITH ALLEGATIONS AGAINST SCHOOL STAFF:

There has been widespread concern that in some instances, there may be malicious accusations brought against employees by children and/or their parents.

The Committee must be informed of the allegation on the same day and is responsible for conducting an investigation. The employee concerned may be suspended whilst an investigation is conducted, but this is not an automatic procedure. Circumstances in which suspension properly occurs include:

- Where a pupil(s) is at risk; the person has behaved in such a way that indicates that s/he is unsuitable to work with children.
- where the allegations are so serious that dismissal for gross misconduct is possible;
- Where a suspension is necessary to allow the conduct of the investigation to proceed unimpeded.

I. Abuse by Student

- a) Students report the case of abuse to the class teacher.
- b) Class teacher reports the case to the Counselor/Head of Section/ Supervisor.
- c) Minor issues are settled by the Counselor speaking to the students involved in the case.
- d) In major issues, matter is taken up by the Principal.
- e) Students are sent for counseling and for medical checkup to the clinic, if required.
- f) Parents are informed by the concerned staff.
- g) The affected student is monitored by the Counselor/Class teacher for a period of time.
- h) The record is maintained for the same.

The Student who has been the victim can refer the case directly or by the help of a student to the counselor.

II. Abuse by Parent

- a) Student report to the Class Teacher/Counselor.
- b) The matter is brought to the notice of the Head of Section (HOS).
- c) The parent is called to the school and advised.
- d) The student is sent for Counseling to the school Counselor.

III. Abuse by the Relative

- a) Students report to the class Teacher/Counselor
- b) The matter is brought to the notice of the HOS
- c) The parent is called to the school and the matter is discussed for further actions
- d) The student is sent to the School Counselor.

IV. Abuse by Outsiders (During field trips, edutainment trips, picnics etc.)

- a) The student reports to the Class Teacher/Counselor
- b) The Matter is brought to the notice of HOS.
- c) The in-charge also reports to the concerned authorities where the trip/picnic takes place.
- d) The parent is informed about the issue.
- e) The student is send to the Counselor for counseling.

V. Abuse by the teacher:

- a) Student reports to the Parent/Counselor.
- b) Parent/Counselor informs the Principal.
- c) The teacher concerned is called by the Head of Section and enquires his/her views on the matter.
- d) A memo is issued to the concerned teacher by the Principal.
- e) Parents are informed by the Principal and assured that action will be taken on the teacher and no such incident will occur hence forth.
- f) In the case of the teacher resorting to abuse/harassment in spite of the repeated warnings, a strict action will be taken by the Principal
- g) The student is counseled by the counselor.

IV. Abuse by the support staff:

- a) Student report the case to the Parent/Class Teacher/Counselor
- b) The class Teacher/Counselor/ Parent informs the same to the

Principal. The issue is taken up by the Principal and the concerned staff is warned.

c) In extreme cases and the person may be terminated by the Principal

Staff should not:

- hold a pupil around the neck, by the collar or in any way that might restrict the pupil's ability to breathe;
- slap, punch, or kick a pupil;
- twist or force limbs against a joint;
- trip up a pupil;
- hold or pull a pupil by the hair or ear;
- hold a pupil face down on the ground;
- Hold a pupil in a way that might be considered indecent.

Do not give the impression that you have lost your temper or are acting out of anger or frustration or to punish the pupil.

11. ASSISTANCE TO PUPILS :

I. Physical contact with pupils and intimate care

Intimate care is defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but are unable to do because of young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

We are committed to ensuring that all staff responsible for the intimate care of children undertakes their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

The child's welfare and dignity is of paramount importance. Children must be treated with respect, whatever their age, gender, disability, religion or ethnicity. No child must be attended to in a way that causes distress or pain. Staff will work in close partnership with parents/careers to share information and provide continuity of care. The religious views and cultural values of families will be taken into account, particularly as they might affect certain practices or determine the gender of the career.

II. Working with children in practical lessons

Staff should not touch pupils particularly when reprimanding them. However, there may be occasions when a distressed pupil needs comfort and reassurance, which may include comforting such as a caring parent would give. Employees should use their discretion in such cases to ensure that, what is, and what is seen to be by others, is normal and natural and does not become unnecessary, unjustified contact, particularly with the same pupil over a period of time.

The law forbids a teacher to use any degree of physical contact that is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation. Corporal Punishment is not administered.

12. MISSING PUPILS:

It is important that immediate action is taken if a pupil is found to be missing. The Supervisor must be informed and if the pupil is not found after the

buildings and grounds have been searched the parents must be informed and the police called.

13. SUPPORTING POLICIES AND REVIEWS:

This Child Protection & Support Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. [School Safety and Security Protocol/policy].

N.I Model School, Sharjah has policies on Fire Policy, Health & Safety, Canteen Policy, Lab Safety Policy, Stair case Policy etc. These policies serve and support and enhance the Child Protection & Support Policy.

It is the duty/responsibility of the staff to learn about these policies and use them in their day- to-day interaction with the pupils and the staff.

Policy Review:

This policy will be reviewed in full by the Committee on an annual basis. Changes will be made accordingly after getting to know the shortcomings.

14. SCOPE OF THE CHILD PROTECTION & SUPPORT POLICY:

The Child Protection & Support Policy exists in the school to protect the students, of all ages, at levels in the school, from all types of abuse. The policy is applied to all the staff and volunteers working in the school, visitors, visiting parents, and the school management and governors as well.

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimizing children's life chances.

This Child Protect & Support Policy forms part of a suite of document and policies which relate to the safeguarding responsibilities of the school.

15. CONFIDENTIALITY:

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality- instead they must explain that they may need to pass information to other professional contexts.

16. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the record of concern sheet wherever possible.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behavior and the words used by the child.

- Record statements and observations rather than interpretations or assumptions.

All records need to be given the Counselor promptly. No copies should be retained by the member of staff volunteer.

The Counselor will ensure that all safeguarding records are managed in accordance with the UAE Laws.

17. FRAMEWORK AND CONTEXT:

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Person for Child Protection and Safeguarding

In November 2012, the UAE Cabinet approved “Wadeema’s Law” to “protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality.”

18. RECOGNIZING ABUSE:

Definitions of Abuse

Significant Harm - The Children Act 1989 defines significant harm as: “*Ill treatment or the impairment of health or development.*” Development means physical, intellectual, emotional, social or behavioral. Health means physical or mental and ill treatment includes sexual abuse and forms of ill treatment that are not physical.

1. PHYSICAL ABUSE

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

Indicators in the child bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- ❖ Bruising in or around the mouth
- ❖ Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- ❖ Variation in colour possibly indicating injuries caused at different times
- ❖ The outline of an object used e.g. belt marks, hand prints or hair brush
- ❖ Linear bruising at any site, particularly on the buttock, back or face
- ❖ Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- ❖ Bruising around the face
- ❖ Grasp marks to the upper arms, forearms or leg
- ❖ Petechiae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and a squeezing.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or joint. It is unlikely that a child will have had a fracture without the caregivers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
 - There are associated old fractures
 - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates forceful feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or caregiver, but it may be self-harm even in young children.

Fabricated or induced illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their caregiver. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits.
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding indications
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive- a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationship with peers because social interactions are restricted.
- Poor attendance at school and under-achievement

Bite marks

Bite marks can leave clear impression of the teeth when seen shortly after the injury has been inflicted. The shape becomes a more defused ring bruise or

oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area of scalds that have lines indicating immersion or poured liquid.

Old scars indicate the previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttock of a child, particularly in the absence of burns of feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars:

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped may suggest abuse.

Emotional/behavioral presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parent being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanation provided for an injury

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested and undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorized attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, summarizing disorder or false allegations of physical or sexual assault or a

cultural of physical chastisement.

- Parent/care giver may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/care giver has convictions for violent crimes.

Indicators in the family/environment

- Marginalized or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of children abuse, self-harm, somatizing disorder or false allegations of physical or sexual assault or culture of physical chastisement.

2. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of child, though it may occur alone.

Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/care giver e.g. anxious, indiscriminate or no attachment
- Aggressive behavior towards other
- Child escape/goated within in the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence

- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behavior (e.g. rocking, hair twisting sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passive or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment- 'don't care' attitude
- Social isolation- does not join in and has few friends
- Depression, withdrawal
- Behavioral problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationship including withdrawal or isolated behavior.

Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators in the family/environment

- Lack of support from family or social network.
- Marginalized or isolated by the community.
- History of the mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatization disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

3. NEGLECT

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

- Provide adequate food, clothing and the shelter (including

- exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

Indicators in the child:

Physical presentation

- Failure to thrive or, in order children, short stature
- Under weight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state or repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhea
- Unmanaged/ untreated health/ medical conditions including poor dental health
- Frequent accidents or injuries

Development:

General delay, especially speech and language delay inadequate social skills and poor socialization **Emotional/ behavioral presentation**

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behavior in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behavior
- Disturbed peer relationships
- Self-harming behavior

Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialization
- Abnormal attachment to the child e.g. anxious
- Low self-esteem and lack of confidence

- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment:

- History of neglect in the family
- Family marginalized or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatization disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack adequate heating Lack of opportunities for child to play and learn.

4. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level or violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child Physical presentation:

- Urinary infection, bleeding or soreness in the genital or anal areas
- Recurrent pain or passing urine or faeces
- Blood on under clothes
- Sexually transmitted infections
- Vaginal soreness or bleeding

- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdominal and thighs, sexually transmitted diseases, presence of the semen on vagina, anus, external genitalia or clothing

Emotional/behavioral presentation

- Make a disclosure
- Demonstrate sexual knowledge or behavior inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behavior, such as becoming aggressive or withdrawal
- Self-harm – eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualized conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behavior e.g. thumbs sucking
- Draws sexually explicit pictures
- Depression

Indicator in the parents:

- Comments made by the parents/care giver about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behavior
- Parent is a sick offender

Indicators in the family/environment:

- Marginalized or isolated by the community
- History of the mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, summarizing disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

National Child Protection Policy in Educational Institutions in United Arab Emirates

Policy Scope of Application:

The provisions of this Policy shall be applied at public governmental and private educational institutions in the United Arab Emirates, whether it is by

way of synchronous face-to-face instruction or by remote instruction in physical or virtual schools, including:

- Students enrolled at public governmental and private educational institutions.
- Employees working for public governmental and private educational institutions.
- Child protection specialists.
- Employees working at the Child Protection Unit at the Ministry and other relevant Authorities
- Partners, suppliers, and service providers to educational institutions.

Policy Objectives:

Protecting and enhancing children's welfare is the collective responsibility of everyone; every person who deals with children and their family has a role to play. To effectively honor this responsibility, every person dealing with a child must ensure that the welfare, wellbeing and best interests of the child operate as the primary and guiding focus of all dealings with the child. The Ministry asserts its complete commitment to ensure the welfare, safety and respect for all children, and that a positive, enjoyable and safe educational environment is created for every child without discrimination on grounds of ethnicity, gender, origin, religious doctrine, social standing or disability. This Policy seeks to achieve the following

Objectives:

1. Ensure implementation of mechanisms and measures of child protection in educational institutions pursuant to the applicable legislations in the State and the international conventions in place.
2. Determine the roles and responsibilities of all personnel working for the educational institutions, and all stakeholders including parents, individuals, agencies, partners, and the relevant service providers.
3. Create a safe and supportive school environment to protect the child against occurrences that can threaten the child's survival and wellbeing in terms of physical, mental, intellectual, educational or moral health.
4. Enable the child to exercise his/her rights, particularly educational rights and the right for protection pursuant to the provisions set out in the applicable legislations and the provisions of Federal Law No. (3) of 2016, its implementing regulation and the international conventions ratified by the country.

1.Neglect: Neglect means the failure of parents or caregivers to take the necessary measures to protect the child's life, and to provide physical, psychological, mental and moral safety against danger, and or to protect the rights of the child.

Reporting Procedures in Educational Institutions:

The Ministry or educational authority, each within the limits of its competence, shall prepare a procedural manual for dealing with the cases of child protection in line with Federal Law No. (3) of 2016 regarding the Child Rights Law (Wadeema) and Cabinet Resolution No. (52) of 2018 regarding implementing regulation of Federal Law No. (3) of 2016 regarding the child rights.

The Ministry shall, in coordination with the competent authority, prepare a guidance manual for the child protection procedures. The Ministry or the educational authority, each within the limits of its competence, shall review and adopt the procedural manual of the relevant authority if the educational agency wishes for the same.

Rules and Provisions of Information Reporting in Educational Institutions

The Ministry or the competent authority shall be notified of any suspected critical abuse or one to which the student is exposed in, around or in the utilities of the educational institution campus, the transportation buses or camps and internal and external activities organized by an educational institution or the Ministry according to the applicable legislations and laws. In addition, registers shall be kept of all cases of reported abuse in educational institutions.

The relevant bodies shall take the necessary measures to safeguard and protect children against substance abuse, including: using, contributing to producing, trading or trafficking narcotic, intoxicating and stimulant substances, or all types of psychotropic substances.

The school health system shall be supported to carry out its role in prevention, treatment and health counseling. - Any information provided in suspected cases of abuse is reported in complete confidence. The informant's identity may not be disclosed against his/her will, and the identity of all the parties of the incident and witnesses shall not be disclosed in 6 child abuse cases, when using the information in analyses, media reports, and no personally identifying material or information may be published.

The leadership team of the educational institution shall cooperate with the approved child protection specialists, and shall facilitate tasks they are entrusted to carry out inside the educational institution, without any obstacle or hindrance that could result in delay in taking the necessary measures for reported cases or their follow-up.

Roles and Responsibilities Educational Institution:

The educational institution shall appoint a member of the administrative or educational staff to be responsible for child protection, and all that is related to the child's rights and protection, in the educational institution. Such members shall be deemed as the reference for the child protection initiatives, activities, information and data that belong to the educational institution.

The educational institution shall verify and screen the qualifications and backgrounds of employees and caregivers before appointing them in the educational institution.

Child protection and the best interests of the child shall be prioritized in all decisions made, and all procedures carried out with respect to the child.

All forms of violence shall be prohibited in the educational institution.

The educational institution shall be fully responsible for creating a safe and secure environment for the child, in which the child feels protected against any occurrence that may threaten the child's physical and mental health and against any form of abuse or exploitation.

The educational institution shall circulate to all personnel working at the educational institution about confidentially secure information reporting procedures, and their responsibilities for reporting any abuse or suspected forms of abuse or violence towards a child or student. - The educational institution shall launch secure and confidential information reporting channels for all personnel working for the educational institution, all students, and all parents.

The educational institution shall spread awareness among students about child rights and the need to report any type of abuse or suspected abuse they or other students might be exposed to. - The educational institution shall spread awareness among parents about child protection and the importance of their role in protecting children.

The educational institution shall take all the necessary measures to safeguard and protect the children against substance abuse, including the use of narcotic, intoxicating and stimulant substances, all types of psychotropic substances, or the child's involvement in their production or trafficking.

The educational institution shall endeavor to detect cases of abuse early, identify the risk factors, and develop the appropriate plans and programs for supporting the students through enhancing the competence of the child protection professionals in the institution and through the use of assessment tools for early intervention and awareness campaigns.

The educational institution shall ensure that confidential information about every student is protected. Moreover, the educational institution shall not announce the names of students, their families or any sensitive or personal information that could harm the reputation of the child or his family.

The educational institution shall obtain consent from a child's parent when necessary to use the child's personal photograph or any information via the media or for any other posts or publications.

The personnel working for the educational institution may not share the personal or medical records of the students except in the following cases or with the following relevant persons and bodies:

1. Temporary referral or transfer for providing a specific treatment, carrying out diagnostic procedures or in cases of emergency.
2. If there is any public health threat when negligence in submitting the information could cause to endanger the student or others and potentially lead to death, severe injury or infectious disease.
3. When working with the Child Protection Unit - The educational institution staff shall never discuss any existing or closed cases with mass media or third parties, other employees or unauthorized persons, except when required to do so by investigative bodies and judicial bodies within the limits of legal liability.

The educational institution shall supervise the implementation of vocational development plans, awareness-raising, training, and qualification programs for all the personnel, associates and partners in respect of all that is related to the child rights and protection, and types of child abuse. The educational institution shall also supervise the implementation of plans and tools for modifying children's behavior, methods for dealing with child, training the children on applying the necessary skills to observe the indicators of abuse and means for protection against it.

1. Ensure that all personnel working for the educational institution attend all training programs related to child protection. 8 - Respect social diversity and differences of all types: race, color, gender, religion, expatriates, mental, psychological, and physical capabilities of each student.
2. Endeavor to achieve justice and equality in treatment for all students in the educational institution. - Ensure proper treatment based on equity and respect for all students, by use of appropriate, courteous, and respectful language.
3. Manage student behavior through role modeling appearance, behavior and positive situations that are appropriate and reflective of societal values.
4. Apply the professional codes of conduct.

Parents: - Be fully responsible towards the child and for the duties entrusted to them in the upbringing, care, guidance and growth of the child as stated in the applicable law and legislations in the country.

5. Cooperate with the educational institution for creating a safe environment for the child in which the child feels protected against occurrences that may threaten the child's survival, physical and mental health.
6. Notify the educational institution or child protection units in case of an occurrence that may threaten the child's safety, physical, or mental health.
7. Positively cooperate with the educational institution or child protection units as required in any stage when dealing with a case of abuse where

the parent's children are involved.

Educational Authorities, Partners and Support Service Providers:

- Set the student's best interests as the basis for dealing with students, and not using the situation or the students as a means to attain private goals or serve the interests of the institution at the expense of the students' interest.
- Take the necessary response measures in respect of the complaints received from the Child Protection Unit at the Ministry, and provide the necessary support to all the reported cases of abuse.
- Take the necessary protection measures and provide the necessary support to all abuse cases of students/children referred from the Child Protection Unit at the Ministry.
- Maintain as confidential any common data and not disclose any information related to students.
- Suggest vocational development and training plans for the personnel working for the educational institution in the field of child protection.
- Contribute to implementing training programs for the child protection professionals and all the personnel working for the educational institution in the field of child protection.
- Participate in society awareness
- raising campaigns in the field of child protection.
- Contribute to achieving social support to child protection programs in a safe school environment.
- Participate in the meetings held by the child protection committees and councils.

Child Protection Unit and Child Protection Professional:

Child protection professionals shall, each within the limits of his duties and responsibilities, take the necessary protection measures if there is anything that threatens to compromise the child's safety, physical, mental, psychological or moral health, without contradicting with Federal Law No. (3) of 2016 on Child Rights Law (Wadeema) and Cabinet Resolution No. (52) of 2018 on the implementing regulation of Federal Law No. (3) of 2016 regarding child's rights. These measures shall be taken as follows:

Remove the child from the abusive situation or location and place the child in a secure place to ensure his/her protection, at the discretion of the Child Protection specialists assessing the risk level surrounding the child.

Conduct a comprehensive social investigation for the cases that threaten the child's safety at the educational institution, in which the circumstances surrounding the child are explained. A report shall be submitted to the administrative authority to which the professional reports, accompanied by the recommendations about which necessary measures to take for the protection of the child.

Coordinate with the relevant bodies for the psychological and physical rehabilitation of the child by the professionals. This may include professionals

from other psychological and social agencies, or other specified agencies.
Provide information programs for child caregivers about the best treatment to ensure the support, normal growth and development of the child.

Pay field visits to the child at the educational institution as required, to ensure that the child has the necessary support to solve any ongoing problems the child may have.

Submit recommendations to the relevant authority for supporting the child's family in the event that the social circumstances of the family have contributed to the condition of the child.

Submit a report, to provide information about the circumstances surrounding the child, as required to assist prosecution or take the appropriate measures to protect the child, according to the provisions of the 10 Law, within a period not exceeding twenty

Four (24) hours after receiving the complaint.

The child protection professionals shall take the following preventive measures after obtaining the approval of the agency to which they report:

- Merge the child in the programs and activities that support the child against any problems or challenges the child encounters.
- Ensure the child and the family acquire the necessary skills for dealing with the problems through training courses and workshops.
- Coordinate with the relevant bodies to take the necessary measures for ensuring the protection of the child's rights and safety.
- Guide and inform the child of potential dangers and risks related to certain activities that the child may continue to undertake.

Evaluation:

This Policy shall be reviewed and developed periodically to ensure the efficiency of the child protection procedures and practices in the educational institution, through the following measures:

Follow up the application of the Policy by the supervisory bodies at the Ministry or the educational institution, each within the limits of its competence.

The relevant bodies shall prepare a study to evaluate the applicability of the Policy and its impact on the student, family, educational institution and society.

The Ministry shall maintain periodic coordination with the competent authority and other bodies to review and develop the Policy that ensure alignment with future developments and orientations of the State Government.

Acceptable Use of Technology Agreement

Introduction:

Access to technology is integral to the educational mission and purpose of our institution. These policies address the appropriate use of technology provided by the school and personally owned technological device,

Objective:

This Acceptable Use of Technology Agreement is to ensure:

- That our students will be responsible users and stay safe while using the internet and other communications technologies for educational, personal, and recreational use.
- That school computing systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk. The school will ensure that students will have good access to computing to enhance their learning, and we expect the students and parents to agree to be responsible users.

Policy Statements:

1. We expect our students to act responsibly and thoughtfully when using technology.
2. Students should not expect that what they write or publish online is private. The school reserves the right to monitor and track all behaviors and interactions that take place online or through the use of technology on our property or at our events.
3. The use of all school-owned technologies including the school network and its Internet connection is limited to educational purposes only.
4. Commercial and recreational use of school technology resources is prohibited.
5. All emails sent from school provided accounts are representative of the school.
6. Connection to wireless Internet by students is only allowed while doing research and investigation work in class using BYOD.
7. Only the internet gateway provided by the school may be accessed while on campus. Personal internet devices such as cellphones /cell network adapters are not allowed at all to access outside internet sources at any time.
8. Students are responsible for any activity that occurs through their personal account.
9. Students must respect the privacy of others while online.
10. Do not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to others.
11. Do not re-post information that was sent to you privately without the permission of the person who sent you the information.
12. Do not post private information, photos or videos about another person without prior permission

13. Do not use another person's account. If you have been given an account with special privileges, do not use that account outside of the terms with which you were given access to that account.
14. Do not voluntarily post private information about yourself online, including your name, your age, your school name, your address, your phone number, or other identifying information.
15. Our institution prides itself on its reputation for excellence; therefore, you may not use the school's name, logo, mascot or other likeness or representation on a non- school website without express permission from legitimate authority.
16. Never use devices capable of capturing, transmitting, or storing images or recordings to record others without the expressed permission of the person(s) being recorded (including adult leaders and other young people). Teachers or school personnel reserve the right to confiscate, collect, and inspect any device to ensure the policies.
17. Use of social networking is not permitted in the school. Students may not create social networking pages, accounts, sites, or groups that impersonate or misrepresent any individual or our institution.
18. Students may not access material that is offensive, profane, or obscene including pornography and hate literature.
19. Inappropriate communication is prohibited in any public messages, private messages, and material posted online by students.
20. All access to the Internet will be filtered and monitored.
21. Unless legitimate authority grants explicit permission, students are not allowed to alter, change, modify, repair, or reconfigure settings on school-owned computers. This includes downloading, adding, or installing new programs, software, or hardware.
22. If you accidentally access inappropriate information or if someone sends you inappropriate information, you should immediately inform the Section Supervisor as the first point of contact in this regard.
23. If you witness someone else either deliberately or accidentally access inappropriate information or use technology in a way that violates this policy, you must report the incident as soon as possible.
24. The school retains the right to suspend service, accounts, and access to data, including student files and any other stored data.
25. The school is not responsible for any damages that the students may suffer, including but not limited to, loss of data or interruptions of service.

Students Acknowledge that:

1. The school's network filters will be applied to one's connection to the internet and attempts will not be made to bypass them.
2. Bringing on premises or infecting the network with a virus, Trojan, or program designed to damage, alter, destroy or provide access to unauthorized data or information is in violation of Student Acceptable Use Policy.
3. Processing or accessing information on school property related to unethical methods altering, or bypassing network security policies is in violation of

student Acceptable Use Policy. The school has the right to collect and examine any device that is suspected of causing problems or was the sources of an attack or virus infection or malicious activity.

Acceptable Use of Locations:

Location	Use
Classrooms	As directed by teachers
Hallways, Washrooms, Canteen and at Recess	Not permitted
Buses	Not permitted

Acceptable use policy for staff

This NIMS, Sharjah Fair Internet Usage Policy applies to all employees who have access to computers and the Internet to be used in the performance of their work and studies. Use of Internet is permitted and encouraged where such use supports the goals and objectives of the work and studies. However, access to the Internet is a privilege and all must adhere to the policies concerning Computer, Email and Internet usage. Violation of these policies could result in disciplinary and / or legal action leading up to and including termination of employment / study. Individuals may also be held personally liable for damage caused by any violations of this policy. All are required to acknowledge receipt and confirm that they have understood and agree to abide by all the rules hereunder.

Computer, Email and Internet usage:

All beneficiaries are expected to use the internet responsibly and productively. Internet access is limited to job and study related activities only and personal use is discouraged.

Job and study related activities include research and educational tasks that may be found via the Internet that would help in your job or studies.

All Internet data is composed, transmitted and / or received by NIMS, Sharjah's computer system is considered to belong to New Indian Model School, Sharjah and is recognized as part of its official data. It is therefore subject to disclosure for legal reasons or to other appropriate third parties.

The equipment, services and technology used to access the Internet are the property of New Indian Model School, Sharjah and the school reserves the right to monitor Internet traffic and access data that is composed, sent or received through its online connections.

Email sent via the school email system should not contain content that is deemed to be offensive. This includes, though is not restricted to, the use of vulgar or harassing language/images.

All sites and downloads may be monitored and / or blocked by NIMS, Sharjah if they are deemed to be harmful and / or not productive.

The installation of any harmful software/ applications including but not limited to Bit Torrent, Gnutella or other file sharing applications are not permitted.

Users should use strong passwords for their accounts and are not allowed to share it. If it is found that users are sharing passwords, disciplinary action will be taken against the owner and users of the shared account.

Unacceptable use of the Internet includes, but is not limited to:

- Sending or posting discriminatory, harassing or threatening message or images on the Internet or via NIMS, Sharjah email service.
- Using computers to perpetrate any form of fraud, and / or software, film or music piracy.
- Stealing, using, attempt to access, or disclosing someone else's password without authorization.
- Usage of Social networking sites (like Facebook, Twitter, etc.) without written permission from the Principal or concerned HOS.
- Downloading, copying or pirating software and electronic files that are copyrighted or without authorization.
- Sharing or misusing confidential material, trade secrets, or proprietary information outside or the organization.
- Usage of unethical access by means of hacking tools or Hacking into unauthorized websites or digital resources.
- Sending or posting information that is defamatory to the school, its products / services, colleagues and / or beneficiaries.
- Introducing malicious software onto the school network and / or jeopardizing the security of the organization's electronic communications systems.
- Sending or posting chain letters, solicitations, or advertisements not related to education purposes or activities. Passing off personal views as representing those of the organization.

If any employee or student is unsure about what continued acceptable Internet usage, then he/she should ask his/her supervisor for further guidance and clarification. Anyone can also approach the Department of IT for expert advice. All terms and conditions as stated in this document are applicable to all users of NIMS, Sharjah's network and Internet connection. All terms and conditions as stated in this document reflect an agreement of all parties and procedures mentioned above. Any user violating these policies is subject to disciplinary actions deemed appropriate by New Indian Model School Sharjah.

The Department of IT reserves full authority to monitor usage activities and report any breaches to the authorities and withdraw services to the defaulter without notice. They are also authorized to login to any IT device in NIMS, Sharjah network directly or remotely without prior notice to make sure the above policy is complied. This policy can be updated anytime and all users will be notified through the Website of NIMS Sharjah.

User compliance

Using the IT facility in NIMS, Sharjah, I understand and will abide by this NIMS, Sharjah, Fair Internet Usage Policy. I further understand that should I commit any violation of this policy, my access privileges may be revoked, disciplinary action and / or appropriate legal action may be taken.

Data Protection Policy

This policy is intended to ensure that personal information is dealt with properly and securely and in accordance with the legislation. It will apply to personal information regardless of the way it is used, recorded and stored and whether it is held in paper files or electronically.

Policy Objectives

The school as the Data Controller will comply with its obligations to global data protection regulations and laws. The school is committed to being concise, clear and transparent about how it obtains and uses personal information and will ensure data subjects are aware of their rights under the legislation.

Scope of the Policy

Personal data is any information that relates to an identified or identifiable living individual who can be identified directly or indirectly from the information. The information includes factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of a living individual. This includes any expression of opinion about an individual and intentions towards an individual.

The School collects a large amount of personal data every year including: pupil records, staff records, names and addresses of those requesting prospectuses, examination marks, references, fee collection as well as the many different types of research data used by the School. In addition, it may be required by law to collect and use certain types of information to comply with statutory obligations of Local Authorities (LAs), government agencies and other bodies.

The Principles

The principles that must be adhered to when processing personal data:

1. Personal data must be processed lawfully, fairly and in a transparent manner (lawfulness, fairness and transparency)
2. Personal data shall be collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes (purpose limitation)
3. Personal data shall be adequate, relevant and limited to what is necessary in relation to the purpose(s) for which they are processed (data minimization)
4. Personal data shall be accurate and where necessary kept up to date and every reasonable step must be taken to ensure that personal data that are inaccurate are erased or rectified without delay (accuracy).
5. Personal data shall be kept in a form which permits identification of data subjects for no longer than is necessary for the purpose for which the personal data is processed (storage limitation)

6. Appropriate technical and organizational measures shall be taken to safeguard the rights and freedoms of the data subject and to ensure that personal information are processed in a manner that ensures appropriate security of the personal data and protects against unauthorized or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data (integrity and confidentiality).

Platforms in use

New Indian Model School, Sharjah uses the following software solutions to perform day to day operation in campus

- **Educore:** A SaaS application provided by Cordova Software Solutions, handles all the school management and learning activities including student information, enrollment details, academic records, attendance, assessment, online classes etc. The application is hosted in google cloud platform and incorporates all the security features assured by Google. School is the sole owner of data and Cordova ensures the confidentiality, integrity and availability of the data.
- **G-Suite for Education:** a collection of apps provided by google to enhance the communication and collaboration among students, teachers and staff. Teachers and students make use of the following apps in e-learning environment
 - *Google classroom:* a classroom management tool to share resources and assignments
 - *Gmail :* email service provided by google
 - *Google drive:* 15GB private cloud storage for all users
 - *Google Meet:* virtual conferencing tool for teachers and students to conduct online classes.
- **ERP System:** SaaS application for workforce management developed by Cordova Software Solutions. Services that include Registration, Admission, Accounting, payroll, HR etc. The application is hosted in google cloud platform and incorporates all the security features assured by Google. School is the sole owner of data and Cordova Software Solutions ensures the confidentiality, integrity and availability of the data.

Internet Safety Policy for Infrastructure

The New Indian Model School, Sharjah employs a number of strategies in order to maximise learning opportunities and reduce risks associated with the Internet. These strategies are as follows:

General

- Internet sessions will always be supervised by a teacher.
- Filtering software and/or equivalent systems will be used in order to minimise the risk of exposure to inappropriate material.
- The school will regularly monitor students' Internet usage.
- Students and teachers will be provided with training in the area of Internet safety.

- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of personal floppy disks, memory sticks, CD-ROMs, or other digital storage media in school requires a teacher's permission.
- Students will treat others with respect at all times and will not undertake any actions that may bring the school into disrepute.

World Wide Web

- Students will not intentionally visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students will report accidental accessing of inappropriate materials in accordance with school procedures.
- Students will use the Internet for educational purposes only.
- Students will not copy information into assignments and fail to acknowledge the source (plagiarism and copyright infringement).
- Students will never disclose or publicise personal information.
- Downloading by students of materials or images not relevant to their studies is in direct breach of the school's acceptable use policy.
- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.
- Students will use approved class email accounts under supervision by or permission from teacher.
- Students will not send or receive any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person.
- Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Students will never arrange a face-to-face meeting with someone they only know through emails or the internet.
- Students will note that sending and receiving email attachments is subject to permission from their teacher.

School Website

- Students will be given the opportunity to publish projects, artwork or school work on the World Wide Web in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website
- The website will be regularly checked to ensure that there is no content that compromises the safety of students or staff.
- The publication of student work will be coordinated by a teacher.
- Students' work will appear in an educational context on Web pages with a copyright notice prohibiting the copying of such work without express written permission.
- The school will endeavor to use digital photographs, audio or video clips of focusing on group activities. Content focusing on individual students will not be published on the school website without the parental

permission. Photographs, audio and video clips will focus on group activities. Video clips may be password protected.

- Personal student information including home address and contact details will be omitted from school web pages.
- Students will continue to own the copyright on any work published.

Internet Access in Campus

- Students will be allowed to access the internet on the lab computers or on their personal devices under supervision of the respective teacher. Student networks will be strictly restricted by web content filters in firewall and are allowed to access only educational contents.
- Academic staff are allowed to use their personal devices, and will have access to limited internet contents with fewer restrictions. Staff will take permission from the management prior to usage, and the IT administrator will register the MAC address of the device to give access to the network.
- Administration staff will have access to the internet as well as the internal network.

List of allowed contents are decided by the school management and are reviewed regularly. Requests to access specific contents will be submitted to management with proper justification. The IT administrator will then review the contents to ensure the authenticity and safety of the content. After getting approval from the management, the IT administrator will make the necessary changes in the web filtering rules.

Personal Devices

BYOD policy of the school encourages students and staff to bring their personal devices to campus for learning purposes. However, students using their own technology in school, such as leaving a mobile phone turned on or using it in class, sending nuisance text messages, or the unauthorized taking of images with a mobile phone camera, still or moving is in direct breach of the school's acceptable use policy.

School Network Infrastructure Design

Introduction

This document provides best practices to schools to better manage student access to Internet content and improve the IT security posture to match the adoption of classroom student computers. The target audience is IT infrastructure planners and network designers. This network architecture describes a network design tailored for mobile, Wi-Fi network, and student computers.

Overview

The basic network infrastructure components starting from the edge of the network to the Internet Connection are:

1. **WiFi access point** (also called wireless router, AP, or WAP). This device advertises the school's wireless networks and enforces the first level of network access policy. Access points are typically located in the classrooms and distributed in a manner so adjacent access points can automatically detect and serve the computer in the event of an access point loss.
2. **The LAN switch** is a device located in the room where the network cabling terminates is a major starting point for troubleshooting reports of network slowdowns. The switch provides multiple Ethernet ports or interfaces to both hard wired and wireless access points. The switch plays a critical role in forwarding network traffic among access points, hard wired devices, firewall, and content filter. One of the key roles is distributing Virtual Local Area Network (VLAN) access.
3. **The firewall and Web content filter** (also called security appliance) are often combined with the network routing. The more complex Internet access policies are maintained here. This is often one of the primary control points for enforcing the school's Child Information Protection Act (CIPA) policy. Differential policies for social network access for students v. staff are maintained here. The school's Internet modem is directly connected to the security appliance and in turn the security appliance connects to the LAN switch. This is the central location for network routing between Virtual Local Area Networks (VLANs) LAN switch.

School Network Design

Wifi Access Points

School provides campus-wide access to wireless internet through a centralized wifi system that consist of a Unifi Wireless Access Controller and Unifi WAPs from Ubiquity

Access to wireless networks is controlled by MAC address filtering in the firewall. Any user who requires access should get permission from the school management, and then contact the IT administrator. The user's device MAC address is then collected and added to the appropriate allowed list in the firewall.

Configurations include

- **Bandwidth management:** to ensure the overall internet bandwidth is equally distributed among all devices to ensure the smooth connectivity.
- **Segmented network:** separates the student network from the administration network, ensuring more security.
- **Roaming:** users can roam around the campus without disconnection. Wireless controllers effectively handover the connection from one access point to another.

Local Area Network

Campus network is segmented into multiple Virtual LANs according to the following levels of access rights. Infrastructure is managed by CISCO switches and sense Firewall.

1. **Administration VLAN:** accessible to administration staff via wired and wireless network. They have access to Internet access as well as critical internal resources such as the shared storage drives, access to sensitive data.

2. **Teacher VLAN:** accessible to academic staff with access to the internet with limited access.
3. **Student VLAN:** accessible to all students on their personal devices which are permitted by the management to use inside campus. They have access to the internet with restricted access to contents according to the policy set by the school management.

Network devices are physically secured in cabinets with access only given to the IT administrator. Protection of devices and the equipment rooms are ensured by the building security.

Firewall

School network Infrastructure is guarded by Unified Threat Management Solution based on sense platform. It integrates the following security services in a single appliance.

- Firewall
- URL filtering
- Web content filtering
- Virtual private networking
- DHCP

Event Log Management

Event log analyzer software implemented in school is configured to collect the syslog information from network devices like firewalls and switches, to generate reports on demand. IT administrators review these reports regularly to ensure the availability of IT services. These logs are used for monitoring, reporting, and managing incidents.

Media Consent Form

Dear Parent/Guardian,

During the school year, we take photographs of school activities involving students to share the school's positive vibe and updates. Incidentally, some photographs may capture your child's participation, directly or indirectly. These photos may be published through our website, social media pages, news bulletins, billboards, and adsetc. So we request you to carefully read the points below.

I understand that:

- My child's photograph may be used within the school for display purposes.
- My child's image may be used in Learning Journeys or Records of achievements belonging to other children.
- My child's image may be used on the school website, school newsletter, school social media accounts e.g. Facebook, Instagram etc.
- My child's photograph may be used in local and/or national media.
- My child may be filmed by the school during school events.

Video Filming

During school events we accept that many parents may wish to film their child. However, all parents must agree to the following terms and conditions

- All filming is for personal use only and must not be shared with external agencies.
- No video, film or still photography from school events may be posted to any form of social media.

Terms and Conditions

- This form is valid for the period your child attends this school. Images of your child will not be used after this time.
- Please write to the Principal if you wish to withdraw consent at any time.
- The images we take will be of activities that show the school and children in a positive light.
- Embarrassing or distressing images will not be used. The images will not be associated with negative or sensitive issues. We will only use images of pupils who are suitably dressed.
- We will make every effort to ensure that we do not allow images to be taken of any children for whom we do not have permission or who are 'at risk'.

User Password Policy

Overview:

This policy is intended to establish guidelines for effectively creating, maintaining, and protecting passwords at New Indian Model School, Sharjah. The school will be responsible for ensuring that the school data and network is as safe and secure as is reasonably possible and that:

- users can only access systems and data to which they have right of access
- users should agree to an acceptable use policy
- users should be able to access another's files, without permission (or as allowed for monitoring purposes within the school's policies)
- Users must not store their passwords in plain view and staff must not write down passwords.
- A safe and secure username / password system is essential if the above is to be established and will apply to all school ICT systems, including email and Virtual Learning Environment (VLE)

Scope:

This policy shall apply to all academic and non-academic staff, students, parents and affiliates of New Indian Model School, Sharjah, and shall govern acceptable password use on:

- All systems that connect to NIMS network
- Access to e-learning platform (**Educore**)
- Access to administration software and MIS
- Access to Google apps (**G-Suite for Education**)
- Access or store sensitive data.

Password Creation:

- All user and admin passwords must be at least 8 characters in length.
- Longer passwords and passphrases are strongly encouraged.
- Where possible, password dictionaries should be utilized to prevent the use of common and easily cracked passwords.
- Passwords must be completely unique, and not used for any other system, application, or personal account.
- Default installation passwords must be changed immediately after installation is complete.

Password Aging

User passwords must be changed every 3 months. Previously used passwords may not be reused. System-level passwords must be changed on a quarterly basis. Appropriate policies are enabled in Educore, ERP system and G-Suite for Education to enforce the users to reset the password every 90 days. Also, users are forced to use complex passwords.

Password Protection

- Passwords must not be shared with anyone (including coworkers and supervisors), and must not be revealed or sent electronically.
- Passwords shall not be written down or physically stored anywhere in the office.
- When configuring password “hints,” do not hint at the format of your password(e.g., “zip + middle name”)
- User IDs and passwords must not be stored in an unencrypted format.
- User IDs and passwords must not be scripted to enable automatic login.
- “Remember Password” feature on websites and applications should not be used.
- All mobile devices that connect to the company network must be secured with a password and/or biometric authentication and must be configured to lock after 3 minutes of inactivity.

Access to Sensitive Data

- Critical accounts having access to sensitive data should have two factor authentication enabled
- This includes accounts of
 - Administration staff who have access to MIS, payroll
 - Academic staff having access to critical student information (Principal, Head of Section)

Enforcement

It is the responsibility of the end user to ensure enforcement with the policies above. If you believe your password may have been compromised, please immediately report the incident to IT Admin (it@nimsshj.ae) and change the password.

Acknowledgement

I have read and agree the user Password Policy and will abide to the stipulated rules and regulations.

Name of the Student:Signature:

Name of the Parent: Signature:

ACKNOWLEDGEMENT BY THE STUDENTS AND TEACHERS: I hereby completely understand the above written school policies and shall swear to abide all the policy guidelines.

Date:

Signature

**Intiyaz Abbas Saheb
Counsellor**

Mr. Shajahan KM
Principal