



مدرسة جلوبال الفلبينية

THE PHILIPPINE GLOBAL SCHOOL

Leader in Academic Excellence and Values Formation

Hadbat Al Zaafaranah, Abu Dhabi, United Arab Emirates

SAFEGUARDING POLICY

SECTION 1. School's Safeguarding Statement, Philosophy, Vision, Mission and Aims

I. Safeguarding Statement of The Philippine Global School

At The Philippine Global School, safeguarding is at the core of our commitment to providing a safe, respectful, and supportive learning environment where all students can thrive. In alignment with ADEK's Safeguarding Policy, we have established a comprehensive safeguarding framework that ensures every child is protected from harm, treated with dignity, and given the opportunity to reach their full potential.

Our safeguarding processes are proactive and preventative. These include the safe recruitment and training of staff, ongoing supervision and professional development, age-appropriate safeguarding education for students, clear behavior and anti-bullying policies, and well-defined procedures for reporting and responding to concerns. All staff are trained to recognize the signs of abuse and neglect, and to take immediate and appropriate action using designated reporting channels. Students are also encouraged to speak up through safe, confidential, and accessible mechanisms.

The school has appointed Designated Safeguarding Leads (DSLs) who oversee all safeguarding matters and coordinate with ADEK and other external agencies when intervention is needed. All safeguarding cases are handled with professionalism, confidentiality, and urgency.

We aspire to build a culture of trust, accountability, and shared responsibility, where every adult in the school community understands their role in protecting children and where every student feels seen, heard, and safe. Our goal is not only to respond to risks but to create an environment where risks are minimized, and the wellbeing of all students is actively promoted.

Through continuous review and improvement of our safeguarding practices, The Philippine Global School remains steadfast in upholding the rights, safety, and best interests of every child in our care.

II. School's Educational Philosophy, Vision and Mission Statement

Educational Philosophy

The Philippine Global School is geared towards developing a holistic personality among learners, physically fit, emotionally stable, morally upright, intellectually

capable, spiritually guided, scientifically empowered and culturally awakened in a global competitive society.

Vision

We envision to be the center of academic excellence, train students to become good leaders who are globally competitive and build character that makes a difference; Equipping them to be competent for the future challenges and be of service to mankind.

Mission

The Philippine Global School is a God-centered learning institution. It is committed to providing education for the development of the youth in all aspects of life, striving for excellence in academic, social, physical, and spiritual lives of its students, their families, the community and the world. Our mission is to provide an affordable quality education while developing and nurturing the whole child in a God-centered environment.

III. Aims

The Philippine Global School adopts a child-centered approach to safeguarding, in accordance with the standards set by the Abu Dhabi Department of Education and Knowledge (ADEK). The primary aims of this policy are to ensure that all students are protected from harm and that safeguarding practices are embedded in every aspect of school life. Specifically, the policy aims to:

- **Protect all children** from all forms of abuse, neglect, exploitation, and harm, including physical, emotional, sexual abuse, bullying, cyberbullying, and exposure to unsafe environments both within and outside the school.
- **Create a safe, inclusive, and supportive environment** where students feel valued, respected, and secure, enabling them to thrive academically, socially, and emotionally.
- **Ensure all staff and stakeholders understand their safeguarding responsibilities** and are equipped to recognize signs of abuse, respond appropriately to concerns, and take immediate action to protect children.
- **Establish clear reporting procedures** for safeguarding concerns, including confidential mechanisms for students and staff to raise issues safely and without fear of retaliation.
- **Promote the well-being and mental health of students**, by integrating child protection and emotional resilience into the school's academic and pastoral programs.
- **Collaborate effectively with parents, external agencies, and ADEK** to support vulnerable children, respond to safeguarding incidents, and implement intervention strategies when necessary.

- **Ensure safe recruitment and conduct of all adults in the school**, including staff, volunteers, contractors, and visitors, through proper screening, training, and monitoring.
- **Regularly review and update safeguarding policies and procedures** to remain compliant with ADEK regulations and international best practices.

SECTION 2. Safeguarding Practices of The Philippine Global School

The Philippine Global School (TPGS) is committed to ensuring that every child is safe, protected, and supported in all areas of school life. In accordance with the Abu Dhabi Department of Education and Knowledge (ADEK)'s safeguarding and wellbeing frameworks, TPGS has established comprehensive safeguarding practices that are **child-centered, proactive, and responsive**, with every concern handled with **sensitivity, confidentiality, and professionalism**. Our practices are designed not only to protect students from harm but also to promote a culture of trust, accountability, and emotional well-being across the entire school community.

1. Strong Safeguarding Leadership Structure

- The school appoints a **Designated Safeguarding Lead (DSL)** and **Deputy DSLs**, who are trained and certified according to ADEK standards.
- The DSL serves as the central point of contact for all safeguarding concerns and is responsible for overseeing the implementation of the school's safeguarding policies and procedures.
- The safeguarding team meets regularly to assess risks, review ongoing cases, ensure timely interventions, and maintain compliance with ADEK reporting requirements.

2. Safe, Accessible, and Confidential Reporting Channels

- Students, staff, and parents are made aware of how to report safeguarding concerns through posters, student orientations, handbooks, and assemblies.
- TPGS maintains confidential channels such as:
 - A **designated safeguarding email**.
 - A **wellbeing box** where students can submit concerns anonymously.
 - Direct access to the DSL, counselor, or trusted staff members.
- All reports are documented and stored securely in accordance with ADEK's data protection and confidentiality guidelines.

3. Regular Staff Training and Capacity Building

- All school personnel—including teaching, support, transport, and maintenance staff—receive **mandatory safeguarding training** at the beginning of each school year and regular refresher workshops.
- Topics include:
 - Recognizing signs of abuse, neglect, or emotional distress.
 - Responding appropriately and sensitively to student disclosures.
 - Documentation, escalation procedures, and when to involve external authorities.

- Training emphasizes the need for **professional boundaries, empathy, cultural sensitivity**, and a non-judgmental approach.

4. Student Empowerment Through Education

- Safeguarding awareness is integrated into the school's curriculum, particularly in Moral Education, Character Building, and Life Skills classes.
- Students are taught:
 - How to identify unsafe situations.
 - Their rights to safety and dignity.
 - The importance of seeking help from trusted adults.
 - Digital safety, anti-bullying strategies, and managing peer pressure.
- Regular activities like **wellbeing weeks, anti-bullying campaigns**, and **student-led forums** further promote a student voice and a culture of openness.

5. Creating a Safe and Inclusive Environment

- TPGS builds a climate of respect, empathy, and inclusion by:
 - Promoting positive teacher-student relationships.
 - Encouraging kindness, tolerance, and respect through behavior policies.
 - Ensuring diversity and inclusion are respected in all school interactions.
- The school promotes **positive behavior reinforcement**, restorative discipline, and trauma-informed responses when managing challenging behaviors.

6. Access to Wellbeing and Mental Health Support

- Students have access to a **qualified school counselor** trained in child protection and emotional support.
- The counselor provides:
 - One-on-one emotional support sessions.
 - Small group support for issues like anxiety, grief, and friendship difficulties.
 - Referrals to external specialists when long-term or clinical support is needed.
- At-risk students are identified early and provided with **Individualized Support Plans (ISPs)** to monitor progress and provide holistic support.

7. Safe Recruitment and Staff Conduct Monitoring

- All staff undergo **thorough background checks** including criminal record clearance, reference verification, and safeguarding screening before hiring.
- Staff are required to sign the **Code of Conduct**, which outlines expectations for maintaining professional boundaries and reporting concerns.
- Staff behavior is monitored, and allegations against staff are investigated promptly and transparently, following ADEK's escalation and disciplinary procedures.

8. Multi-Agency Collaboration and Parental Engagement

- TPGS works closely with:
 - **ADEK's Student Protection Unit** for reporting and follow-up.
 - **Healthcare professionals** for medical and psychological referrals.
 - **Law enforcement authorities** when legal or protective action is required.
- Parents are seen as key partners and are regularly informed about safeguarding initiatives through orientation sessions, newsletters, and parent workshops.

- In safeguarding cases involving families, communication is **respectful, discreet**, and aimed at securing the child's best interest.

9. Risk Assessment and Protection Planning

- Students who may be particularly vulnerable—such as those with special educational needs, personal trauma, or unstable family environments—are identified through regular check-ins and teacher referrals.
- Tailored **risk assessments** and **safety plans** are developed collaboratively by the safeguarding team and relevant staff.
- Strategies may include adjusted supervision, behavior contracts, learning accommodations, or specialized counseling.

10. Ongoing Monitoring, Evaluation, and Policy Review

- Safeguarding practices are **reviewed termly** by the safeguarding committee, with an annual policy review aligned with updated ADEK guidance.
- Feedback from students, staff, and parents is considered in evaluating the effectiveness of safeguarding protocols.
- Safeguarding case logs are securely maintained and reviewed to ensure **timely follow-up, appropriate action**, and trend analysis.

Through these comprehensive safeguarding practices, The Philippine Global School ensures that every child is not only **protected from harm**, but also **supported in their personal, emotional, and academic development**. The school remains committed to nurturing a community where **every voice is heard**, every concern is taken seriously, and **every student feels safe, respected, and empowered**.

SECTION 3. The Philippine Global School Security Policy

1. Policy Statement

The Philippine Global School (TPGS) recognizes that the safety and security of all students, staff, and stakeholders is foundational to learning and development. This Security Policy establishes a comprehensive framework to prevent, prepare for, respond to, and recover from any **physical or digital threat** to the school environment. The policy reflects the requirements of ADEK's health and safety standards, UAE national laws, and international best practices in school security and child safeguarding.

2. Objectives

The policy aims to:

- Ensure that all students and personnel are protected from physical and cyber risks within and outside the school premises.
- Provide structured, timely, and effective responses to security incidents, breaches, or emergencies.
- Define clear responsibilities for maintaining campus safety and digital security.

- Foster a culture of awareness, vigilance, and accountability across the school community.

3. Scope of the Policy

This policy applies to:

- **All persons** on school premises: students, teachers, administrative staff, maintenance teams, bus personnel, visitors, and contractors.
- **All school properties** and facilities: classrooms, playgrounds, laboratories, auditoriums, gates, parking areas, and buses.
- **All digital infrastructure**: servers, networks, software systems, databases, school websites, student portals, and devices used for teaching and learning.

4. Physical Security Measures

4.1 Access Control and Visitor Management

- Main gates are guarded during school hours and electronically controlled outside operational hours.
- All visitors must present valid Emirates ID or government-issued identification and state the purpose of visit.
- A visitor pass is issued at the entrance and collected upon exit.
- Parents picking up students early must be verified by the registrar and class teacher before a release slip is issued.

4.2 Perimeter and Surveillance

- The school is enclosed by a secure perimeter fence and monitored through **24/7 CCTV cameras** in all key locations including entrances, exits, stairwells, common areas, and external grounds.
- All footage is stored securely for a minimum of **30 days** and can only be accessed by authorized personnel.

4.3 Emergency Preparedness and Response

- Emergency plans are posted in every classroom and facility.
- Termly drills are conducted for the following scenarios:
 - **Fire evacuation**
 - **Lockdown (intruder or violent incident)**
 - **Earthquake response**
 - **Medical emergencies**
- Every room contains:
 - A first-aid kit
 - Evacuation map and routes
 - Emergency contact numbers
- Designated staff serve as **emergency marshals** trained in AED and first aid.

4.4 Supervision and Movement

- Duty rosters ensure staff supervision during arrival, breaks, lunch, dismissal, and transitions.

- Students are not permitted to leave school without documented approval and guardian notification.

5. Transportation Security

- All school buses are equipped with:
 - CCTV cameras
 - GPS tracking systems
 - Attendance logs
- Bus conductors are trained in:
 - Behavior management
 - Emergency evacuation
 - Reporting incidents
- The school transportation officer monitors route safety and compliance.

6. Digital Security and Data Protection

6.1 IT Infrastructure and Network Security

- The school network is protected by:
 - Enterprise-level firewalls
 - Regularly updated antivirus software
 - Intrusion detection systems
- All users are assigned **individual login credentials** with role-based access to prevent unauthorized entry.

6.2 Cybersecurity Education

- Students from Grades 3 and above receive modules on:
 - Online safety
 - Responsible internet use
 - Cyberbullying prevention
 - Data privacy
- Parents are provided with digital literacy workshops to support safe practices at home.

6.3 Device and Platform Management

- School devices are monitored using **Mobile Device Management (MDM)** systems.
- Teachers and staff are trained in secure use of:
 - Email (phishing, spam, attachment safety)
 - Cloud-based platforms like Google Workspace and LMS systems
- Any breach is reported immediately to the IT Manager and DSL for investigation and mitigation.

6.4 Data Storage and Confidentiality

- All student and employee data is:
 - Stored on **encrypted and password-protected servers**.
 - Backed up weekly to secure off-site servers.
 - Protected under the UAE Data Protection Law and ADEK's Student Data Privacy Framework.

- Only authorized personnel may access confidential files.

7. Risk Prevention and Incident Response

7.1 Incident Types

- Physical (intrusion, violence, fire, injury)
- Environmental (earthquake, flood, power outage)
- Technological (data breach, hacking, device loss)
- Social/behavioral (bullying, threats, unauthorized social media posting)

7.2 Incident Response Plan

Each incident is addressed following this process:

1. **Immediate Containment:** Isolate the threat or affected system/area.
2. **Notification:** Inform Principal, relevant authorities (e.g., police, ADEK), and parents if needed.
3. **Investigation and Reporting:** Detailed report filed within 24 hours.
4. **Remediation:** Fix, restore, or mitigate the issue.
5. **Debrief and Support:** Psychological and logistical support provided to affected parties.
6. **Review:** Assess root causes, adjust protocols, and retrain staff if necessary.

8. Roles and Responsibilities

Role	Responsibility
Principal	Ultimate oversight and accountability for policy implementation and resource allocation.
Security Officer	Monitors physical access, CCTV, and supervises guards. Reports all incidents.
IT Manager	Ensures network safety, responds to cyber breaches, and implements updates.
Teachers	Supervise students, report concerns, ensure access control compliance.
Counselor/DSL	Provides psychological support post-incident, handles disclosures, escalates to authorities.
Students	Follow safety protocols, report risks, and act responsibly online.
Parents and Visitors	Comply with entry procedures, reinforce safety messages, and report anomalies.

9. Training and Capacity Building

- **New Staff Orientation** includes safety training, digital conduct, and data privacy.
- **Annual Workshops** for faculty and security personnel on emergency preparedness and first response.
- **Quarterly drills and simulations** to test protocols.
- **Parental Engagement** through seminars on cyber safety and home-school cooperation.

10. Monitoring, Compliance, and Review

- The **Health, Safety, and Security Committee** meets quarterly to:
 - Review all reported incidents
 - Update the risk register
 - Revise emergency plans and protocols
- An **Annual Security Audit** is conducted by an external consultant and reported to ADEK.
- This policy is updated **annually** or immediately upon changes in ADEK or UAE national policy requirements.

11. Declaration

The Philippine Global School pledges to provide a learning environment where **safety is not just a requirement, but a core value**. With a proactive approach to threat prevention and preparedness, and a responsive system of care and coordination, we aim to ensure that every member of our community is protected, informed, and empowered to thrive in a secure environment.

Section 4. Mechanisms to Measure and Monitor Safeguarding Practices

At The Philippine Global School (TPGS), safeguarding is a continuous process that requires **proactive monitoring, evidence-based evaluation, and adaptive improvement**. To ensure that students are protected from all forms of harm—be it physical, emotional, sexual, or neglect—TPGS has established a structured system of oversight and accountability. This mechanism supports the effective implementation, tracking, and enhancement of safeguarding practices across the entire school community.

1. Designated Safeguarding Lead (DSL) and Safeguarding Team Oversight

- The DSL, in coordination with a trained Safeguarding Team, is responsible for:
 - Daily oversight of safeguarding concerns
 - Coordinating case management and external reporting
 - Ensuring that safeguarding procedures are followed consistently
- Regular **weekly team meetings** are conducted to review reported incidents and evaluate follow-up actions.

2. Safeguarding Reporting and Case Management System

- All safeguarding concerns are documented using a **confidential, centralized reporting system** (digital or physical, depending on nature and urgency).

- Reports are categorized (e.g., bullying, neglect, emotional distress) and tracked with clear timelines for intervention and follow-up.
- Each case file includes:
 - Incident summary
 - Actions taken
 - Communications with parents and authorities
 - Outcomes and ongoing monitoring notes

3. Monitoring Tools and Indicators

To assess the **effectiveness of safeguarding practices**, the school tracks:

- **Number and type of incidents reported** per term
- **Response times** and resolution periods
- **Frequency of repeat cases** or escalations
- **Referral rates** to external child protection agencies or ADEK
- **Student attendance and behavioral trends**, which can serve as early warning signs

4. Surveys and Feedback Mechanisms

- **Termly anonymous surveys** are conducted for:
 - Students (age-appropriate)
 - Staff
 - Parents
 These measure perceptions of safety, trust, and wellbeing in school.
- **Feedback forms** are distributed after safeguarding-related workshops or sessions.
- Survey results are analyzed to identify gaps and target areas for improvement.

5. Safeguarding Audits and Policy Review

- **Internal safeguarding audits** are conducted **quarterly** by the DSL and reviewed by the School Leadership Team.
- Annual **external safeguarding reviews** may be conducted by third-party child protection consultants or in compliance with ADEK inspection cycles.
- All safeguarding policies and procedures are reviewed **quarterly** and revised as needed based on audit findings or changes in law.

6. Staff Training Monitoring

- A **training tracker** is maintained to ensure:
 - 100% of staff receive annual safeguarding training
 - Key personnel (DSL, counselors, SLT) undergo advanced training
 - Refresher courses are provided after major updates to policy or protocol
- Certificates, attendance logs, and post-training evaluations are retained for audit purposes.

7. Student Voice and Peer Support Programs

- The school maintains an **open-door policy**, ensuring students can confidentially approach any trusted adult.
- **Student Peer Support Teams** or trained student leaders serve as first responders or 'safety ambassadors' to promote reporting and peer advocacy.

- Student concerns raised during **Student Council meetings** are tracked and addressed in safeguarding evaluations.

8. Safeguarding Committee and Governance Reporting

- A **Safeguarding and Wellbeing Committee** meets termly to:
 - Analyze trends and indicators
 - Review progress of ongoing cases
 - Monitor action plans
- Key findings and summaries are reported to the **School Governing Board**, ensuring high-level oversight.

9. Partnership with External Agencies

- The school maintains close communication with:
 - ADEK's Child Protection Unit
 - Local health services
 - Police and legal authorities (when required)
- Mechanisms are in place for secure referrals, record sharing, and coordinated intervention.

10. Safeguarding Dashboards and Term Reports

- Quarterly safeguarding dashboards include:
 - Key metrics
 - Incident breakdown
 - Response performance
 - Summary of training and awareness activities
- These are used by the DSL and school leaders to identify areas needing further attention or systemic improvement.

By employing these mechanisms, The Philippine Global School ensures that safeguarding is not only a policy—but a **living, measurable, and continuously improving practice**, dedicated to securing every student's right to a safe, respectful, and nurturing environment.

Section 5. Identification of Resources Provided to Deliver Safeguarding Provisions for All Students

The Philippine Global School (TPGS) ensures that safeguarding is supported by a comprehensive range of **human, physical, informational, and procedural resources**, all designed to promote the welfare, protection, and overall wellbeing of every learner. These resources reflect the school's commitment to providing an inclusive, responsive, and protective learning environment, in alignment with ADEK's safeguarding framework.

1. Human Resources

- **Designated Safeguarding Lead (DSL):**
A trained senior staff member responsible for overseeing the safeguarding system, managing cases, and liaising with ADEK's Child Protection Unit and external agencies.

- **Deputy DSLs and Safeguarding Team:**
A team composed of counselors, year level coordinators, and selected faculty who support the DSL in monitoring, intervention, and awareness programs.
- **School Counselors:**
Provide emotional support, trauma-informed care, early intervention for mental health issues, and individualized student welfare plans.
- **Trained Teachers and Staff:**
All faculty and staff receive mandatory annual safeguarding training, including recognizing signs of abuse, reporting protocols, and managing disclosures.
- **Wellbeing Officers (if applicable):**
Facilitate pastoral care and support wellbeing initiatives, particularly for vulnerable students or those with additional needs.

2. Physical and Digital Infrastructure

- **Confidential Reporting Channels:**
 - Secure digital forms for staff and students
 - Physical drop boxes in discreet locations
 - Dedicated safeguarding email monitored by the DSL
- **Private Counseling Rooms:**
Safe, confidential spaces for students to speak with counselors or safeguarding personnel.
- **CCTV Surveillance:**
Strategically placed cameras in corridors, common areas, and external grounds to support incident investigation and student safety monitoring.
- **Child-Friendly Visual Aids and Signage:**
Age-appropriate posters around the campus guiding students on how to seek help and who to talk to.
- **Safeguarding Section in the School Website/Portal:**
Provides easy access to policies, reporting tools, and contact information for safeguarding personnel.

3. Educational and Training Resources

- **Safeguarding Curriculum Integration:**
Lessons on safety, digital responsibility, emotional literacy, anti-bullying, and consent are integrated into Personal Development and Values Education.
- **Annual Staff Training Modules:**
 - ADEK-compliant safeguarding training
 - Managing disclosures and reporting obligations
 - Online safety and child exploitation prevention
- **Student Workshops and Campaigns:**
Termly awareness sessions on:
 - Cyberbullying and online grooming
 - Healthy friendships and boundaries
 - Mental health and self-care
 - Anti-bullying and respect for diversity
- **Parent Engagement Programs:**
Orientation sessions, newsletters, and webinars to inform parents of their role in safeguarding and how to support children at home.

4. Procedural Resources and Documentation

- **Safeguarding Policy Manual:**
Outlines all procedures, responsibilities, and response protocols in accordance with ADEK regulations.
- **Incident Report Forms and Case Logs:**
Standardized templates used to document and track reported concerns or interventions, stored securely with restricted access.
- **Behavior and Attendance Monitoring Systems:**
Used to detect patterns of risk such as frequent absences, emotional withdrawal, or sudden behavioral changes.
- **Individual Support Plans (ISPs):**
Tailored intervention strategies developed for students at risk or with safeguarding concerns, involving multi-stakeholder input.

5. Collaboration and External Support

- **Referral Partnerships:**
Direct links with ADEK Child Protection Specialists, medical professionals, and legal authorities when external intervention is necessary.
- **Crisis Support Hotline Information:**
Visible and accessible listings of local helplines (e.g., UAE Ministry of Interior's Child Protection Center, 116111 hotline).
- **Access to Translation Services:**
For non-English-speaking students and families to ensure understanding of safeguarding rights and processes.

Section 6. Quarterly Review and Compliance of the Safeguarding Policy

To ensure that safeguarding practices at The Philippine Global School (TPGS) remain effective, current, and aligned with ADEK regulations, the school carries out a structured **termly review and compliance process**. This ensures that all staff remain vigilant, policies remain relevant, and that safeguarding efforts continue to reflect the needs of the school community.

1. Termly Policy Review Process

- The **Designated Safeguarding Lead (DSL)** leads a review of the safeguarding policy every quarter, in collaboration with:
 - The school's Safeguarding and Wellbeing Committee
 - School Counselors and Wellbeing Officers
 - Representatives from the Senior Leadership Team (SLT)
- The review process includes:
 - Evaluating the effectiveness of current safeguarding protocols
 - Assessing trends and data from incident reports
 - Considering feedback from students, staff, and parents
 - Updating provisions in line with any new ADEK guidelines or legal mandates

2. Monitoring Compliance Across the School

- **Safeguarding audits** are conducted each term to ensure that:
 - Staff are complying with reporting protocols

- Safeguarding training is up to date
- Physical and digital safeguarding resources are accessible and functional
- Confidentiality and documentation standards are being upheld
- The DSL submits a **Safeguarding Compliance Report** at the end of each term to:
 - The School Principal
 - The Governing Board
 - ADEK (if required or requested)

3. Stakeholder Feedback and Consultation

- Quarterly feedback is gathered through:
 - Student wellbeing surveys
 - Staff focus group discussions
 - Parent feedback forms or meetings
- Findings are used to identify:
 - Gaps in support or awareness
 - Additional training needs
 - Emerging risks or student concerns

4. Documentation and Reporting

- All quarterly review documents include:
 - A summary of reported safeguarding cases (de-identified for privacy)
 - The status of action plans and resolutions
 - Updates made to policy or practice
 - Recommendations for further improvement
- These are archived and available for ADEK inspection or internal quality assurance purposes.

5. Continuous Improvement and Policy Refinement

- The school remains committed to a **culture of continuous improvement** by:
 - Reviewing the effectiveness of safeguarding interventions
 - Comparing termly data across the academic year
 - Benchmarking practices with ADEK standards and other leading institutions
- Any **policy updates** or procedural changes are communicated to:
 - All staff during termly training or briefings
 - Parents via newsletters or school portal
 - Students in age-appropriate formats (e.g., assemblies, classroom discussions)

6. Compliance with ADEK's Safeguarding Framework

- The quarterly review ensures that the school remains fully aligned with:
 - ADEK's Private School Policy Manual
 - ADEK's Wellbeing and Protection Framework
 - UAE Federal Child Protection Laws
- Non-compliance issues, if any, are immediately addressed through a corrective action plan.

By conducting **regular, termly reviews** and ensuring **ongoing compliance**, The Philippine Global School maintains its strong commitment to safeguarding every student's right to a safe, respectful, and nurturing educational experience.