



# Safeguarding Children and Safer Working Practice Policy

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## Revision History

Version	Date	Reason for most Recent Revision
v1.0	March 2015	Reviewed and reissued as per guidelines in WS-PRO-001. Major changes – renamed from “Child Protection and Safe Recruitment”; changes to types of criminal background checks required and introduction of ICPC check; expanded section on how individual student concerns and staff concerns are dealt with; new section “The School and Family Change”.
v2.0	October 2015	Major changes – renamed from “Safeguarding Children Policy”; reviewed in line with: updated Department for Education (UK) guidance “Keeping Children Safe in Education 2015”; content from Place2Be training course on “An Introduction to Safeguarding & Child Protection in Education” (February 2015)
v3.0	June 2016	Update to NSPCC hyperlink in Section 2.3 – Child Protection; update to Section 3.2.7 – Gifts and Favouritism.
v3.1	November 2016	Effective date corrected from 23 June 2015 to 23 June 2016 in the header.
v4.0	June 2017	Significantly revised with the introduction of Code of Conduct – Visitors [HRF-POL-014]; Code of Conduct & Safeguarding Guidance – Externally-Provided Facilities Staff [HRF-POL-015]; Code of Conduct & Safeguarding Guidance – All Site Users [HRF-POL-016]; Code of Conduct & Safeguarding Guidance – Volunteers [HRF-POL-017].
v5.0	November 2017	Major changes – new ‘New Staff’ section; Child Specific Instructions in Section 2.6; changes to Section 3.2.7; addition of new flowchart as appendix
v5.1	August 2018	Safeguarding Flowchart amended to reflect Designated Safeguarding Lead changes
v6.0	December 2018	Reviewed in line with updated Department for Education (UK) guidance “Keeping Children Safe in Education 2018.”
v6.1	February 2019	Minor change and addition of signatory (Acknowledgement of Receipt) page
v6.2	September 2022	Minor changes to named DSL Leads on flowchart
v6.3	November 2022	Changes to latest UK Guidance “Keeping Children Safe in Education” (2022) Removal of references to Engage
v6.4	October 2023	Updates to latest UK Guidance @Keeping Children Safe in Education” (2023)
v6.5	February 2024	Updates to reflect new safeguarding management system CPOMS (Child Protection Online Management System)
v6.6	October 2025	Updates to latest UK Guidance @Keeping Children Safe in Education” (2025)



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## 1 Introduction

At St Christopher's School, the fundamental right to be protected from harm is at the heart of our responsibility to all children in our care. We understand that all school staff have a responsibility to provide a safe environment in which children can learn and that members of staff working with children have a responsibility for identifying children who may be suffering, or likely to suffer, significant harm. We also understand that it is vital for all adults with a role at our school to understand the responsibilities and trust inherent in carrying out a role in a school setting. Our responsibilities necessitate our having a clear safeguarding policy and procedures.

This document is intended to guide staff in supporting their duty of care. It sets out safer recruitment practices and how we can identify and act where there are child protection concerns. It also provides advice on situations where staff may be vulnerable and guidance on safer working practices so that the risk of misplaced or malicious allegations of improper behaviour is reduced. It should be recognised that this guidance cannot cover all eventualities and staff should take advice from their Head of School or Line Manager over any issue which gives cause for query or concern. St Christopher's is a British International School and adopts many practices based on UK models. This policy is informed by the UK Department for Education (DfE) document "[Keeping Children Safe in Education](#)" (September 2025) and "Guidance for Safer Working Practice for those working with Children and Young People in Education Settings" (February 2022). This policy, however, is rooted very much in the context of Bahrain and recognises the limitations in addressing child protection issues whilst subject to Bahraini law, customs and support systems.

This policy applies to all adults working at the School, whether paid or unpaid. For simplicity, this document refers to all adults with a role at the School as being 'staff.'

This policy is one of a series in the School's integrated safeguarding portfolio. This includes our:

- Code of Conduct – [All Staff \("Code of Conduct"\) \[HRF-POL-013\]](#)
- Behaviour Policies [\[Behaviour Policy - Infant and Junior PUP-POL-002; Behaviour Policy – Senior PUP-POL-003\]](#)
- Online Safety Policies [\[ICT-POL-004-S001, ICT-POL-004-S002, ICT-POL-004-S003, ICT-POL-004-S004\]](#)The principles of this policy apply to school trips and visits. However, for specific information on safeguarding on school trips and visits, the [School's Trip Policy \[HS-POL-011\]](#) should be referred to.

## 2 Safeguarding Children

### 2.1 Core Principles of "[Keeping Children Safe in Education 2025](#)"

In this section we summarise the core principles of the UK guidance we follow, the measures we take to recruit safely and how we identify and address child protection concerns. Core principles of "Keeping Children Safe in Education 2025" are:

- safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes
- children includes everyone under the age of 18. Our policy dictates that all our students come under this Policy
- where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk



- Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

## 2.2 Safer Recruitment

As a responsible employer, we exercise recruitment procedures that help deter and reject people who might abuse children.

### 2.2.1 Background Checks on Staff

All staff, regardless of role, are required to provide the School with background checks.

The School maintains a single central record of background checks on staff. This is maintained by the Human Resources & Facilities Department.

The types of background checks required vary depending on nationality and countries resided in.

#### **UK nationals and other nationals recruited directly from the UK**

Teaching staff will normally be able to provide a copy of their most recent DBS (Disclosure and Barring Service) Check. Only Enhanced with Lists Checks<sup>1</sup> are accepted by the School.

There is no official expiry date for a DBS Check but it is the School's policy that the Check should be under six months in age at the time it is submitted to the School.

In the event that a DBS Check cannot be provided, the individual will be required to provide the School with an ICPC.<sup>2</sup>

Teachers will be requested to provide 10 years of background checks upon appointment.

Those who have resided in Bahrain for six months or more are also required to obtain a Good Conduct Certificate from the Bahrain Criminal Investigation Directorate (CID).

#### **UK nationals and other Nationals recruited from outside the UK**

These staff are required to provide the School with an ICPC or the equivalent of the ICPC from their country of origin. They are also required to provide a criminal background check from the country in which they have been working.

Teachers will be requested to provide 10 years of background checks upon appointment.

Bahraini nationals and those who have resided in Bahrain for six months or more are also required to obtain a Good Conduct Certificate from the Bahrain Criminal Investigation Directorate (CID). On an

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<sup>1</sup> A DBS Check provides information on spent and unspent convictions, cautions, reprimands and final warnings. The Enhanced with Lists Check also checks against the two DBS lists: the first list being of individuals deemed unsuitable for working with vulnerable adults and the second list being of those deemed unsuitable for working with children.

<sup>2</sup> The ICPC (International Child Protection Certificate) is designed for schools and other organisations outside the UK who have no formal link to the UK and who are unable to access the DBS system. It is a police check produced by the Association of Chief Police Officers Criminal Records Office (ACRO) in the UK in conjunction with the Child Exploitation and Online Protection (CEOP) Centre, the UK's national centre for child protection. It is for UK nationals, or those who have resided in the UK for any time, who have chosen to work overseas. It lists all convictions including cautions, final warnings, reprimands and impending cases held in police information and intelligence databases. The ICPC is applied for by the applicant and sent to the applicant who will provide it to the School.



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ongoing basis, all staff must provide a new Good Conduct Certificate from Bahraini CID at the completion of each five years' service to the School.

## 2.2.2 Other Safer Recruitment Measures

The School's recruitment webpage clearly sets out the School's commitment to the safeguarding of our students and gives a link to this policy.

All applicants for job vacancies at the School are required to complete an application form in which we require responses to questions concerning applicants' backgrounds and any disciplinary or legal proceedings taken against them with regards to safeguarding.

Safeguarding questions suitable to the type of role are raised at all interviews.

All Teachers and SPARTA/Sports Coaches are required to make a pre-employment criminal records declaration of any spent and unspent convictions, cautions, reprimands and formal warnings.

Two professional references are sought for all candidates and the referees are specifically asked to declare whether there is any reason why the applicant should not work with children. Wherever possible, the School always obtains a reference from the candidate's current/last employer (the Head of School for teaching candidates) and, if there is any doubt, we make a telephone call to verify that the reference was provided by them.

Additional background screening checks are carried out for all new contracted staff:

- Social Media and Internet check - if issues are flagged they are investigated and our offer of employment may be withdrawn;
- Qualification and reference check - if issues are flagged our offer of employment may be withdrawn.

## 2.2.3 Service Contract Providers

For certain essential services, externally-provided staff from service contract providers are required to be routinely on the school sites during school hours. This includes cleaning staff (both sites) and gardening staff (Saar only).

For these workers, contact with children is minimised and their procedures clearly indicate routines and conduct for working in "high risk" areas such as bathrooms and changing rooms.

To minimise the safeguarding risks associated with these staff, the School:

- Sets out its safeguarding standards and expectations for appropriate behaviour within the service contract, taking into account the individual risks associated with each provider
- Requires each service contractor to deliver safeguarding training (created by trained staff within the School) to staff provided to the School ahead of their first session in the School
- Requires the service contract provider to obtain police checks on all staff supplied to the School from the staff member's country of origin and, if the staff member has resided in Bahrain for over six months, also obtain a Good Conduct Certificate from Bahraini CID. Only those staff without any criminal history are to be provided to the School. The checks will be available for the School's inspection at any time.

They are also required to sign the [Code of Conduct & Safeguarding Guidance – Externally-Provided Facilities Staff \[HRF-POL-015\]](#), which sets out the School's expectations of their conduct.



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## 2.2.4 Supply/Temporary Staff

Supply/Temporary Staff are subject to the same background checks as staff employed on employment contracts. Please see Section 2.2.1 on page for information on this.

Only those individuals who have provided all necessary documentation set out in our New Supply/Temporary Staff Procedure [HRF-PRO-001] will be added to our Supply List. This includes proof that the relevant background checks have been applied for. Only those individuals on our Supply List may be called to come in and work at the School on a supply/temporary basis.

The same applies to individuals working at the School on a consultancy basis.

## 2.2.5 External ECA providers, SPARTA Partners and other Site Users

All external ECA (Extra Curricular Activities) providers, SPARTA Partners and other site users such as those who hire facilities at our site(s) for purposes including one-off bookings are required to sign the School's Site Use Agreement [HRF-FOR-015]. This document sets out the School's commitment to safeguarding and requires Organisers (as defined within the Site Use Agreement) to make a self-declaration that neither they nor anyone who will be involved in their activity has been convicted of any criminal offence or been involved in any disciplinary proceedings that have led to them being barred from working with school-aged children.

In addition to this, everyone involved in the activity is required to sign the [Code of Conduct & Safeguarding Guidance – All Site Users \[HRF-POL-016\]](#), which sets out the School's expected standards of behaviour and safer working practices expected of all Site Users.

All external ECA providers and SPARTA Partners who run activities which include children will provide a Good Conduct Certificate from the Bahrain CID, along with a DBS Check/ICPC or equivalent from their country of origin.

All external ECA providers and SPARTA Partners are required to attend annual safeguarding training at the School.

## 2.2.6 Parents

The School expects all Parents to adhere to the [Code of Conduct – Parents/Carers \[PUP-POL-014\]](#). This is summarised in poster form displayed at our gates as the Summary Code of Conduct – Parents/Carers and Visitors [HRF-INF-021].

## 2.2.7 Parent Volunteers

The School actively encourages parents to volunteer their assistance in many different areas to support learning.

All parent volunteers are required to attend a parent volunteer induction session outlining their role and responsibilities when working with children. They are also required to sign the [Code of Conduct & Safeguarding Guidance – Volunteers \[HRF-POL-017\]](#) which sets out the School's expectations of their conduct.

Parent volunteer contact with children is only ever in a shared, public space.

## 2.2.8 Visitors

Visitors to the School, including contractors, are asked to sign in with Security and given a Visitor Pass in exchange for photo ID.



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The School expects all Visitors to adhere to the [Code of Conduct – Visitors \[HRF-POL-014\]](#). This is summarised in poster form displayed at our gates as the Summary Code of Conduct – Parents/Carers and Visitors [HRF-INF-021] and a further abbreviated summary on the back of Visitor Access Passes.

Visitors are normally in the direct supervision of a member of staff and, wherever possible, contractors are only on site after school hours. In cases where visitors to the School who have unsupervised contact with children, Heads of School will risk assess and require, as necessary, that they provide a police check. This will include the school photographer, those who lead training and visiting speakers etc. These decisions will be recorded on the Visitor Background Checks Log which is shared by the Principal and all Heads of School. When a new visitor for whom a background check is required is added to this list, the Head of School will advise the HR & Facilities Manager so that the individual may be contacted and the appropriate check obtained. This check will be held on the School’s central register.

### 2.2.9 Governors

New governors will receive a copy of this policy at the commencement of their service as a governor. They will be required to return a signed cover page to indicate compliance. This will be forwarded to the Human Resources & Facilities Office to be stored on their MIS record.

## 2.3 New staff

New staff will be informed of their child safeguarding responsibilities in the following ways:

- All new staff are required to sign the Code of Conduct – [All Staff \(“Code of Conduct”\) \[HRF-POL-013\]](#) at the time they sign their initial employment agreements
- All new staff will receive a safeguarding induction. At the induction, they will be provided with a printed copy of this policy to take away and read and return a signed Acknowledgement of Receipt page to indicate compliance. This will be forwarded to the Human Resources & Facilities Office to be stored on their staff file. Safeguarding inductions are the responsibility of the following staff:

Category of staff	Member of staff responsible for safeguarding induction
Teachers, Classroom Assistants, Learning Support Assistants, Librarians, Technicians, School Nurses, Instrumental staff, Counsellors, school administrative staff	The relevant DSL
SPARTA coaches	Head responsible for SPARTA
Members of the following teams: <ul style="list-style-type: none"> <li>• HR &amp; Facilities</li> <li>• Accounts</li> <li>• IT</li> <li>• Caretakers</li> <li>• Cafe 61 Staff</li> </ul>	HR & Facilities Manager

## 2.4 Child Protection

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe any outward signs of abuse. The School will therefore:

- Establish and maintain an environment where children feel secure and are confident to approach an adult to talk, knowing that they will be listened to sensitively



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- Ensure students know who in the School can be approached if they are worried about something and want to talk to someone
- Provide all staff with the necessary information to enable them to meet their child protection responsibilities. We do this through induction training and ongoing INSET
- Encourage staff to maintain an attitude of “it could happen here” where safeguarding is concerned
- Keep safeguarding as a “live” matter of discussion so that staff may make any enquiries about the School’s procedures. We do this by including ‘safeguarding’/”Children of Concern” as a standing agenda item for team meetings
- Ensure that staff know how to react to and deal with a child telling them that they/another child are being abused (“making a disclosure/disclosing”). Any disclosures or concerns are to be reported on the school safeguarding management system CPOMS (Child Protection Online Management System). All staff are required to have a login and all teaching staff additionally to have 2 factor authentication set up.
- Each phase of the school is required to have a Designated Safeguarding Lead (DSL), and Deputy Designated Safeguarding Leads (DDSL), residing on the school senior leadership teams. All concerns about the safety and wellbeing of a student need to be logged on CPOMS and DSLs informed.
- Provide advice on situations where staff may be vulnerable and guidance on safer working practices so that the risk of misplaced or malicious allegations of improper behaviour is reduced
- Develop in students an increased ability to recognise situations that are potentially or actually unsafe
- Ensure that the Behaviour Policy supports vulnerable students in the School
- Ensure that students develop an awareness of the acceptable use of ICT and ways to be safe online
- Ensure that key staff are aware of common signs of abuse and neglect. The NSPCC issues useful advice on their website.
- We also include a list of signs and indicators of abuse as APPENDIX 1 - Signs and Indicators of Abuse.
- Ensure that parents have an understanding of the responsibility placed on the School for child protection by making this policy document available
- A summary flowchart of the process for staff action in the event they become aware of a possible safeguarding issue can be found in APPENDIX 3 – Safeguarding Summary Flowchart

### 2.3.1 If you are Concerned about a Child’s Welfare

There will be occasions when staff may feel that there is an emerging concern about a child. Physical signs may be noticed or their work may indicate an issue. For example, they may write stories or produce art work that reveals confusion or distress. This may not initially point to a child protection issue but, nonetheless, it should be recorded on the management system CPOMS.

Staff should monitor and record these early concerns including:

- Dates
- The substance of the concern
- Who was concerned
- Where the concern was noted/reported
- The frequency of repetitive concerns.

Staff must complete an incident report on CPOMS including this information. If the concern indicates a



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child may be at immediate or severe risk, then the member of staff should discuss directly with the DSL immediately and before the end of the school day.

### 2.3.2 If a Student Discloses to You

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, the member of staff will, at the appropriate time, let the student know that in order to help them they must pass the information on to the DSL. The point at which they tell the student this is a matter for professional judgement. During their conversations with the student the member of staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – “I’m so sorry this has happened”, “I want to help”, “This isn’t your fault”, “You are doing the right thing in talking to me”
- not be afraid of silences
- use “mirror questions” (questions which are non-directive in nature, which means they are intended to encourage another person to continue to add detail to what they have said without influencing the person to go in a specific direction in terms of content.) For example, Child: “My nanny hits me.” Adult: “Your nanny hits you?”
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the student’s mother think about it
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as “I do wish you had told me about this when it started” may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next
- immediately after receiving the disclosure, complete an incident report form on CPOMS, or speak directly with the DSL if the child is considered at immediate or serious risk (a CPOMS incident form can be completed later if this is the case).

### 2.3.3 Whistleblowing if you have Concerns about a Colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague’s career. All staff must remember that the welfare of the child is paramount.

Whistleblowing is the mechanism by which staff can voice their concerns, without fear of repercussion. Whistleblowers will face no negative consequences unless their allegations are shown to be vexatious. Any concerns must be reported directly to the appropriate Head of School (DSL) or, where concerning



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the Head of School, to the Principal. Where there is a concern regarding the Principal, the Chair of the School's Board of Governors must be informed.

### 2.3.4 The role of the Designated Safeguarding Lead (DSL)

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) in their phase of the school. The deputy (or deputies) DSL should be trained to the same standard as the designated safeguarding lead and will need to act as the DSL if they are absent or unavailable. All stakeholders should be clear on who the DSL and deputies are in each phase, with clear and appropriate signage displayed across the school.

The DSL ensures that detailed records of all safeguarding concerns are kept using the online management system. Every conversation or action in relation to a safeguarding case is documented in the system, with the appropriate chronology.

Any safeguarding issue raised is evaluated by the safeguarding team, and an appropriate response agreed using the St Chris Level of Need Threshold document (see Appendix 3).

In each phase the safeguarding team will meet regularly as a Pastoral Welfare Committee to review and assess ongoing cases, and ensure the safeguarding caseload is consistently monitored and actions agreed. Serious child protection cases should be discussed directly with the Principal: they will then make a decision on how to address the issue. The course of action taken could involve external bodies, *inter alia*, the relevant Embassy, in respect of expatriates, and/or the Bahraini Police. It may also include the Child Protection Centre at the Ministry of Social Development.

Any child protection concerns related to a member of staff will be dealt with in accordance with the School's Staff Discipline Policy and the course of action taken could involve external bodies, *inter alia*, the relevant Embassy, in respect of expatriates, and/or the Bahraini Police. If a British national ceases to be in the service of the School because he or she is deemed unsuitable to work with children, the School will make a detailed report of this to the DBS within one month. In the case of British Teachers, the School will also consider making a referral to the National College for Teaching and Leadership (NCTL) when a Teacher has been dismissed (or would have been dismissed if he/she had not resigned) and the referral does not meet the threshold for DBS notification. This would be in cases of serious professional misconduct. We will follow the same course of action with the appropriate country's teaching authority for cases involving teachers of other nationalities.

## 2.4 Confidentiality and Information Sharing

Staff will have access to confidential information about children in order to carry out their everyday tasks. In some cases, this information will be highly sensitive. It is only appropriate to share this information when it is in the interests of the child to do so. In circumstances where the child's identity does not need to be known, the information will be used anonymously.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, (or Principal if the safeguarding subject of concern involves an allegation against the DSL; or Chair of the Board of Governors if the safeguarding subject of concern involves an allegation against the Principal.) That person will then decide who else needs to have the information.

Where a child with a record of child protection concerns leaves the School, the file will be transferred to the new school by the Head of School.



When a new student joins our School into any year group, we will request the child's current school (or previous, if the child is not presently in school) share any safeguarding concerns as part of the Admissions Process.

At the end of every academic year, a session is held where the Principal will discuss with the respective Head of School any safeguarding information held by the School on students moving between Key Stages 1 to 2 and 2 to 3.

## 2.5 The School and Changes to Family Circumstances

We understand that our students' lives can be disrupted by major changes in their family such as the separation or divorce of their parents and that some students' wellbeing may be affected whilst they adjust. The student's Teacher and other key staff who have been made aware of the change in family circumstances will be sensitive to the child's situation and support them as best they can.

In the event that both parents are travelling or that there is any other radical change to routine, we ask that parents advise the School so that we can offer the child additional support as required.

In a small number of cases, one or both parents may approach the School with concerns over the rights of the other parent to access the site and/or information on their child and they may wish to restrict these rights. Unless there is legal documentation to support this, the School is unable to prevent a parent from accessing the School site or accessing information held by the School on their child (including Parent Portal) as per the normal systems in place for parental access. This documentation would need to make clear that the one parent is the legal sole custodian for the child and/or that there are specific instructions in place regarding the child. In cases where the legal documentation is not in English, the parent is responsible for providing a certified English translation.

### 2.5.1 Child Specific Instructions

In some cases, the School's Security team may need to be informed of changes to parental access to the site. For example, if a parent has sole custody and raises a concern that the other parent may attempt to enter the site to access the child. In other cases, a parent may be concerned that someone other than a parent may attempt to gain access to their child through the School. For example, an ex-nanny who has retained her Additional Pass. In these cases, a Child Specific Instruction will be created and sent to Security from the Human Resources & Facilities team designated as responsible for Child Specific Instructions. This memo will be in English and Arabic and, wherever possible, include photos of the child and adults(s) forming the subject of the notice. Instructions to Security will vary but may include that the Head of School/another named member of staff be informed should the adult come to the site.

In each and every case, the student's Head of School will be the member of staff responsible for making any of the changes to parental access described in this section. Child Specific Instructions will only be issued with authorisation from the child's Head of School.

Child Specific Instructions will be recorded on the Child Specific Instructions Log which is shared by the Principal, all Heads of School and the HR & Facilities Manager. This document must be attached to the CPOMS chronology for the child.

Child Specific Instructions will be routinely reviewed and re-issued to Security each September by the designated member of the Human Resources & Facilities team after contact with the student's Head of School.



## 3 Safer Working Practice

The document “Guidance for Safer Working Practice for those working with Children and Young People in Education Settings” was produced in response to concerns about a need for clearer advice on the potential vulnerability of adults working with children and young people.

In this section we summarise the core principles of the document and give guidance on safer working practices.

### 3.1 Core Principles of “Guidance for Safer Working Practice for those working with Children and Young People in Education Settings”

- Adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. It is therefore expected that staff will adopt high standards of personal conduct in order to maintain the trust and the respect of those with whom they work and the public in general
- Staff should work and be seen to work, in an open and transparent way
- Staff must recognise that, by the very nature of their position, they are in a position of trust. The relationship between adults and students, whilst mutually respectful, is not a relationship of equals. Adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification. (The abuse of position of trust is expanded upon in Section 16 of the UK Sexual Offences Act, 2003).
- Staff are responsible for their own actions and behaviour and must understand the need to maintain appropriate boundaries in their contact with students. Staff should avoid any contact with students which would lead any reasonable person to question their motivation and intentions
- Staff should continuously monitor and review their working practices to ensure they follow the guidance set out in this document

### 3.2 Guidance on Safer Working Practices

#### 3.2.1 Staff/Student Relationships

Staff should work in a professional manner at all times and should not engage in over-familiar behaviour with students.

- **Infatuations**

Where there are indicators that a student may have developed an infatuation for a member of staff, the member of staff should bring it to the attention of their Head of School or Line Manager as soon as possible so that appropriate action can be taken to limit any distress or embarrassment to the student. Staff should be aware that infatuations carry a high risk of words or actions being misconstrued and extra care should be taken to ensure that their behaviour is above reproach.

#### 3.2.2 Physical Contact

There are occasions when it is entirely appropriate for staff to have physical contact with students but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with a student this should be made in response to their needs at the time, of limited duration, in an open environment and appropriate. Some staff, for example, those who teach PE, will have to initiate



physical contact to support a student so they can perform a task safely or demonstrate the use of a piece of equipment.

We understand that younger children may spontaneously initiate physical contact such as hugging.

- **Students in Distress**

There will be occasions when a distressed student needs comfort and reassurance and this may include age-appropriate physical contact. Staff should proceed cautiously in offering support in this way and use their professional judgement carefully. Staff are provided with support in this area.

- **Physical Restraint**

Any physical restraint is only appropriate when a student is in imminent danger of inflicting an injury on him/herself or on another or on property, and then only as a last resort. Another member of staff should, wherever possible, be present to act as a witness. Staff are provided with support in this area.

### 3.2.3 Showers, Changing and Appropriate use of Bathrooms

Students are entitled to respect and privacy when showering, changing their clothing or using the toilet. However, a suitable level of supervision needs to be maintained to satisfy health and safety considerations, monitor behaviour and to ensure that the children are protected. This level of supervision should be appropriate to the age and needs of the students.

Staff should be vigilant about their own behaviour and announce their intention of entering a bathroom or changing room. Staff must not shower or change in the same place as children. Staff should restrict their use of bathrooms to staff bathrooms only.

The Saar site has some bathrooms for use by both adults and children. These bathrooms are those available to the wider school community and located at the:

- Behind the Cafe at the Swimming Pool
- The end of the Year 2 wing, accessible externally
- The ground floor of the SPARTA rooms, accessible via Gate F
- The entrance of the swimming pool building
- 

These bathrooms are clearly signed as being public and for mixed adult/child use.

Staff should avoid use of these bathrooms at times of peak use: for example, drop-off, pick-up and break times.

Bathrooms located in the Junior Hall are for use by children only during the school day but accessible to both adults and children outside of normal school hours.

### 3.2.4 Intimate Care

The responsibilities of some roles within the School will necessitate the need for intimate physical contact with children on a regular basis, for example assisting children with toileting or the removal of wet/soiled clothing or the provision of medical care.

All children have the right to privacy and dignity when receiving intimate care and, depending on their age and abilities, they should be encouraged to act as independently as possible. Where assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken. Staff are provided with support in this area.



### 3.2.5 Communication with Students – including via Social Networking Sites and Other Online Means

Any contact with students using electronic media should be for professional reasons only. All communication with students should be limited to professional matters and, wherever possible, staff should not communicate via their personal email account. It is acknowledged that staff may use WhatsApp and other similar methods for group communications.

Staff must decline the access of current students and any ex-students who have not left full-time secondary education or reached the age of 18 to personal online profiles on sites such as Facebook and set suitable privacy settings so that their full profile may not be seen. The School's Online Safety Policy – Section Four | [Acceptable Use Policy - Staff \[ICT-POL-004-S004\]](#) should be referred to for further information.

### 3.2.6 Gifts and Favouritism

If for any reason a member of staff may wish to give a personal gift to an individual student, it should first be discussed and agreed with their Head of School or Line Manager. Staff should be aware that the gesture of giving of gifts can be misinterpreted by others.

Care should be taken when selecting children for specific activities or privileges to avoid perceptions of favouritism. Selection methods should always be transparent and capable of holding up to scrutiny. Similar care should be taken when excluding students from an activity or privilege.

There are occasions when students and/or their parents will wish to pass small tokens of appreciation to staff and this is acceptable. End of year gifts are also acceptable. However, in the case of regular or high value gifts, the advice of the member of staff's Head of School or Line Manager must be sought.

Under no circumstances should a member of staff solicit gifts for themselves or a colleague.

### 3.2.7 One-to-One Meetings

In order to ensure students are fully supported both academically and pastorally, one-to-one meetings will occur. Some meetings will be pre-arranged and some ad hoc where a student will go and see a teacher about an issue. However, staff working in one-to-one situations with students are more vulnerable to accusations.

The following guidelines should always be applied:

- Meetings should be held in an environment where there are other members of staff in close proximity in the same building
- Generally, it is good practice to leave the door to the meeting room open. However, meetings should always be held in a room where the student and member of staff can easily be seen from the corridor
- When conducting the meeting, staff should avoid all unnecessary physical contact and avoid sitting or standing in unnecessarily close proximity to the student
- Staff must report any concerns about the behaviour of a student in a one-to-one meeting to their Head of School or Line Manager
- If a meeting is scheduled outside of the normal school day, at least one other colleague, and preferably a Line Manager, should be informed that the Meeting is due to take place. The Meeting should only be held with a specific professional purpose that is understood by the student involved.



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## 4 Monitoring

This policy is monitored by ELT and the Human Resources and Facilities Manager.



## 5 Appendix 1 - Signs and Indicators of Abuse

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none"> <li>• Tired/listless</li> <li>• Unkempt</li> <li>• Poor hygiene</li> <li>• Untreated medical conditions</li> <li>• Medical appointments missed</li> <li>• Constantly hungry or stealing food</li> <li>• Overeats when food is available</li> <li>• Poor growth</li> <li>• Poor/late attendance</li> <li>• Being regularly left alone or unsupervised</li> <li>• Dressed inappropriately for the weather conditions</li> <li>• Having few friends and/or being withdrawn</li> <li>• Ill-equipped for school</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to thrive</li> <li>• Attention seeking</li> <li>• Over-ready to relate to others</li> <li>• Low self esteem</li> <li>• Apathy</li> <li>• Depression/self-harm</li> <li>• Drink/drug/solvent abuse</li> <li>• Persistently being over protective</li> <li>• Constantly shouting at, threatening or demeaning a child</li> <li>• Withholding love and affection</li> <li>• Regularly humiliating a child</li> </ul>	<ul style="list-style-type: none"> <li>• Unexplained injuries</li> <li>• Injuries on certain parts of the body</li> <li>• Injuries in various stages of healing</li> <li>• Injuries that reflect an article used</li> <li>• Flinching when approached</li> <li>• Reluctant to change</li> <li>• Crying/instability</li> <li>• Afraid of home</li> <li>• Behavioural extremes</li> <li>• Apathy/depression</li> <li>• Wanting arms and legs covered even in very hot weather</li> </ul>	<ul style="list-style-type: none"> <li>• Age inappropriate sexual behaviour/ knowledge/promiscuity</li> <li>• Wary of adults/running away from home</li> <li>• Eating disorders/ depressions/self-harm</li> <li>• Unexplained gifts/ money</li> <li>• Stomach pains when walking or sitting</li> <li>• Bedwetting</li> <li>• Recurrent genital discharge</li> <li>• Sexually transmitted diseases</li> </ul>

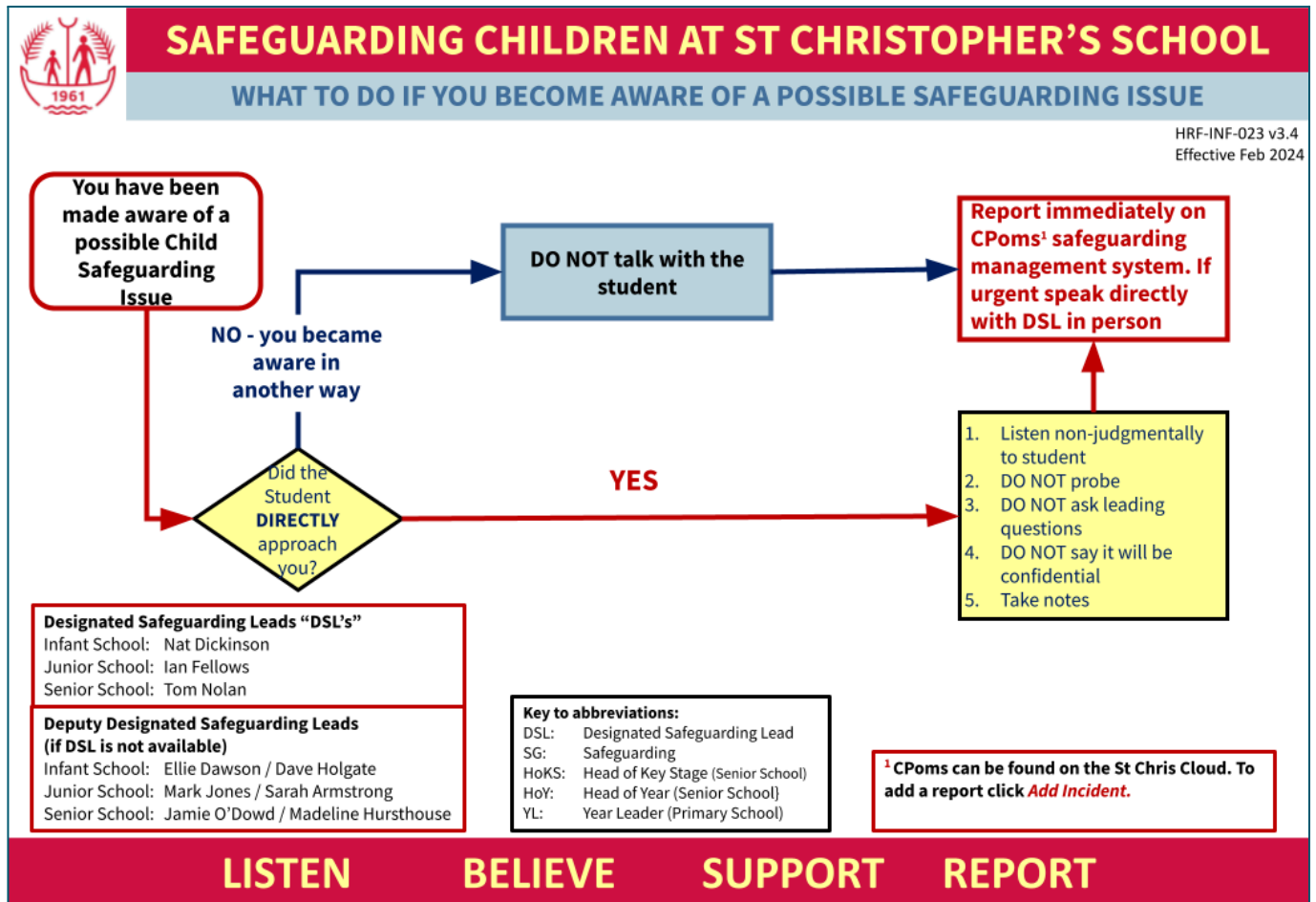


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## 6 Appendix 2 - Safeguarding Flowchart

For a full size version of the flowchart, please click [here](#)





## 7 Appendix 3 - St Chris Level of Need Threshold Document

This document is a guide to assessing and meeting the needs of children and their families at St Chris. It is a framework to underpin our internal systems and processes, and should be used as a guide to support our safeguarding teams in understanding and assessing the needs of a student and/or family who may require additional support to thrive. It is important that Pastoral/Welfare Assessments are based on a ‘big picture’ view of the child and their circumstances. This means that a clear system of identification, assessing, reporting, and acting is in place and consistent across all phases of the school. Most students will never go beyond Universal Services. Other students may only be a short term Noted Concern whilst others will need varying levels of support throughout their time at school.

The following Levels of Need are based on the UK Common Assessment Framework (CAF) model, within our context as a leading international school in the region. They are designed to support our school safeguarding and pastoral professionals when making decisions about what level of support students need and what tools and other departments/agencies are available to support this process. Higher level (L3 & 4) cases would ordinarily be escalated through the levels of need with the appropriate chronology. However, in some cases a new case will need to bypass early help and proceed to a Level 3 or 4 if the nature of the concern is serious enough or identified as a child protection matter:

**This table tells you what action to take once you have identified the level of need**

Level of need identified	Description	Level 3 Pastoral/Welfare Assessment required?	Action /Support
<b>Accessing Universal Services</b> Universal services are services that are available to everybody and can be accessed by anyone without additional support.	Student is thriving without requirement for additional support and all needs are being met by universal services, for example School Nurse, external health or other.	<b>No</b>	Ensure that all students and families are aware of the Support Services and Provisions such as Health Services and Support Groups/People that are available to them to access both internally and externally.
<b>Level 1: Noted Concern</b>	Student may require or would benefit from additional input or support from a department in school or agency/agencies.	Discussed at the phase safeguarding meeting. Monitored and reviewed.  <b>No Pastoral/Welfare assessment required.</b>	Students, children, young people, or families may need to access relevant universal services for advice/support such as school, counselling, medical, tutor, support staff.  This also relates to minor pastoral observations such as behaviour, attendance, punctuality, and health.  Concern is monitored and recorded. Key staff are informed, and the case is reviewed and documented through management system and meetings.
<b>Level 2: Additional Support (Early Help)</b>	Student may require or would benefit from additional input or support from an agency/agencies	If a clear issue or area of need is identified – School Safeguarding -Pastoral/Welfare Assessment or Care	Targeted support through pastoral/support systems, work with another school professional or direct to relevant universal service for additional support.



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Level of need identified	Description	Level 3 Pastoral/Welfare Assessment required?	Action /Support
		<p>Plan may not be necessary.</p> <p>If several issues or more complex needs are identified, a School Pastoral/Welfare Assessment should be undertaken.</p>	<p>Based on results of Welfare Assessment – access appropriate early help services and set up a Welfare Meeting to develop a Pastoral/Welfare Plan.</p> <p><i>KCSIE (Keeping Children Safe in Education) 2025 requires us to pinpoint Early Help as a priority in our structure.</i></p>
<b>Level 3: Academic/Pastoral Welfare Assessment &amp; Plan</b>	<p>Students are experiencing multiple and/or complex needs. The student is struggling to effect change without the support and intervention of additional services in school. There is a need for a greater level of support including perhaps a home visit.</p>	<p>Pastoral Welfare Assessment should be undertaken and recommendations made for colleagues/services to meet assessed levels of need.</p>	<p>When a child begins to display emerging needs requiring additional support, services already working with the child should support the family by undertaking a Pastoral Welfare Assessment and developing an outcome Plan. This will identify support from within the school community or a specific intervention.</p> <p>Appropriate support can be accessed by the Key Lead Professional involved with the Pastoral/Welfare Plan.</p> <p>Home Visit Possibly Required All actions are recorded on management system</p>
<b>Level 4: Child In Need/Child Protection</b>	<p>The student is unlikely to achieve or maintain a reasonable standard of health or development without the provision of support services. The student’s health or development is likely to be significantly impaired, or further impaired without the provision of additional services. This is recorded as a serious Child Protection Case. A Serious Case Review Meeting will have taken place. All previous levels of need have been exhausted and put in place.</p>	<p>Likely that a Welfare Assessment has been done. At this stage refer the case externally, Medical Service, NGO, Police or Embassy Assistance. During the investigation, a School Welfare Assessment and Plan may be of benefit as part of this process. You may put together a multi-agency team to support which may involve professionals that are external to St Chris.</p>	<p>Immediate referral externally where appropriate and possible.</p> <p>All details are recorded in detail on the management system and there is a clear record of actions and intervention on students' chronology.</p> <p>A Child Protection Risk Assessment will be completed and logged on management system</p> <p>Home Visit if possible</p> <p>Possible Safety Plan (Using Clear Protocols):</p> <ul style="list-style-type: none"> <li>● Suicide</li> <li>● Grooming</li> <li>● Self Harm</li> <li>● Eating Disorder</li> <li>● Child on Child Abuse</li> </ul>



## 8 Appendix 4 - Child on Child Abuse

“[Keeping Children Safe in Education 2025](#)” provides updated guidance on this emerging and complex safeguarding issue and states that every member of staff should know what the School does to minimise the risk of child on child abuse and deal with any allegations.

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School’s anti-bullying procedures ([Anti-Bullying Policy \[PUP-POL-013\]](#)) where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the School’s policy and procedures regarding child on child abuse. All alleged child on child abuse will be investigated and will be taken seriously.

Child on Child abuse can take many forms. These forms can be considered as a safeguarding or a disciplinary issue, depending on the context.

Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Different gender issues can be prevalent when dealing with child on child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our School, we take the following steps to minimise or prevent the risk of peer on peer abuse:

- We promote an open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them. Staff will endeavour always to create surroundings where everyone feels confident and at ease in school;
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying;
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities; and
- We will ensure that the School is well-supervised, especially in areas where children might be vulnerable.



# Safeguarding Children and Safer Working Practice Policy

## ACKNOWLEDGEMENT OF RECEIPT

I hereby confirm that I have read, understood and agree to comply with St Christopher's School's  
**"Safeguarding Children and Safer Working Practice Policy"**.

Print Full Name	Position
Signature	Date

Please return this page to the HR & Facilities office.