BRITISH SCHOOL
MUSCAT

Safeguarding Children and Child Protection Policy and Procedures

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	4 Jan 2026		Removed Sara Sarwar as Document owner. Updated DSL Leads. Added DSL Deputies. Removed reference to Home school agreement appendix (Photography)
	1 Sept 2026	Saima Akhtar	Document authors are now Saima Akhtar (DHT for Primary School) & Robert Hughes (DHT for Senior School)
	5 Sept 2026	Saima Akhtar	Page 9: Change 'Designated Safeguarding People' to 'Designated Safeguarding Team' Page 10 (policy introduction): - Removal of Paragraphs 2 and 3 from 2025-2026 policy.Replacing with paragraphs 1, 2 & 3 from Part 1 of KCSIE 2026 (Page 8) in the new 2026-2027 policy - Amendment to second bullet point.New definition added from KCSIE 2026:protecting children from maltreatment; whether that is within or outside the home, including online. - Remove definition of children as this has already been mentioned earlier on, on page 6. Page 11: - Amendments to key legislation & guidance section:Change KCSIE 2025 to 2026. Add in teacher standards and working together to improve attendance 2024 to the current list. - Core safeguarding principles section: Amendment to bullet point: 'policy to be reviewed at least annually'. Change to 'policy to be reviewed annually'. Page 12:

			- Policy principles:Currently states 'all staff including supply staff and parent volunteers. Add contractors to all staff. - Prevention section: Removal of COVID and replace with 'regional conflict'. - Policy aims: Removal of pupils and replace with students. Page 13: Terminology:Remove staff working on behalf of the school to change to staff working for the school. Page 14: Statement 8; staff training. Further information added on annual training,(statement 8, 9 & 10) new staff training & regular updates for staff in line with guidance from KSCIE 2026 Part 1, page 10, paragraph 12. Page 15: Change DSP to DDSL. Pages 17 & 18: Change pupils to students Page 18: Amendments to 4R's. Change to 3R's. Page 19: Change pupil to students, change half termly to termly & 2025 to 2026 Page 20: Change 2025 to 2026 Page 21: Change pupil to students & DSP to DDSL Page 22:Removal of bullet point 1 (Disabled or have Special Educational Needs) and replaced with new definition from KCSIE 2026 ' Disabled or has certain health conditions and has specific additional needs'. Page 23: Bullet points 4, 5 & 6, 19-27 added from KCSIE 2026. Page 24:Replace Covid 19 with regional conflict. Page 27: Change 2025 to 2026
	5 Sept 2026	Robert Hughes	P29: - Addition of 'trainee teachers' - Change BSM, Safeguarding Children and Child Protection Policy 2023/2024 to 2026/2027. - Change: Keeping Children Safe in Education, Part One (2023) to 2026 - Change: Have been given and read a Safeguarding Leaflet to Have been given safeguarding training with DSL and signed a declaration that they have read Safeguarding Leaflet. P30: - Change '4 days in a month' to '3 days in a month'. - Remove 'Have supplied COVID19 vaccination certificate' - Add 'non parent volunteers, interns' to 'Parent and Graduate Volunteers' - Addition of new requirements for contractors who regularly work with children'

			- Change ‘Once the above is provided volunteers will be required to complete additional safeguarding training.’ to ‘Once the above is provided volunteers will be required to complete Safeguarding training with the DSL and complete a Safeguarding induction check with HR.’ P30-1: Change ‘Have confirmed their identity, provided a reference and supplied a police check (i.e. photocopy of passport, residence card & certificate stored centrally with HR)’ to ‘Have confirmed their identity, for example with a photocopy of passport or residence card which will be stored centrally with HR. Have provided a reference and supplied a police check. If they have lived or worked in the UK this will be an Enhanced DBS check or ICPC. If they have lived outside of the UK for 3 months or more they will provide a criminal police check for each country. This will be stored centrally with HR.’ P32: - References X 2 changed to X 3 and addition of ‘ including a verification video call’. - Addition of ‘Review Section 128 government check’ to minimum checks - Addition of ‘for those involved in recruitment to’ Safer recruitment training. - Change 2025 to 2026 P33: Addition of text relating to Safer Recruitment in relation to BISSC. P34: Removal of text ‘Delete as not available outside the UK’ P35: - Change 7:15-2:15 to 7:30 to 4:15. - Add ‘In the event that appropriate procedures are not in place BSM Safeguarding policy will supersede theirs.’ P36: - Change ‘full name’ to ‘pupil’s name’. - Changed ICT to Computing - Changed ‘CSE and CCE’ to ‘Child Sexual Exploitation and Child Criminal Exploitation’. - Addition of ‘Special consideration will be given to the fact that the definition of indecent and semi-indecent images makes clear that images may be “digitally altered or wholly generated using artificial intelligence including what are sometimes described as ‘deepfakes’. All incidents of this kind require a safeguarding response, whether they are consensual or non-consensual. Furthermore the number of categories which pose an online risk to students has been expanded to include misogyny, misinformation, disinformation (including fake news) and conspiracy theories amongst others.

			- Changed ‘filtration and monitoring’ to ‘filtering and monitoring’. - Change of ‘peer-on-peer’ to ‘Child on Child’. P37: - Format changes including the addition of heading: ‘Online Learning/Live conferencing’ - Removal of ‘See Appendix 8,9 and 10 in this policy’ does not exist. P38 - Addition of ‘It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities.’ to CSE. - Change of ‘gangs’ to ‘an organised network or gang’. Plus the addition of ‘victims may identify as part of this group.’ P39: - Addition of ‘sexual harassment and sexual violence’ to HSB - Change ‘published in July 2025 for introduction in September 2026’ to introduced in September 2026. - Change absence falling below 90% to falling below 95% as a reason for contacting parents. - Removed ‘Also see Taking Action - Guidance’. - Replaced DSP with DDSL. P40: - Removal of the word ‘Suspicion’. - Change ‘The Relationships and Sex Education Policy and Scheme of Learning actively seeks to combat child-on-child abuse.’ to ‘teach children to safeguard themselves.’ - Change ‘upon leaving BSM as an adult to ‘as they grow into an adult’ P41: Replaced DSP with DDSL twice. P47: Change ‘Please alert the ‘Safeguarding Concern’ group immediately. It can take several hours to deal with even urgent concerns and the earlier we start the better.’ to ‘In the event a child is at immediate risk call the DSL or DDSL.’ P50: Remove word ‘introduction’. P50-52: Structural realignment of document. P53: Rewording of ‘The DSL (or nominated deputy) will record all low-level concerns in a secure safeguarding log.’ to ‘The DSL (or nominated deputy) will record all low-level concerns as an email which will be kept with HR.’
	6 Sept 2026	Saima Akhtar/ Robert Hughes	Page 22: Addition of statement linked to private vehicles to transport students. Pages 26-27: Change pupils to students

	7 Sept 2026	Robert Hughes	P37: Changed 'IT and network manager' to 'Head of IT operations'
	8 Sept 2026	Robert Hughes	P38: Expansion of the definitions for inappropriate sexual behaviours including misandry. Addition of text stating BSM's move to a phone free environment. P30: Addition of new requirements for contractors who regularly work with children'
	29 Sept 2026	Robert Hughes	P33: Addition of text relating to Safer Recruitment in relation to BISSC.

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Designated Safeguarding Team

The Designated Safeguarding Leads at BSM are:

	
Saima Akhtar	**Robert Hughes**
Deputy Head of Primary School Designated Safeguarding Lead Tel: 95610803	Deputy Head of Senior School Designated Safeguarding Lead Tel: 92085899

	
Gemma O'Sullivan	**Chris Short**
Primary School Teacher Deputy Designated Safeguarding Lead	Senior School Teacher Deputy Designated Safeguarding Lead

Policy Introduction

At British School Muscat (BSM) we aim to provide a safe and happy environment with a high quality of care to all pupils. We value the contribution each child makes to the life of the school and take account of an individual's needs.

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.
Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' means everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.
No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment; whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.
  (Keeping Children Safe in Education – DfE, 2026)

Policy Statement and Principles

This policy sets out the framework to ensure the school fulfils its duty of care towards its pupils. We are committed to the promotion of community cohesion in our School at both a local, national and international level. We pledge:

- to respect the equal human rights of all our pupils;
- to educate all of the BSM community on the importance of diversity, equity, inclusion and belonging
- to respect the equal rights of our staff and other members of the school community.

The policy has been developed in accordance with the principles established by the following key Legislation, Statutory and Non-Statutory Guidance, UK Legislation:

- Children Acts 1989 and 2004;
- Education Act 2000;
- Working Together to Safeguard Children 2018;

- The Children and Social Work Act 2017;
- Keeping Children Safe in Education ; 2026
- Working Together to Safeguard Children 2018;
- What to do if you're worried a child is being abused 2015;
- Information Sharing 2015;
- Safer Working Practices for Adults who work with Children and Young People in Education 2015;
- The United Nations Convention on the Rights of the Child;
- Omani Legislation: Oman Child Law (2014)
- Teacher standards 2012
- Working together to improve attendance

Our core safeguarding principles are

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance. This includes physical wellbeing and safety, but also covers the mental health wellbeing of children.
- Safer children make more successful learners
- Policy will be reviewed annually

Safeguarding and Child Protection Statement

We recognise our moral and statutory responsibility and duty of care to safeguard and promote the welfare, both physical and emotional, of pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection and justice.

Where it is believed that a child is at risk of or suffering from serious harm, the school will follow, unless otherwise stated, UK Legislation and procedures based on UK best practice whilst ensuring we comply with Omani Legislation: Oman Child Law (2014).

This policy relates to concerns raised whilst the child is in school, during home learning or during an off-site activity.

Policy Principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff, including supply staff, contractors parent volunteers, have an equal responsibility to act swiftly on any suspicion or disclosure that may suggest a child is at risk of harm
- All staff, including supply staff, contractors and parent volunteers, believe that our school should provide a caring, positive, safe and stimulating environment that promotes the physical, social, emotional and moral development of the individual child
- Pupils and staff involved in child protection issues will receive appropriate support

Prevention: BSM is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe across all key stages.
Individual circumstances, including those experienced during the regional conflict and multiple suspensions, may result in increased vulnerabilities and risks to the child as referred to in section 11 of this policy. Staff are therefore required to be familiar with how to report a concern, as detailed in Procedure 1.

Protection: All staff and volunteers are trained to recognise and respond to abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or likely to suffer, harm.

Support: Our school acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that pupils, staff and families are supported appropriately.

At BSM we recognise that effective safeguarding systems are those which:

- Put the child's needs first
- Provide children with a voice
- Promote identification of early help

Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice and good levels of communication between all staff members
- To demonstrate the school's commitment with regards to child protection to students, parents and other partners

Context

Unlike schools in England, British School Muscat does not have access to Child and Family Services that can support pupils and families at risk. There are no national child protection agencies or comparable social welfare agencies in Oman. Therefore, the school complies with Omani law, follows UK best practice and uses whatever resources available in Muscat in order to help protect its pupils and may seek advice and guidance from other networks depending on the issue.

Terminology

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, emotional abuse, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable all children to have the best outcomes. (Working Together to Safeguard Children 2018).
- **Child Protection** refers to the process undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm. (Children Act 1989)

- **Staff** refers to those working for the school, full or part time, in either a paid or voluntary capacity.
- **Child** refers to all children and young people who remain in education and 'on roll' at BSM.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents; foster carers and adoptive parents, nannies, drivers or legal guardians.

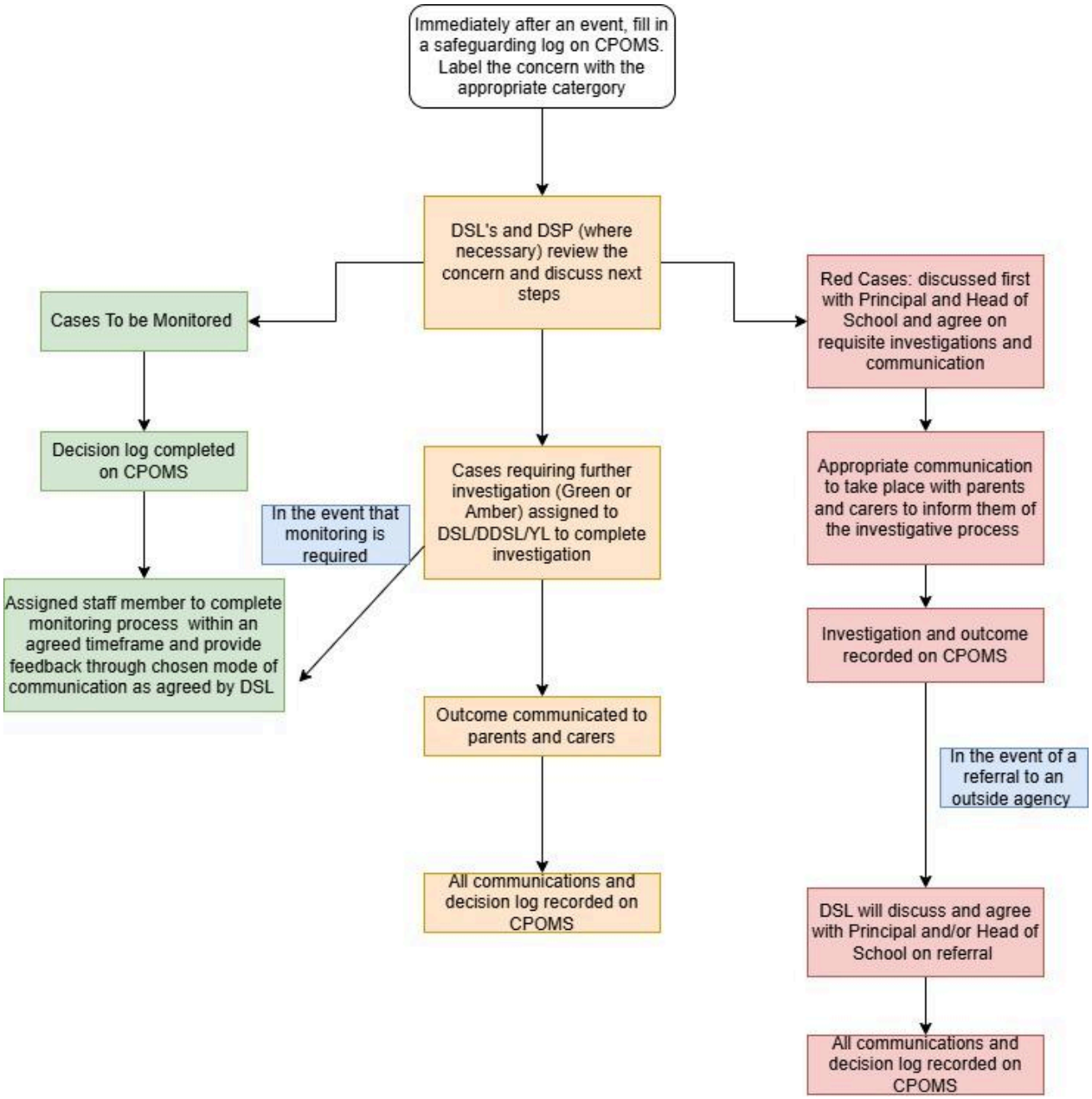
Our School Commitment

BSM is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse or discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities and duty of care effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of suffering maltreatment, to thrive.

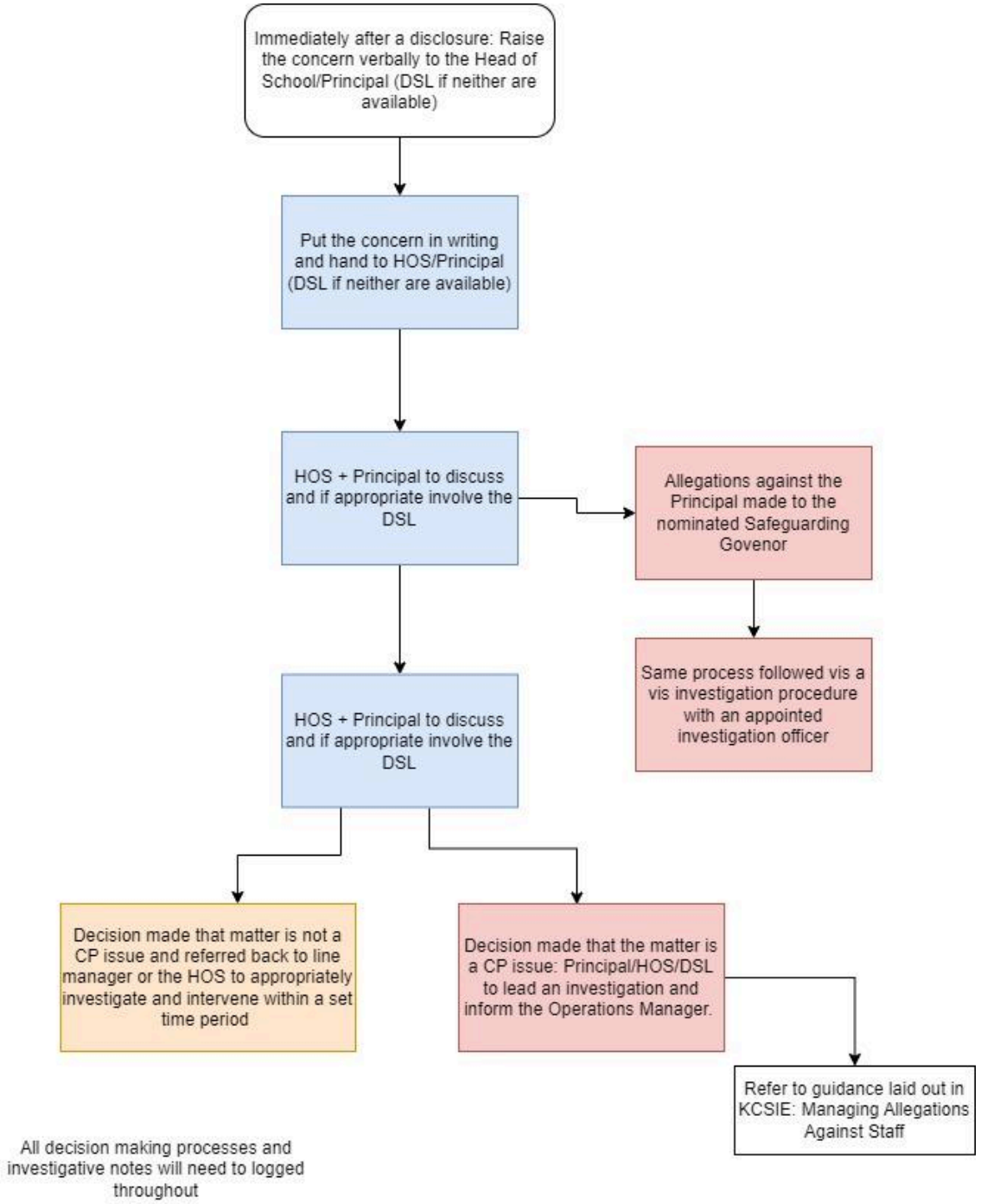
Our school will therefore:

1. Establish and maintain an ethos where children feel safe, secure, valued, respected, confident and are encouraged to talk, knowing they will be effectively listened to
2. Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
3. Provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, assess the need and provide support for these children
4. Include, through the PSHE curriculum, activities and opportunities which equip children with the skills they need to stay safe and / or communicate their fears or concerns about maltreatment
5. Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to healthy relationships, childcare and parenting skills
6. Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies
7. Ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory police check (Single Central Record).
8. Ensure all staff receive annual safeguarding training so that staff have the relevant skills and knowledge to safeguard students effectively.
9. Ensure all new staff receive appropriate safeguarding and child protection training at induction. The training will be updated regularly to reflect best practice.
10. Provide all staff regular safeguarding, child protection and online safety updates as required. This could be in the form of staff meetings, emails or e-bulletins.
11. Expect all staff to follow their professional responsibility to not discuss personal information about a child or the school with anyone outside of the school community.
12. Ensure that there is a robust filtering and monitoring system to ensure online safety when accessing the internet through the school system.

Procedure 1: Reporting concerns about a student



Procedure 2: Reporting safeguarding concerns about a colleague



Procedure 3: What do to if

You suspect a student is at risk of harm

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, signs may be present but inconclusive (Appendix 2). In these circumstances, staff will give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors and it is fine for staff to ask the student if they are OK or if they can help in any way. It is important that you do not make any promises of confidentiality to the student. All concerns are recorded on CPOMs Concern and shared with DSLs.If a member of staff has a concern that a child is at risk of harm they should discuss this with the DSL immediately and log on CPOMs. It is important to record and refer any concern you may have to the DSL as something that seems insignificant could be the missing piece of the 'safeguarding puzzle' allowing the bigger picture to present.

If a student does reveal that they are being harmed, or at risk of harm staff should follow the guidance below 'If a student discloses to you' and follow Reporting procedures outlined in Procedure 1.

Staff should be aware that any safeguarding issues constituting a red level of harm should additionally be verbally communicated to the DSLs as soon as possible.

A student discloses to you (See also Reporting concerns)

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.

If a student talks to a member of staff about risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass this information – staff are not allowed to keep secrets. The point at which they tell the student is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During your conversation with the student staff will:

- Allow them to speak freely
- Remain calm and collected – the student may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I'm 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 – staff must remember how hard this must be for the student
- Under no circumstances ask leading questions i.e. "Did you get that bruise because your mum hit you?".
- Tell the student that in order to help them the member of staff must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comfort to a child that has been abused.

- Avoid admonishing the child for not disclosing earlier. Saying such things as 'I do wish you'd told me when it all started' or 'I can't believe what I'm hearing' may be interpreted by the child that they have done something wrong.
- Tell the student what will happen next. The student may agree to go to see the DSL otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the student does agree to go and see the DSL, the staff member should inform the DSL that the child will be coming to see them at some point
- Report concern verbally to the DSL immediately after the event, even if the child has promised to do it themselves.
- Following the verbal referral to the DSL you must immediately complete a Safeguarding Concern incident log on CPOMs.
- If you do not have access to CPOMs you must make a written account which will be uploaded to CPOMs.
- The original written account must be handed to the DSL immediately who will keep it for reference and evidence purposes, should the referral need to be escalated.

The Education Act 2002

The Governing body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children and to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

Roles and responsibilities

Designated Safeguarding Persons:

DSL Senior: Robert Hughes
DSL Primary: Saima Akhtar

All adults working with or on behalf of children have a responsibility and a duty of care to protect children and keep them safe, following the 3R's will help to do this effectively:

- Recognise – unmet needs, abuse and harm
- Respond – by alerting the DSP to any concerns
- Record – any concerns and ensure these are kept up-to-date.

Early Help: Assessment and Intervention
Due to their day-to-day contact with students, staff are uniquely placed to observe changes in children's behaviour and recognise the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that staff are alert to the categories of abuse (Appendix 1) signs of abuse (Appendix 2) and understand the procedures for reporting their concerns (Procedure 1 & 2).

- The school has four nominated members of staff responsible for safeguarding in school, two of whom (DSLs) will coordinate child protection arrangements and liaise on a termly basis with the Heads of School and Principal.

The Designated Safeguarding Leads (DSL)

- Are appropriately trained
- Acts as a source of support and guidance to the school community
- Record and respond to all concerns, ensuring that all such records are kept confidentially; are separate from pupil records until the child's 25th birthday and are copied on to the child's next school or college as soon as possible. The DSL must ensure secure transit, and confirmation of receipt should be obtained.
- Refers cases of suspected abuse to other agencies (Royal Oman Police; relevant Embassy) as appropriate
- The DSL ensures the school's response to persistently absent pupils and children missing education is informed by the guidance 'Working together to improve school attendance'
- Ensures that when a pupil that is subject to a child protection plan leaves the school, their information is passed to their new school
- Attends and/or contributes to child protection conferences
- Coordinates the school's child protection plans
- Develops effective links with other relevant agencies
- Ensures that all staff indicate that they have read and understood the Keeping Children Safe in Education, Part One (2026) and Safeguarding Children and Child Protection Policy on an annual basis.
- Ensures that the Safeguarding Children and Child Protection Policy is updated annually
- Liaises with the Safeguarding Governor, Head of School and Principal
- Provides an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSLs, all staff and governors; number and type of incidents/cases and number of children on the school's child protection register
- Ensures staff training on Safeguarding is recorded and monitors this.
- Will make the Safeguarding and Child Protection Policy available to parents and ensure it is published on the website
- Work with the Operations Manager to ensure that the school Single Central Record (SCR) is maintained and up-to-date and that all reasonable Safer Recruitment checks are carried out

The Deputy Designated Safeguarding Lead

- Is appropriately trained
- In the absence of the DSLs, carries out those functions necessary to ensure the ongoing safety and protection of students.
- In the event of the long-term absence of the DSL, the designated person will assume all of the DSL functions

The governing body must ensure that the school has

- A DSL who has the 'appropriate authority' to undertake the role and who has undertaken training about their DSL role, in addition to basic child protection training
- A Safeguarding and Child Protection Policy that is consistent with BSO/ COBIS/ Ofsted requirements, as well as UK statutory guidance in Keeping Children Safe in

Education (DfE, 2026) reviewed annually and made available to parents (on the school website)
- Procedures for dealing with allegations of abuse made against a member of staff including allegations made against the Principal
- Safer recruitment procedures that include the requirement for pre-employment and online checks.
- A training strategy that ensures all staff, including the Principal and nominated governor with Safeguarding responsibilities receive child protection training, at annual intervals; and the DSLs receive higher level additional training at two-yearly intervals
- Arrangements to ensure all temporary staff and volunteers are made aware of the school's safeguarding and child protection provision and are appropriately trained
- Considered Safeguarding implications with regard to any agenda item at all Governors meetings and that Safeguarding is a standard agenda item

The Governing Body nominates a member to be responsible for Safeguarding who will liaise with the DSL's and with the Chair of governors and other relevant agencies in the event of an allegation being made against the Principal.

For the purposes of accountability, the Governing Body will receive and scrutinise the Principal's report with regards to safeguarding. This report will be signed by the Chair of Governors and any amendments accepted by the signature of the Principal.

The Principal
- Ensures that the Safeguarding and Child Protection Policy is implemented and followed by all staff
- Allocates sufficient time and resources to enable DSL and DSPs to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures. See Whistleblowing Policy
- Ensures that pupils' safety and welfare is addressed through the curriculum
- Provides a signed annual report to the governing body.

Good Practice Guidelines

Also see Appendix 6

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which **applies to all staff and volunteers.**

All staff and volunteers will:
- Treat all pupils with respect
- Treat students as individuals
- Put the child's welfare first
- Set a good example by conducting ourselves appropriately
- Involve pupils in decisions that affect them

- Encourage positive behaviour among pupils
- Be a good listener
- Be alert to changes in pupil's behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Ask the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintain appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- Be aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Be aware of and sensitive to different cultures and different communities
- Be aware of the possible necessity for a neutral translator for a child who cannot express him/herself in English as well as his/her mother tongue
- Share concerns immediately with DSL / DDSL
- Always act in the best interest of the child or young person
- Record any concerns, however small, on CPOMS
- Understand that their behaviour outside of school, may be challenged, should this behaviour suggest that they may be a risk to children or staff in school.

Abuse of Trust

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

Private vehicles must not be used by staff for routine home to school transport. Exceptional use required prior written approval, documented risk assessment, parental consent, verified insurance and vehicle checks, safeguarding controls and regular review.

Staff should understand that, under the UK Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18 where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under the age of 18 may be a criminal offence, even if that pupil is over the age of consent. Under Omani Law it is an offence to have sexual relationships outside of marriage.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Our school will support children by:

- Encouraging self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying

- Promoting a caring, safe and positive environment within the school
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

To ensure that all our students receive equal protection, we will give special consideration to children who are:

- Disabled or has certain health conditions and has specific additional needs
- Experiencing mental health problems. Staff should be aware in some cases, these can develop into safeguarding concerns and can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Known to be living with parents / carers suffering from any form of mental health issues
- A young carer
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Living in a domestically abusive situation
- Affected by parental substance misuse
- Asylum seekers
- Regularly absent from school
- Frequent movers
- Vulnerable to being bullied, or engage in bullying
- Living in temporary accommodation
- Living a transient lifestyle
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in prostitution or child trafficking
- Speakers of another first language
- Children that are subject to a child protection plan
- Frequently missing/goes missing from education, home or care
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from school.
- At risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Misusing alcohol and other drugs themselves
- At risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- Is a privately fostered child.

Confidentiality

- We recognise that all matters relating to child protection are confidential
- The Principal, DSL or DDSL will disclose any information about a child to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety and wellbeing
- All staff must be aware that they have a professional responsibility to ensure that they do not discuss details of a child, family or situation with anyone outside of the school community.
- All staff must ensure that any discussion about a child, family or situation is conducted in a professional manner.

Mental Health and Wellbeing

As a result of individual circumstances, there may be mental health issues causing changes in young people's behaviour or emotional state which can be manifested in a range of different ways.

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff at BSM are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a student is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which teachers are well placed to recognise.

These could include:

- Ongoing difficulty sleeping,
- Withdrawing from social situations,
- Not wanting to do things they usually like
- Physical signs of self-harm or neglecting themselves
- Significant changes in behaviour

Not every student who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, the Safeguarding Team will be able to identify students who may be struggling with their mental health and offer vital early intervention.

Should a member of staff have any concerns about the Mental Health and Wellbeing of a student at BSM, they will log the concern using CPOMS. This will then alert the Safeguarding

Team. The Safeguarding Team will then alert the correct Pastoral Team who will then be able to put together an Individual Support Plan in order to best support the student.

The Safeguarding and Pastoral teams will be supported by our school counsellor, Salma Ali, who can be contacted via the Primary or Senior School Office.

In order to contact the Pastoral care team, please access the Wellbeing Button on the BSM Student portal.

Thresholds For Referring To DSL

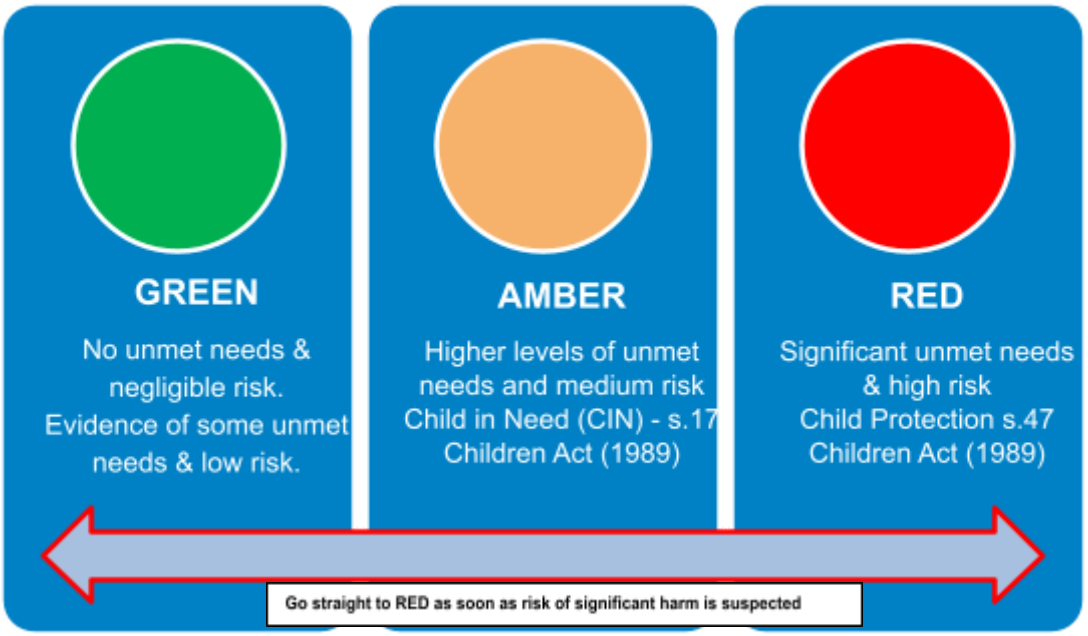
Where a staff member should make a referral to DSL, there are two thresholds to be considered:

Is this a Child in Need (CIN)?
Under section 17 (s.17.(10)) of the Children Act 1989, a child is 'in need' if:

- The child is unlikely to achieve or maintain, or have the opportunity to achieve or maintain a reasonable standard of health or development without intervention
- The child's health or development is likely impaired, or further impaired, without such intervention
- The child is disabled

Is this a Child Protection Matter (CP)?
Under section 47(1) of the Children Act 1989, a case is considered a CP Matter if there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

The following Continuum of Need Response (CoNR) Framework is the model used by all staff to identify the level of help, protection and work with families required to ensure children grow up in circumstances that enable them to achieve their best outcomes.



The table below defines the three levels of the framework

Level	Risk & Need	Definition of the Level
Green	No unmet needs and negligible risk Evidence of some unmet needs and low risk Any risk that may be considered as low level concern- should still be recorded.	Low level pastoral concern Low level concern that may leave nagging feeling or doubt around a child's wellbeing Step Down from Amber
Amber	Higher levels of unmet needs and medium risk	**Child in Need (CIN) – s.17 Children Act 1989** Child is unlikely to meet developmental milestones without intervention Child has a variety of unmet needs and 'underlying risk factors' that are not being addressed, making the child vulnerable and unlikely to achieve good outcomes Step Down from Red
Red	Significant unmet needs and high risk	**Child Protection (CP)** Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm (**s.47 Children Act (1989)**) Possible unaddressed 'underlying risk factors' and the presence of 'high risk indicator(s)'

Support For Those Involved in a Child Protection Issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- Nominating separate link people for the child and member of staff for time out to deal with stress and anxiety

- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- Cooperate fully with other relevant agencies

Complaints

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Principal and governors. All members of our school community are aware and have access to our complaints procedure.

Complaints against, or from staff are dealt with under the school's Whistleblowing or Managing Allegations Against Staff Policy.

If You Have Concerns About A Colleague

Staff who are concerned about the conduct of a colleague towards a student(s) 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 and that they have a duty to respond and inform the DSL.

All concerns about poor practice, possible child abuse or behavior that may cause a child harm by colleagues should be reported to the relevant Heads of School and Principal. Concerns about the Principal should be reported to the nominated governor with safeguarding responsibilities. It is encouraged that the Head of School or Principal would then consult with the relevant DSL.

In accordance with statutory guidance (Keeping Children Safe in Education 2025), the Governing Body and Proprietor should have policies and processes to deal with any concerns or allegations which do not meet the harm threshold, referred to as 'low-level' concerns.

The term 'low-level' concern does not imply that the issue is insignificant. A low-level concern is defined as:

"Any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that

Appendix 6: Low-Level Concerns Process

This appendix sets out our approach to managing low-level concerns about adults working with children, in line with KCSIE 2025. It should be read alongside the Staff Code of Conduct and Whistleblowing Policy.

Recording and Review: All low-level concerns must be recorded in writing upon raising concerns with the DSL in the first instance. Records must be reviewed regularly so that potential patterns of inappropriate, problematic, or concerning behavior can be identified. Where a pattern is identified, a course of action (including disciplinary procedures.

Allegations Against Staff

When an allegation is made against a member of staff, set procedures must be followed (Procedure 2). It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Principal. Allegations against the Principal should be reported to the nominated governor with safeguarding responsibilities. The procedures for dealing with allegations against staff can be found in Procedure 2 of this policy. It is encouraged that the Principal would then consult with the relevant DSL. The Whistleblowing Policy and Allegations of Abuse Policy should be read in conjunction with this Policy.

Staff Training

It is important that all staff (including supply staff and parent volunteers) have appropriate training to enable them to recognise the possible signs of abuse,neglect and exploitation and to know what to do if they have a concern.

All staff and governors go through a Safeguarding Induction Process. All staff, including the Principal and all members of the BSM board and governing body will receive up to date training on an annual basis and the DSL will receive training updated at least every two years. This includes Safer Recruitment training for DSLs, Safeguarding Governor, Heads of School, The Principal and the Operations Manager.

Staff (including trainee teachers and supply staff):
As part of the wider induction process, the Operations Manager provides a Safeguarding Induction process for all staff (excluding contractors and maintenance team staff) and governors.

As part of the induction process, staff are provided with the following documentation which they must have read:

- - BSM, Safeguarding Children and Child Protection Policy 2026/2027

- - Staff Handbook (including Staff Code of Conduct)
- - Keeping Children Safe in Education, Part One (2026)
- - Managing Allegations Against Staff
- -Whistleblowing Policy

Contractors and maintenance team staff receive a Safeguarding Induction by their relevant Line Manager and also receive basic training from the DSL on an annual basis.

Parent Volunteers:

- Have been given safeguarding training with DSL and signed a declaration that they have read Safeguarding Document.
- Have agreed to the Parent Volunteer Agreement

Visitors:

- Have been given and read a Safeguarding Document

The Governing body, via the Principal, must be satisfied that every member of staff has received, read, and understood all the relevant guidance, and have acknowledged that they have done so. Monitored by CPD Co-ordinator and CPOMs. Keeping Children Safe in Education 2023 states that the designated safeguarding lead should undertake Prevent awareness training. *(Keeping Children Safe in Education 2025)*

Single Central Record

The Single Central Record is the property and responsibility of the Operations Manager and her team who are accountable for the Safer Recruitment process of all staff (including supply staff and parent volunteers). **This is also the responsibility of the DSL**. It is evidence that schools have carried out defined recruitment and vetting checks. It must be entirely accurate at any given time and include all staff, volunteers and any person working as a contractor who is on the school site more than 3 days in a month.

The SCR will record and verify that staff, volunteers and contractors have:

Staff (including supply staff):

- Have had a police check
- Identification check
- Have given evidence of relevant qualifications
- Have provided references, one being from their most recent employer
- Complete a digital screening of all applicants who will be invited for an interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks
- Required to complete Safeguarding training with the DSL, Educare online training and complete a Safeguarding induction check with HR.

Parent, non parent volunteers, interns and Graduate Volunteers (before commencing volunteer work):

- Have confirmed their identity, for example with a photocopy of passport or residence card which will be stored centrally with HR.
- Have provided a reference and supplied a police check. If they have lived or worked in the UK this will be an Enhanced DBS check or ICPC. If they have lived outside of the UK for 3 months or more they will provide a criminal police check for each country. This will be stored centrally with HR.
- Have read and agreed to the Volunteer Agreement (sent annually to all parents on Google Forms)
- Once the above is provided volunteers will be required to complete Safeguarding training with the DSL, Educare online training and complete a Safeguarding induction check with HR.

Contractors who regularly work with children

- Have had a police check and letter of assurance from their company
- Identification check
- Complete annual safeguarding training led by DSL and Educare online training
- Safeguarding induction meeting with HR

Outside agencies staff i.e. contractors who will not directly interact with children.

- Have had a police check and letter of assurance from their company
- Identification check
- Complete safeguarding training led by DSL

To support a robust single central record British School Muscat have adopted the below checklist.

The Single Central Record Checklist	
People to include	**Tick**
Teachers	
Admin Staff	
Premises Staff	
Contractors	
Agency Staff	
Support Staff	
Student and trainee teachers	
Volunteers	
Governors/Trustees/Proprietors	

Minimum check expectations	
Role or Job Title	
Name of person	
Address	
Date of Birth	
Evidence of Photographic ID	
Marriage / Birth Certificate Check (if there is a name change)	
Social media and internet Checks	
Required Qualifications	
Teacher Reference Number	
Complete a 'digital screening process' in advance of interview	
NARIC check for international qualification (if applicable)	
Evidence who is undertaking checks and dates	
Enhanced DBS check and evidence who undertook the check and date	
If a DBS has not been necessary, the relevant risk assessment	
Prohibition from teaching check. This is for teachers and people with QTS. As best practice if a teacher is applying for a non-teaching role this is still checked. Evidence who undertook the check and date	
Right to work. Evidence who undertook the check and date. To be deleted as this is part of the employment visa process in Oman.	
Overseas check - Police certificate required from recent country of residence if not home county. Evidence who undertook the check and date.	
Medical fitness	
References x 3 (including most recent school Head Teacher/Principal) including a verification video call. Evidence who undertook the check and date.	
Review Section 128 government check	
Risk Assessments (if applicable)	
Additional Checks	

Safer recruitment training for those involved in recruitment	
Safeguarding training	
First aid training	

Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the UK guidance in Keeping Children Safe in Education (2026) and the school's individual procedures. In addition to this we have established links with British Schools in the Middle East (BSME), and with the Council of British International Schools (COBIS). This enables us to maintain current procedures relevant to international schools. The school is a member of the British International Schools Safeguarding Alliance (BISSC) and strictly adheres to the BISSC Safer Recruitment Code of Conduct to ensure the highest global standards of child protection.

CPNI is used, if needed, to support background checks if DBS is not available. https://www.cpni.gov.uk/

All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding Children and Child Protection Policy.

All staff sign to confirm they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.

Safer Recruitment applies to all staff including new and existing.
Under no circumstances will a new staff member or volunteer who has not been checked be left unsupervised or allowed to work in our school especially those in regulated activity.
British School Muscat have implemented a protocol for safer recruitment as shown below:

1	Post the job advert online via the school website
2	Applicants to apply via the recruitment (HR) email. All applications must include:- a. Completed school application form b. CV c. Covering letter
3	Initial sift of all applications are carried out by the Operations Manager/Operations Team
4	Suitable applications are sent to the Head of School/Principal for shortlisting and then the decision is made to interview.
5	Complete a digital screening of all applicants who will be invited for interview
6	Interviews are then conducted by a member of PLT/SLT/ Principal and another person with senior responsibilities and at least one member is Safer Recruitment trained. Interviews with candidates are to include key Safeguarding questions.

	Example: Q1. Motivation for working with children/young people in education. Q2. Background: cross-checking profile and exploring patterns of movement. (Ask about arrests as opposed to convictions)
7	An offer email is sent to the successful candidate, including a contract of employment and a request for all documentation from the individual. This letter will contain a clause 'subject to all relevant and required documentation being provided and verified'. References are sought prior to the interview. Example Questions to referees: Q1. Did any of the candidate' colleagues, students or parents express such concerns Q2. Would you rehire the candidate? (why or why not according to the response received). A full file for the employee will be created on the SCR and will include at least 2 references and Police clearance certificates.
8	Upon acceptance, a new member of staff notification is sent to key staff to inform them of the appointment and to make all current staff aware of the new employees' identity. Job descriptions are in place and fit for purpose for all employees.
9	Relevant checks to be undertaken are: ● An identity check ● Checks birth/marriage certificate if there is a name change from passport and qualifications. ● A barred list check ● An enhanced DBS check ● A medical fitness check ● A prohibition from teaching check is carried out for all engaged in 'teaching work', whether a qualified teacher or not Delete as not available outside UK ● Further checks on people living or working outside the UK ● A check of professional qualifications ● The employment visa process in Oman establish the person's right to work here ● Section 128 check for people in management positions ● For agency workers, a check is undertaken to ensure the person presenting at the School is the same person the agency has provided vetting checks for ● Check of EEA sanctions via the NCTL's Teacher Services system Delete as not available after Brexit. ● All governors have had an Enhanced DBS check/ROP certificate, and this is recorded ● All shortlisted candidates subject to an online search
10	At first available opportunity, prior to starting or as near to the first day as possible, the individual will receive in house contextual safeguarding and child protection training.
11	An induction will be carried out by a line manager for every new starter.

This policy should be read in conjunction with the Recruitment policy.

Extended School And Off-site Arrangements

Where extended school activities (Enrichment; trips; visits) are provided by and managed by the school, our own Safeguarding Children and Child Protection Policy and Trips Policy apply. If other organisations provide services or activities on our site, during the school day

(7:30-2:15), we will check that they have appropriate procedures in place, including safer recruitment procedures. In the event that appropriate procedures are not in place BSM Safeguarding policy will supersede theirs.

When our pupils attend school led off-site activities, we will check that effective child protection arrangements are in place. If we are not sure whether this is the case then we must consult with the DSLs.

Whether a child is educated at home or in school, every member of staff and or volunteer holds a duty to report any concern they may have.

British School Muscat continues to adhere to the reporting procedures as outlined in this Policy.

Use of school premises for non-school activities

As a result of the KCSIE update 2023 BSM is required to ensure that when the school premises are used for non-school activities those hiring the school should have in place appropriate safeguarding policies. This is in accordance with the guidance on keeping children safe in out-of-school settings. If the hirer does not have an appropriate safeguarding policy in place and BSM receives a safeguarding allegation then the school should use its own policy.

Photography And Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Where this might not be the case, we ensure that we have safeguards in place.

Consent for BSM staff to photograph and/or video pupils is given by way of the school's Terms and Conditions statement: "We would like to use photographs and videos of pupils to share with parents on our website and social media. If you do not want your child's photo to be used or for them to appear in videos, please notify the school in writing.".

A record of pupils who are exempt from having their image shared is kept by the Communications Manager and shared with DSLs and the appropriate staff.

Staff will not use their own devices to photograph children.

To protect pupils, staff will:

- seek their consent for photographs to be taken or published (for example on our website or in newspapers or publications)
- seek written parental consent
- we will not use the pupil's full name with any images
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

- staff will only store images on school computers or other school devices
- neither staff, governors, parents nor children may use their own mobile phones to take photographs or videos

E-safety and Filtering and Monitoring

The school Acceptable Use of ICT Agreement supports students in keeping safe online.

Children and young people may unknowingly engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are provided with secure learning platforms where they can learn the skills needed to use communication technology safely.

Pupils are supported in using technology safely through the PSHE and Computing curriculum, to include Child Sexual Exploitation and Child Criminal Exploitation where appropriate across the school. Special consideration will be given to the fact that the definition of indecent and semi-indecent images makes clear that images may be "digitally altered or wholly generated using artificial intelligence including what are sometimes described as 'deepfakes'. All incidents of this kind require a safeguarding response, whether they are consensual or non-consensual. Furthermore the number of categories which pose an online risk to students has been expanded to include misogyny, misinformation, disinformation (including fake news) and conspiracy theories amongst others.

The Acceptable Use of ICT Agreement is shared and acknowledged by all students and staff on an annual basis.

As BSM is a Google school which utilises not just the Google suite of applications but promotes responsible use of the internet it means many pupils will have an increased use of the internet which may put them at an increased risk. British School Muscat will continue to provide a safe online working environment for our pupils.

British School Muscat will continue to operate an appropriate firewall, filtering and monitoring system. The identified individual below is responsible for reviewing the filtering and monitoring provision at least annually. This provision must address the appropriate management and safeguarding implications associated with the use of generative Artificial Intelligence (AI) in education. The school reviews its security protection procedures periodically to keep up with evolving cyber-crime technologies, taking appropriate action to meet the Cyber security standards for schools and colleges which were developed to help them improve their cyber resilience.

British School Muscat has an appointed Head of IT Operation, Mr Syam Mohan, whose contact details are mohans@britishschoolmuscat.com. If for any reason the IT and network manager is unavailable this role will be carried out by a member of the IT team who can be contacted via itservices@britishschoolmuscat.com .

British School Muscat has taken guidance from the UK Safer Internet Centre to keep children safe whilst online. Staff have been trained and are aware of the signs and signals of cyberbullying and other online risks including peer-on-peer abuse. British School Muscat will continue to remain vigilant to signs and symptoms of such abuse taking place.

Online Learning/Live conferencing:
British School Muscat has completed a risk assessment for an off and onsite education provision and will continue to adhere to and follow Part 5 of Keeping Children Safe in Education.

Special consideration has been given to, but not limited to:

- Children educated off site;
- The use of the internet;
- Children being educated in mixed age groups;
- Increased vulnerabilities during this time.

All pupils at British School Muscat are aware who to speak to if they have a concern.

BSM may use Live Conferencing to connect with pupils. Before conducting a Live Conference, the following will happen:

- All staff to receive training on how to conduct a safe Google Meet session.
- All staff to understand that they will conduct a Live Conferencing Session by adhering to the Staff Protocol document
- All parents to sign a Parental Consent form to allow their child to take part in Live Conferencing and to agree to their parental responsibilities.
- All students to follow the Student Protocols during the Live Conferencing Session
- Should staff be concerned about anything they see or hear in the Live Conferencing pilot, they will continue to follow the Child Protection and Safeguarding Policy to record concerns and inform the DSL

Student use of mobile phones:
KCSIE 2026 states that ‘All schools should be mobile phone-free environments by default.’ Currently this is the case for FS1-Y11 however over the course of the academic year 2026-7 BSM will move to this position for all years groups. The Behaviour policy supports the school’s stance to be a phone-free environment.

Grooming: Sexual, Criminal, Radicalisation And Extremism

Child Sexual Exploitation (CSE) is a type of sexual abuse. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities.When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. They may trust their abuser and not understand that they're being abused.

Child criminal exploitation (CCE) is a growing issue where an organised network or gangs target vulnerable children to get them to carry out criminal activity, victims may identify as part of this group. In the UK, this may be referred to as “County Lines”.

Radicalisation is defined as the act or process of making a person more radical or favouring extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs

BSM is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against any of the above forms of abuse is no different from safeguarding against any other vulnerability.

The school has a zero tolerance approach to any of the above mentioned behaviours of those which can be defined as misogynistic, misandristic, sexist, homophobic or the use of sexually violent language or behaviours to any of our school community members. Inappropriate behaviours, including sexual harassment, will never be dismissed as “just banter,” “just having a laugh,” “part of growing up,” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The school, through its training cycle, is aware that the internet and in particular social media is being used as a channel to influence and, in extreme cases, groom children and young people. This includes the risk of exposure to misinformation, disinformation (including fake news) and conspiracy theories, which are now explicitly recognized as safeguarding harms.... Furthermore, the school is aware that vulnerable children can be exploited and ‘groomed’ by older young people and adults.

The school commits to:

- Consider and discuss the threats of any type of grooming
- Ensure that any type of grooming is effectively embedded in safeguarding practice
- Consider how the threat of any type of grooming through the internet and social media is being addressed
- Review e-safety education in the light of these widening and extreme risks

All of the above commitments will be underpinned by the Primary and Secondary School positive behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
For more information regarding the teaching of RSE, please see BSM Relationships and Sex Education Policy.

BSM aims to prevent Harmful Sexual Behaviour (HSB), sexual harassment and sexual violence. Staff should be aware of and signpost to specialized resources, including the Lucy

Faithful Foundation's 'Shore Space', which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours

The school further acknowledges the DfE's revised statutory guidance on Relationships, Sex, and Health Education (RSHE), introduced in September 2026, and will ensure curriculum planning aligns with this guidance and in keeping with Omani law and custom.

Recognising Absence as a Potential Safeguarding Concern

The school recognises that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

Absence is carefully monitored. Parents are contacted when no reason for absence has been provided. When absence falls below 95% this is addressed by notifying parents of concerns and working with them to identify reasons for absence and to support them. Addressing any safeguarding concerns which may arise for this process.

Recognising all forms of abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitutes abuse and neglect.

Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, by failing to act to prevent harm, by leaving a small child home alone.

Domestic abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own relationships . All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."

The four main categories of abuse are: physical, emotional, sexual and neglect, descriptors and indicators can be found in Appendix 1-2. Please also note Appendix 3 WHO FGM Fact sheet.

Staff have received training on how to recognise signs and symptoms of abuse or neglect.

Taking Action

Any concerns (including allegations) which do not meet the harm threshold, referred to in this guidance, should still be logged on CPOMS as a concern. Early recognition of a concern and intervention is key to proactively supporting a child or family.

Key Points for staff to remember for taking action are:

- Report your concern to the DSL / DDSL by the end of the working day

- Record on CPOMs or if CPOMs is not available on the appropriate concerns form
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Seek support for yourself if you are distressed.

Notifying parents
The school will normally seek to discuss any concerns about a pupil with the parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern or disclosure.

However, if the school believes that notifying the parents could increase the risk to the child or exacerbate the problem, advice will first be sought from an external agency. The decision making process will be recorded on CPOMs.

Child-on-Child Abuse
Children may be harmed by other children or young people. Staff will be aware of the harm caused by all forms of peer on peer abuse, including bullying, physical and sexual abuse and sexual harassment and will use the school's behaviour policy where necessary. However, there will be occasions when a Student's's behaviour warrants a response under child protection rather than behaviour procedures.
The Relationships and Sex Education Policy and Scheme of Learning actively seeks to teach children to safeguard themselves.

Children with sexually harmful behaviour
The care of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Other forms of abuse, Forced Marriage and Female Genital Mutilation (FGM) are becoming more common and school staff should be made aware of these forms of abuse (Appendix 3)

The BSM RSE policy and Scheme of Learning educates students on all forms of abuse in order that they can be protected against this in their future, both at BSM as a student and upon leaving BSM as an adult.

Reporting directly to other agencies
Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with The Child Protection Committee / ROP / relevant Embassy if:

- the DSL / DDSL / Principal consider it to be beneficial or relevant
- the situation is an emergency and the DSLs / DDSL and the Principal are not available
- they are convinced that a direct report is the only way to ensure the pupil's safety
- If there is a legal requirement to do so based on the duty to report.

Confidentiality And Sharing Information

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

Staff should only discuss concerns with DSLs and the School Principal. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. Information is:

- Processed for limited purposes
- Accurate, adequate, relevant and not excessive
- Secure
- Kept no longer than necessary
- Processed in accordance with the data subject's rights

Records of Safeguarding Concerns will be logged on CPOMs.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by their nature of portability, could be lost or stolen.

Child protection information will be stored separately from the pupil's school file.
Child protection records are normally exempt from disclosure provisions of the Data Protection Act , which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal or DSLs.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies or government bodies, where that information may help to protect a child.

The school's Data Protection Policy is available to parents and pupils on request. British School Muscat is currently drafting an information sharing policy.

Appendix 1: Categories of abuse

Physical	A form of abuse which causes physical harm to a child. May also be caused when a parent fabricates or deliberately induces illness in a child.

Emotional	When persistent emotional maltreatment causes adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone.
Neglect	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.
Sexual	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. May involve non-contact activities such as involving the child or young person in looking at, in the production of, sexual images, watching sexual activities, encouraging the child / young person to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Appendix 2: Signs of abuse

Physical indicators	Bruising; Bite Marks; Burns / scalds Fractures in non-mobile children Injuries in unusual areas (e.g. soles of feet) or with defined edges Old injuries / scars Inconsistent explanations Refusal to discuss injuries Arms & legs kept covered (not normally covered) Reluctance to remove clothing for PE Inadequate clothing for weather / child size Underweight for age / stage / erratic growth patterns Poor / lack of muscle tone Frequent school absences Poor health / unattended medical or dental problems Lack of energy / unexplained lethargy Persistent body odour Evidence of self harm including eating disorder

Behavioural Indicators	Behaviour inconsistent with age & stage of development Developmental delay (including bed wetting) Aggression Withdrawn Low self-esteem Lack of confidence Self harm including eating disorder Change in handwriting / Drawings of a sexually explicit nature Promiscuity / precociousness Inappropriate sexualised conduct Sexually explicit behaviour Reluctance to remove clothing in PE / participate in PE Flinching when touched Emotionally needy / attention seeking Has difficulty forming & maintaining relationships Abnormal attachment to parent / carer Inappropriate emotional response Reluctant to go home / for school to contact parents Stealing or begging from others Parents uninterested in progress / development Parents undisturbed by an accident / injury / medical condition

Appendix 3: Female genital Mutilation

WHO Fact sheet - Updated February 2016

Key facts

- Female genital mutilation (FGM) includes procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.
- The procedure has no health benefits for girls and women.
- Procedures can cause severe bleeding and problems urinating, and later cysts, infections, as well as complications in childbirth and increased risk of newborn deaths.
- More than 200 million girls and women alive today have been cut in 30 countries in Africa, the Middle East and Asia where FGM is concentrated (http://www.unicef.org/media/files/FGMC_2016_brochure_final_UNICEF_SPREAD.pdf. UNICEF New York 2016)
- FGM is mostly carried out on young girls between infancy and age 15.
- FGM is a violation of the human rights of girls and women.

Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

FGM is recognized internationally as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors (young girls between infancy and the age of 15, most commonly before puberty starts) and is a violation of the rights of children. The practice also violates a person's rights to health, security and physical integrity, the right to be free from torture and cruel, inhuman or degrading treatment, and the right to life when the procedure results in death. The practice is illegal in the UK.

Procedures
Female genital mutilation is classified into 4 major types:

- **Type 1**: Often referred to as **clitoridectomy,** this is the partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals), and in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)
- **Type 2**: Often referred to as **excision**, this is the partial or total removal of the clitoris and the labia minora (the inner folds of the vulva), with or without excision of the labia majora (the outer folds of skin of the vulva)
- **Type 3**: Often referred to as **infibulation**, this is the narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the labia minora, or labia majora, sometimes through stitching, with or without removal of the clitoris (clitoridectomy)
- **Type 4**: This includes all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Deinfibulation refers to the practice of cutting open the sealed vaginal opening in a woman who has been infibulated, which is often necessary for improving health and well-being as well as to allow intercourse or to facilitate childbirth.

No health benefits, only harm
FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies. Generally speaking, risks increase with increasing severity of the procedure.

Immediate complications can include:

- severe pain
- excessive bleeding (haemorrhage)
- genital tissue swelling
- fever
- infections e.g., tetanus
- urinary problems
- wound healing problems
- injury to surrounding genital tissue
- shock
- death

Long-term consequences can include:

- urinary problems (painful urination, urinary tract infections);
- vaginal problems (discharge, itching, bacterial vaginosis and other infections);
- menstrual problems (painful menstruation, difficulty in passing menstrual blood, etc.);
- scar tissue and keloid;
- sexual problems (pain during intercourse, decreased satisfaction, etc.);
- increased risk of childbirth complications (difficult delivery, excessive bleeding, caesarean section, need to resuscitate the baby, etc.) and newborn deaths;
- need for later surgeries: for example, the FGM procedure that seals or narrows a vaginal opening (type 3) needs to be cut open later to allow for sexual intercourse and childbirth (de-infibulation). Sometimes genital tissue is stitched again several times, including after childbirth, hence the woman goes through repeated opening and closing procedures, further increasing both immediate and long-term risks;
- psychological problems (depression, anxiety, post-traumatic stress disorder, low self-esteem, etc.).

  http://www.who.int/mediacentre/factsheets/fs241/en/

Appendix 4: Recording concerns on CPOMs

It is important that concerns are raised immediately. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

- Do not use email to send your concern. Record all concerns through CPOMs
- Make sure the concern is given in detail and in the child's own words.
- Don't report what other people have told you - they must raise their own concerns.
- Remember that the information received is used in investigations as the primary source, so they must be complete and accurate.
- If you wrote notes down on a piece of paper whilst talking to the student or immediately afterwards, attach to the concern.
- In the event a child is at immediate risk, call the DSL or DDSL.

Appendix 5: Safer working practices

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.

Whether working in a paid or voluntary capacity, staff have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults

are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect.

Legislation Guidance

- The Children Act 1989
- Section 175 of the Education Act 2002 (local authorities, governing bodies of
- maintained schools and institutions in the further education sector)
- Section 157 of the Education Act 2002 and the Education (Independent Schools
- Standards) (England) Regulations 2014
- Keeping Children Safe in Education 2025.
- Working Together To Safeguard Children July 2018 (DfE)
- The Domestic Violence Act 2021

What should staff do?

Duty of care

- You must understand the responsibilities which are part of your employment, and be aware that sanctions will be applied if these provisions are breached.
- Always act in the child's best interests.
- Avoid any conduct which would lead any reasonable person to question your motivation and intentions.
- Take responsibility for your own actions and behaviour.
- Ensure BSM's Safeguarding Children and Child Protection policies and procedures are adopted, implemented and monitored.
- Ensure that Staff Codes of Conduct and practices are continually monitored and reviewed (DSLs).
- Ensure that where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures (DSLs).
- Foster a culture of openness and support. (DSLs).
- Ensure that systems are in place for concerns to be raised. (DSLs).
- Ensure that there are effective recording systems in place which confirm discussions, decisions and the outcomes of any actions taken. (DSLs).
- Ensure that adults are not placed in situations which render them particularly vulnerable. (DSLs.)
- Ensure all adults have access to and understand this guidance and related policies and procedures. (DSLs).
- Ensure that all job descriptions and person specifications clearly identify the competences necessary to fulfil the duty of care. (DSLs/Operations Manager).

Conduct/responsibility/dress and behaviour

You should wear clothing which promotes a positive and professional image

You should not:

- Behave in a manner which would lead any reasonable person to question your suitability to work with children or act as a role model.
- Fail to report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.

- Make sexual remarks to, or about, a pupil (including email, text message, phone or letter).
- Discuss your own sexual relationships with or in the presence of pupils.
- Discuss a pupil's sexual relationships in an inappropriate setting or context.
- Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate or which might be interpreted as such.
- Wear clothing which is inappropriate to your role.
- Wear clothing which is likely to be viewed as offensive, revealing, or sexually provocative.
- Wear clothing which distracts, causes embarrassment or gives rise to misunderstanding.
- Wear clothing which is considered to be discriminatory or culturally sensitive.
- Wear clothing which promotes any political or otherwise contentious slogans.
  See Staff Handbook guidance on dress code

Gifts rewards, favouritism and exclusion

- Ensure gifts received or given in situations which may be misconstrued are declared
- Gifts given to an individual pupil are part of the school's agreed reward system
- Ensure that all selection processes are fair and that wherever practicable these are undertaken and agreed by more than one member of staff (Safer Recruitment)

Social contact

You should:

- Consider the appropriateness of social contact according to your role and nature of your work.
- Advise senior leadership of any social contact you have with a child or a parent with whom you work, which may give rise to concern.
- Report and record any situation which may place a child at risk or which may compromise the organisation or your own professional standing.
- Understand that some communications may be called into question and need to be justified.

Physical contact

- Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
- Never touch a child in a way which may be considered indecent.
- Always be prepared to report and explain actions and accept that all physical contact will be open to scrutiny.
- Do not indulge in 'horseplay'.
- Always encourage children, where possible, to undertake self-care tasks independently.
- Understand that physical contact in some circumstances can be easily misinterpreted.

Trips and outings (see Trips Policy)

- Always have another adult present in out-of- workplace activities, unless otherwise agreed with a senior manager.
- Undertake risk assessments in line with the organisation's policy where applicable.

- Have parental consent to the activity at least two weeks prior to the visit
- Ensure that your behaviour remains professionals at all times.
- Never share beds with a child, children or young people.
- Do not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with a senior manager, parents, children and young people.
- Follow a trip supervision ratio as outlined in the Trips Policy

One-to-one situations (refer to Working Alone Policy)

- Ensure that when lone working is an integral part of your role, full and appropriate risk assessments have been conducted and agreed.
- Avoid meetings with a child or young person in a remote or secluded area.
- Always inform other colleagues and/ or parents or carers about contacts beforehand, assessing the need to have them present or close by.
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- Always report any situation where a child becomes distressed or angry to a senior colleague.
- Carefully consider the needs and circumstances of the child/children when in one-to-one situations.

Photography and videos

- Avoid making images in one-to-one situations or which show a single child with no surrounding context.
- Staff should not use personal mobile devices to photograph children / young people
- Only use equipment provided or authorised by the organisation.
- Parental permission to be sought in all cases.

Sharing concerns and recording incidents

- You should be familiar with BSM's system for recording concerns.
- BSM has an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace.
- Ensure that there are clear procedures for dealing with allegations against staff which are in-line with the School's Safeguarding Children and Child Protection Policy. (See Managing Allegations against Staff Policy).
- Report any behaviour by colleagues that raises concerns regardless of source.

Use of technology

- If you use social media make sure details are not shared with children and young people.
- Privacy settings must be set at a maximum.
- You should only use school based platforms to communicate with a child or young person.
- To share images or videos of children through school social media accounts, please refer to BSM Staff Handbook and Safeguarding policy
- You should not use personal mobile or mobile apps to engage in dialogue with children and young people.

- You should not give your personal contact details to children or young people, including your mobile telephone number and details of any blogs or personal websites.

Self-Referral:
Staff are encouraged and empowered to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or falls below expected professional standards

Appendix 6: Reporting a low level concern

1. Purpose

The purpose of this appendix is to set out our school's approach to identifying, reporting, recording, and responding to low-level concerns about adults working with or on behalf of the school.

1.1. This framework is informed by *Keeping Children Safe in Education (KCSIE 2025)* and represents international best practice in safeguarding.

1.2. The aim is to create a culture of openness, transparency, and professional accountability that protects both pupils and staff.

2. Definition

2.1. A low-level concern is any concern, no matter how small, that an adult working with children may have acted in a way that:

- is inconsistent with the Staff Code of Conduct; and
  does not meet the threshold of an allegation that a child has been harmed or is at risk of harm.

2.2. Examples include (but are not limited to):

- Using overly familiar or inappropriate language with pupils.
- Being alone with a pupil in a context that could be misinterpreted.
- Unnecessary physical contact.
- Offering gifts or special favours to a pupil.
- Breaches of professional boundaries, however minor.

3. Scope

3.1. This practice applies to all adults working with or on behalf of the school, including:

- Employees
- Volunteers
- Supply teachers
- Contractors

- Board of Governors

4. Reporting

4.1. All staff have a duty to report low-level concerns. In the first instance, the member of staff reporting the low level should speak to the DSL.

4.2. Concerns should be reported to the Designated Safeguarding Lead (DSL) or, in their absence, to a Deputy DSL.

4.3. Staff may also self-report where they recognise that their own behaviour may be perceived as a low-level concern.

4.4. Where the concern relates to the DSL, it should be reported directly to the Headteacher.

5. Recording

5.1. The DSL (or nominated deputy) will record all low-level concerns as an email which will be kept with HR.

5.2. Records will include:

- Date of the concern
- Name of the adult involved
- Name of the person reporting
- Factual details of the concern
- Action taken and outcome

5.3. Low-level concern records are stored separately from child protection files and will be reviewed periodically for patterns.

6. Responding

6.1. The DSL will review each low-level concern and determine appropriate next steps, which may include:

- Clarification with the adult involved
- Informal professional guidance or training
- Monitoring of conduct
- Referral to the Headteacher if patterns emerge
- Escalation if the harm threshold is met

6.2. Responses will be proportionate, consistent, and documented.

7. Culture and Safeguarding Ethos

7.1. Staff should feel confident in raising concerns without fear of reprisal.

7.2. Addressing low-level concerns supports the safety of pupils and protects staff from false or exaggerated allegations.

7.3. The school promotes a safeguarding culture where maintaining clear professional boundaries is a shared responsibility.

This appendix should be read in conjunction with:

- Safeguarding and Child Protection Policy (main body).