



JEDDAH PREP AND GRAMMAR SCHOOL

Child Protection and Safeguarding Policy

Jeddah Prep and Grammar School (JPGS) is committed to safeguarding and promoting the welfare of every pupil in its care. Children who experience or witness abuse, neglect, violence or exploitation may find it difficult to develop a sense of self-worth and may present as withdrawn, anxious, challenging or defiant. For some children, school may be the most stable, secure and predictable part of their lives. All adults working at JPGS therefore share a responsibility to protect pupils from harm and to promote their physical and emotional wellbeing, both in school, beyond the school site and online.

Of their regular contact with pupils, members of the School community are well placed to notice changes or signs that may indicate a safeguarding concern. JPGS will maintain an environment in which children feel safe, are encouraged to speak, are listened to and know which adults they can approach if they are worried. Through pastoral support, the curriculum, assemblies and tutor time, pupils are helped to develop the knowledge and skills they need to recognise risk and keep themselves safe. This policy applies to all staff, governors and volunteers working at the School.

This policy has five main aims:

- To ensure safer recruitment procedures are followed when checking the suitability of staff, volunteers and others who work with children;
- To raise awareness of safeguarding and child protection and equip pupils with the skills to keep themselves safe;
- To establish clear procedures for identifying, recording and reporting concerns or suspected abuse;
- To support pupils who have experienced abuse, neglect or exploitation in accordance with their individual needs and any agreed safeguarding plan;
- To maintain a safe environment in which children can learn, develop and thrive.

In line with best practice in the UK and the requirements of the Kingdom of Saudi Arabia, JPGS will:

- Appoint appropriately trained Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs), with sufficient authority, time, training and support to carry out their roles;

- Ensure that all staff, volunteers and governors know who the DSLs and DDSLs are and understand their safeguarding responsibilities;
- Ensure that staff and volunteers are alert to signs of abuse, neglect and exploitation and know how to report concerns promptly;
- Maintain clear, accurate and secure safeguarding records, including concerns that do not require immediate referral;
- Record safeguarding concerns securely on MyConcern;
- Follow the School's procedures for concerns or allegations about adults working with children;
- Work effectively with relevant external agencies and authorities in the Kingdom of Saudi Arabia where safeguarding concerns require external support or referral;
- Follow the School's Safer Recruitment Policy and associated safeguarding checks for all appointments.

The School will support pupils through:

- A curriculum that promotes safeguarding, wellbeing and personal safety;
- The School's vision, mission and values, which promote a positive, supportive and secure environment in which pupils feel valued;
- Pastoral and school policies that support vulnerable pupils, making clear that unacceptable behaviour will be addressed while children who have experienced abuse are supported and never blamed for what has happened to them;
- The secure and timely transfer of relevant safeguarding information when a pupil moves to another school.

This policy should be read alongside the School's Behaviour, Anti-Bullying, Staff Code of Conduct/Staff Behaviour, Data Protection, Pupil Attendance and Absence, Social Media, Health and Safety, Online/Acceptable Use and Safer Recruitment policies. JPGS follows Keeping Children Safe in Education (KCSIE) 2026 as UK safeguarding best practice, adapted to the School's context in the Kingdom of Saudi Arabia and applicable Saudi law. All staff, including those who do not work directly with children, are required to read Part One of KCSIE 2026 in full and complete the School's required safeguarding training and updates.

All staff and parents should be aware of the School's safeguarding arrangements and know how and to whom concerns should be reported.

Staff Roles and Responsibilities

Mr R. Ali Headmaster	Email: head@jpgs.org Telephone 0126542354
Designated Safeguarding Lead (DSL) Prep Mr Munsoor Shahzad	Email mshahzad@jpgs.org Telephone 0126542354
Designated Safeguarding Lead (DSL) Grammar Mr Zakaria Mohammed	Email zmohammed@jpgs.org Telephone 0126542354
Deputy Designated Safeguarding Lead (DDSL) Prep Ms Debbie Johnson Head Of Prep Grammar School	Email: djohnson@jpgs.org Telephone 0126542354
Deputy Designated Safeguarding Lead (DDSL) Grammar Mrs Natasha Jabbar Head of Grammar School	Email: njabbar@jpgs.org Telephone 0126542354
Chair of Governors Mr Noibi	Email: Board-Of-Governors@jpgs.org

The DSL will:

- Ensure that the Safeguarding Policy is available to parents and that they understand the School's safeguarding responsibilities, including its duty to make referrals where necessary to protect a child;
- Ensure that safeguarding and child protection policies and procedures are in place, understood and followed;
- Work with school leaders to ensure that the Safer Recruitment Policy and required safeguarding checks are implemented consistently;
- Ensure that staff receive appropriate safeguarding and child protection training, including regular updates;

- Act as a source of advice, support and expertise and coordinate safeguarding action, including liaison with relevant agencies and authorities where required;
- Ensure that identified weaknesses in safeguarding arrangements are addressed without delay;
- Ensure that the appropriate governor is identified to manage concerns or allegations involving the Headmaster;
- Ensure safeguarding policies and procedures are reviewed at least annually and updated when required;
- Ensure that all staff, including part-time, temporary and peripatetic staff, have access to and understand the School's Safeguarding Policy and associated procedures;
- Maintain appropriate professional development and share relevant safeguarding updates with staff and volunteers;
- Understand the School's filtering and monitoring arrangements and contribute to their safeguarding oversight;
- Ensure that concerns about members of staff are reported to the Headmaster;

DSL Availability and Cover

During school hours, the DSL or an appropriately trained DDSL will be available to discuss safeguarding concerns. JPGS will maintain clear cover arrangements for illness, leave, off-site activities and other periods when a DSL is unavailable. Staff will be informed who is providing safeguarding cover so that concerns can be received, monitored and acted upon without delay.

The DDSL will:

- Deputise for the DSL when required;
- Ensure staff and volunteers know how to contact them;
- Maintain appropriate safeguarding professional development and share key updates with staff and volunteers;
- Understand the School's filtering and monitoring arrangements and support their safeguarding oversight.

Safeguarding records should be clear, factual and dated, and should record the concern, actions taken, decisions, rationale and outcomes. Where reports are prepared

for safeguarding or child protection meetings, they should focus, as relevant, on the pupil's:

- Educational progress and achievements
- Attendance
- Behaviour
- Participation
- Relations with other children and young people
- Appearance, where appropriate
- Interaction with other children and adults

Where relevant, reports should also include known information about the pupil's family relationships and family structure. Reports must be objective and evidence-based, clearly distinguishing fact, observation, allegation and professional opinion.

The School will:

- Make reports available to the pupil's parents prior to the child protection conference unless to do so would place the pupil at risk of significant harm;
- Provide reports to the appropriate authorities, and arrange for an appropriate person from the school to attend meetings if required;
- Transfer any child protection records if the pupil moves schools.

The DSL is responsible for ensuring that staff and volunteers receive safeguarding training appropriate to their roles. Training and ongoing updates must enable staff to recognise possible abuse, neglect and exploitation, understand how to report concerns immediately and know when further action or referral may be required. DSLs and DDSLs must also maintain an appropriate working knowledge of safeguarding systems and referral arrangements within Saudi Arabia.

Responsibilities of all Staff

All staff have a responsibility to safeguard pupils. If a member of staff suspects that a child is experiencing, or is at risk of, abuse, neglect or exploitation, they must follow the School's reporting procedures without delay. Pupils may disclose concerns to any trusted adult, not only to teaching staff.

When a child makes a disclosure, staff should:

- Listen carefully without interrupting a child who is freely recalling significant events. Ask only open, non-leading questions where clarification is necessary;
- Accept what the child is saying and take it seriously;
- Allow the child to speak freely and at their own pace;
- Reassure the child without making promises that cannot be kept;

- Never promise confidentiality. Explain that the information may need to be shared with the DSL/DDSL to help keep them safe;
- Reassure the child that they are not to blame for what has happened;
- Acknowledge that they have done the right thing by speaking to an adult;
- Avoid unnecessary questioning and do not investigate the concern;
- Do not criticise or confront the alleged perpetrator;
- Explain, in an age-appropriate way, what will happen next and who will need to be told;
- Record the concern on MyConcern as soon as possible and without delay. The record should include a clear summary of the concern or disclosure; the date, time and place; those present; the child's own words where relevant; actions taken; decisions and rationale; and the outcome. Records must distinguish clearly between fact, observation, allegation, professional opinion and historic information;
- Report the concern to the DSL or DDSL without delay. Staff must not assume that making a report ends their safeguarding responsibility. If a concern is not being addressed, the child's situation does not improve or the member of staff remains worried, they must raise the matter again and follow the School's escalation and whistleblowing procedures.

Safeguarding Concerns or Allegations About Adults

Any safeguarding concern or allegation about a member of staff, supply teacher, trainee teacher, volunteer or contractor must be reported immediately in accordance with the School's staff-allegations procedure. Concerns about the Headmaster must be reported to the Chair of Governors. Concerns that do not meet the harm threshold ('low-level concerns') must still be shared and recorded so that patterns of concerning, inappropriate or inconsistent behaviour can be identified.

Where a third-party organisation employs or supplies the adult, JPGS will work with that organisation while retaining responsibility for safeguarding children in the School. Staff must also know how to use the School's whistleblowing arrangements if they feel unable to raise a concern through normal channels.

Private Meetings

One-to-one or confidential meetings with pupils may sometimes be necessary. Wherever possible, these should take place in a room with visual access or in an area where other people are nearby. Another adult should know that the meeting is taking place. Meetings with pupils away from the School premises should not normally take place and require the specific approval of the Headmaster and prior parental permission.

Physical Contact with Pupils

Physical contact with pupils must always be appropriate, necessary and proportionate to the circumstances. Staff should be mindful that even well-intentioned contact may be misinterpreted. There may be occasions when a distressed child needs reassurance or comfort; any physical contact should take account of the child's age, needs, developmental stage and wishes and should never be unnecessary, prolonged or habitual.

Some roles may involve appropriate physical contact with pupils as part of normal duties. Staff must remain within professional boundaries and follow the Staff Code of Conduct and relevant School procedures.

There may be exceptional circumstances in which reasonable force or restrictive intervention is necessary to prevent a pupil from causing injury to themselves or others, causing serious damage to property or creating an immediate safety risk

Staff should remain calm, use de-escalation wherever possible and seek assistance where it is safe and practicable to do so. Any physical intervention must use only the minimum force necessary, be proportionate to the risk and last for the shortest time required. Staff must consider any SEND, medical, communication or trauma-related needs that may affect the situation. All incidents must be recorded promptly, reported to the appropriate school leader, reviewed from a safeguarding perspective and communicated to parents where appropriate, unless doing so would place a child at risk.

Mental Health

- Staff should be aware that mental health difficulties can, in some cases, indicate that a child has experienced or is at risk of abuse, neglect or exploitation.
- Only appropriately trained professionals should diagnose mental health conditions. However, staff are well placed to notice changes in a child's attendance, engagement, behaviour, relationships, presentation or online activity that may indicate a concern.
- Abuse, neglect and other traumatic experiences can have a lasting impact on a child's mental health, behaviour, relationships and education. Safeguarding, pastoral, SEND and educational needs should therefore be considered together.
- Where a mental health concern is also a safeguarding concern, staff must act immediately by following the School's safeguarding procedures and speaking to the DSL or DDSL.

Confidentiality

Safeguarding requires appropriate information sharing and clear professional boundaries around confidentiality. All staff, teaching and non-teaching, have a responsibility to share relevant safeguarding information with the DSL/DDSL on a need-to-know basis. If a child asks for information to be kept secret, staff must explain in an age-appropriate way that they cannot promise complete confidentiality and may need to share information with other professionals in order to keep the child or others safe.

Information about children and families must only be shared with those who need it for a legitimate safeguarding purpose and in accordance with applicable data-protection requirements and Saudi law.

Information Sharing and Safeguarding Records

Effective safeguarding depends on timely and proportionate information sharing. Data protection should not be treated as a barrier to sharing information necessary to safeguard a child. Information should be shared on a need-to-know basis, recorded securely and handled in accordance with applicable data-protection requirements and Saudi law.

Safeguarding records must be clear, factual and up to date. They should include the concern, follow-up, actions, decisions, rationale and outcomes. On transfer to another school, child-protection information should be transferred securely and separately from the main pupil file as soon as practicable, with confirmation of receipt. The transfer should include a concise structured summary of current concerns, relevant context and ongoing support needs, distinguishing current risk from historic information.

Communication with parents

JPGS will:

- Undertake appropriate discussion with parents unless to do so would place the child at further risk of harm.
- Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children

The School's Wider Safeguarding Arrangements

Teaching children how to keep safe

At JPGS, pupils are taught how to keep themselves and others safe, including online, through the curriculum, assemblies and PSHE. Teaching helps pupils recognise risk, make safe choices, build resilience and understand healthy relationships. Online safety includes the responsible use of devices, the internet, social media and emerging technologies, as well as risks such as bullying, grooming, abuse, exploitation and

radicalisation. Internet safety is embedded within the School's Computer Science curriculum. Staff must follow the School's ICT Acceptable Use and Social Media policies.

Child-on-Child Abuse, Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence

JPGS recognises that children can abuse other children and that such behaviour can occur inside or outside school and online. All staff must maintain the attitude that it could happen here. Child-on-child abuse is a safeguarding issue for both the child who has experienced harm and the child alleged to have caused harm, and it should never be dismissed as banter, part of growing up, having a laugh or boys being boys.

KCSIE 2026 describes a continuum from harmful sexual behaviour through sexual harassment to sexual violence. The School will respond to all reports proportionately, promptly and in a child-centred way, considering the wishes and feelings of the child, immediate safety, risk to others, the needs of all children involved, and whether external agency involvement is required.

Examples include bullying and cyberbullying; physical abuse; sexual violence; sexual harassment; upskirting; initiation or hazing; prejudice-based abuse; abusive, harassing, misogynistic or misandrist messages; and abuse within intimate personal relationships between children.

All incidents involving the making or sharing of nude or semi-nude images require a safeguarding response, whether the sharing appears consensual or non-consensual. This includes images that have been digitally altered or wholly generated using artificial intelligence, including deepfakes or 'deep nudes'.

Staff must report concerns immediately to the DSL/DDSL and record them on MyConcern. Staff must not investigate the matter themselves or view, copy, print, forward or unnecessarily handle sexual imagery.

Prejudice-Based Harm and Discrimination

Staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences can affect welfare, wellbeing, mental health, attendance and willingness to seek help. Where appropriate, concerns about prejudice-based harm must be considered through a safeguarding lens as well as through the School's behaviour and anti-bullying procedures.

Exploitation, Modern Slavery and Extra-Familial Harm

Staff must be alert to abuse, neglect and exploitation that takes place beyond the family home. Extra-familial harm may include child criminal exploitation, child sexual exploitation, financial exploitation, serious youth violence, trafficking, modern slavery, county-lines-type activity, radicalisation, stalking and abuse within teenage

relationships. Safeguarding issues frequently overlap and a child may be vulnerable to more than one form of harm.

Children who are exploited may not recognise themselves as victims and may appear to have consented to, benefited from or participated in offending or harmful activity. A child may also be criminalised for actions taken under coercion. Staff should exercise professional curiosity and report concerns without delay.

Children Who May Need Additional Support

Any child may need support before statutory intervention. Staff should be particularly alert to pupils with SEND or health conditions; mental health needs; young carers; pupils who are pregnant or parents; children showing early signs of abusive, violent or harmful behaviour; pupils repeatedly absent from education; children subject to repeated removal from class, suspension or a reduced timetable; children at risk of exploitation, trafficking, radicalisation, honour- or faith-based abuse; children affected by parental offending, domestic abuse, substance misuse or adult mental ill-health; and privately fostered children.

Within the Saudi context, the DSL will consider appropriate school-based support and referral to relevant local services and authorities. The School will seek help early and will not allow uncertainty about thresholds or agency arrangements to delay action where a child may be at risk.

Online Safety, Generative AI, Filtering and Monitoring

Online safety is an integral part of safeguarding. JPGS will address the four broad areas of online risk: content, contact, conduct and commerce. Staff should recognise that online and offline harm often occur together.

The School will take account of emerging risks associated with generative artificial intelligence. This includes the creation or alteration of harmful or sexualised images, deepfakes, impersonation, misinformation, grooming, bullying, privacy risks and inappropriate access to content. Pupils will be taught to use AI and digital technology safely and responsibly.

Filtering and monitoring arrangements will be reviewed for effectiveness at least once every academic year by the senior leader responsible for filtering and monitoring, with support from the DSL and IT staff. Reviews will include checks that filtering operates appropriately across internet-connected devices and relevant locations, and a record of checks and actions will be maintained. Staff must understand their roles and responsibilities in relation to filtering and monitoring.

Mobile Phones and Personal Devices

The School's arrangements for mobile phones and personal devices must support safeguarding and minimise opportunities for bullying, harassment, inappropriate photography or recording, sexual imagery, access to harmful content and other online

harms. Staff and pupils must follow the School's applicable mobile-phone, acceptable-use and social-media requirements.

Recruitment of Staff

JPGS is committed to safer recruitment and to deterring, rejecting or identifying people who may pose a risk to children. Recruitment, selection, vetting and pre-employment checks are carried out in accordance with the School's Safer Recruitment Policy, which sets out the detailed procedures for staff, supply staff, trainee teachers, contractors and volunteers. This includes appropriate identity, qualification, reference, criminal-record/police, overseas and online checks, together with any checks required for employment and entry to the Kingdom of Saudi Arabia. The School applies the highest appropriate level of safeguarding scrutiny permitted and required within its international and Saudi context. Further detail, including roles, responsibilities, recruitment stages, checks, record keeping and decision-making, is contained in the JPGS Safer Recruitment Policy.

Security

Access to the School premises is controlled through secured gates, staff supervision and/or video surveillance. Authorised visitors are signed in and out and are required to wear a visitor badge. Staff should challenge, or report to Security, any unidentified or unauthorised visitor.

Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Signs of Child Abuse

All staff must remain alert to signs of possible abuse, neglect and exploitation and know how to report concerns. A single indicator may not appear significant in isolation; patterns, combinations of indicators or changes over time may provide cause for concern.

Indicators of physical abuse may include:

Bruises

- To the eyes mouth or ears;

- Fingertip bruising (grasp mark);
- Bruises of different ages in the same place;
- Outline bruises (prints of hands, belts shoes, etc.);
- Bruises without obvious and verifiable explanations;

Burns, Bites and Scars

- Clear impressions of teeth (more than 3cm across unlikely to have been made by a child);
- Burns or scalds with clear outlines;
- Small round burns which may be from cigarettes;
- Large number of different aged scars;
- Unusually shaped scars;
- Scars that indicate the child did not receive medical treatment;

Other Injuries

- Poisoning, injections, ingestion or other applications of damaging substances including drugs and alcohol;
- Female genital mutilation, including female circumcision;

Indicators of neglect and exploitation include children who are:

- Not receiving adequate food;
- Exposed to inadequate, dirty and or cold/hot environments;
- Abandoned or left in circumstances without appropriate adult supervision which are likely to endanger them;
- Withheld from appropriate medical advice or treatment;

Indicators of sexual abuse include:

- Sexually transmitted diseases;
- Recurrent urinary infections;
- Genital and rectal itching and soreness;
- Unexplained bleeding and discharges;
- Bruising in genital region;
- Sexual play/masturbation that is inappropriate to a child's age, development and circumstances;
- Sexually abusive behaviour towards other children, particularly those younger and more vulnerable than themselves;
- Unexplained pregnancy;

Indicators of emotional abuse include:

- Abnormally passive, lethargic or attention seeking behaviour;
- Specific habit disorders, e.g. faecal smearing, excessive drinking, eating unusual substances and self-harm;
- Severely delayed social development, poor language and speech development not otherwise explained;
- Excessively nervous behaviour such as rocking or hair twisting;
- Low self-esteem;

The following indicators may occur to any children being abused but are particularly important in cases of sexual or emotional abuse where outward physical signs may not be present:

- Involuntary passing of urine;
- Sleeping and eating disturbance;
- Recurrent abdominal pains;
- Recurrent headaches;
- Social withdrawal;
- Restlessness and aimlessness;
- Inexplicable school failure;
- Poor trust and secretiveness;
- Indiscriminate and careless sexual behaviour;
- Self-mutilation and other forms of self-harm;
- Hysterical fits, faints, etc.

KCSIE 2026 Review Note

This September 2026 revision reflects the principal safeguarding themes in Keeping Children Safe in Education 2026, including the requirement for all staff to read Part One in full; earlier support; exploitation and modern slavery; child-on-child abuse and harmful sexual behaviour; prejudice-based harm; mental-health safeguarding; generative AI and online safety; filtering and monitoring; mobile phones; DSL cover; information sharing and record keeping; safer recruitment; and reasonable force/restrictive intervention.

Date of Review: September 2026	Reviewed and approved by: Headmaster, BoG
Date of next review: August 2027	