



Safeguarding and Child Protection Policy

Policy owner	Academic Director and Designated Safeguarding Lead
Approval authority	Board of Governors
Status	Approved
Approval date	1 September 2026
Effective date	1 September 2026
Next review and approval date	1 September 2027

Operational priority: a child in immediate danger must be protected at once. Call 911 in Baghdad, arrange urgent medical help where needed, and inform the DSL or deputy without delay. A report to the DSL must never delay emergency action.

1 Purpose, scope and principles

English International School – Baghdad (EISB) safeguards and promotes the welfare of every pupil from Pre-K to Grade 12. This policy applies to governors, employees, supply and agency staff, contractors, volunteers, interns and visitors whenever they work with or may encounter pupils, on site, online, in school transport, and during school activities and educational visits. Every adult must act on concerns; the child's safety and best interests come first.

The school complies with applicable Iraqi law and lawful directions of the competent local authorities. The British Schools Overseas standards and the UK Department for Education's Keeping Children Safe in Education 2026 (KCSIE 2026) inform the school's practice as benchmarks; English statutory referral structures and duties are not presented as Iraqi law. The school treats every child fairly regardless of nationality, disability, sex, language, faith, family circumstance or other personal characteristic, and listens to the child's wishes without placing responsibility for decisions on the child.

2 Governance and named safeguarding roles

The Board of Governors approves the policy, receives anonymised safeguarding assurance at least termly, checks that concerns are followed through, and commissions an annual review of practice, training, records and recruitment. The Board does not receive routine case files. The Academic Director ensures sufficient DSL cover, time, resources and cooperation across school sections.

The school appoints a trained Designated Safeguarding Lead (DSL) and trained deputy DSLs in writing. Their current names, telephone numbers, secure reporting route and cover arrangements are displayed in staff areas and in age-appropriate pupil and parent information. The school's public safeguarding-team poster must be checked each term against appointments; a web image alone is not the controlled contact list. An absent DSL does not suspend reporting: staff contact a deputy, then the Academic Director or Board of Governors at BoG@eis.edu.iq if necessary.

2.1 DSL and safeguarding team duties

- Receive, triage and document concerns promptly; assess immediate safety and ensure a named adult remains with a child when required.
- Make and record decisions on support, parental contact, external consultation or referral; follow up until the child is safe and the outcome is known.



- Maintain restricted, chronological child protection records, transfer them securely when a pupil moves school, and identify repeated or cumulative concerns.
- Coordinate support with heads of school, inclusion and pastoral staff while sharing only information necessary to protect the child.
- Oversee induction, annual updates, staff understanding, policy implementation and relevant risk assessments; report anonymised trends to leadership and governors.
- Maintain a current, verified local referral directory and escalation contacts for Baghdad. HR owns the Single Central Record under the school's Safer Recruitment and SCR policies; the DSL works with HR to flag safeguarding concerns.

3 Definitions, indicators and heightened vulnerability

Safeguarding means protecting children from maltreatment, preventing impairment of health or development, ensuring safe and effective care, and taking action so children have the best outcomes. Child protection is the response to a child suffering or likely to suffer serious harm. Abuse may occur at home, at school, in the community or online; it may be committed by adults or children. A child may experience several forms at once. Staff do not need proof before reporting a concern.

3.1 Forms of abuse and harm

- Physical abuse: assault, shaking, burning, poisoning, fabricated or induced illness, or other physical injury. Female genital mutilation is a serious form of harm and must be escalated immediately.
- Emotional abuse: persistent humiliation, intimidation, rejection, coercive control, exposure to domestic abuse, discrimination or severe bullying, including online.
- Sexual abuse: contact or non-contact activity, grooming, exploitation, sexual harassment or violence, including online coercion and creation or sharing of sexual imagery. Apparent agreement does not remove exploitation or a power imbalance.
- Neglect: persistent failure to provide adequate food, shelter, supervision, medical care, education or emotional responsiveness.
- Other risks: child sexual or criminal exploitation, trafficking, forced marriage, so-called honour-based abuse, radicalisation, harmful practices, missing education, self-harm and serious mental health concerns. Mental health concerns can signal abuse or create added vulnerability; they require a safeguarding response when risk is present.

Staff remain alert to barriers to disclosure for younger children, pupils with SEND, limited English, communication needs, isolation, prior trauma or dependence on an adult. They use accessible communication, appropriate interpretation and reasonable adjustments. A disability or behaviour label must never explain away a possible safeguarding concern.

4 Prevention and a culture in which children can speak

The school teaches age-appropriate personal safety, respectful relationships, consent, boundaries, online safety and how to seek help. Homeroom, pastoral and curriculum provision identify trusted adults and independent ways to report. Staff take pupil concerns seriously even where there are no visible injuries or another pupil describes an incident as “banter”. No child is penalised for reporting in good faith. Leaders check attendance, unexplained absence, changes in behaviour and patterns of repeated low-level concerns.

Adults maintain professional boundaries, use approved school communication channels, follow the Staff Code of Conduct, do not promise secrecy, and do not use personal accounts or devices for private contact with pupils. One-to-one teaching, transport, online sessions, changing areas and



visits are managed through supervision and risk assessment. Intimate care respects dignity, consent and documented plans. Photography and sharing of pupil information follow consent and data-protection rules.

5 Reporting a concern about a child

5.1 Immediate response

- If a child is in immediate danger or needs urgent treatment: keep the child safe, call 911 in Baghdad and seek medical assistance. Tell the DSL or deputy as soon as it is safe to do so.
- For any other concern: tell the DSL or deputy immediately and before leaving duty that day. If unavailable, tell the Academic Director; if the concern involves that person, contact the Board of Governors at BoG@eis.edu.iq. Staff may contact emergency services directly when delay would increase risk.
- Record facts as soon as possible in the approved confidential safeguarding system or form: date, time, place, exact words where possible, observations, persons present, action taken and person notified. Sign and date the record. Do not put safeguarding details in ordinary attendance notes, email chains or shared class files.
- The DSL acknowledges the report, assesses risk, records the rationale and next action, allocates responsibility and a review time. Staff follow up if no acknowledgement or if the child remains unsafe. A closed case requires a documented reason and outcome.

5.2 Responding to a disclosure

Listen calmly, allow the child to speak at their own pace, thank them for telling you and explain that you must share the information with people who can help. Use open prompts such as “Tell me what happened” only where clarification is needed. Do not investigate, repeatedly question, suggest answers, confront the alleged person, examine injuries beyond immediate care, or promise an outcome. Record the child’s own words and any spontaneous comments. Preserve possible evidence, including digital material, without forwarding or copying sexual images of children.

5.3 Parents, external referral and escalation

The DSL normally informs parents when safe and appropriate. Before contact, consider whether a parent or family member is implicated, whether disclosure may increase danger or compromise an investigation, and the child’s views. Record the decision and reasons. Baghdad does not have a single dedicated safeguarding enforcement agency for school referrals. The DSL therefore liaises with relevant law enforcement and emergency or medical services according to the nature and urgency of the concern. The school may also liaise with UNESCO for advice, coordination or support where appropriate; UNESCO is not an emergency response or statutory investigative authority, and contact with it must not delay a report to law enforcement or urgent protection. For immediate danger in Baghdad, call 911. The DSL documents whom they contacted, advice received, protective action, follow-up and any escalation if an initial response does not resolve the risk. A staff member may make a direct emergency report if leadership does not act.

6 Child-on-child abuse

Child-on-child abuse includes bullying, physical violence, sexual harassment and violence, coercion, sexualised language, harmful sexual behaviour, initiation or hazing, abuse in relationships and sharing of nudes or semi-nudes. It may occur in person or online, inside or outside school. Staff do not dismiss it as experimentation or a normal part of growing up. The DSL



considers the needs of the child harmed, the child alleged to have harmed another, and any witnesses separately. A behaviour sanction alone is not a safeguarding response.

The DSL assesses immediate separation and supervision, risk of retaliation, medical and emotional support, parental contact, evidence preservation and external referral. A written safety plan identifies safe spaces, transport and timetable arrangements, staff responsible and review dates. Accounts are obtained sensitively by an appropriate trained person without prejudging or duplicating an external investigation. Each child receives support and privacy; the school records decisions and reviews patterns.

7 Online safety and digital incidents

The school addresses content (harmful or illegal material), contact (grooming or unwanted interaction), conduct (bullying, image sharing or exploitation) and commerce (scams, gambling and financial exploitation). IT and school leaders maintain age-appropriate filtering and monitoring, assign named responsibility for alerts, review effectiveness and record checks. Filtering never replaces supervision or education. Staff report online safeguarding concerns to the DSL and IT through the approved process; IT preserves technical evidence under DSL direction.

If a nude or semi-nude image of a child is reported, staff must not view, save, copy, print, forward or delete it unless a DSL, after considering applicable guidance and immediate safety, gives a lawful and necessary instruction. Never ask a child to share it. Refer immediately to the DSL, secure devices as advised, support the child and assess coercion, threats and distribution. Personal devices, social media and school platforms are governed by the relevant school policies.

8 Allegations, concerns and whistleblowing about adults

A concern that an adult may have harmed a child, may pose a risk, or may be unsuitable to work with children is reported immediately to the Academic Director, who informs the Board of Governors at BoG@eis.edu.iq and HR as appropriate. If the concern is about the Academic Director, report directly to the Board of Governors at BoG@eis.edu.iq. If it concerns the DSL, report to the Academic Director or Board of Governors at BoG@eis.edu.iq without alerting the DSL. If leadership is implicated or fails to act, staff may contact police or other competent authority. Reporting applies to visitors, contractors, supply staff and volunteers as well as employees.

The case manager first secures the child's safety, preserves records, considers external referral and advice, and keeps personnel and safeguarding processes separate. The school must not conduct an internal investigation that could compromise a criminal or protection inquiry. Suspension is considered case by case, with alternatives and reasons recorded. The adult is treated fairly and receives appropriate information subject to child protection and investigative constraints. Outcomes, referrals, employment action and required information sharing are documented confidentially.

Staff must also report conduct that falls short of expected professional boundaries, even if it does not meet a serious-harm threshold. The case manager records and reviews low-level concerns for patterns, responds proportionately and escalates where a threshold is later met. Good-faith reporters are protected from retaliation under the Whistleblowing Policy. Malicious allegations are considered only after a fair, evidence-based assessment; fear of a false allegation must not discourage reporting.

9 Safer recruitment, visitors and contractors

Recruitment follows the Safer Recruitment Policy: role-specific safeguarding information, application and employment history scrutiny, references from recent employers, interviews,



identity and qualification verification, right-to-work and host-country checks, relevant overseas checks, and professional status checks where applicable. Where a candidate has worked in the UK, the school obtains the International Child Protection Certificate required by the BSO standards, alongside other appropriate checks. HR records checks in the Single Central Record before an adult starts work, subject only to a documented lawful risk-managed exception where permitted by school policy. Unchecked visitors and contractors are identified, signed in and supervised; they must not have unsupervised access to children.

10 Training, supervision and support

All staff, including teaching and non-teaching staff, receive safeguarding induction before unsupervised contact. Every year, all staff complete Level 1 safeguarding training through The National College and the Department for Education Prevent training, with further updates during the year. They read the current school policy, relevant Staff Code of Conduct and KCSIE 2026 Part One as the school's chosen benchmark, and confirm understanding. Members of the safeguarding team complete Level 3 Designated Safeguarding Lead training through The Safeguarding Alliance and undertake refresher training at least every two years, or sooner when required by the provider or changes in guidance. HR completes annual safer recruitment training. Records show completion, understanding and follow-up for absence. The Board receives role-appropriate safeguarding training and assurance.

The DSL arranges supervision and support for staff handling difficult cases, while protecting confidentiality. A staff member affected by a disclosure can seek support without discussing identifiable details outside authorised channels.

11 Records, confidentiality and transfer

Safeguarding records are factual, contemporaneous, dated, signed or attributable, and stored separately from general pupil files in restricted access. The DSL records referrals, decisions, reasons, parental communication, agency advice, safety plans, outcomes and reviews. Records are retained and securely disposed of under the Records Management and Data Protection policies and applicable law. When a child moves school, the DSL securely transfers relevant safeguarding information to the receiving DSL as soon as practicable, confirms receipt, and keeps an audit trail. Information is shared on a need-to-know basis to protect children; confidentiality is never used as a reason to withhold a necessary report.

12 Review, related policies and operational checklist

The Board reviews and approves this policy at least annually and after a serious incident, legal change or material change in local referral arrangements. The DSL checks the named contact list, 911 and local referral directory at least termly, and leaders test staff knowledge and case follow-up. The next scheduled Board review and approval date is 1 September 2027.

Read alongside the Safer Recruitment Policy, Single Central Record Policy, Staff Code of Conduct, Whistleblowing Policy, Behaviour Management Procedure, Anti-Bullying Policy, Online Safety and Mobile Phone policies, Attendance Procedures, Risk Assessment Policy, Educational Visits procedures, Complaints Policy, Records Management Policy and Data Protection Policy.

The DSL maintains the secure reporting form, local referral directory and emergency plan. The approved policy is published and all staff are briefed on its requirements.



**THE ENGLISH
INTERNATIONAL SCHOOL
BAGHDAD**

Reference framework

Department for Education, Standards for British Schools Overseas (revised August 2023), Parts 3 and 4; Department for Education, Keeping Children Safe in Education 2026 (in force September 2026); UNHCR Iraq, child protection contact guidance for south and central governorates (2025). These are practice references; applicable Iraqi law and competent local authorities govern local action.

Appendix Safeguarding team display

Current safeguarding team display. Contact details and appointments are checked as part of the school's termly safeguarding review.

**OUR
SAFEGUARDING
TEAM**

 Mr Stuart Designated Safeguarding Lead	 Mr Akil Deputy Designated Safeguarding Lead	 Mr Tim
 Ms Yanning	 Ms Dina	 Ms Anfal

**If you hear or see something that concerns you, Please speak
to a member of our safeguarding team**

E: safeguarding@eis.edu.iq

T: +9647711119887 / +9647811119887