KENT COLLEGE
WEST CAIRO

Child Protection/Safeguarding Policy

Owner	Designated Safeguarding Leaders
Applied to	Parents, staff, volunteers and contractors working with pupils on school premises or away from the school on an activity, visit or other educational pursuits.
Date last reviewed	August 2025
Date of next review	August 2026
Committee approved by	CEO and SLT
Review period	1 year

Where to go if I need to report a safeguarding concern?

Ms. Katie Alexander

Mr. Andy Stanley

If your safeguarding concern is not urgent then the class teacher / tutor may be a good start - they see the student every day and should be able to give you some information. If you feel the concern is more important, please speak to one of the Safeguarding team. If you are unable to contact anyone you can send an email to safeguarding@kentcollegeegypt.com.

Designated Safeguarding Lead(s)
The CEO has appointed members of the school's senior leadership team to the role of Designated Safeguarding Leads for Kent College West Cairo. The role of the DSL matches the job description as stated in Keeping Children Safe in Education (2022) Annex C. Role of the Designated Safeguarding Lead.

In Kent College West Cairo, Ms Katie Alexander and Mr. Andy Stanley are the Safeguarding Leads.

Useful Contact details
Useful key contact details are:

Kent College West Cairo

Designated Safeguarding Lead	Ms Katie Alexander Head of Early Years	katie.alexander@kentcollegeegypt.com
Deputy Designated Safeguarding Lead	Mr. Andy Stanley Head of Senior School	andy.stanley@kentcollegeegypt.com
Safeguarding Email Address		safeguarding@kentcollegeegypt.com

Kent College UK

Nominated Governor for Child Protection	Mr Gerard MacMahon	gerard.macmahon@kentcollegeegypt.com

Reporting concerns about a child
All staff and parents should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to specific individual characteristics or language barriers. This should not prevent staff or parents from having a professional curiosity and speaking to the DSL team if they have concerns about a child. Information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

If any parent or member of staff or volunteer has a concern that: a child may be suffering significant harm; is likely to suffer significant harm or; is in need of additional support in order to promote their welfare, then a parent or member of staff or volunteer should inform a member of the DSL team without delay either by logging their concern via email (safeguarding@kentcollegeegypt.com) immediately or by contacting a member of the

DSL team. You may find reading this non statutory advice helpful in preparation for the possibility of needing to report a concern:
[What To Do If You Are Worried a Child Is Being Abused](#)

The DSL must ensure that the child's wishes and feelings are taken into consideration when determining the actions to be taken to ensure protection. However, staff must never promise confidentiality to the child and must always act to ensure the interests of the child are always the paramount consideration.

Remember: **Safeguarding is everyone's responsibility.**

Simple steps:
1. Always act on a gut feeling or a concern you have
2. Talk to someone in the DSL team straight away (do not delay)
3. If you cannot get hold of anyone from the Safeguarding team or you have been asked, send an email to the Safeguarding team so that the process of investigation can start without delay.

What staff should do if they have a concern relating to staff
All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. The procedure is given in the school's [Whistleblowing Policy](#) or the school's [Low Level Concern Policy](#).

Parents will need to contact the school and ask to speak to a member of the safeguarding team immediately.

Identifying Abuse
All staff and parents should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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. 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. They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: 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. The sexual abuse of children by other children is a specific safeguarding issue in education.

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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child on Child Abuse

Children are capable of abusing their peers. Governing bodies will ensure that appropriate steps are taken to minimise the risk of child on child abuse taking into account gender issues and the inculcation of the school's values and central ethos, in that all members of the community should treat each other with respect. The school makes it clear that abuse should never be tolerated or passed off as "banter" or "part of growing up." The school's anti-bullying and behaviour policies explain in detail the ways in which we seek to ensure that all children are free from child on child abuse.

Child on child abuse can occur between children of any age or sex. Domestic abuse in intimate relationships between pupils is a form of child on child abuse. It could for example

include bullying (including cyberbullying), physical abuse such as hitting, kicking, biting, shaking, hair pulling or otherwise causing physical harm, sexual violence or sexual harassment.

Procedures for dealing with allegations of child-on-child abuse:
If a pupil makes an allegation of abuse against another pupil you must record the allegation, tell the DSL team and record through ISAMs, but do not investigate it because it could lead to a legal investigation.

If needed, the DSL Team will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports:

Even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here". If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of specific characteristics that they have.
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

It is essential that staff understand that a child who has experienced abuse or harm may not be able to recall facts and / or may not realise they have been abused.

Staff have to play an important role in preventing child-on-child abuse and responding where they believe a child may be at risk and should speak to the DSL Team if they have any concerns. To achieve this, we will:
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers.
- Ensure our curriculum including PSHE helps to educate pupils about appropriate behaviour and consent.

- Ensure pupils are able to easily and confidently report abuse by speaking to a member of staff.
- Ensure staff reassure victims that they are being taken seriously.
- Ensure staff are trained to undertake this task.

Online Safety

The school continues to take online safety very seriously, especially during the period of remote learning and reminders have been given to parents and carers to ensure appropriate filters and monitoring systems are in place at home to protect children; these continue to be in place at school.

All staff who interact with children, including online, will continue to look out for signs a child may be at risk and report any concerns to the DSL team.

The starting point for online teaching should be that the same principles as set out in the school staff a code of conduct.

Useful Links

Keeping Children safe in Education
NSPCC
Child Mental Health
Child Line