



'Students achieving their full potential as active thinkers and self-motivated, life-long learners within a supportive environment'



## **CAMBRIDGE ENGLISH SCHOOL**

**مدرسة كيمبردج الانجليزية**

'Students achieving their full potential as active thinkers  
and self-motivated, life-long learners within a supportive environment'

# **Child Protection Policy**

<b>Reviewed</b>	<b>Date: December 2025</b>
<b>To be reviewed:</b>	<b>Date: December 2026</b>

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## RATIONALE

This document sets out the procedures which Cambridge English Schools have in place for exercising its duties in relation to safeguarding pupils. This policy applies to all pupils and staff.

The school recognises that children sometimes suffer abuse from those who should be caring for and protecting them. Abuse can take place within any socio-economic group and can occur at home or in institutions such as Schools.

Reference:

**Keeping children safe in education 2022 Statutory guidance for schools and colleges**  
**1 September 2022**

This is statutory guidance from the Department for Education ('the Department') issued under Section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended). Schools and colleges in England must have regard for it when carrying out their duties to safeguard and promote the welfare of children. For this guidance's purposes, children include everyone under 18.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

### CES Safeguarding Team

Role	Named Person	Location	Contact Info
Principal	Andy McLaughlin	Ground Floor	andy@cambridge-kw.com
Designated Safeguarding Lead (DSL)	Sophia Thomas Head of Pastoral Care	Ground Floor	sophia@cambridge-kw.com
Deputy Designated Safeguarding Lead (DDSL)	Head of Primary/EYFS Gemeela Sherif	Ground Floor	Headofprimary@cambridge-kw.com
	Head of Secondary Andy McLaughlin	Ground Floor	andy@cambridge-kw.com
	Shaikhah Mahmoud Social Worker	1 <sup>st</sup> Floor	shaikhah@cambridge-kw.com

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# GUIDELINES AND PROCEDURES

## 1. Policy Statement

Cambridge English Schools give the highest importance to the safeguarding and welfare of children. The Principal, Head of Pastoral Care, Senior Leadership Team (SLT), Social Worker and staff will carry out their responsibilities efficiently, effectively, and diligently to ensure that the school is a safe learning environment for children.

Parents can obtain a copy of the school child protection policy on request or view it on the schools' website. The policy offers clear direction to staff and others about expected procedures when dealing with child protection issues. This will ensure that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the child's needs. **THE SCHOOL RECOGNISES IT IS AN AGENT OF REFERRAL AND NOT OF INVESTIGATION.**

### Our School will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or in any difficulty.
- Include in the Secondary curriculum, activities, and opportunities for Personal, Social, Health Education, which can equip children with skills they may need to recognise different risks in different situations, how to behave in response to them and how to keep themselves safe. The same will be done in class by Primary teachers, Arabic and Religion teachers and during Assemblies.
- Included in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, parenting skills and an awareness of the impact of their decisions on others.

## 2. Introduction

There are three elements to our Child Protection Policy. They are:

### a) Prevention

Only suitable people will work with children through robust vetting and recruitment processes.

### b) Protection

The schools commit to following the Kuwait Government and U.K. regulations in ensuring that training takes place every two years for designated teachers and every three years for the rest of the staff including non-teaching staff. Staff will receive Safeguarding update sessions regularly throughout the school year.

The following policy has referred to the Department for Education Guidelines (DFE) but considers that the Cambridge English Schools operate within Kuwait and is therefore subject to Kuwait laws and customs.

### c) Support

The schools commit to ensuring that support is offered to any pupil who has been abused or harmed, or to children who we suspect are suffering. Our School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. School may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may be challenging and defiant or they may be withdrawn.

Protecting the welfare of children is the role of every professional who comes into contact with children at CES (Cambridge English School). This includes knowing about the diverse types of child abuse. 'Child abuse' (see Appendix A) is the term used to describe diverse types of maltreatment inflicted on a child or young person.

### 3. Roles and Responsibilities

**a)** All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within school and the community who have specific responsibilities under child protection procedures.

**b) Designated Child Protection Staff**

CES has designated staff for Child Protection (at both sites) responsible for coordinating child protection issues within the school. In the unlikely event of these named people not being available, other staff have received Advanced Child Protection (CP) training and can be approached (see table on following page). The Designated Child Protection Staff are responsible for:

- **Sharing Information and Providing Training for Staff** by ensuring that:
  - The names and contact details of the DSL and their Deputy are on display for all staff, parents, pupils, and visitors to the school.
  - The school's CP Policy is easily accessible to all members of the school community, be they staff (copy of the policy to be displayed in the staff room) or other members of the community.
  - All newly appointed staff and volunteers are given necessary information about the school's Child Protection Policy.
  - All members of staff sign a form declaring that they have read the school's CP policy at the beginning of every school year (see Appendix D). This register of signatures will be filed by the Lead DSL in each school.
  - All staff (including Designated Persons, Principals and Director) receive basic CP training at least every three years.
  - Designated Persons and selected members of staff receive Advanced CP Training every two years.
  - All staff attend a briefing at least annually to update them on the importance of child protection and any current issues and remind them of the school's procedures.
  - Designated Child Protection Staff keep up to date with new legislation and guidance.
  - In all school sectors, tutors/teachers/staff will talk to the students regarding Child Protection and Designated Staff.
- **Responding to Concerns and Emergency Situations** by ensuring that:
  - There is an immediate response to an emergency; arrange telephone calls, meetings, negotiations, reports, and monitoring.
  - Links with external agencies are established and maintained.
  - Requests for information from outside agencies are responded to promptly.
    - Concerns are discussed as required with outside agencies and all referrals to external agencies are backed up in writing within 24 hours.
  - Upkeep of all records will be the responsibility of the Designated Person for Child Protection and the records will be kept in a separate file in the Head of Pastoral Care's Office.
- **Maintaining an Effective Reporting and Recording System** by ensuring that:
  - Concerns from individual staff are written down using an internal pro forma and kept securely and confidentially (locked and with limited access).
  - Records are chronologically recorded, with significant incidents or events clearly highlighted.
  - Records are transferred when a child changes school.
  - Designated Persons for Child Protection hold termly meetings to share information and offer mutual support.
  - The Principal and Heads of Section are informed about child protection issues.

**c) The Role of the Principal**

The principal is to be informed by the Lead DSL of all suspected cases in school. The principal will advise and act as a critical friend offering an outside objective 'ear' and to challenge their thinking before any action is taken.

#### 4. Procedures

All members of staff have a responsibility to care for and safeguard the welfare of all our students. Therefore, if any concerns are expressed or signs observed that cause concern, these should be referred to one of the school's Heads of Section.

Any member of staff who receives a disclosure of abuse, an allegation, or suspects abuse may have occurred MUST:

- Listen without asking leading questions
- **NOT** promise to keep the matter secret
- **NOT** attempt to investigate a situation themselves
- **Report it immediately to the Lead DSL or Designated Lead**

##### a) What to do if a child discloses to you:

During disclosure:

- Remain calm, do not panic or express shock
- Listen carefully - do not prompt responses (say as little as possible)
- Reassure the child - tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone.
- Do not project or assume anything, let the child tell their story; leave your own assumptions out and try not to give an alternative explanation.

Possible questions to ask in a non-leading manner include:

- What happened to you?
- What happened next?
- Who did this to you?
- Where did it happen?
- When did this happen?
- Who saw this happen to you?
- Who else have you told?

**Please:**

- Use age specific language. Ask for clarification for any meaning or words you do not understand e.g. What do you mean by....
- Let the child know they are believed.
- Let the child know that you will do your best to protect and support them.
- Explain to the child that, to help them, you must tell certain other parties. Assure them, however, that this will not be general knowledge within the school community.
- Check you have a full understanding of what the child has told you before the end of the discussion.
- Make the child comfortable. Ensure that the child is not left in a situation where he/she may be pressurized to change their story.
- **UNDER NO CIRCUMSTANCES SHOULD STAFF MAKE PROMISES OF CONFIDENTIALITY.**

##### b) Reporting to DSL

You will be asked to record what the child has said or what you have observed, include dates and times - it is important that this is recorded in as much detail as possible, so that the child does not have to repeat the details.

The school does not take photographs of a child's injuries but instead records them by use of diagrams (see appendix B)

**MAINTAIN CONFIDENTIALITY.**

**DO NOT DISCUSS THIS WITH OTHER MEMBERS OF STAFF, CHILDREN OR PEOPLE  
OUTSIDE OF SCHOOL.**

### c) Documentation

- Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse must make an accurate record (see appendices A and B) as soon as possible, noting what was said or seen, putting the event in context, and giving date, time, and location.
- Original notes taken during or immediately after the disclosure will be attached to the record written on the official form.
- All records will be dated and signed and include the action taken and passed to the DSL.
- In the same way, notes must be kept on any child who is being monitored for CP reasons.

The DSL staff will follow the same procedures

If a referral is made to an outside agency (e.g., the Ministry, the initial referral will be by telephone, and this will be followed by a written request to the agency to come and view the files. Essential information will include the pupil's name, address, date of birth, family composition, position in the family, reason for referral, whether the parents are aware of the referral, the name of person who initially received the disclosure plus any advice given. This report will be signed and dated by the person referred to.

### d) Confidentiality

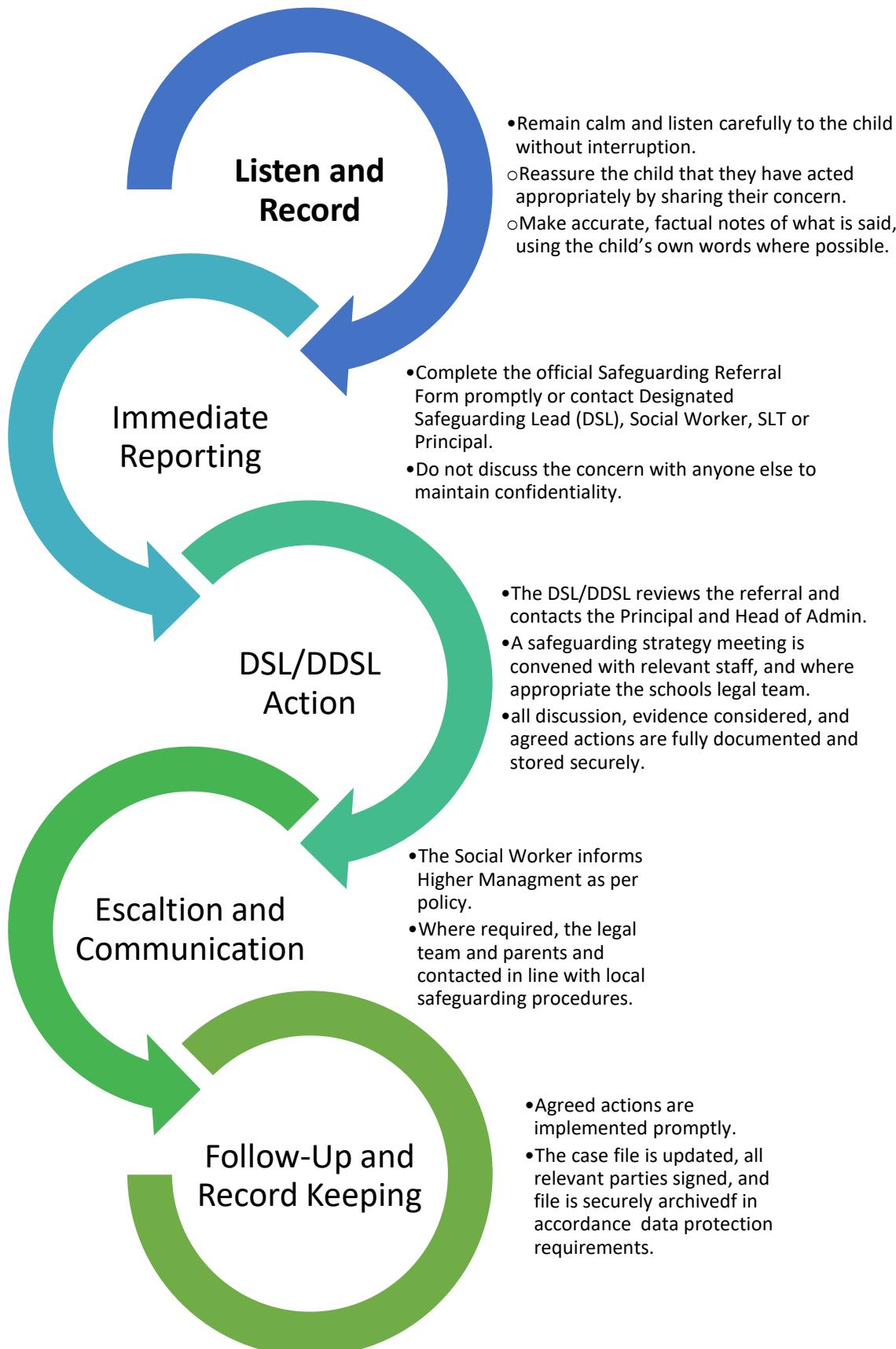
Information on CP cases will only be shared with staff within the school on a "need to know" basis and always in the best interest of the child/children involved. Any information shared in this way must be held in **STRICTEST CONFIDENCE**.

## 5. Records and Monitoring

- All school records of CP concerns and referrals are kept in a locked cabinet in the Head of Pastoral's Office. Only designated CP staff should have access to this.
- Only **one** CP file will be kept on a child, and will contain, on the inside front cover, a maintained chronology of events.
- No other information on a CP matter will be kept anywhere else in the school.

Well-kept records are essential. All staff must ensure they record information as soon after the event as possible.

## 6. Flow Chart of Disclosure Procedure



## 7. Safe School, Safe Staff

- The CES recruitment procedures are followed for all staff employed at the school.
- Before confirmation of appointment, all staff (both teaching and non-teaching) will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work in Kuwait.
- Two references will be taken from different employers; they must give evidence of their qualifications and details of previous experience and work history. (open references will not be accepted)

**a)** Police Clearances will be undertaken for all staff before they begin work and a record will be held in the central file.

**b)** As part of the recruitment process, all potential staff will be required to declare any criminal record.

**c)** All staff will be informed of the school's policy for the protection of children as follows:

- During induction to the school
- Through access to this policy (and confirmatory evidence that a copy has been accessed, read, and understood)
- Through the Teacher's Handbook
- Clear identification of Designated CP staff
- Information on relevant notice boards
- Whole staff training, briefings, or staff meetings
- Reminders at the beginning of the school year.

## 8. Safe Working Practice for Staff

CES aims to ensure that all staff maintain important levels of professionalism that both promotes the safeguarding of pupils and reinforces the trust placed in us by all members of the school community.

- All staff have a duty to keep pupils safe and protect them from discrimination and avoidable harm. This duty can be exercised through the development of respectful, caring, and professional relationships between staff and pupils, and behaviour by staff that demonstrates integrity, maturity, and good judgment.
- An underpinning principle of safe working practice is that adults who work with children are responsible for their own actions and behaviour, and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

All staff should adhere to the following guidelines, be aware of their vulnerability to allegations and to act appropriately.

- Staff are not to establish or seek to establish social contact with pupils to secure a friendship.
- There are occasions when there are social contacts between pupils and staff, where for example, the parent and teacher are part of the same social circle. These contacts, however, will be easily recognised and openly acknowledged.

It is recognised that occasionally, a pupil may develop an infatuation with a member of staff.

- The staff members concerned should deal with the situation sensitively and firmly and inform the appropriate Head of Section at the earliest opportunity.

Communication between staff and pupils should take place within clear and explicit professional boundaries.

- Staff should not share any personal information with a pupil.
- They should not give their personal contact details, email, home, or mobile numbers.

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- Staff must never list pupils as approved contacts on personal networking sites, nor access social networking sites of pupils.
- The use of text messaging or email should only be made for professional reasons.

If physical contact is made with pupils, this must be in response to the circumstances at the time and appropriate to their age, stage of development, gender, and background, bearing in mind our cultural boundaries.

- It is recognised that some pupils may seek inappropriate physical contact.
- Staff should sensitively deter such contact and help the pupil to understand the importance of personal boundaries.
- The incident should be reported to a Senior Leader at the earliest opportunity.
- Intimate or sexual activity between an adult and a pupil will be regarded as a grave breach of trust, result in disciplinary action and may be a criminal offense.

Staff must make sure that any films, YouTube videos or other material shown to pupils are age appropriate and Ministry Approved.

- Accessing, making, and storing indecent images of children is illegal.
- Staff must not change in the same place as pupils, shower or bathe with pupils or assist with any personal care task that the pupil can undertake themselves.

Staff should take precautions to avoid working or being alone with pupils.

- Where such a situation arises, staff should ensure that, either the door is left open, a colleague is nearby or, wherever possible, seek an alternative, more public space

If staff have doubts or concerns about safe working practice, they should consult the Principal, Safeguarding Lead or Senior Leader.

- There may be times when staff must make judgments or take decisions where no guidance exists and in the absence of a senior colleague.
- Under such circumstances, staff should always consider where their actions are professionally based, warranted, proportionate, and safe and applied equitably.

## 9. Allegations against staff

Any allegation made against a member of staff will be referred immediately by the DSL to the Principal, who will follow the CP procedures.

Where an allegation is made against the Principal, the DSL will inform Higher Management.

## APPENDIX A: Four Types of Abuse

There are four principal areas of child abuse. It should be recognised that all these signs may also be a symptom of another problem:

### **Neglect**

The persistent or severe neglect of a child which results in serious impairment of the child's health or development. It can occur where parents/guardians fail to meet the basic and essential needs of their children such as food, clothing, and medical care. Leaving small children alone and unsupervised is another example of neglect.

Parents refusing or failing to give love and affection to their child/ren is a case of emotional neglect.

Signs or symptoms which may possibly indicate neglect:

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poor school attendance or often late for school
- Poor concentration. Affection-demanding or attention-seeking behaviour
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones

### **Physical Abuse**

Physical injury to a child - reasonable suspicion that the injury was inflicted or knowingly not prevented. It involves any non-accidental injury where adults physically hurt, injure, or kill a child. This can involve hitting, shaking, squeezing, burning, and biting. It also includes giving a child poisonous substances, inappropriate drugs, or alcohol.

Signs or symptoms which may indicate physical abuse:

- Bruising, inconsistent account of how bruising or injuries occurred
- Bald patches
- Burns or scalds
- Fear of going home or parents being contacted
- Fear of medical help
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others, including bullying

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## **Sexual Abuse**

When children and young people are involved in sexual activities that they do not fully comprehend, and which violate the social taboos of family roles. It occurs when the older person uses his/her power over the child/young person to involve the latter in a sexual activity. It may involve:

- Sexual grooming.
- Inappropriate exposure to sexual acts or materials.
- Passive use of children and young persons as sexual stimuli for adults.
- Exhibitionist activities, voyeurism or being coerced into posing for pornographic materials.
- Inappropriate sexual contact or acts between older individuals and the child/young person
- Intercourse as a result of rape, assault, and coercion

Signs or symptoms which may indicate sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate behaviour
- Anal or vaginal discharge, soreness, or scratching
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Attention-seeking behaviour including sexual harassment or molestation
- Regressive behaviour
- Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area
- Lack of trust of a familiar or particular adult
- Unusually compliant

## **Psychological/Emotional Abuse**

Persistent or severe emotional ill-treatment or rejection. This occurs where constant lack of love and affection, threats, verbal attacks, taunting, shouting, can lead to a child's loss of self-esteem. It can also include harassment or indifference based on race, culture, gender, or disability. Aspects of psychological and emotional abuse include:

- Hostile rejecting/degrading (e.g., taunts)
- Terrorising (e.g., threats or acts that induce fear)
- Actively isolating (e.g., locking a child in a room for extended periods of time)
- Exploiting/corrupting (e.g., teaching a child to steal)
- Denying emotional responsiveness (e.g., denying affection and shows of love)
- Signs or symptoms which may indicate psychological abuse;
- Rocking, banging head, regression
- Self-mutilation, drug, or solvent abuse
- Fear of parents being contacted
- Running away, compulsive stealing
- Touching themselves inappropriately
- Eating disorders
- Soiling, smearing faeces, enuresis
- Sudden speech disorders, selective mutism
- Over-reaction to mistakes, continual self-deprecation
- Delayed physical/mental/emotional development