



CAMBRIDGE
ENGLISH SCHOOL
مدرسة كيمبردج الإنجليزية

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

Safeguarding Policy

Reviewed	Date: December 2025
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1. Rationale and Legal Framework

This policy sets out Cambridge English School’s approach to safeguarding and child protection. It applies to all pupils, staff, supply staff, contractors, volunteers, visitors and governors/proprietors. The school recognises its moral and statutory duties (as applicable to British Schools Overseas) to safeguard and promote the welfare of children. This policy reflects the British Schools Overseas (BSO) Standards and the Department for Education (DfE) statutory guidance Keeping Children Safe in Education (KCSIE), and should be read alongside Working Together to Safeguard Children (2023). The school operates in Kuwait and therefore follows local law and expectations while maintaining parity with UK safeguarding standards wherever possible.

2. Definitions: Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, including harm that occurs online and outside the home;
- preventing the 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.

Child protection is a part of safeguarding and refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

3. Policy Statement

- We aim to create a culture where pupils feel safe, are listened to, and know how to report concerns.
- All concerns that a child may be at risk of harm are taken seriously and acted on immediately.
- Safeguarding is everyone’s responsibility; a child-centred approach underpins all decisions.
- We work in partnership with parents/carers and with relevant authorities in Kuwait and, where appropriate, with UK agencies and international safeguarding organisations.
- Safeguarding policies and procedures are reviewed at least annually and after any significant incident or change in guidance.

4. Roles and Responsibilities

Designated Safeguarding Team

Role	Named Person	Location	Contact
Principal	Andy McLaughlin	Ground Floor	principal@cambridge-kw.com
Designated Safeguarding Lead (DSL) – Head of Pastoral Care	Sophia Thomas	Ground Floor	sophia@cambridge-kw.com
Deputy DSL – Head of Primary/EYFS	Gemeela Sherif	Ground Floor	headofprimary@cambridge-kw.com
Deputy DSL – Head of Secondary	Andy McLaughlin	Ground Floor	andy@cambridge-kw.com
Deputy DSL – Head of Administration	Soha AlNemer	Ground Floor	soha@cambridge-kw.com
Social Worker	Shaikhah Mahmoud	Ground Floor	shaikhah@cambridge-kw.com

All Staff

- Be aware of the signs of abuse, neglect and exploitation; maintain professional curiosity.
- Report concerns immediately to the DSL/DDSL; never investigate or promise confidentiality.
- Record concerns factually and promptly using the school's safeguarding referral form.
- Attend safeguarding and online safety training at induction and at least annually thereafter.

Designated Safeguarding Lead (DSL)

- Lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Manage referrals; liaise with local authorities and external agencies as appropriate.
- Ensure staff training, policy updates and pupil awareness; maintain secure child protection files.
- Promote a culture of openness, including the management of low-level concerns.

Principal / Owner

- Ensure the school meets BSO standards and KCSIE-aligned expectations for safeguarding.
- Oversee and quality assure safeguarding arrangements, including safer recruitment and allegations management.

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- Ensure adequate resources and time are given to the DSL to fulfil duties effectively.

5. Safer Recruitment

- Advertisements and job descriptions make clear the school's safeguarding commitment.
- All applicants provide a full employment history with explanations for gaps; discrepancies are explored.
- At least one panel member has safer recruitment training.
- Pre-appointment checks are carried out proportionately to role and local law, e.g.: identity, qualifications, professional references (two, including most recent employer), explanation of gaps, and suitability to work with children.
- Where applicable, prohibition from teaching checks and overseas criminal record checks are undertaken; for international staff, appropriate police clearances are obtained from country of origin and/or last country of residence, alongside local Kuwaiti requirements.
- A single central record (SCR) is maintained with evidence of checks, and risk assessments are recorded for supervised, unchecked adults until checks are complete.

6. Induction, Training and Culture

- All new staff, supply staff, contractors and volunteers receive safeguarding induction (including online safety and filtering/monitoring) before working with pupils.
- All staff receive regular safeguarding updates and formal training at least annually; records of attendance and content are kept.
- DSLs/DDSLs undertake specialist training at least every 2 years and carry out additional briefings across the year.
- A code of conduct sets clear professional boundaries (including social media and one-to-one working).

7. Procedures: Recognising, Responding and Referring

- Listen, reassure, do not promise confidentiality; avoid leading questions; record using the child's own words.
- Report immediately to the DSL/DDSL in person and by submitting the Safeguarding Referral Form the same day.
- In an emergency or where a child is at immediate risk, contact emergency services and inform the DSL.
- Do not examine injuries or take photographs; use body maps to record location/size of injuries if relevant.
- The DSL assesses, takes action, and records decisions and rationales. Where appropriate, referrals are made to relevant Kuwaiti authorities and/or other agencies.

8. Recording, Information Sharing and Confidentiality

- Maintain a separate, secure child protection file for each child with a clear chronology of significant events.
- Share information on a 'need-to-know' basis in the child's best interests; data protection is not a barrier to sharing information to safeguard a child.
- Transfer child protection files securely if a pupil moves school.

9. Managing Allegations and Low-level Concerns about Adults

- Allegations that meet the harm threshold (e.g., behaved in a way that has harmed, or may have harmed, a child) are reported to the Principal immediately; alternatives apply where the allegation is about the Principal (refer to Higher Management/Proprietor).
- The case manager (normally the Principal) manages the process and liaises with relevant external agencies as appropriate in Kuwait.
- Low-level concerns (behaviour that does not meet the harm threshold but is inconsistent with the Code of Conduct) are reported to the DSL/Principal, recorded, reviewed and addressed to enable early intervention and a culture of transparency.
- Patterns of low-level concerns are monitored and may be escalated where appropriate.

10. Child-on-Child Abuse, Harm Outside the Home and Early Help

- Child-on-child abuse can include bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, upskirting, initiation/hazing, and abuse in intimate relationships between peers.
- All allegations of child-on-child abuse are taken seriously and managed in line with this policy, with a trauma-informed approach and appropriate risk assessments.
- Early Help support is available to meet emerging needs at the earliest opportunity; the DSL coordinates internal and external support, considering local Kuwaiti services and any relevant international guidance.

11. Online Safety, Filtering and Monitoring

- Online safety is a running theme across safeguarding and the curriculum; pupils are taught how to stay safe online and how to report concerns.
- Appropriate filtering and monitoring are in place on school networks and devices, and are reviewed at least annually to ensure effectiveness without unreasonable "over-blocking".
- The DSL has lead responsibility for understanding the school's filtering and monitoring systems and processes, working closely with IT support and senior leaders.

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- The child protection policy outlines the approach to filtering and monitoring, including the use of school devices off-site.

12. Curriculum, PSHE/RSE and Pupil Voice

- Safeguarding, healthy relationships and online safety are addressed through age-appropriate curriculum content and assemblies.
- Pupils are encouraged to speak up; they know who to talk to and how concerns will be handled.

13. Children Requiring Additional Support (SEND, EAL, LAC)

- Children with SEND, EAL, or who are looked-after or previously looked-after may face additional safeguarding challenges; indicators of abuse may be more easily overlooked.
- Safeguarding responses are tailored to individual needs; communication support and professional advocacy are considered.

14. Attendance and Children Missing Education (CME)

- Unexplained or repeated absence, or patterns of absence, may indicate safeguarding concerns; these are followed up promptly.
- Where a child is missing from education, the DSL and attendance lead work together to assess risk and take appropriate action.

15. Site Security, Visitors, Photography and Mobile Devices

- The site is secure with appropriate supervision. All visitors are signed in, wear identification and are supervised as appropriate.
- The use of mobile phones and personal devices by staff and visitors is controlled; cameras are not permitted in areas where intimate care or changing takes place.
- Only school devices are used to take images of pupils for educational purposes with appropriate consent; images are stored and disposed of securely.

16. Whistleblowing and Escalation

- Staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime.
- Concerns are taken seriously, investigated appropriately, and staff are protected from detriment for raising them in good faith.

17. Governance, Monitoring and Review

- The Principal/Proprietor ensures effective oversight of safeguarding arrangements and compliance with BSO standards.
- Safeguarding is a standing agenda item for senior leadership meetings; annual reports and audits are undertaken, including a review of filtering and monitoring.
- This policy is reviewed annually, or sooner when guidance changes or following a significant incident.

Appendix A: Categories and Indicators of Abuse

1. Physical Abuse

Physical abuse involves deliberately causing physical harm to a child. It may also occur when a parent or carer fabricates the symptoms of illness or deliberately induces illness.

Examples of Physical Abuse

- **Hitting, slapping or punching**
- **Shaking or throwing**, which can cause serious brain injury, fractures or internal damage
- **Burning or scalding**, including immersion burns, cigarette burns or contact burns from hot objects
- **Poisoning**, including medication overdoses or deliberate ingestion of harmful substances
- **Suffocating or strangulation**
- **Biting, hair-pulling, pinching or scratching**
- **Fabricated or Induced Illness (FI):**
 - exaggerating or falsifying a child's medical symptoms
 - manipulating test results
 - withholding food or giving substances to make the child appear unwell

Possible Indicators

- Unexplained injuries, bruises in unusual places (e.g., ears, neck, torso)
- Injuries at different stages of healing
- Attempts to hide injuries (e.g., long sleeves in hot weather)
- Flinching or fearful response to sudden movement
- Reluctance to explain how injuries occurred
- Frequent absences or patterns of minor illnesses

2. Emotional Abuse

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Emotional abuse is the ongoing emotional maltreatment of a child. All forms of abuse involve some emotional harm, but emotional abuse can also occur in isolation.

Forms of Emotional Abuse

- **Persistent criticism, humiliation, or rejection**
- **Conveying to a child that they are worthless, unloved or inadequate**
- **Unrealistic expectations**, such as pressure to achieve beyond capability
- **Serious or repeated bullying**, including **cyberbullying**
- **Scaring or intimidating a child**, such as exposure to domestic abuse
- **Limiting emotional responsiveness**, ignoring the child's attempts for comfort or affection
- **Controlling behaviour**, stopping a child from expressing opinions or exploring age-appropriate activities
- **Corruption or exploitation**, such as involving a child in criminal activities

Possible Indicators

- Delayed emotional, social or cognitive development
- Low self-esteem, excessive self-criticism or self-deprecation
- Overly compliant or eager-to-please behaviour
- Heightened anxiety, depression or withdrawal
- Difficulty forming relationships
- Extreme behaviours (aggression, tantrums, self-harm)
- Sudden speech difficulties (e.g., selective mutism)

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. These may involve physical contact, but can also involve non-contact activities.

Forms of Sexual Abuse

Contact sexual abuse

- Sexual touching or fondling
- Rape or penetration (oral, anal, vaginal)
- Forcing a child to touch another person sexually

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Non-contact sexual abuse

- **Exposure to sexual acts or materials**, including pornography
- **Online sexual exploitation or grooming**, such as coercion for images or live-streaming
- **Voyeurism or being forced to watch sexual acts**
- **Sexualised communication**, including messaging, sexting or harassment
- **Inappropriate sexualised behaviour** from an adult or older child

Possible Indicators

- Sexualised language, knowledge or behaviour inappropriate for age
- Physical signs such as soreness, bleeding, STIs, recurrent UTIs
- Changes in behaviour: withdrawal, self-harm, eating disorders
- Fear of certain people or places
- Difficulty walking or sitting
- Sudden avoidance of PE/swimming
- Pregnancy in young adolescents

4. Neglect

Neglect is the persistent failure to meet a child's basic physical or emotional needs. It is the most common form of abuse and can cause serious long-term harm.

Forms of Neglect

Physical neglect

- Not providing adequate food, hydration or nutrition
- Poor hygiene, dirty clothing, persistent infections
- Lack of safe shelter or heating/cooling appropriate to climate

Supervisory neglect

- Leaving a child unsupervised for long periods
- Exposing children to dangerous environments or people
- Inadequate oversight of online activity leading to risk of harm

Medical neglect

- Failure to provide appropriate medical or dental care
- Ignoring medical advice or not administering prescribed medication

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Emotional neglect

- Failing to provide affection, comfort or warmth
- Persistent unresponsiveness to a child's emotional needs

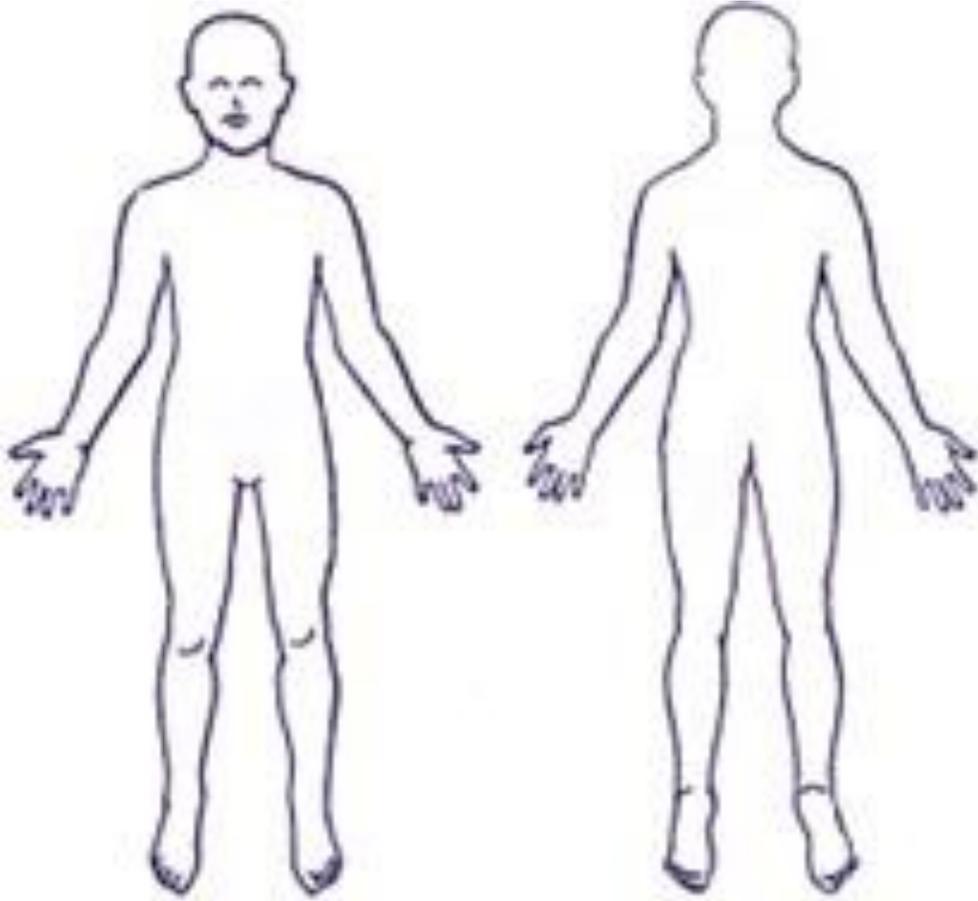
Possible Indicators

- Failure to thrive, weight loss or faltering growth
- Frequent absences or lateness
- Tiredness, listlessness, lack of energy
- Constant hunger, stealing/scavenging food
- Poor personal hygiene
- Developmental delays
- Inappropriate clothing for weather conditions
- Assumption of adult responsibilities (parentification)

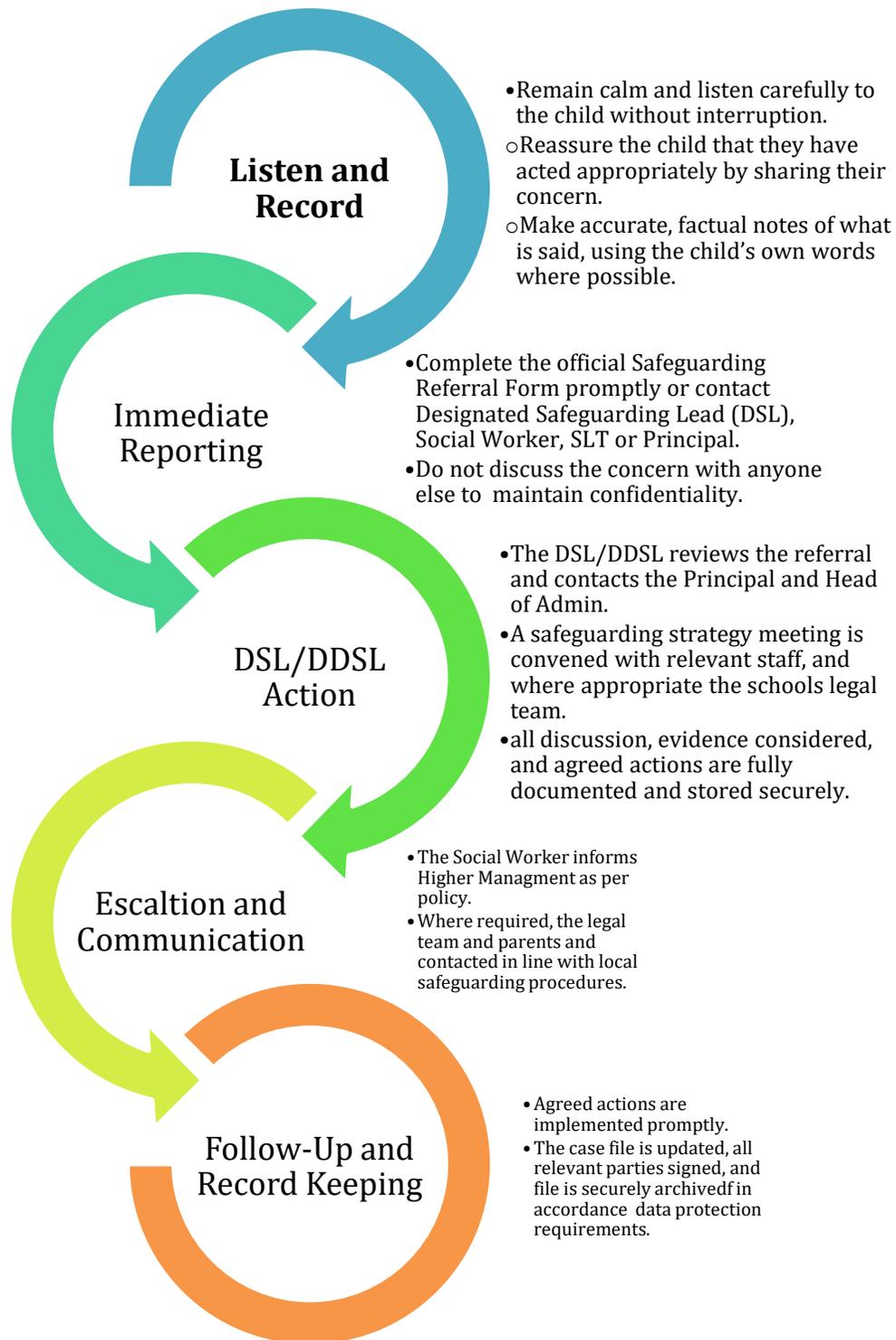
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Appendix B: Body Map (for recording injuries)

Staff should not photograph injuries. Use a body map to indicate location, size and description of injuries, with date/time and the child's explanation. Attach to the referral form and file securely.



Appendix C: Flow Chart of Disclosure Procedure



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Pupil name / ID:	
DOB / Year group:	
Date/time of concern:	
Reported by (name/role):	
Nature of concern (use child's own words, factual description):	
Context/previous concerns:	
Immediate actions taken:	
Signature and date:	

Appendix D: DSL Decision and Actions Record

Date/time received:	
DSL/DDSL handling:	
Risk assessment summary:	
Decision (no further action / monitor / Early Help / external referral):	
Actions taken and who informed (parents/authorities):	
Follow-up date and review:	
File cross-references (chronology updated):	

Appendix E: Reporting Form

Cambridge English School Mangaf Reporting Form 2025/2026



Appendix F: If you are worried, who can help?

- Speak to any trusted adult in school.
- Designated Safeguarding Lead (DSL): Ms Sophia Thomas (Head of Pastoral Care).
- Deputy DSLs: see noticeboards and the school website for photos and locations.
- Email: info@cambridge-kw.com (monitored during school hours).
- If you are in immediate danger, tell a trusted adult or call local emergency services.

Appendix G: Safer Recruitment Checklist

- Role description and person specification include safeguarding responsibilities
- Application form and CV, full employment history with gaps explained
- Two professional references including most recent employer, verified by phone
- Identity and qualifications verified
- Right to work/visa and local requirements verified
- Overseas and local criminal record checks as applicable
- Prohibition checks (where applicable)
- Interview includes safeguarding questions; at least one panel member with safer recruitment training
- Single Central Record updated and audited

Appendix H: Allegations Management Flow (summary)

1. Receive allegation or concern about an adult.
2. If immediate risk, take immediate protective action and inform DSL/Principal.
3. Inform Principal as case manager (or Higher Management if allegation concerns the Principal).
4. Case manager consults with appropriate external authorities in Kuwait as required; consider suspension or alternative arrangements on a case-by-case basis.
5. Record decisions, actions, and rationale. Update safeguarding file and review learning.

Appendix I: Online Safety – Annual Review Checklist

- Roles and responsibilities for filtering and monitoring defined and understood (DSL, IT, SLT, governance).
- Annual review of filtering and monitoring effectiveness completed and reported to governance.
- Filtering blocks harmful/illegal content without unreasonable over-blocking; monitoring identifies concerning activity.
- Staff, pupils and parents understand acceptable use; incidents are recorded and acted upon.
- Child protection policy and online safety policy reflect current standards and local context.

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This policy supersedes previous versions and aligns with the current British Schools Overseas (BSO) standards and Keeping Children Safe in Education (KCSIE), and should be read alongside Working Together to Safeguard Children (2023). It is adapted for the legal and cultural context of Kuwait while reflecting UK best practice.