CAIRO ENGLISH SCHOOL

an Esol Education school

Updated: August 2026
Adopted: September 2026
Next Review: August 2027
Responsible ST: School Director

Safeguarding & Child Protection Policy 2026-27

OUR SAFEGUARDING COMMITMENT

Cairo English School is committed to safeguarding and promoting the welfare of children and young people. The school expects all teaching staff, support staff, parents and visitors to our school to share and uphold this commitment. If a child cannot feel safe, they cannot learn to their full potential.

OUR GUIDING STATEMENTS

Positive Relationships — how we relate to others
Show kindness, empathy & respect for each other.
Make a positive impact on local, regional & international relationships.
Recognise & respect others' beliefs, culture and values.

High Expectations — how we conduct ourselves
Actively work together to be healthy – physically, socially & emotionally.
Communicate effectively, recognising English as their school community language.
Understand how our personal behaviour affects our values, attitudes and beliefs.

Personalised Challenge — how we grow
Reach their full potential through active participation in the learning community.
Use technology responsibly to support learning & to understand global issues.
Take pride in Egyptian culture, in personal identity and the Arabic & English languages.

Statement of Intent

Cairo English School (CES) is committed to providing a safe and secure environment for all members of our community, with a particular emphasis on the safety and well-being of our students. Our Safeguarding and Child Protection Policy sets out the standards, responsibilities, and practices adopted by the school to uphold this commitment.

This policy reflects Article 3.1 of the United Nations Convention on the Rights of the Child, which states: "In all actions concerning children...the best interests of the child shall be a primary consideration."

The policy is guided by the UK Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE), and is aligned with local safeguarding legislation and legal obligations in Egypt. It ensures that our safeguarding approach is both internationally informed and locally compliant.

The policy applies to all CES staff, school visitors, members of the Board, and volunteers working with or on behalf of the school.

For the purpose of this policy, please see the key terminology below:
Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing 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 part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as an activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, as well as online.

Policy Principles

- Cairo English School (CES) will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities.
- All children, regardless of age, gender identity, ability, culture, language, religion, or race, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm, in accordance with this policy guidance.
- All students and staff will have access to appropriate support from the Safeguarding Team and Senior Leadership Team (SLT), who will act in line with this policy.

Policy Aims

- To provide all staff with the necessary information and training to enable them to meet their responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school, in line with Egyptian law and UK legislation, including the principles outlined in Keeping Children Safe in Education (KCSIE).
- To demonstrate the school's strong and active commitment to safeguarding and protecting children at all times.
- To establish an ethos where students feel safe, valued, and secure, are encouraged to speak openly, and are always listened to with respect and care.
- To ensure that all students and staff know who they can turn to within the school if they feel unsafe, worried, or in need of support.

Policy Practicalities

- At least two members of the Senior Team (ST) must hold current safeguarding certification, having completed training within the last two academic years.
- The school will nominate a minimum of three trained members of the Safeguarding Team across Foundation, Primary and Secondary who have direct access to ST at all times and hold current level 3 certification.
- Annual safeguarding training is compulsory for all employees and delivered via The National College or an equivalent platform, as designated by ST.
- Additional in-house training will be provided annually by a member of the Safeguarding Team to support practical implementation of this policy and reinforce a safeguarding culture across the school.
- Any identified deficiencies or gaps in the policy or its implementation will be addressed immediately.
- The ST and Board of Directors will review this policy, its associated procedures, and their effectiveness on an annual basis.
- The school is committed to safe recruitment practices, including thorough background checks and safeguarding vetting to ensure the suitability of all staff and volunteers working with children.
- Personal, Social, Health and Economic Education (PSHE) and Human Rights and Citizenship Framework (HRCF) content is embedded in the curriculum, including in EYFS, to help students develop the knowledge and skills they need to stay safe. These are supported through wellbeing initiatives, enrichment days, and assemblies.
- In the event that a member of staff's employment ends due to being deemed unsuitable to work with children, the School Director will take appropriate action and notify any relevant safeguarding authorities or agencies in line with local legal obligations and international best practice.

Main Responsibilities of the Safeguarding Team

In addition to the responsibilities held by all staff, the Safeguarding Team at Cairo English School are responsible for the following:

- To oversee the school's safeguarding and child protection policies and procedures, ensuring they are implemented effectively and consistently across all phases of the school.
- To serve as the first point of contact for parents, students, teaching and non-teaching staff, and external agencies in all matters related to safeguarding, child protection, and the overall welfare of students and staff.
- To act upon and coordinate responses to safeguarding concerns, and to decide on appropriate actions in consultation with the School Director and the resident Esol Board Member, where necessary.
- To manage any allegations of abuse against staff members, ensuring that they are handled promptly, fairly, and in line with school policy and legal guidance.
- To ensure that all safeguarding and child protection policies and procedures are followed, regularly updated, and reviewed in line with UK and Egyptian requirements.
- To maintain accurate, secure, and confidential records of all safeguarding concerns, ensuring information is only shared with relevant individuals on a need-to-know basis.
- To coordinate regular safeguarding training for all staff, including administrative and facilities teams, and ensure that visitors are also aware of the school's safeguarding procedures.
- To ensure that any new staff members who join mid-year complete safeguarding training within their first two weeks of employment.
- To assign a designated Safeguarding Team member to track the completion of online safeguarding CPD for administrative staff in each respective school phase, with one overall Safeguarding Team member responsible for reviewing and signing off on CPD compliance.
- To assign a designated Arabic-speaking Safeguarding Team member to lead and deliver safeguarding training for wet nurses, drivers, grounds staff, and other non-teaching support personnel.
- To ensure that the respective Head of School is responsible for managing and responding to any safeguarding matters involving the clinic or medical staff within their own school phase (Foundation, Primary, or Secondary).
- To support vulnerable students through ongoing monitoring and individual care, working closely with relevant staff and families.
- To liaise and maintain effective links with local authorities or external agencies where appropriate, in support of student wellbeing and protection.

Safer Recruitment and Trusted Adults

At Cairo English School, all adults employed are expected to meet the highest standards of suitability and integrity in working with children. The school operates robust safer recruitment procedures, which include the following:

- In Egypt, the Department of Education and the Department of State Security conduct criminal background checks on non-Egyptian nationals before issuing a work visa.
- All newly recruited teachers must provide original evidence of relevant teaching qualifications and a current police clearance, dated within the past 12 months.

- Professional references are required, with referees asked to confirm the applicant's suitability to work with children. At least one reference must be verified via a telephone call by a relevant member of SLT prior to issuing a contract.
- For teachers renewing contracts, credentials are kept on file. Any new interaction with national or international security services must be reported to SLT. Additional police clearance may be requested at any time.
- Locally-hired, non-teaching staff are vetted by national security services upon employment. At least 5% of staff are subject to random checks each year, and all transportation personnel undergo annual toxicology screening.

As trusted adults, all staff are expected to act appropriately in the presence of children and to avoid placing themselves in situations that could be misinterpreted. To maintain transparency and protect both students and staff:

- Classroom windows should remain uncovered unless required by an active "Lockdown" procedure, except for counselling and play therapy rooms, where privacy is essential for student wellbeing.
- Classroom doors should remain open when an adult is speaking with a student in a one-on-one conversation.
- If a child insists on having a private conversation, the staff member must request the presence of a third person, ideally another adult, chosen by the child.

All staff participate in an annual review of this policy and are notified of any updates in a timely manner. Staff are also made aware of who the members of the Safeguarding Team are, and how to contact them if needed.

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Additional Safeguarding Considerations for Vulnerable Students

Safeguarding Students with SEND or Other Vulnerabilities

Students with Special Educational Needs and Disabilities (SEND) or learning differences (LDD) are particularly vulnerable to safeguarding risks. In some cases, additional barriers may exist when it comes to communicating their concerns, recognising signs of abuse, or being heard and taken seriously.
Staff must remain especially vigilant and ensure that these students are provided with additional support, time, and reassurance to express themselves. Other students considered vulnerable may include:

- Those with identified or emerging mental health needs
- Students at risk of being drawn into anti-social behaviour
- Students experiencing difficult or challenging family circumstances

Early Help

Early Help is a proactive and preventative safeguarding approach that focuses on identifying concerns early and supporting students and families before issues escalate. At CES, this means:

- Recognising the first signs of difficulty in a student's wellbeing or behaviour
- Working collaboratively with families, school professionals, and, where needed, external agencies
- Ensuring that students receive tailored support to overcome challenges and access the help they need
- Early Help promotes long-term student welfare and reduces the likelihood of more serious safeguarding concerns developing.

Missing Child Procedures

All CES staff are trained on the procedures to follow in the event of a child going missing from school. This includes:

- Immediate search and escalation protocols
- Clear guidelines for reporting internally and externally, if needed
- Thorough documentation of the incident, including actions taken and any explanation provided by the student upon return
- The safety and swift recovery of a missing student is always the top priority.

The Use of 'Reasonable Force' (Positive Handling)

'Reasonable force' or positive handling refers to the limited and appropriate use of physical intervention to protect a child or others from imminent harm.
At CES, physical intervention:

- It is used only by staff trained in de-escalation and safe handling techniques
- Must be proportionate, necessary, and used only as a last resort
- Must always prioritise the best interests of the child
- Requires a clear record of the incident, including justification and outcomes, for safeguarding transparency and accountability.

Safeguarding in Wider and Digital Contexts

Contextual Safeguarding

Contextual safeguarding recognises that a student's safety is influenced not only by their home life but also by the wider environments they interact with, including:

- Peer groups
- School settings and after-school activities
- Online platforms and social media
- Local neighbourhoods or community groups

At CES, safeguarding assessments and responses take into account the full range of influences on a student's wellbeing, acknowledging that risk may exist beyond the family and addressing those risks as part of our safeguarding practice.

Protecting Your Online Reputation

Maintaining a professional and secure online presence is a critical component of safeguarding in international schools. At Cairo English School (CES), all staff are expected to take active steps to protect their digital identity, model responsible online behaviour, and remain alert to the potential safeguarding risks linked to online reputation management.

This includes:

- Upholding professional boundaries in all digital communications, particularly when interacting with students or school community members.
- Reviewing privacy settings on social media and other platforms to ensure personal information is not publicly accessible.
- Avoiding the posting or sharing of content that could be deemed inappropriate, controversial, or damaging to the reputation of the individual or the school.
- Understanding the lasting impact of digital footprints, including deleted posts or messages, which can still be accessed, shared, or misused.
- Being cautious of tagged images or comments on third-party pages and ensuring professional conduct is maintained across all online platforms.
- Ensuring that conduct on social media, messaging apps, or online forums aligns with the school's safeguarding standards and professional expectations.

Staff are reminded that inappropriate online behaviour, including breaches of confidentiality, unprofessional conduct, or digital misconduct, may result in disciplinary action and could compromise the trust placed in them by students, parents, and colleagues.

Every staff member is expected to be a digital role model, and their online actions must always reflect the CES safeguarding ethos of respect, responsibility, and integrity.

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Reporting a Safeguarding Concern – CES Procedure

At Cairo English School (CES), safeguarding the wellbeing of students and the wider community is our highest priority. Concerns may relate to students, staff, visitors, volunteers, or any individual associated with the school. Any suspicion, disclosure, or incident—however minor it may appear—must be taken seriously and reported promptly.

There are two clear pathways for reporting safeguarding concerns:

1. Online Reporting Form (Confidential)

You can submit a concern securely via the CES Safeguarding Concern Reporting Form:

🔗 Safeguarding Concerns Reporting Form

- This form is sent directly to the Designated Safeguarding Officer (DSO) and members of the Safeguarding Team.
- Reports are handled confidentially and with urgency.
- The form link is available on the desktop of all CES staff computers.

2. Speak to a Member of the Safeguarding Team

You may also report concerns in person to any member of the CES Safeguarding Team. Their photos, names, and locations are clearly displayed on safeguarding posters in corridors, classrooms, offices and toilets.
The team includes:

- School Director – DSL (A4)
- Head of Secondary – DDSL (T5)
- Head of Primary – DDSL (M5)
- Head of Foundation – DDSL (G31)
- Secondary Deputy Head of Pastoral – DSO (T11)
- Whole School SENCos – (M57)
- Secondary School Counsellor - (T7)
- Primary Counsellor – (M7)

Whether you are concerned about the behaviour or well-being of a student, an adult, or an interaction, do not delay in reporting.

Who Can Raise a Concern?

- Staff members (teaching, non-teaching, administrative, and support)
- Parents or guardians
- Students (self-referral or peer concerns)
- Volunteers, visitors, or external providers

What Should Be Reported?

- Suspicions of abuse or neglect (physical, emotional, sexual, or neglect)
- Inappropriate behaviour by staff, students, or adults
- Incidents of peer-on-peer abuse, bullying, or harassment
- Concerns related to mental health, online safety, coercion, or exploitation
- Any behaviour that makes a child feel unsafe, uncomfortable, or threatened

Whistleblowing and Confidentiality

Staff are reminded of their duty to report concerns, even when the concern involves another colleague or adult in a position of trust. Safeguarding takes precedence over loyalty, and whistleblowers are protected under the CES policy. Reports will be handled discreetly and shared strictly on a need-to-know basis.

Safeguarding is everyone's responsibility. If in doubt, report it.

CES SAFEGUARDING CONCERN
REPORTING PROCESS

You have a safeguarding or child protection concern
It could be a disclosure, something you've seen or heard, or a worry.

Is a student in immediate danger?

YES

Secure the child's safety and take them to a member of the safeguarding team immediately

NO

Record the concern as soon as possible.

REPORT THE CONCERN

Complete the Online Safeguarding Form via the Staff Portal

Select STUDENT, Child Safeguarding Concern.

OR

If you need assistance, contact the DSLs

via the Safeguarding link in your Staff Common Room.

A DSL will be notified, follow up with you as appropriate and provide guidance.

Trust your instincts. If in doubt, report it.
Your concern may be important.

All concerns, including low level concerns, must be recorded.

Be factual and concise.
Record what you saw, heard or were told using the student's own words.

NOTES FOR STAFF

- Do not investigate.
- Do not promise confidentiality.
- Reassure the student.
- It is everyone's responsibility.

TOGETHER – WE SUPPORT – CES IS A SAFE PLACE – Thank You

If in doubt, report it.

Appendicies

Definitions of Abuse

For the purposes of interpreting this policy, the following definitions of abuse have been adopted by Cairo English School (CES). These definitions align with international safeguarding standards and are designed to guide staff in recognising and responding to potential concerns:

Child Physical Abuse

Physical abuse occurs when a child suffers physical harm or injury due to actions such as hitting, choking, shaking, kicking, burning, or other harmful physical behaviour. It also includes situations where there is a clear and substantial risk of physical or psychological harm. Abuse may result from inappropriate physical discipline or from an adult who loses control and directs their anger at the child. Children exposed to routine physical punishment may not always recognise that they are being abused.

Possible indicators include:

- Unexplained or repeated injuries such as bruises, burns, or fractures
- Wearing inappropriate clothing to cover injuries
- Reluctance to go home or be alone with certain individuals
- Absenteeism from school

Child Emotional Abuse

Emotional abuse involves behaviour that causes a child to feel unloved, devalued, or threatened. This may include bullying, belittling, shouting, isolating, ignoring, manipulating, or threatening. Emotional abuse can be a consistent pattern of behaviour or arise from a particularly damaging single incident.

Possible indicators include:

- Extremes in behaviour (withdrawn or overly aggressive)
- Developmental delays (emotional or physical)
- Low self-esteem or an apparent lack of attachment to parents or caregivers
- Regression or taking on inappropriate caregiving roles

Child Sexual Exploitation/Abuse

Sexual abuse involves any sexual activity or behaviour involving a child, including situations where a child is manipulated or forced into sexual acts. This includes abuse by adults or by another child where there is a difference in age, power, development or maturity.

Sexual abuse may include:

- Inappropriate touching, genital contact, oral sex, or intercourse
- Non-contact activities, such as exposure to pornography or indecent exposure
- Coercion, bribery, trickery, threats, or pressure
- Exploitation through prostitution or pornography

Possible indicators include:

- Physical signs (e.g. difficulty walking, torn clothing)
- Age-inappropriate sexual knowledge or behaviour
- Anxiety, bedwetting, nightmares
- Sudden changes in behaviour or withdrawal

Appendicies

Definitions of Abuse

Child Neglect

Neglect is the failure to provide for a child's basic physical and emotional needs, including food, shelter, clothing, supervision, medical care, and education. It may also include failure to protect a child from harm or exposure to inappropriate situations, such as domestic violence.

Possible indicators include:

- Chronic absenteeism
- Poor hygiene or clothing inappropriate for the weather
- Hunger, begging, or stealing food
- Unsupervised for long periods or frequent injuries without explanation

Educational Neglect

Educational neglect occurs when a parent or caregiver fails to ensure a child has access to their legal right to education. This includes withholding a child from school without a valid reason, persistent lateness, or failure to meet CES's minimum attendance requirement of 85%.

Medical Neglect

Medical neglect is the failure to seek or provide necessary health care, including:

- Ignoring evident medical issues
- Refusal or delay in seeking medical or psychological treatment
- Inappropriate treatment (e.g. overmedication or unauthorised medication)
- Lack of hygiene or failure to follow prescribed medical advice

Safeguarding Issues

All staff at Cairo English School (CES) are expected to be aware of and alert to a range of safeguarding issues that may impact students' safety, well-being, and development. These include, but are not limited to, the following:

Bullying and Cyberbullying

Bullying is the repeated misuse of power in relationships through verbal, physical, or social behaviour that causes harm, either physical or psychological. It may occur in person (overt or covert) or online, and can be carried out by individuals or groups.

- Cyberbullying involves the use of digital technology—such as social media, messaging platforms, gaming spaces, or mobile phones—to intimidate, shame, or harass a child.
- A single conflict or disagreement between students of equal power does not constitute bullying.
- All forms of bullying can have lasting effects and must be taken seriously.

Appendicies

Definitions of Abuse

Child Coercion (Extremism) and Radicalisation

Extremism refers to the promotion of ideologies that are radically opposed to the values and principles upheld by the school and wider society. Radicalisation is the process by which a child may be drawn into adopting extreme beliefs or engaging in behaviour that supports extremist causes. Staff should remain vigilant for early signs and report concerns immediately.

Child-on-Child Abuse (Peer-on-Peer Abuse)

Child-on-child abuse can involve bullying, harassment, physical violence, sexual misconduct, or coercive control between children. It may be motivated by differences in race, religion, gender, disability, or other characteristics.

- Children who abuse others may themselves be experiencing trauma or disruption.
- This type of abuse is harmful to both the victim and the perpetrator and must be addressed with seriousness and sensitivity.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE involve the exploitation of a child through manipulation, coercion, or deception in return for something the child needs or wants.

- CSE typically includes sexual acts, often in exchange for gifts, money, or status.
- CCE involves forcing or encouraging a child to take part in criminal activities, such as theft, drug trafficking, or gang involvement.
- These abuses often involve a power imbalance and may include threats or violence.

Child Trafficking

Trafficking involves recruiting, transporting, or harbouring children for the purpose of exploitation.
Children may be trafficked into forced labour (e.g., domestic work, street begging), sexual exploitation, or criminal activities. Staff should be aware of the signs of trafficking and report any suspicion immediately.

Female Genital Mutilation (FGM)

FGM involves the partial or total removal of external female genitalia for non-medical reasons.

- It is a serious violation of human rights and is illegal in many countries.
- Staff must be alert to indicators that a girl may be at risk of or may have already undergone FGM and report any concerns following safeguarding procedures.

Harassment

Harassment includes unwelcome behaviour targeting an individual or group based on identity, race, culture, religion, gender, sexual orientation, marital status, ability, or other characteristics.

- It can be a single incident or a pattern of behaviour.
- Harassment creates a hostile or intimidating environment and must not be tolerated.

Appendicies

Definitions of Abuse

Inappropriate Photo Sharing

This includes the sending, receiving, or posting of sexually suggestive or inappropriate images or videos, often referred to as "sexting."

- This behaviour may occur via social media, messaging apps, AirDrop, or other offline digital methods.
- It poses serious legal and safeguarding risks.

Mental Health Concerns

Mental health difficulties may be an indicator of abuse, neglect, or other safeguarding risks.

- Staff are well placed to observe changes in student behaviour and should report any concerns promptly.
- Support strategies should be embedded in both classroom practice and pastoral care systems.

Online Abuse

Online abuse can involve bullying, grooming, threats, sexual exploitation, or harassment via digital platforms.

- The school's approach to online safety is outlined in its Online Safety and Acceptable Use Policy.
- Online safety is integrated into the curriculum and supported by trained Google Coordinators.
- CES has procedures to identify, intervene, and escalate any online safety concerns appropriately.

Teenage Relationship Abuse

This includes abusive behaviours—emotional, physical, sexual, or coercive—within intimate relationships involving students.

- Victims may not recognise the abuse due to feelings of affection, loyalty, or perceived consent.
- Education and early intervention are key to identifying and supporting students affected by these situations.

Appendicies – Safeguarding and Child Protection Procedures

1. Procedure for Confirmed Case of Child Abuse

In cases of confirmed or strongly suspected abuse, the Designated Safeguarding Lead (DSL), relevant members of the Safeguarding Team, and a member of the Senior Leadership Team (SLT) will determine the appropriate course of action. Decisions will be made in the best interests of the child and in line with the CES Safeguarding and Child Protection Policy.

The following steps may be taken:

1. Ensure the child's physical and emotional safety. If returning home presents a risk, alternative care arrangements should be sought.
2. Assess and provide appropriate medical attention and emotional support.
3. Consult with the School Doctor and School Counsellor, where appropriate.
4. Arrange a parent meeting if it is deemed safe and appropriate.
5. Establish a clear support plan agreed upon by the school, the family, and relevant professionals.
6. If agreed-upon measures are not followed or concerns persist, the Safeguarding Team will review the case and consider involving external agencies (e.g., local legal authorities, community leaders, or relevant organisations) as appropriate.

2. Relevant Legislation

This policy and its procedures align with the following safeguarding legislation and statutory guidance:

- Constitution of the Arab Republic of Egypt – Article 80 (2014)
- UK Department for Education: 'Keeping Children Safe in Education' (2024 update)
- Working Together to Safeguard Children (2023)
- Early Years Foundation Stage (EYFS) Statutory Framework (Updated 2024)
- Prevent Duty Guidance (2023)

3. Pandemic and Emergency Procedures

In the event of a pandemic or school-wide emergency, CES remains committed to maintaining all safeguarding procedures. Staff must continue to report safeguarding concerns promptly and through the usual channels. Remote or hybrid learning models will still include access to pastoral support and safeguarding guidance. Curriculum adaptations will be made to support student wellbeing and engagement during periods of disruption.

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SAFEGUARDING TEAM

We are a listening School

Cairo English School is committed to safeguarding and promoting the welfare of children and young people. The school expects all teaching staff, support staff, parents and visitors to our school to share and uphold this commitment. If a child cannot feel safe, they cannot learn to their full potential.

DESIGNATED SAFEGUARDING LEAD



Mr. Dan Coll
Director
A4

DEPUTY DESIGNATED SAFEGUARDING LEAD



Mr. Tim Malone
Head of Secondary
T5



Mr. Joe Humphrey
Head of Primary
M5



Ms. Sally Halder
Head of Foundation
G32

DESIGNATED SAFEGUARDING OFFICER



Mr. Tom Williams
Deputy Head Pastoral
T11



Ms. Heba El Alady
Assistant Head LKS2
M7



Ms. Danielle Shaw
Assistant Head Foundation
G31

LEARNING SUPPORT



Ms. Amanda Khupe
Head of Learning Support
M58

IF YOU HAVE ANY CONCERNS, SPEAK TO A MEMBER OF THE SAFEGUARDING TEAM

Appendices – Safeguarding and Child Protection Procedures

6. Staff Acknowledgement and Declaration of Compliance

I, the undersigned, confirm that I have read, understood, and agree to adhere to the Cairo English School (CES) Safeguarding and Child Protection Policy 2026 in full. I understand that this policy is grounded in the principles and obligations of:

- The UK Department for Education's statutory guidance, including Keeping Children Safe in Education (2026)
- The UK Teacher Standards, particularly with respect to maintaining professional conduct and safeguarding the welfare of children
- Egyptian child protection laws and the Constitution of the Arab Republic of Egypt – Article 80 (2014)
- The United Nations Convention on the Rights of the Child – Article 3.1, which prioritises the best interests of the child in all actions

In line with this policy and the CES Code of Conduct, I explicitly agree to the following:

1. I will not share my personal contact information (e.g. mobile number, personal email, social media accounts) with any student or parent, nor will I request theirs.
2. I will not initiate, accept, or maintain contact with students or parents via personal social media platforms (e.g. Facebook, Instagram, TikTok, WhatsApp) under any circumstances.
3. I will conduct all professional communications with students and parents exclusively through approved school platforms, including CES email, Microsoft Workspace and Managebac.
4. I understand that any breach of these standards may result in disciplinary action and/or external reporting to relevant safeguarding authorities.
5. I acknowledge that safeguarding is everyone's responsibility, and I will promptly report any concern or suspicion of abuse, harm, or inappropriate behaviour through the appropriate CES procedures.

By signing the electronic form, I affirm my personal and professional responsibility to uphold the safeguarding principles and standards expected at Cairo English School.