

GES CAIRO



SAFEGUARDING AND CHILD PROTECTION POLICY

Created by	Head of School/Senior Leadership Team/Designated Safeguarding Lead(s)
Applies to	All students, staff, parents and visitors, volunteers, contractors, agency staff, governors/trustees/proprietors, and partners
Approved by	Board of Directors
Date adopted	18 September 2026
In conjunction with	GES Cairo Policies: procedures for safer recruitment, staff Code of Conduct, behaviour and anti-bullying, online safety, attendance and missing children, health and safety, educational visits, complaints, whistleblowing, data protection, first aid/medical care and staff disciplinary procedures. Supported by detailed safeguarding procedures, staff Code of Conduct and reporting forms
Review cycle	Annual and sooner if required
Next review	18 September 2027

Safeguarding - General

GES Cairo is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, and visitors to share this commitment. We maintain a culture of vigilance where the welfare of our students is always paramount. All school policies are underpinned by this principle and operate in full compliance with current statutory safeguarding guidance and global and local procedures.

1. Purpose, Scope and Commitment

Gulf English School Cairo is committed to providing a safe, respectful and child-centred environment in which every student can learn, develop and participate without fear of abuse, neglect, exploitation, discrimination or avoidable harm. Safeguarding is everyone's responsibility. The school will act on concerns promptly, proportionately and in the best interests of the child.

For this policy, a child means any person under the age of 18, regardless of the age of consent or majority under any particular local circumstance. The school recognises that safeguarding includes prevention, early identification, protection, response, recovery and learning.

GES Cairo will operate to the requirements of applicable Egyptian law and regulation and will use internationally recognised child-safeguarding good practice as a benchmark. Where British/international guidance is used, it is a professional benchmark for school practice and does not replace Egyptian law.

3. Core Safeguarding Principles

- The best interests, safety and welfare of the child are central to safeguarding decisions.
- Safeguarding is everyone's responsibility; no adult should assume that someone else will report a concern.
- Concerns must be reported without delay. Staff must never wait for proof or investigate a concern themselves.
- A child's voice, wishes and feelings should be heard and taken seriously, in an age- and developmentally appropriate way.
- Children have the right to be protected from abuse by adults and from harmful behaviour by other children.
- The school will use a trauma-informed, non-judgemental and culturally sensitive approach while maintaining clear safeguarding boundaries.
- Confidentiality is limited: information is shared only with those who need it to protect the child or fulfil a legitimate safeguarding function.
- Safeguarding concerns can arise on or off campus, online or offline, during travel, trips, sports, residential, activities, work experience and other school-related contexts.
- The school will not discriminate against or disadvantage a child because of disability, sex, race, nationality, religion or belief, culture, language, family circumstances, sexual orientation, gender identity, socioeconomic status or any other protected or personal characteristic.
- Safeguarding arrangements will be continuously reviewed through training, supervision, case review, audits, risk assessment, student voice and lessons learned.

4. Legal and Professional Framework

GES Cairo will keep this policy aligned with applicable Egyptian requirements and internationally recognised safeguarding frameworks, including, where relevant:

- Egyptian Child Law No. 12 of 1996 as amended by Law No. 126 of 2008, including the national child protection committee framework.*
- Applicable provisions of the Egyptian Penal Code and other Egyptian legislation relating to violence, sexual offences, exploitation, trafficking, FGM, child labour and protection of children.
- Egypt's obligations under the UN Convention on the Rights of the Child and other applicable international instruments.
- Egyptian Personal Data Protection Law No. 151 of 2020 and Executive Regulations No. 816 of 2025, where applicable to the school's processing of personal data.
- Keeping Children Safe in Education (KCSIE) 2026 as a benchmark for British/international safeguarding practice, where relevant and practicable.
- Keeping Children Safe International Child Safeguarding Standards: Policy, People, Procedures and Accountability.

*LOCAL REFERRAL

Egypt has a statutory child protection system. The National Child Helpline 16000 operates as a national reporting/support route, and Child Protection Committees operate at governorate and local levels. GES will maintain an up-to-date local referral directory and will not treat internal school processes as a substitute for contacting competent authorities where a child is at immediate or serious risk.

5. Governance and Safeguarding Leadership

5.1 Board of Directors

- Provide strategic oversight and sufficient resources for safeguarding.
- Approve this policy and receive an annual safeguarding report, including training, safer recruitment, allegations, low-level concerns, referrals, audits and lessons learned.
- Ensure there is an appropriate independent route for concerns about the Head of School or School Director and wider SLT and safeguarding leadership.
- Ensure safeguarding is included in risk management and school improvement planning.

5.2 Head of School or School Director

- Has overall operational responsibility for ensuring effective safeguarding systems.

- Ensures the DSL has sufficient authority, time, resources and access to senior leadership.
- Ensures allegations concerning staff are managed fairly and promptly and that external reporting requirements are met.
- Ensures the school maintains effective links with relevant Egyptian authorities and specialist services.

5.3 Designated Safeguarding Lead (DSL)

- Lead the school's safeguarding system and is the principal point of contact for safeguarding concerns.
- Maintains the confidential safeguarding record and ensures concerns are triaged, assessed, referred and followed up.
- Advises staff and leaders, coordinates safeguarding training and maintains the safeguarding referral directory.
- Ensures child protection, early help, attendance, behaviour, online safety and pastoral information are appropriately connected.
- Ensures concerns about adults, including low-level concerns, are recorded and managed through the appropriate route.
- Ensures safeguarding risk assessments are completed for activities, trips, transport, online platforms, contractors and other higher-risk contexts.
- Reports safeguarding themes and lessons learned to the School Director and governing body.

5.4 Child Protection Coordinator(s) (CPC) / Deputy DSLs

- At least one trained lead will be designated for Primary and one for Secondary.
- CPCs can act with the authority of the DSL when required and have direct access to SLT.
- The school will ensure that an appropriately trained safeguarding lead is available during the school day and that arrangements exist for out-of-hours emergencies, trips and residential activities.
- The DSL and CPC will maintain current safeguarding training and complete refresher training at least annually, with formal advanced training on a cycle not exceeding two years unless a higher frequency is required by the training provider or risk assessment.

5.5 All Staff and Adults

- Recognise that safeguarding is part of every role, including teaching, administration, reception, transport, catering, cleaning, security, maintenance, extracurricular activities and contracted services.
- Know how to report a concern and who the safeguarding leads are.
- Maintain professional boundaries and follow the staff Code of Conduct.

- Complete mandatory safeguarding training and cooperate with safeguarding investigations and risk controls.

6. Training, Induction and Safeguarding Culture

- All staff receive safeguarding induction before, or immediately on, commencing duties; staff must not undertake unsupervised work with students until required checks and safeguarding induction are complete.
- All staff receive annual safeguarding training covering the contents of this policy, reporting routes, professional boundaries, signs of abuse, child-on-child abuse, online safety, safer working practice, allegations and low-level concerns.
- Ancillary, security, transport, domestic and support staff receive training appropriate to their roles, including how to recognise and report concerns, with face-to-face training where language, literacy or role requirements make this appropriate.
- Students receive age-appropriate safeguarding education through assemblies, PSHE/pastoral provision, curriculum opportunities and targeted interventions.
- Parents and carers are provided with clear information about safeguarding, online safety and how to raise a concern.
- The school will maintain a central training matrix showing attendance, dates, provider and renewal requirements.
- Training will be evaluated for impact and updated when risks, law, incidents or professional guidance change.

7. Safer Recruitment and Pre-Employment Checks

GES Cairo will assess safeguarding suitability at every stage of recruitment. Checks will be proportionate to role and lawful in the relevant jurisdiction.

- Job descriptions and advertisements will state the school's commitment to safeguarding and the expectation of professional conduct.
- Applications will be scrutinised for unexplained gaps, inconsistencies, frequent short-term roles or other matters requiring clarification.
- Identity, qualifications and professional credentials will be verified against originals or reliable primary sources.
- Appropriate police/criminal-record checks will be obtained for Egypt and, where relevant and lawful, every country in which the candidate has lived or worked.
- At least two professional references will normally be sought, including the most recent employer where practicable; references will be verified and should address safeguarding suitability where legally permissible.
- At least one reference will be independently verified by telephone or another reliable channel by an appropriate HR/SLT representative.
- Interview processes will include safeguarding-focused questions exploring judgement, boundaries and responses to child protection scenarios.

- The school will verify the identity and qualifications of agency, temporary and contracted staff before they work with students.
- Checks and references will be renewed or revisited where risk, role change, long absence, new information or local requirements justify this.
- The school will maintain a single safer-recruitment checklist for each employee/volunteer/contractor as evidence that required checks were completed.
- Where a person is unsuitable to work with children, or leaves during an investigation into conduct that may make them unsuitable, the school will take any legally required reporting action and seek legal advice where necessary.

Note: A police clearance certificate alone is not sufficient evidence of suitability.

Safeguarding suitability is assessed through identity, qualifications, employment history, references, criminal-record/background checks where available, interview, conduct, probation, ongoing supervision and the school's response to concerns.

8. Staff Code of Conduct and Professional Boundaries

All adults must behave in ways that maintain trust, safety and professional boundaries. The school will maintain a separate Code of Conduct, but the following minimum standards apply:

- Avoid unnecessary one-to-one situations in which an adult and child cannot be observed or appropriately supervised. Where a private conversation is necessary, use a suitable visible/interruptible space and follow the school's risk assessment.
- Do not engage in sexualised, humiliating, discriminatory, threatening or degrading behaviour with or towards students.
- Do not initiate or accept inappropriate physical contact. Physical contact must be necessary, proportionate and appropriate to the child's age, needs and circumstances.
- Do not communicate with students through personal social-media accounts or private messaging channels except where specifically authorised and risk-controlled.
- Do not request, create, possess, save or share sexualised images or content involving students.
- Do not transport a student alone in a private vehicle unless specifically authorised under a documented safeguarding procedure or emergency arrangement.
- Do not provide personal gifts, money, accommodation or favours to individual students without school authorisation.
- Do not photograph or record students on personal devices.
- Do not use a student's personal information for personal purposes.
- Report boundary concerns about oneself or another adult promptly. A concern does not need to amount to abuse before it is reported.

9. Low-Level Safeguarding Concerns (this relates to STAFF/ADULTS only)

A low-level concern is information, however small, that an adult working with children may have acted in a way inconsistent with the Code of Conduct or professional expectations, without necessarily reaching the threshold for an allegation of abuse.

- All low-level concerns must be reported to the DSL or designated safeguarding route as soon as possible, normally on the same working day.
- The DSL will record the concern, context, actions and rationale for the outcome.
- Patterns will be reviewed across time, departments and individuals. Multiple low-level concerns may collectively indicate a serious safeguarding risk.
- Low-level concerns will be managed proportionately and fairly, but will not be ignored because an incident appears minor.
- The subject of a concern will not be treated as guilty solely because a concern has been raised. The school will follow fair employment and disciplinary procedures.

10. Responding to a Safeguarding Concern or Disclosure

10.1 If a child tells you

1. Listen calmly and allow the child to speak in their own words.
2. Take the child seriously. Do not show disbelief, shock or judgement.
3. Reassure the child that they have done the right thing by telling someone and that abuse is never their fault.
4. Do not promise secrecy. Explain that you need to share the information with people who can help keep them safe.
5. Ask only open, clarifying questions needed to understand immediate safety; do not interrogate, cross-examine or ask leading questions.
6. Do not investigate the allegation, confront an alleged perpetrator or ask other students to confirm the account.
7. Record the child's words as accurately as possible, distinguishing fact from opinion, and record date, time and context.
8. Report the concern to the DSL/deputy immediately. If the DSL is unavailable, use the designated alternative route. If the child is in immediate danger, seek emergency assistance without delay.

10.2 If you observe or suspect abuse

9. Act on the concern even if there is no disclosure and even if the evidence is incomplete.
10. Report immediately to the DSL/deputy and complete the safeguarding concern form as soon as possible.

11. If the DSL/School Director is implicated, use the alternative reporting route described in Section 14.
12. Do not investigate or attempt to establish proof yourself.

10.3 Reporting standard

13. The previous requirement to report within 48 hours is replaced. Safeguarding concerns must be reported without delay, normally immediately and before the end of the same working day. Immediate danger requires immediate action.

11. Safeguarding Triage, Referral and Information Sharing

The DSL will assess the concern and determine the appropriate response. The school may provide pastoral support, early help, internal safeguarding intervention, specialist referral or external child protection referral. The threshold will depend on the seriousness, immediacy and nature of the risk.

- If a child is in immediate danger or requires urgent medical attention, emergency services/appropriate authorities will be contacted without waiting for internal approvals.
- Where a concern may constitute a criminal offence or serious child protection matter, the school will consult/refer to the appropriate Egyptian authority, Child Protection Committee, police, health service or National Child Helpline as appropriate.
- The school will not require parental consent before making a safeguarding referral where doing so could increase risk, prejudice an investigation, expose a child to retaliation or otherwise conflict with the child's best interests.
- Parents/carers should normally be informed and involved where safe and appropriate, but the timing and content of information sharing will be decided by the DSL in consultation with relevant authorities where necessary.
- Information is shared on a strict need-to-know basis. Data protection must not be used as a reason to withhold information that is necessary to protect a child.
- Every significant decision will record the concern, evidence considered, action, rationale, person responsible and outcome/follow-up.

12. Safeguarding Records, Confidentiality and Data Protection

- Safeguarding records will be factual, chronological, objective and contemporaneous wherever possible.
- Records should distinguish allegation, observation, disclosure, professional judgement and verified fact.
- Records will include the concern, date/time, child's account where applicable, actions, decisions, rationale, referrals, outcomes and review dates.

- Records will be stored securely with access restricted to authorised safeguarding personnel.
- Safeguarding records will not be stored in ordinary student files in a way that gives unnecessary access to sensitive information, although appropriate safeguarding flags and necessary information may be linked.
- Records will be retained in accordance with the school's records-retention schedule, applicable Egyptian law and legitimate safeguarding requirements. The former blanket 24-month destruction rule is discontinued.
- When a student transfers, relevant safeguarding information will be shared securely and lawfully with the receiving school where necessary to protect the child.
- The school will comply with applicable Egyptian data protection requirements and maintain appropriate technical and organisational security measures.

13. Allegations or Concerns About Adults

Any allegation or concern that an adult has harmed, may have harmed, or may pose a risk of harm to a child must be taken seriously. This includes employees, volunteers, agency workers, contractors, governors/trustees, visitors and any other person working on behalf of or within the school.

- The person receiving the allegation must report it immediately to the DSL and Head of School/School Director, unless either is implicated.
- If the DSL is the subject of the concern, the concern goes directly to the Head of School/School Director and the alternative senior reporting route.
- If the Head of School/School Director is the subject, the concern goes directly to the governing/proprietor safeguarding lead or other designated independent authority.
- If the concern involves the Managing Director/Proprietor or there is a conflict of interest, an independent safeguarding route will be used.
- The school will not conduct an informal internal investigation before consulting the appropriate external authority where the allegation may involve a criminal offence or serious child protection concern.
- The school may remove or restrict access to students, alter duties or use suspension/administrative leave where lawful and necessary. Such action is a neutral safeguarding measure and not a finding of guilt.
- The adult concerned will be treated fairly and informed of the process as soon as this can be done without prejudicing child safety or an external investigation.
- The school will preserve relevant evidence and records and will not delete, alter or conceal information.
- The school will comply with applicable reporting obligations and seek specialist legal advice where required.

14. Child-on-Child Abuse and Harmful Sexual Behaviour

Children can harm other children. The school will never dismiss harmful behaviour as 'banter', 'just bullying', 'normal teenage behaviour' or a relationship issue where a child may be at risk.

- Peer-on-peer abuse includes bullying, cyberbullying, sexual harassment, sexual violence, harmful sexual behaviour, coercion, abuse in intimate relationships, image-based abuse, initiation/hazing, physical assault, discriminatory abuse, intimidation, exploitation and abuse linked to gangs or criminal activity.
- The school will consider the age, developmental stage, power imbalance, coercion, frequency, severity and impact of the behaviour.
- Both the child harmed and the child alleged to have caused harm require safeguarding assessment and appropriate support.
- Students will not be required to mediate, confront each other or share accounts in front of one another.
- The school will use behaviour, pastoral, safeguarding and disciplinary procedures together where appropriate.
- Where conduct may constitute a criminal offence or serious safeguarding concern, the school will seek advice from appropriate authorities rather than attempting to manage the matter solely as a behaviour incident.

15. Specific Safeguarding Risks

15.1 Online Safety, Digital Abuse and AI

- Online safeguarding is part of safeguarding, not a separate issue. Risks include grooming, sexual exploitation, sextortion, sexualised images, cyberbullying, harmful content, scams, impersonation, doxxing, livestreaming, online radicalisation, gaming risks and misuse of generative AI.
- Students and staff must follow the school's acceptable-use, online-safety and device policies.
- Students must be taught how to report harmful online content and behaviour and how to preserve evidence safely.
- AI-generated or manipulated sexualised images, impersonation or harassment will be treated as safeguarding concerns even where no physical contact occurred.
- Filtering and monitoring systems will be proportionate, risk-based and reviewed regularly, with clear escalation routes for alerts.

15.2 Sexual Harassment, Sexual Violence and Sexual Exploitation

- The school will act on reports of unwanted sexual comments, jokes, touching, messages, images, coercion, pressure, threats or sexual violence.
- Consent must never be assumed from silence, previous behaviour, a relationship, clothing, online communication or prior consent.
- Students will receive age-appropriate education about consent, boundaries, respectful relationships and help-seeking.

15.3 Domestic Abuse

- Exposure to domestic abuse can be a safeguarding concern even where the child is not physically assaulted.
- Staff should report concerns such as fear, injuries, controlling behaviour at home, repeated distress or unexplained attendance changes.
- The school will consider safety planning before contacting a parent/carer where doing so could increase risk.

15.4 FGM, Forced Marriage and Honour-Based Abuse

- Any concern that a child may be at risk of FGM, forced marriage or other honour-based abuse must be reported immediately to the DSL.
- The school will not mediate with family members where this could increase risk or compromise safety.
- Specialist and statutory advice will be sought promptly.

15.5 Exploitation, Trafficking, Child Labour and Criminal Exploitation

- Safeguarding includes protection from trafficking, forced labour, sexual exploitation, criminal exploitation, coercion and recruitment into harmful or criminal activity.
- Indicators can include unexplained money or possessions, missing episodes, sudden changes in peer groups, secrecy, threats, injuries, unexplained travel or contact with controlling adults.

15.6 Mental Health, Self-Harm and Suicide

- Self-harm, suicidal thoughts and serious mental-health concerns are safeguarding matters when safety may be at risk.
- Staff must report concerns immediately to the safeguarding/pastoral lead and follow the school's medical and mental-health emergency procedures.
- Students should not be left alone when there is an immediate risk of serious harm.

15.7 Substance Misuse

- Concerns about alcohol, drugs, misuse of medicines, vaping/nicotine products or other substances should be reported and managed through safeguarding, health and behaviour procedures.

- Where exploitation or supply by others is suspected, the matter will be treated as a safeguarding concern.

15.8 Missing Children and Unexplained Absence

- Unexpected absence, repeated missing episodes, leaving school without permission or unexplained travel may indicate safeguarding risk.
- Attendance and pastoral staff will escalate patterns and concerns to the DSL. The school will maintain a specific missing-child procedure.

15.9 Disability and Additional Vulnerability

- Students with disabilities, communication difficulties, additional learning needs, language barriers or dependency on adults may face increased safeguarding risks.
- Reasonable adjustments will be made so every child can report concerns and participate in safeguarding processes.

16. Safeguarding Risk Assessment (*See GES Cairo Risk Assessment Policy*)

Safeguarding risk assessment is required for activities and environments where risk could reasonably arise. This includes:

- educational visits, residentials, trips and exchanges;
- transport and school buses;
- sports, swimming and changing facilities;
- one-to-one interventions, counselling and medical support;
- after-school activities and external providers;
- work experience, internships and placements;
- online platforms, remote learning and communication systems;
- photography, media, marketing and school social media;
- contractors, visitors and external organisations;
- events involving large crowds or off-site venues;
- emergency situations, evacuation, lockdown and security incidents.

Risk assessments will identify hazards, children who may be particularly vulnerable, controls, responsible adults, escalation routes and review dates.

17. Visitors, Contractors and External Providers

- Visitors will sign in, be identifiable and be supervised or appropriately checked according to their access and role.
- Contractors and external providers who have contact with students must meet the school's safeguarding expectations and provide evidence of appropriate checks where required.

- External providers must report safeguarding concerns to the GES Cairo DSL immediately and must not rely solely on their own internal procedures.
- The school will include safeguarding requirements in contracts and service-level agreements where relevant.

18. Photography, Communications and Use of Student Images

- The school will have clear, lawful arrangements for photography, filming and publication of student images.
- Personal devices must not be used to photograph or record students unless specifically authorised for an emergency or defined safeguarding purpose.
- Student images, names, locations and personal information will not be shared in ways that create avoidable safeguarding risks.
- Communications involving students must comply with the school's safeguarding, data protection and digital communication procedures.

19. Whistleblowing and Raising Concerns About Safeguarding Practice

Everyone working at GES Cairo has a duty to raise concerns if safeguarding arrangements are not working, a concern is being ignored, or an adult's conduct creates risk.

- Concerns should normally be raised with the DSL or School Director.
- If the concern involves the DSL or School Director, use the independent safeguarding route to the governing body/proprietor.
- Staff will not suffer retaliation for raising a safeguarding concern in good faith.
- The school will maintain a whistleblowing procedure and ensure staff know how to use it.

20. Immediate Danger and Emergency Response

If a child is in immediate danger, do not wait for a form, meeting or authorisation. Make the child safe, contact emergency services/appropriate Egyptian authorities as necessary, notify the DSL/School Director as soon as practicable, preserve relevant evidence and record the actions taken.

21. Managing Confirmed or Substantiated Cases

- The school will prioritise the child's physical and emotional safety and access to appropriate medical and psychological support.
- A child will not be returned to a potentially unsafe environment solely because the school prefers an administrative resolution.
- The school will cooperate with competent authorities and specialist professionals.
- Support plans will be documented, reviewed and monitored.

- The school will consider the safety of other children who may also be affected.
- After significant cases, the DSL will conduct a safeguarding review to identify learning and required changes to policy, training, supervision or risk controls.

Appendix 1 - See GES Cairo Green paper - [Safeguarding Concern / Incident Report](#)

Appendix 2 - Definitions and Indicators

Definitions are intended to help staff recognise risk. A child may be experiencing more than one form of harm, and signs are not proof of abuse. Staff should report concerns rather than attempting to diagnose abuse.

Physical abuse: Deliberately causing physical harm, including hitting, kicking, shaking, burning, poisoning, suffocating or inappropriate restraint. Fabricated or induced illness may also constitute abuse.

Emotional/psychological abuse: Persistent or severe behaviour that harms a child's emotional development or sense of safety, including humiliation, threats, intimidation, coercive control, rejection, isolation or persistent denigration.

Sexual abuse: Forcing, coercing or enticing a child to participate in sexual activity, whether or not the child understands what is happening. It includes contact and non-contact abuse and online sexual abuse.

Neglect: Persistent failure to meet a child's basic physical or psychological needs where this causes or is likely to cause serious harm to health or development.

Domestic abuse: Abusive, controlling, coercive, threatening, physical, sexual, psychological or financial behaviour between people in a family or intimate relationship. Exposure to domestic abuse can harm a child.

Bullying/cyberbullying: Repeated or serious behaviour intended to harm, intimidate, humiliate, exclude or control another child, including through digital technologies.

Child-on-child abuse: Harm caused by one child to another, including bullying, sexual harassment, sexual violence, harmful sexual behaviour, coercion, exploitation and discriminatory abuse.

Online abuse: Harm occurring through websites, social media, messaging, gaming, livestreaming, devices or digital services, including grooming, sexual exploitation, image-based abuse, cyberbullying and harmful content.

Exploitation: Using or manipulating a child for another person's benefit, including sexual, criminal, labour or financial exploitation.

Trafficking: Recruitment, transportation, transfer, harbouring or receipt of a child for exploitation or other prohibited purposes.

FGM: Female genital mutilation/cutting or other harmful procedures affecting female genitalia. Any concern about risk to a child requires immediate safeguarding action.

Forced marriage: A marriage or marriage-related arrangement in which one or both parties do not freely consent and are subjected to pressure, threats or coercion.

Radicalisation/extremism-related safeguarding: A child may be vulnerable to manipulation into harmful ideologies, violence or extremist activity. Concerns should be assessed through safeguarding processes without making assumptions based on religion, ethnicity, nationality or lawful political/religious views.

Common indicators that require attention

- Unexplained or inconsistent injuries, repeated injuries or delayed medical attention.
- Sudden changes in behaviour, mood, attendance, attainment, relationships or appearance.
- Fear of a particular person/place, withdrawal, anxiety, depression or unusual aggression.
- Sexualised language or behaviour that is not age-appropriate; sexualised messages or images.
- Changes in eating, sleep, hygiene or self-care.
- Self-harm, suicidal thoughts or significant emotional distress.
- Missing episodes, unexplained travel, unexplained money/gifts or association with controlling adults.
- Signs of coercion, domestic abuse, forced marriage, FGM risk or exploitation.
- Online threats, blackmail, sextortion, grooming, impersonation or harmful content.
- Persistent bullying, discriminatory abuse, social isolation or harassment.

Appendix 3 - GES Cairo Safeguarding Contacts - See GES Cairo CPC poster

Includes National Child Helpline: 16000 (Egypt).

Appendix 4 - Annual Safeguarding Audit Checklist

- Policy reviewed and approved.
- DSL and CPCs appropriately trained and accessible.
- All staff completed annual safeguarding training.
- Arabic version available and understood by relevant staff.
- Safer recruitment files audited.
- Criminal/background checks and references appropriately documented.
- Staff Code of Conduct signed.
- Low-level concerns log reviewed for patterns.
- Safeguarding concern records audited for quality, timeliness and outcomes.
- Student voice and safeguarding reporting routes reviewed.
- Online filtering/monitoring and digital safeguarding reviewed.
- Visitors, contractors, transport and trips risk-assessed.
- Child-on-child abuse procedures tested.
- Whistleblowing route tested and publicised.
- External referral contacts verified.

- Safeguarding incidents reviewed for lessons learned.
- Managing Director/Board has received appropriate safeguarding assurance.

Appendix 5 - Key Reference Frameworks

- Egyptian Child Law No. 12 of 1996, as amended by Law No. 126 of 2008.
- National Council for Childhood and Motherhood / Egyptian child protection and Child Helpline 16000 framework.
- Egyptian Personal Data Protection Law No. 151 of 2020 and Executive Regulations No. 816 of 2025.
- United Nations Convention on the Rights of the Child.
- UK Department for Education, Keeping Children Safe in Education 2026 (used as an international/British-school benchmark, not as Egyptian law).
- Keeping Children Safe, International Child Safeguarding Standards: Policy, People, Procedures and Accountability.
- Relevant guidance from the International Taskforce on Child Protection / ECIS for international schools.

Final Policy Statement

GES Cairo will seek to create a culture in which children feel safe, adults understand their responsibilities, concerns are welcomed rather than discouraged, and safeguarding decisions are made promptly, proportionately and in the best interests of the child. The school recognises that effective safeguarding is not achieved by policy alone: it depends on vigilant adults, informed children, strong systems, appropriate challenge, accurate records, effective referral pathways, safe recruitment and continuous learning.