Name of Policy: SAFEGUARDING & CHILD PROTECTION

Date approved: **December 2025**

Date for Review: **December 2026**

Policy Statement

The Royal School is committed to safeguarding and promoting the welfare of all children and young adults and expects all staff, volunteers and other parties to share this commitment. The safety of our pupils is our utmost priority. Any concerns or signs of abuse or neglect must be immediately reported to one of our Safeguarding Team. This policy reflects Article 3.1 of the United Nations Convention on the Rights of the Child: in all actions concerning children the best interests of the child shall be a primary consideration and applies to all staff, school visitors, members of the board and volunteers working with/for 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 childrens' 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 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, including online.

POLICY PRACTICALITIES

- Appointment of Deputy Designated Safeguarding Leads (DDSLs) in both Primary and Secondary who have direct access to the Designated Safeguarding Lead (DSL) at all times and who also hold current certification (trained in the last two academic years)
- Compulsory annual training for all employees via TES Educare, Noodle Now or other UK accredited provider.
- Annual training delivered by the DSL for all staff in the sentiment of this policy and its practical implementation.
- Any identified deficiencies or shortcomings in this policy will be immediately addressed.

- The Steering Committee will review this policy and associated procedures and their efficient implementation annually.
- The school extends a firm commitment to practising safe recruitment in checking the suitability of staff and volunteers to work with children.
- Activities and opportunities for PSHE and Wellbeing are included in the curriculum, which equip pupils with the skills they need to stay safe from abuse. Wellbeing, enrichment days and assemblies can be used as the key means of delivery.
- The school pledges to notify the relevant authorities immediately in the event of any member of staff whose relationship with the school ceases because they are deemed unsuitable to work with children.

Key Safeguarding Contact Names at The Royal British International School (2025/2026)

Name	Safeguarding Role	Contact Details
Wendy Routledge	Designated Safeguarding Lead	Wendy.routledge@royalbritish.org 01021100660
Liz Deakin	Deputy Designated Safeguarding Lead	Liz.deakin@royalbritish.org
Alex Threadgold	Deputy Designated Safeguarding Lead	Alexander.threadgold@royalbritish.org
Eman Saleh	Deputy Designated Safeguarding Lead	Eman.saleh@royalbritish.org
Claire Orabiy	Deputy Designated Safeguarding Lead	Claire.oraby@royalbritish.org
Marwa ElSaadany	Deputy Designated Safeguarding Lead	Marwa.elsaadany@royalbritish.org

Safeguarding Committee Members (2025/2026)

- Ms. Alia Abouelnaga – Managing Director and Board Representative
- Ms. Liz Deakin – Deputy Safeguarding lead and Whole School Principal
- Ms. Wendy Routledge – Designated Safeguarding Lead
- Mr Alex Threadgold- Deputy Safeguarding lead and KS1 Team Leader
- Ms Claire Orabi- Deputy Safeguarding lead and EYFS Coordinator
- Ms Eman Saleh - Deputy Safeguarding lead and School Counsellor
- Ms Marwa ElSaadany- Deputy Safeguarding lead and Secondary Discipline Coordinator

On call to attend/ advise on specific cases

- Mr Amr K Amr – legal advisor (President of the Board)
- Dr. Rania Salem – school doctor

Roles & Responsibilities

Safeguarding is everyone's responsibility and at THE ROYAL BRITISH INTERNATIONAL SCHOOL it is paramount.

All staff understand that while pupils may ask for confidentiality, this cannot be promised where a safeguarding concern is identified. Any information that indicates a child may be at risk of harm must be shared immediately with the Designated Safeguarding Lead.

A. The Board of Directors' duties include

- ensuring that the school has a Safeguarding Policy which is reviewed annually
- ensuring the school has a Code of Conduct for all adults working in the school and are implementing it
- ensuring that Designated Safeguarding Leads are trained, certified and understand their role
- approving training and ensuring that all staff members receive training (to be refreshed at least every 2 years)
- making sure that a representative of the board is a member of the Safeguarding Committee.
- assuming lead responsibility for managing any complaint against the school administration/principal

B. The Safeguarding Committee's duties include

- advising on each case on file as presented to regular (at least termly) committee case review meetings
- contributing actively to planning suitable action/ support related to cases reviewed
- maintaining confidentiality of case reviews
- review updates to policy and procedures following training updates

C. The Designated Safeguarding Leads' duties include

- suggesting/reviewing any amendments in the safeguarding policy
- ensuring safeguarding/child protection best practice at school
- ensuring pupils and parents understand the Safeguarding process
- reporting any remedial action taken or recommended to address deficiencies in safeguarding practice
- ensuring that the Safeguarding policy is implemented in the school and viewed annually
- ensuring that Safeguarding Committee meets regularly (at least termly) to review pupils on file.
- informing the Board of any new guidance (Circulars and letters) related to safeguarding
- being actively involved in the school Safeguarding Committee
- attending relevant Safeguarding training
- taking the lead in following procedures in relation to reported safeguarding disclosures and concerns
- ensuring all staff receive Safeguarding training
- ensuring that referrals are taken forward in the appropriate channels

SAFER RECRUITMENT AND TRUSTED ADULTS

All adults employed by the school are considered appropriate for the position they hold. The school operates safe recruitment procedures, including the following:

- In Egypt, the Department of Education with the Department of State Security, completes criminal reference checks on non-Egyptian nationals before issuing a work visa.
- Newly recruited teachers must provide original evidence of relevant teaching credentials as well as a current police clearance which is no more than 12 months old
- Professional references are sought and referees are asked to declare the suitability of the colleagues to work with children; at the point of offering a prospective employee a contract at least one reference ought to be verified via telephone call by a relevant Department Head or Principal.
- Teachers renewing their contracts have their credentials on file; any activity involving security services in Egypt or abroad is to be reported to Steering Committee. Police clearance may be sought at any time.
- Locally-hired, non-teaching staff are vetted by national security services at the point of employment. All staff are toxicology checked annually; all transportation personnel undergo additional random toxicology checks.

As trusted adults all employees are expected to act appropriately in the company of children and not place themselves in situations that may be misunderstood or misinterpreted. It is in the interests of children and colleagues for classroom windows to remain uncovered (except in the event of a Lockdown Procedure). If a child insists on privacy for a meeting with an adult, with the door closed, the adult should insist that a third person (chosen by the child), and preferably another adult, join the conversation.

All staff are to participate in an annual review of this policy and to be notified of any updates in a timely fashion. All staff are to be informed of who the DSL and DDSLs are. This information is also made visible around the school in the form of "Who To Talk To" posters which are clearly displayed in all teaching and learning areas, classrooms, bathrooms, offices and communal spaces.

A Visitor's pamphlet (Arabic and English versions) is provided and explained to any visitors to the school who will be working directly with pupils. This details briefly what safeguarding is, how to report concerns, references fire evacuation signs, first aid and use of school internet.

KEY FACTS

This policy applies to all children and young people in the school, including those in early years. Anyone under the age of18 will be regarded as a child for the purposes of this policy.
All staff have a responsibility for the implementation of this policy.

Any concerns or allegations relating to a member of staff must be reported immediately to the Designated Safeguarding Lead.

All staff must have read and will act in accordance with the ROYAL BRITISH INTERNATIONAL SCHOOL Safeguarding Policy.

All safeguarding and child protection concerns must be treated with the utmost confidence.

When deciding what action to take (including in relation to sharing information) the most important consideration is whether the proposed action is likely to safeguard and protect a child.

THE ROYAL BRITISH INTERNATIONAL SCHOOL does NOT condone and does NOT support in any way any form of physical abuse or corporal punishment or threat of such throughout the school.

The Local Context – Egyptian Law

The Egyptian National Council for Childhood and Motherhood works to activate the national protection system in accordance with the provisions of the Constitution, Article 80 of the Constitution of the Arab Republic of Egypt 2014, the Child Law No. 12 of 1996 and amended by Law No. 126 of 2008, and the Convention on the Rights of the Child of 1989.

Governate Child Protection Committees have acquired legal legitimacy in the text of Article 97 of the Child Law. The committee is concerned with drawing the general policy for childhood protection in the governorate and following up the implementation of this policy. In the department of each police station, a subcommittee for childhood protection is formed. A formation of a decision by the General Committee shall be issued, and the formation shall include security, social, psychological, medical, and educational elements.

Taking into consideration the provisions of Article 144 of this law, a general department for childhood and motherhood is established in the General Department for the assistance of the child, which is concerned with receiving complaints from children and adults and handling them in a manner that achieves the speedy rescue of the child from all violence, danger, or neglect. The Department of Child Help has the powers to request investigation of any communications it receives, follow-up on the results of investigations and send reports of its findings to the competent authorities.

The British International School Context

In addition to consulting local legislation, The Royal British International School refers to the DfE guidance 'Keeping Children Safe in Education' (2025) and recommendations from recent training through TES Global, COBIS and The Safeguarding Alliance.

Key Safeguarding Terminology and definitions:

DSL – Designated Safeguarding Lead. The certified members of staff appointed to carry out a leading role in listening to, recording, filing, and referring for actions to be taken on any safeguarding disclosure or concern made by any child, parent or visitor at The Royal School.

Disclosure – where a child or adult has spoken about any form of bullying, abuse, or neglect.

Concern – any undisclosed observations which pertain to potential bullying, abuse, or neglect.

Bullying (to be read in conjunction with the school's Anti-Bullying Policy and E-Safety policies) The Royal School provides a loving, caring, and secure atmosphere for all pupils. Bullying of any kind is unacceptable and not be tolerated within the school premises. If bullying occurs, the person being bullied should be able to talk to a trusted adult immediately and serious consequences will take place after investigation with the involved parties.

Child Abuse

There are four main types of child abuse. Child abuse can be:

- Physical
- Sexual abuse/ exploitation
- Emotional
- Neglectful behaviour towards a child.

Physical abuse

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

Sexual abuse:

Sexual activities may involve physical contact, including:

- assault by penetration
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

- watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- inappropriate role play, involving children in looking at, or in the production of, sexual images
- grooming a child in preparation for abuse (including via the internet).

Emotional abuse:

- Emotional abuse may involve:
- conveying to a child they are worthless or unloved, inadequate, or valued only because they meet the needs of another person
- not giving the child the opportunities to express their views
- deliberately silencing them or making fun of what they say or how they communicate
- developmentally inappropriate expectations being imposed on the child
- rejecting or ignoring a child completely
- using degrading language or behaviours towards them
- preventing the child from interacting socially with other children or adults
- experience of bullying
- a child seeing or hearing the ill treatment or serious bullying (including cyberbullying) of another
- causing children to feel frequently frightened or in danger
- the exploitation or corruption of children.

Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance misuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing or shelter (including exclusion from home or abandonment)
- protect a child from physical or emotional harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs.

SAFEGUARDING ISSUES

Safeguarding issues all staff should be aware of include:

Bullying and Cyberbullying: Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidences of fighting, arguing, or disagreements between individuals of equivalent power and authority does not constitute bullying. Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted.

Child Coercion (Extremism) and Radicalisation: Promoting ideas which are radically different to, and perhaps in contradiction with, the schools undying principles and those of the wider community.

Preventing Radicalisation and Extremism (Prevent Duty)

The Royal British International School recognises its responsibility to safeguard pupils from being drawn into radicalisation or extremism. Radicalisation refers to the process by which an individual comes to support extremist ideologies or behaviours that may place themselves or others at risk of harm.

The school promotes fundamental values including respect, tolerance, mutual understanding, and the rule of law through the curriculum, assemblies and wider school life.

All staff are trained to be aware of the signs that a pupil may be vulnerable to radicalisation, including changes in behaviour, use of extremist language, fixation on extremist material, or exposure to extremist content online.

Any concerns relating to radicalisation or extremism must be reported immediately to the **Designated Safeguarding Lead (DSL)**, who will assess the concern and determine appropriate safeguarding action. Where necessary, this may include consultation with relevant Egyptian authorities or external professionals, in line with local law and safeguarding best practice.

Prevent-related concerns are treated as **safeguarding concerns** and managed in accordance with this policy, with the welfare and safety of the child as the paramount consideration.

Child on Child Abuse: Child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement. It should be recognised that peer abuse is harmful to both the perpetrator (who is a child) and the victim.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

Child Trafficking: Child victims of trafficking are recruited, transported, transferred, harboured or received for the purpose of exploitation. They may be forced to work in sweatshops, on construction sites or in houses as domestic servants; on the streets as child beggars, in wars as child soldiers, on farms, in travelling sales crews or in restaurants and hotels.

Female Genital Mutilation (FGM): Professionals and communities need to be alert to the possibility of a girl being at risk of FGM or having already suffered FGM. Local safeguarding procedures should be activated if there is suspicion that FGM may be going to/ has been practised.

Harassment: Behaviour that targets an individual or group due to their: identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability. It offends, humiliates, intimidates or creates a hostile environment. It may be an ongoing pattern of behaviour or a single act directed randomly or towards the same person(s) and can be intentional or unintentional.

Inappropriate Photo Sharing: Sending or posting of inappropriate images, videos or live streams online by pupils. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple AirDrop which works offline.

Mental Health: All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Online Abuse: Use of the internet, mobile phone or other form of information and communications technology (ICT) to bully, threaten, harass, groom, sexually abuse or sexually exploit a child. The schools approach to online safety is included in the curriculum at all levels and information is provided to parents/guardians. Mechanisms are in place to identify, intervene in, and escalate any incident where appropriate.

Teenage Relationship Abuse: Broadly includes any of the types of abuse outlined above, but where the child victim is perhaps unaware that they are being mistreated because of their perceived consent/endorsement of the relationship.

SAFEGUARDING SEND OR OTHER VULNERABLE PUPILS

Pupils with SEN and disabilities are particularly vulnerable and in some cases additional barriers may exist for them in communicating their concerns. Staff should be particularly vigilant in this regard. Other

vulnerable pupils include: those who have mental health needs; pupils who are being drawn into anti-social behaviour; pupils with family circumstances presenting challenges for the child.

CONTEXTUAL SAFEGUARDING

Contextual safeguarding is an approach to child protection that recognises the influence of environments outside the family, such as peer groups, schools, clubs, and online spaces, on a pupil's safety and wellbeing. It extends traditional safeguarding practices by addressing risks that pupils may face in these wider contexts, rather than focusing solely on family dynamics. The assessment of pupils should consider the broader social and environmental factors that can contribute to a pupils safety and/or welfare.

Staff Members and Physical Contact

As a general principle, staff are advised not to make unnecessary physical contact with their pupils (see Guidance on Physical Contact document). Staff should not feel inhibited from responding to the needs of the child and offering physical comfort as a caring parent would provide. **However, this should only occur when the child is in agreement.**

Staff should not touch a child who has clearly indicated that he/she would be uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.

Physical punishment is illegal as in any form of physical response to misbehaviour unless it is by way of necessary restraint (see Guidance on Physical Contact document)

Staff who have to administer First Aid (e.g. on an Educational Visit) should ensure that wherever possible, this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide First Aid in an emergency simply because another person is not present. Any physical contact which is likely to be misinterpreted by the pupil, parent or other casual observers should be avoided.

Staff should be particularly careful when supervising pupils in a residential setting or in an approved out of school activity where more informal relationships tend to be usual.

Use of Reasonable Force

This information is adapted from the non-statutory advice from the Department for Education in the "Use of reasonable force advice for headteachers, staff and governing bodies", July 2013.

The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

It is used to control and restrain; this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

The decision on whether to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

Confidentiality:

All safeguarding concerns are treated with sensitivity and respect for confidentiality. However, confidentiality cannot be guaranteed where a child is at risk of harm. In such cases, information will always be shared with the Designated Safeguarding Lead and, where appropriate, with external safeguarding agencies, in line with Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2018)

Written records and reports are filed in a locked filing cabinet in the DSL's office (Primary Principals office) and only directly accessible to DSLs or Safeguarding Committee members in the presence of a DSL.

Pupil files, in Pupil Records Office, are marked with a small blue dot sticker to indicate that there is/has been a Safeguarding concern recorded in relation to the child. This blue dot directs an individual to refer to the Designated Safeguarding Lead.

Safeguarding concerns are not to be discussed by any other staff together, in school or otherwise.

Procedures:

Procedures to be followed to report a disclosure or concern:

Initial response guidelines for all Royal School employees

Notification of abuse or neglect is required when, a person suspects on reasonable grounds that a child has been, is being, and/or is perceived to be at substantial risk of being abused or neglected.

Anyone aware of such a situation MUST report it to a member of the Safeguarding Team (DSL or DDSL) as a matter of urgency and certainly within 48 hours of acknowledging their suspicion or awareness of abuse. Reporting and subsequent actions must be handled sensitively and in line with confidentiality and information-sharing requirements.

There are three scenarios to consider, each with its own protocol:

1. Staff member suspects abuse by observing unusual behaviour or injury first hand
2. Pupil self-refers to a staff member
3. A third party shares concerns with a member of staff

The contact details and office/class location of the DSLs are known to all staff.

In the case of absence of the DSL, all disclosures and concerns MUST be reported to the Deputy DSLs. Teachers can reach the DSLs either by phone or email or request an urgent meeting.

Any parent concerns can be communicated by phone call, Engage message or a request for a face-to-face meeting. These concerns will be forwarded by any member of staff, directly to the DSL.

Pupils are made aware of who their DSLs are at the start of each school year at a Safeguarding Awareness assembly and these persons are promoted throughout the school on 'WHO TO TALK TO 'posters displayed in all classrooms, bathrooms and pupil spaces.

The Royal School is a BELIEVING SCHOOL.

If any child makes a disclosure to, or a concern is observed by, a member of staff that person should:

Receive: Listen to what the child is saying without showing shock or disbelief
Not ask leading questions and take what is said without judgement

Reassure: Reassure the child that they are safe
Not make promises (of resolving the problem or keeping it confidential)

React: Not speculate or jump to conclusions
Not investigate or interrogate
Ask only open questions
Not ask the child to repeat what they have disclosed to another member of staff
Explain what will happen next and to whom it will be reported next

Record: Make brief notes at the time of the disclosure and write more detail as soon as possible

Report: Report to a Designated Safeguarding Lead

Whistleblowing

Staff have a duty to report concerns that a child is at risk of abuse, is being, or has been abused to the DSLs or Managing Director. This is because the interests of the child are paramount. However, fear of reprisal is a real issue for staff in reporting abuse by colleagues.

Protection is provided against victimisation for persons who, acting in good faith, raise concerns about a wide variety of malpractices in the best interest of pupils.

When establishing the validity of any cause for concern, care will be taken to:

- Protect the whistleblower
- Avoid alerting anyone about whom a concern has been raised
- Avoid alerting other colleagues who may warn the subject of the concern
- Record the information
- Keep all records secure and confidential.

Reporting a Concern or disclosure

Step 1. A meeting is requested by a member of staff to share the disclosure or concern (from pupil, parent, member of staff). The DSL will prioritise being available at the earliest opportunity to hear a disclosure or concern.

Step 2. DSL provides an appropriate form (see Appendiced documents) for immediate completion. In the case of a serious disclosure, where a child's safety may be in imminent danger, the DSL decides on an immediate action to be taken (e.g. removal of child from a class to a safe place).

Step 3. DSL receives completed form and decides on action to be taken or seeks immediate advice from the Safeguarding Committee and/or external bodies. The DSL may refer the case immediately to school legal advisor for further action, including police if necessary.

Step 4. DSL gives feedback on immediate actions to member of staff reporting the concern/disclosure.

Allegations Against Staff:

An allegation is any information which indicates that a member of staff, volunteer, or adult working in the school has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm

Any allegation against a member of staff must be reported **immediately** to the **Designated Safeguarding Lead (DSL)** and **Principal**. If the allegation concerns the DSL, it must be reported directly to the **Principal or a member of the School Board**.

Independent Safeguarding Oversight

In line with *Keeping Children Safe in Education (2025)*, the school will **not undertake a unilateral internal investigation** into an allegation against a member of staff.
The DSL and Principal will ensure that allegations are reviewed with **independent safeguarding oversight**, which may include:

- The **Safeguarding Committee** (excluding any individual directly involved in the allegation)
- The school's **external legal advisor**
- Consultation with **appropriate Egyptian authorities** where the threshold for referral is met

This ensures decisions are **objective, proportionate, and focused on the safety of children**.

Immediate Safeguarding Measures

Where required, **temporary safeguarding measures** may be put in place to protect pupils, including restricted duties or supervised contact.

Any decision to suspend a member of staff will be treated as a **neutral act**, taken solely to manage safeguarding risk and not as an assumption of guilt.

Confidentiality and Record Keeping

Information relating to allegations will be shared strictly on a **need-to-know basis**.
Records will be kept **securely and separately** from personnel files and retained in line with safeguarding guidance.

Outcome and Follow-Up

Outcomes will be determined following independent safeguarding oversight and in accordance with school disciplinary procedures, Egyptian law, and safeguarding best practice.
Where a member of staff leaves employment due to safeguarding concerns, appropriate notifications will be made in line with legal and regulatory requirements.

Low-Level Concerns About Staff

In line with *Keeping Children Safe in Education (2025)*, the school recognises the importance of identifying and addressing **low-level concerns** about the behaviour of adults working with children.
A low-level concern is any concern that does not meet the threshold of an allegation but indicates behaviour that may be inconsistent with the school's Code of Conduct or expected professional standards.
All low-level concerns must be reported to the **Designated Safeguarding Lead (DSL)** or **Principal** and will be recorded confidentially.

Low-level concerns will be reviewed to identify patterns of behaviour and to enable early intervention, guidance or support where appropriate. This process is intended to promote a culture of openness, transparency and safeguarding vigilance.

Records of low-level concerns will be stored securely and separately from personnel files, in line with safeguarding guidance.

Allegations Against Pupils:

Allegations Against Pupils (Child-on-Child Abuse)

Allegations of abuse made against a pupil by another pupil are treated as a **safeguarding concern**. The school recognises that children who harm others may themselves be vulnerable and in need of support. Any allegation involving a pupil must be reported **immediately** to the **Designated Safeguarding Lead (DSL)**.

Safeguarding Assessment and Initial Response

The DSL will undertake an initial safeguarding assessment to:

- Consider the **immediate safety and welfare** of all pupils involved
- Determine whether the allegation meets the threshold for further safeguarding action
- Identify any need for **external advice or referral** in line with local procedures

The school will ensure that the **alleged victim is supported and protected** throughout the process and that the **alleged perpetrator is also treated as a child**, with appropriate pastoral support provided.

Interim Measures

Where necessary, **proportionate interim measures** may be put in place to reduce risk, such as:

- Supervised separation
- Adjustments to timetables or seating
- Increased staff monitoring

Any interim measures are **protective, not punitive**, and will be reviewed regularly.

Investigation and Decision-Making

The DSL, in consultation with senior leadership and safeguarding oversight, will determine the appropriate course of action.

Disciplinary sanctions, including suspension or expulsion, will **not be automatic** and will only be considered **after safeguarding processes have been followed** and the needs of all pupils have been assessed.

Parental Communication

Parents of both the alleged victim and the alleged perpetrator will be informed appropriately, unless doing so would place a child at increased risk or compromise safeguarding actions.

Outcome, Support and Record Keeping

Outcomes will be recorded securely.

Support plans may be put in place for one or both pupils, including pastoral, behavioural or external support where appropriate.

All actions taken will prioritise the **best interests and safety of the child**, in line with *Keeping Children Safe in Education (2025)*.

Allegations Involving Persons Not Employed by the School

This includes allegations involving family members, family employees, private tutors, drivers, domestic staff, or any other individuals who are not employed by the school but may have contact with a pupil outside of school. **Any such allegation or concern must be reported immediately to the Designated Safeguarding Lead (DSL).**

The DSL will undertake a safeguarding assessment to determine the immediate safety and welfare of the child, whether the concern meets the threshold for external referral, and what actions are required to protect the child.

Where there is reasonable cause to believe a child is at risk of significant harm, the school will take appropriate action, which may include consultation with relevant Egyptian authorities or child protection services, in line with local law.

The School Board will be informed of such cases for safeguarding oversight and governance purposes, but will not replace the DSL's role in safeguarding assessment or decision-making.

Parents or guardians will be informed where appropriate, unless doing so would place the child at increased risk. The school will ensure that appropriate pastoral support is provided to the pupil throughout the process.

All actions and decisions will be recorded securely in line with safeguarding procedures.

Staff Training:

- All DSLs are trained in Advanced Safeguarding and certified by The Safeguarding Alliance or TES Global/ Educare.
- All teaching staff must be certified in Safeguarding training (TES Global/ Educare and NoodleNow providers). Access to this training is provided and paid for by the school. Staff are allocated refresher courses each year.
- Non-teaching staff attend in-school awareness and procedure Safeguarding training provided by the members of the schools' Safeguarding Team in either English or Arabic. They are issued a school certificate of participation in this training.
- All teaching staff are provided with refresher training at the start of the school year regarding The Royal School's Safeguarding Policy and procedures; including Physical Contact and Whistle-Blowing.

Additional Resources

DfE Keeping Children Safe in Education 2025: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

DfE Working together to safeguard children 2018: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Prevent duty guidance: England and Wales (2023): https://www.gov.uk/government/publications/prevent-duty-guidance

NSPCC's Safeguarding Self-assessment Tool: https://learning.nspcc.org.uk/safeguarding-self-assessment-tool

Standard Safeguarding Forms and Documents (available on the RB Drive)

The following safeguarding templates are available for all staff to access through the RB Drive.

- Form A: Key Events (Record for DSL)
- Form B: Information Front Sheet (Record for DSL)
- Form C: Green form: Logging a concern about a child's safety and welfare
- Form D: Yellow form: Logging a concern about the behaviour of a member of staff or visitor/volunteer
- Minutes template for DSL meetings
- Body Map forms
- Key Points for Record Keeping Information Sheet
- Risk Assessment Forms: For Children with Challenging Behaviours
- Safeguarding Information for Visitors (brochure)
- Safeguarding Flowchart for Staff