

Kivukoni Safeguarding and Child Protection Policy

Introduction

Kivukoni School is committed to safeguarding and promoting the welfare of all pupils in its care. The following policy document outlines our approach to achieving this. The policy aims to make explicit the School's commitment to the development of good practice and appropriate procedures. The policy applies to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

Defining key terms

'Child Protection' is taken to refer to the obligation which the school has to protect all pupils from any form of identified risk or abuse.

'Safeguarding' extends to the prevention of harm and the promotion of wellbeing of children. 'Working Together to Safeguard Children, 2015 (United Kingdom)' defines safeguarding as,

'The process of protecting children from maltreatment, preventing impairment of their health and development, ensuring they are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best life chances'.

Our responsibility

At Kivukoni School we must ensure that we:

- take all reasonable measures to ensure that risks of harm to children's welfare are minimised;
- take all appropriate actions to address concerns about the welfare of a child or children, working under local policies and procedures in full partnership with other local agencies and the law. (Kenya's Children's Act: 2001 revised in 2016).

There are five key outcomes in the school's duty to safeguard and promote the well-being of all pupils.

- 1) Helping children to be healthy.
- 2) Protecting children from abuse or neglect and helping them to stay safe.
- 3) Helping children to achieve well-being and enjoy what they do in a safe environment with effective care.
- 4) Helping children to make a positive contribution in their immediate environment and in the broader society.
- 5) Helping children to achieve the best outcomes and economic well-being.

Everyone who comes into contact with children has a role to protect them from neglect and abuse.

It is the duty of all members of staff, both teaching and support staff, to play an active role in ensuring their safety and promoting the welfare of all the pupils in our care. All members of staff are expected to be aware of, and to follow these Child Protection procedures. In particular they need to be aware of their duty to report concerns and the appropriate procedures to follow, guidance for identifying signs of possible abuse and issues regarding confidentiality. Staff should also be aware of the importance of these procedures in protecting themselves from the possibility of allegations of harm that could be raised by a pupil.

Kivukoni School is committed to providing a safe and secure environment for pupils, staff and visitors and has measures to deliver this, which include (but not exhaustively): designated safeguarding leads; careful governance; use of the curriculum; safer recruitment procedures; processes for disclosure and referral; codes of conduct for staff and pupils; first aid and medical plans; and training. **This policy sets out these and other areas in detail.**

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To meet and maintain our responsibilities towards pupils, we need to agree standards of good practice. **Good practice includes:**

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener and seeking to understand the full context
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's Child Protection Policy and guidance documents on wider safeguarding issues, for example, bullying, behaviour, physical contact and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language

- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in order to protect the safety of others referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or other government agencies
- following the school rules with regard to relationships with pupils and communication with pupils, including on social media.
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Child Protection Procedures

Standard Daily Practice

The School recognises that all School staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.

Every employee has a responsibility to protect pupils at the school from abuse. They should be alert to the definitions and indicators of abuse as well understanding the school's child protection procedures.

Curriculum

A range of child protection and broader pastoral issues are addressed through the curriculum. In this area PSHE, English and Drama are important. In addition, there are many broader moral, spiritual, social and cultural themes raised in school assemblies and class discussions/ circle time..

- The School acknowledges the important role that the curriculum can play in promotion of well being and the prevention of abuse as well as in the preparation of our pupils for the realities and responsibilities of adult life and citizenship.
- It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils.
- As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.

Mental Health

The School recognises that children and young people may experience mental health difficulties and provides a range of support (medical and non-medical) to pupils who may need help and support.

Drugs

The School recognises that children and young people who are exposed to or involved in substance abuse are a safeguarding concern and may need help and support.

Missing Child and adults

A pupil going missing from an education setting is a potential indicator of abuse and neglect. Prolonged or repeated absences, or particular patterns of absence (with no satisfactory explanation) are treated by the School as a potential safeguarding issue and action is taken accordingly. The School monitors pupil attendance, contacts home in cases of unauthorised absence and takes further action where appropriate. The School has due regard to the guidance "Children missing education"

published by the Department for Education (UK) in September 2016 and Ministry of Education (Kenya, Children's Act 2001).

The School has put in place appropriate safeguarding responses to pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. The School is aware of the impact on children of an adult close to them going missing and work in line with government guidance in offering support.

Vulnerable Pupils

- The School acknowledges the additional needs for support and protection of pupils who are vulnerable by virtue of disability, special educational needs, mental health, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are suspended from the School. The School will not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. The School acknowledges children with SEN can be disproportionately affected by problems such as bullying (without showing any outward signs) and they may have communication barriers and difficulties in overcoming them.
- The School acknowledges that pupils who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or confiding in and/or behaviour towards other pupils.
- The School has a strong commitment to its anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context. This includes bullying (including cyber bullying), gender based violence/sexual harassment & assault and 'sexting'.
- If a pupil discloses that they have witnessed domestic violence and is therefore at risk or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

Boarding

- The School acknowledges that particular safeguarding issues can arise in relation to boarding provision, including the risk of peer abuse in a residential setting and the risk of alcohol and substance misuse.
- All boarding pupils are given the details of persons they can contact directly about personal problems or concerns at school (including how they may be contacted). This also includes appropriate agency helplines and outside contact numbers.
- All persons visiting the boarding houses are appropriately supervised.

Outings and Expeditions

All pupils are briefed with regards to safeguarding and health and safety procedures during trips and expeditions. where residential trips are concerned, additional attention is taken to review the site and potential risks with both children and parents. All appropriate safeguarding checks are made

both at home and abroad according to local law.

Notifying parents of injury

In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents or guardians will be notified of this as soon as possible.

Physical Restraint

Physical restraint is to be avoided and only used when other forms of interaction with any challenging or concerning situation are not effective. In the exceptional circumstances where it becomes necessary for staff physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Designated Safeguarding Lead and parents (see Use of Reasonable Force Policy).

Chastisement (strong reprimand)

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported to the Headteacher or DSL for investigation.

First Aid and Medical Plans (please also refer to the Health and Safety Policy)

- Except in cases of emergency, first aid will only be administered by qualified First Aiders.
- All first aid treatment will be recorded and where significant will be shared with parents/carers at the earliest opportunity.
- If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present.
- All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

ICT and on-line Safety (including sexting)

Information and communication technology has revolutionised almost every aspect of modern life. Unfortunately, it has also given rise to new types of abuse, including cyber-bullying (where children or adults send insulting or abusive texts or emails). Children and adults are also able to take photographs and videos on mobile phones and rapidly distribute them to anyone of their choosing. Some young people film physical or sexual assaults and distribute the images to friends and upload them onto websites. Kivukoni School sets out clear rules regarding the safe and appropriate use of ICT within its school rules, code of conduct, ICT, E-Safety and Anti-Bullying policies, some of which are detailed below. Safe and appropriate use of ICT is discussed with pupils through the PSHE and IT programme.

- The School recognises that the use of technology has become a significant component of many safeguarding issues and that an effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and has mechanisms to identify, intervene in and handle incidents that occur. The School has appropriate filters and monitoring systems in place.

- Pupils are taught about on-line safety, including the risk of being exposed to harmful material, the risk of harmful interaction with others and the risk of on-line behaviour that causes or increases the likelihood of harm. They are taught about the dangers of sexting and the risks associated with location sharing. This is covered with a combination of our PSHE and ICT curriculum.
- The School is aware of the growing practice of sexting (including the sharing of sexually explicit photographs and the sending of sexually explicit messages) and the serious harm it can cause. The school addresses the dangers of such activities in the curriculum activities outlined above. We also seek to inform parents of any such evolving issues and work to support them where possible at home. The School has regard to the guidance published by the UK Council for Child Internet Safety and the International Convention on the Rights of the Child.

Security

Entry to School premises is controlled by gates that are secured physically and by staff supervision. Authorised visitors to the School will be logged into and out of the premises, and the administration is alerted of their arrival by radio.

Visitors are seen off the premises by admission staff, groundsmen and/ or security.

Radio communication is used to alert the whole grounds, security and administration team in case of any emergency or matter of concern.

Low Level Concerns

The School gives guidance to staff about their duty to report low level concerns, including concerns regarding the behaviour of a member of staff towards children. It is recognised by the School that:

The method of commencing abuse often includes the erosion of boundaries, slow progression to abuse, use of trust and authority, meeting the child's needs (including physical and emotional), and developing relationships with the child's family.

There seems to be a 'slippery slope' of boundary violations towards abuse and that there are many stages on the slippery slope towards the breach of a boundary within a relationship. Sometimes initial infringements are part of a grooming process but at other times they are made innocently and with good intention. However, once boundaries are breached (e.g. inappropriate conversations or other communications, inappropriate physical contact, social contact outside school and favouritism) it then becomes more difficult to restore the relationship to one in which proper boundaries are respected.

Serious case reviews in the sector repeatedly indicate that staff, parents and pupils were often aware of individual incidents of inappropriate behaviour but that there was a failure to 'join the dots' and take appropriate action. Concerns were not voiced; incidents were viewed in isolation and as too low level to require reporting.

The “low level concerns” guidance given by the School informs staff that:

- Whilst the concern may seem very minor and one-off, the behaviour may form part of a pattern that is putting children at risk or (without intervention) may develop into such a pattern.
- The behaviour may have been innocent but the member of staff may need to be given guidance to understand why it was inappropriate and should not happen again.

Abuse

Recognising Abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by any other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen’s Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness.)

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children.

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - protect a child from physical and emotional harm or danger
 - ensure adequate supervision (including the use of inadequate care-givers) or
 - ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions taken from *Keeping Children Safe in Education 2015*.)

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and, in very rare cases, has been a feature in the suicide of some young people. Bullying can also cause others to become abusive or bullies in turn.

At Kivukoni we adopt the DfE definition of bullying as:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Some indicators to help identify bullying are that, most often, it is:

- Targeted
- Repeated (however, occasionally, a bullying incident may be a single incident)
- Malicious

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures**, where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies or professionals to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL, as soon as possible.

Child Sexual exploitation

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual, or groups of children or young people; victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting, adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE curriculum. A common feature of sexual exploitation is that the child doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

It is the responsibility of staff to report their concerns. It is NOT their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school, arrive late or leave the school for part of the day;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age;

- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw; each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency, take the action necessary to help the child
- report your concern to the DSL within 48 hours
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a **KIVUKONI incident form**– these can be found in class folders and on the school drive in the policy folder. This should then be passed to the DSL;
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell;

they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils, staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this. If you need to clarify any statements made by the child, you may use the TED questions – **tell me, explain, describe.**
- at an appropriate time, tell the pupil that in order to help them, the member of staff must pass the information on;
- do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as, ‘I do wish you had told me about this when it started’, or ‘I can’t believe what I’m hearing’, may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next. The pupil may agree to go to see the DSL. Otherwise, let them know that someone will come to see them before the end of the day;
- report verbally to the DSL, even if the child has promised to do it by themselves;
- write up their conversation as soon as possible and hand it to the DSL
- seek support for the pupil if they feel distressed
- seek support if you feel distressed.

If staff members have concerns about a child, they should raise these with the DSL. This also includes situations of abuse which may involve staff members. The DSL will usually decide whether to make a referral to the police or other outside agencies or professionals, but **it is important to note that any staff member can refer their concerns to children’s social care directly.**

Where a child and family would benefit from co-ordinated support from more than one field (for example, education, health, housing, police), there should be an assessment of the support needs and possible solutions, based on each circumstance. These assessments should identify what help the child and family require to prevent needs escalating to a point where further intervention would be needed. The early help assessment should be undertaken by a lead professional, who could be a teacher, special educational needs co-ordinator, General Practitioner (GP) or consultant health practitioner or counsellor.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively; the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child

or exacerbate the problem, advice will first be sought from children's services.

Confidentiality and sharing information

Members of staff should never offer absolute confidentiality to anyone wishing to discuss issues of pupil welfare. They should however reassure the person that whatever is revealed will be handled with sensitivity, tact and on a 'need to know' basis. Reassurance should be given that all steps will be taken to protect the informing individual from any retaliation or unnecessary stress that might be feared once a disclosure is made. All staff should be aware that there is a statutory requirement to report information about such matters as child abuse.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved, but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Headteacher or Director. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Reporting Procedure

Kivukoni maintains that all school employees **are mandated reporters of child abuse, neglect and/or harassment**. If any employee of Kivukoni has reasonable cause to suspect that a student is being mistreated in any way, he/she is to report the suspicion to the DSL immediately. Failure to report may result in the termination of the employment contract and/or legal accountability. Reporting and follow-up of all suspected incidents of child abuse or neglect will proceed in accordance with the guidelines in this policy.

In the case of a staff member reported as an alleged offender, Kivukoni will conduct a full inquiry following a carefully designed course of due process, keeping the safety of the child at the highest priority. Cases of suspected child abuse or neglect may be reported by the school to local authorities, or other relevant bodies.

Procedure for Reporting Suspected Cases of Child Abuse or Neglect

All staff are instructed that if they have any concerns about a child (including concerns regarding possible peer abuse) they must report the matter straight away to Designated Safeguarding Lead or the School's Deputy Designated Safeguarding Lead or directly to the Headteacher. Staff may become concerned about the possible abuse of a child either through their own observations or through direct disclosure. It is important that they act promptly to report such concerns.

All concerns and allegations must be taken seriously and considered with an open mind and without prejudice. You must not take the decision as to whether or not abuse has taken place.

Where a pupil discloses information about abuse, listen carefully but do not undertake an investigation. Limit your questions to establishing what has allegedly taken place.

Employ open questions only and on no account should suggestions be made as to alternative explanations for their worries.

Always make detailed notes whenever a matter of alleged abuse is being discussed. This should be done as soon after the event as possible but not during it.
The date and time should be carefully noted and the account signed.

Concerns about whistle blowing

Staff may feel concerned or nervous about reporting allegations of whose truth they are uncertain, particularly when such allegations involve another member of staff.

Reasons for reporting

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.
- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

What stops people from reporting concerns

- Fear of starting a chain of events that spirals beyond the individual's control.
- Fear of getting it wrong and the repercussions of this.
- Fear of damaging a colleague's career.
- Fear of resentment from other colleagues.
- Fear of not being believed or taken seriously.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the DSL or Headteacher. Although this can be difficult in some circumstances this must never impede an individual from putting issues of child welfare first. The school will provide immunity from retribution or disciplinary action for any member of staff who discloses information in good faith. Try not to think 'What if I am wrong?' but rather 'What if I am right?'

Step 1

When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher will seek advice from the DSL within 48 hours. The DSL will take initial steps to gather information regarding the reported incident, and if reasonable cause is determined, will form the school-based response team to address the report. The response team usually includes individuals such as DSL, DDSL, Headteacher, School nurse, Director, any other individuals that the DSL, Director or Headteacher sees fit. In all cases, follow up activities are conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. The following

procedure will be used:

- Interview staff members as necessary and document information relative to the case
- Consult school personnel to review the child's history at the school
- Report the status of the case to the Director
- Determine the course of follow-up actions

Step 2

Based on acquired information, a plan of action will be developed to assist the child and family. Actions that may take place are:

- Discussion between the child and counsellor in order to gain more information
- Depending upon the age of the child, these discussions may include drawing pictures to elicit more information as to what may have occurred
- In-class observations of the child by a teacher, counsellor, or deputy principal
- Meetings with the family to present the school's concerns
- Referral of the student and family to external professional counselling
- Consultation with the consulate/high commission of the country of the involved family, if applicable
- Consultation with the school attorney or other legal professional
- Consultation with local authorities

Intervention steps for many cases of suspected abuse or neglect will be handled by the school, such as those involving:

- Parenting skills related to disciplining children at home
- Student-parent relationships
- Student relationship with peers
- Mental health issues such as depression, low self-esteem, grieving


Some cases will be referred to outside resources, for example:

- Mental health issues such as depression, psychosis, dissociation, and suicide ideation

Cases typically reported for investigation and outside resources include:

- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:

-  The local authorities
- Other professionals in the field of social care and well being.

Step 3

Subsequent to a reported and/or substantiated case of child abuse or neglect:

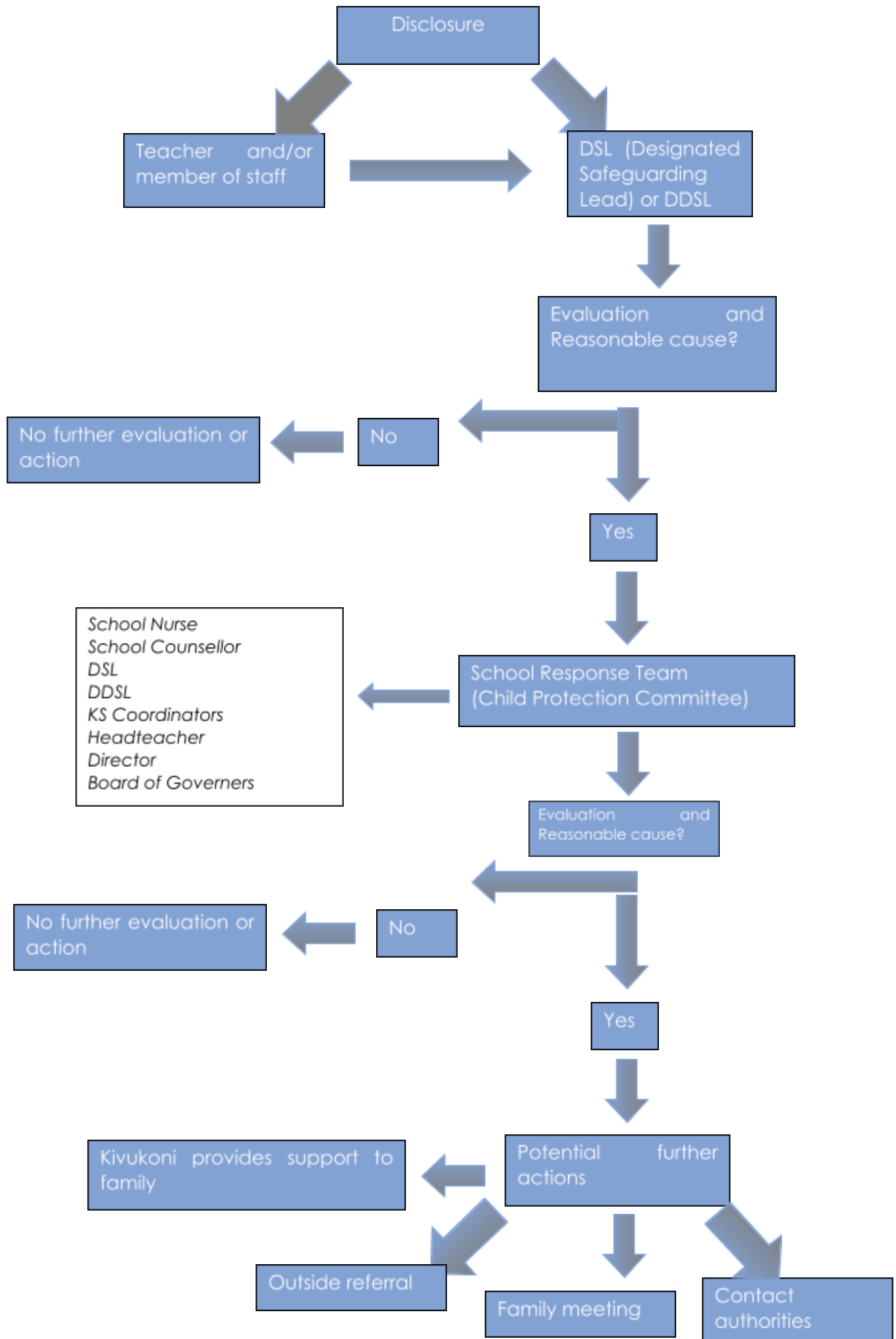
- The DSL will maintain contact with the child and family to provide support as appropriate.
- The DSL will attempt to maintain contact with outside therapists (if used) to update the progress of the child in school.

- Documentation of the investigation will be kept in the child's school confidential records file. Records sent to schools to which the student may transfer will be flagged to let the receiving school know there is a confidential file for the child. Kivukoni will attempt to share this information to protect the child.

If the suspected perpetrator is the parent, or if the parents do not act in the best interest of protecting their child, the school maintains the right to contact legal authorities, mandate professional counseling and/or revoke enrollment of their student(s) at Kivukoni.

If the suspected perpetrator is a school employee and their continued employment is determined to put children at further risk, the school maintains the right to contact legal authorities and/or terminate the employment contract at Kivukoni. This may be followed by professional counseling.

Please see below for the Kivukoni reporting flow chart.



Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people or other concerned adults. Allegations are made for a variety of reasons:

- Abuse has actually taken place;
- Something has happened to the child that reminds them of a past event – the child is unable to recognize that the situation and people are different;
- Children can misinterpret your language or your actions;
- Some children recognize that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out;
- An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust, whether they be members of staff or volunteers, this should be brought to the immediate attention of the DSL who will advise the Headteacher and/or director. In the case of the allegation being made against the Headteacher and/or Director, this will be brought to the immediate attention of the school board. The Headteacher and school director or school board will need to discuss the nature of the allegations in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion, depending on the allegation being made. Headteachers will need to:

- Refer to School HR immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser;
- Contact the parents or carers of the child / young person, if thought safe to do so;
- Consider the rights of the staff member for a fair and equal process of investigation;
- Ensure that the appropriate disciplinary procedures are followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- Act on any decision made in any strategy meeting
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined, or dismissed, as a result of the allegations being founded.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police and may be passed on to the DSL of their current school

Training

All staff undergo child protection training at induction and that training is regularly updated in line with advice received from any relevant agencies or educational groups within Kenya. . This training covers:

- this Safeguarding Policy;
- the School's Code of Conduct;
- the identity of the School's Designated Safeguarding Leads and Deputy Leads
- the ICT safe use guidelines or policy

The Designated Safeguarding Leads (and their Deputies) will undergo face to face or online training at least every 3 years.

Volunteers and Temporary Staff are oriented with regards to the Child Protection and Safeguarding Policies by the Designated Safeguarding Lead.

Records

Brief written notes will be kept of all incidents and child protection concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared with other agencies as appropriate. The School will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

All Child Protection records are kept securely by the DSL or DDSL and separately from educational records. They may only be accessed by the Designated Safeguarding Leads, his Deputies and the Headteacher or Director of the School.

Child Protection records are reviewed periodically so that concerning patterns of behaviour can be identified and appropriate interventions made.

If pupils leave to go to another school, child protection/safeguarding records will be sent to the receiving school separately and under a confidential cover and an acknowledgement receipt will be obtained. The School will require documentary proof as to the identity of pupils presented for admission. We will maintain accurate and up to date records of those with parental responsibility and emergency contacts.