



# Safeguarding and Child Protection Policy

Audience	Teachers, Non-teaching staff, Parents, Directors
Author	Joshua Gibbons (Executive Headmaster)
Last review	August 2024
Next review	August 2025
Related policies	<p>Staff Code of Conduct, Anti-Bullying, Whistleblowing, Safer Recruitment, Missing Child, E-Safety, ICT and PSHE/Wellbeing.</p> <p>All of the above policies can be requested from the school. The Anti-Bullying policy is published on the school's website.</p>

## **Introduction & Purpose**

The Board of Directors and staff of St. Christopher's International School take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The St. Christopher's International School Board of Directors are ultimately responsible for the provision stated in this policy.

This policy applies to all staff, Directors and volunteers working at SCS International. The governing body and staff of the School take seriously their responsibility for safeguarding and promoting the welfare of pupils in their care, to provide a safe environment and to work with other agencies to ensure adequate arrangements within the school to identify, assess and support those children who are suffering harm. Harm could include emotional abuse, physical (including sexual) abuse or neglect. St. Christopher's International School recognises that any form of abuse directed towards a child could be perpetrated by peers, siblings, parents or carers/guardians, extended family members, members of staff (teaching or otherwise) or by people not known to the child. St. Christopher's International School also practices "contextual" safeguarding i.e. the local context of the school, families, Nairobi, Kenya and East Africa are taken into account when investigating child protection and/or safeguarding concerns to ensure that the most beneficial outcomes are reached for the child(ren) in its care.

This policy is intended to guide all staff in the school in providing an environment in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to. We recognise that all adults, including temporary staff, volunteers and Directors, have a full and active part to play in protecting our pupils from harm, and that the child's wellbeing and welfare is our paramount concern. Compliance to the aims and procedures provided in this policy are mandatory. This policy complies with:

- 'The Education (Independent School Standards) Regulations' (ISSR) - 2014
- 'Keeping Children Safe in Education' (KCSIE) - Sep 2020
- 'Working Together to Safeguarding Children' (WTSC) - March 2015
- 'Prevent Duty Guidance for England and Wales' – 2015
- UNICEF Convention of Rights of the Child – 1990
- It is also informed by DfE advice, 'What to do if you are worried a child is being abused – advice for practitioners' - March 2015

## **Interpretation**

In this policy:

- The Board of Directors means the Board of Directors of SCS International.
- DSL means the Designated Safeguarding Lead appointed by the School and is part of the school's Senior Leadership Team.
- Director of Children's Services means the Director of Children's Services in Kenya, appointed under section 37 of the Kenya Children's Act, Act No. 8 of 2001.
- Executive Headmaster means the Executive Headmaster of SCS International.
- ICT means Information and Communication Technology.
- PSHE means Personal, Social, Health and Economic Education, also referred to as Wellbeing
- School means SCS International.
- Words importing one gender import the other gender.
- Child refers to any person under the age of 18 years old.

## **Objectives of this Policy**

- Ensuring we practice safe recruitment in checking the suitability of all staff to work with children (Education (Independent School Standards) Regulations 2014) and ensuring staff are trained, guided and supported to respond appropriately and sensitively to child protection concerns (Working Together to Safeguard Children - March 2015).
- Establishing and maintaining a safe environment where children can learn and develop. Children should feel secure, should be encouraged to talk and always be listened to.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- To ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE (Wellbeing) curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Provide support to pupils who may have been abused.
- For all members of staff to appreciate and realise that children who are looked-after, adopted, receiving Learning Support, have Learning Difficulties, are disabled or who have specific emotional or physical needs are vulnerable and are therefore at risk of child protection/safeguarding issues.

## **Roles and Responsibilities**

The following table serves as an easy reference point for the contact details of key personnel and agencies named in this policy:

Name	Role	Location	Phone	Email
Joshua Gibbons	Executive Headmaster	School	0723 318833	<a href="mailto:info@scsinternational.sc.ke">info@scsinternational.sc.ke</a>
Carolla Ohaga	Safeguarding Director	Off-site	0723 318833	<a href="mailto:info@scsinternational.sc.ke">info@scsinternational.sc.ke</a>
Kenny Andola	Designated Safeguarding Lead (Secondary)	School	0723 318833	<a href="mailto:info@scsinternational.sc.ke">info@scsinternational.sc.ke</a>
Jacob Seje	Deputy Head Pastoral & Designated Safeguarding Lead (Prep)	School	0723318833	<a href="mailto:info@scsinternational.sc.ke">info@scsinternational.sc.ke</a>
Rosemary Kariuki	Deputy DSL	School	0723 318833	<a href="mailto:rkariuki@scsinternational.sc.ke">rkariuki@scsinternational.sc.ke</a>
Heather Cronk	CPAN/MDT Coordinator	Off-site	0720639363	<a href="mailto:hcronk@isk.ac.ke">hcronk@isk.ac.ke</a>
Mr. David Jones	School Counsellor	School	0723 318833	<a href="mailto:studentswellbeing@scsinternational.sc.ke">studentswellbeing@scsinternational.sc.ke</a>

There is a Designated Safeguarding Lead whose specific responsibility is to co-ordinate action within the school and for liaising with the Director of Children's Services, the Police and other agencies over suspected child abuse. There is a Deputy DSL trained to the same level as the DSL. The DSL or the Deputy DSL are always available during term time school hours. The DSL (and the Deputy DSL) are constantly referred to as the "go to person" in this policy based on the likelihood that they will have the most complete picture available for a particular child or group/family of children. Legal responsibility for the welfare and care of children still lies with all adults employed by or contracted by St Christopher's.

The Executive Headmaster and assigned Safeguarding Director (representing the Governing body on Safeguarding matters) have a responsibility to ensure that procedures and guidance set out in this policy are adhered to, and that the children enrolled in St. Christopher's International School are safe. The Executive Headmaster and the Safeguarding Director line-manage the work of the DSL and/or Deputy DSL in all matters relating to Child Protection and Safeguarding. In a case involving allegations made against the DSL, the Executive Headmaster and the Safeguarding Director will undertake the responsibility to investigate the allegations and reach an outcome with the safety of the child/children at the center of any decisions made.

Any decisions to seek advice or refer pupils to outside expert help will be undertaken by the DSL in liaison with the Executive Headmaster and Designated Safeguarding Director Lead.

All staff must be familiar with the contents of this policy and understand their responsibilities in being alert to the signs of abuse and the responsibility of referring any concerns to the DSL.

Parents should have an understanding of the responsibility placed on the school and staff for child protection. The obligations are set out in the Parents' Handbook.

Written records of all concerns will be kept in the pupil's file or in a locked safe in the DSL's office in cases where sensitivity is paramount.

Procedures laid out in this policy will be followed where an allegation is made or suspected.

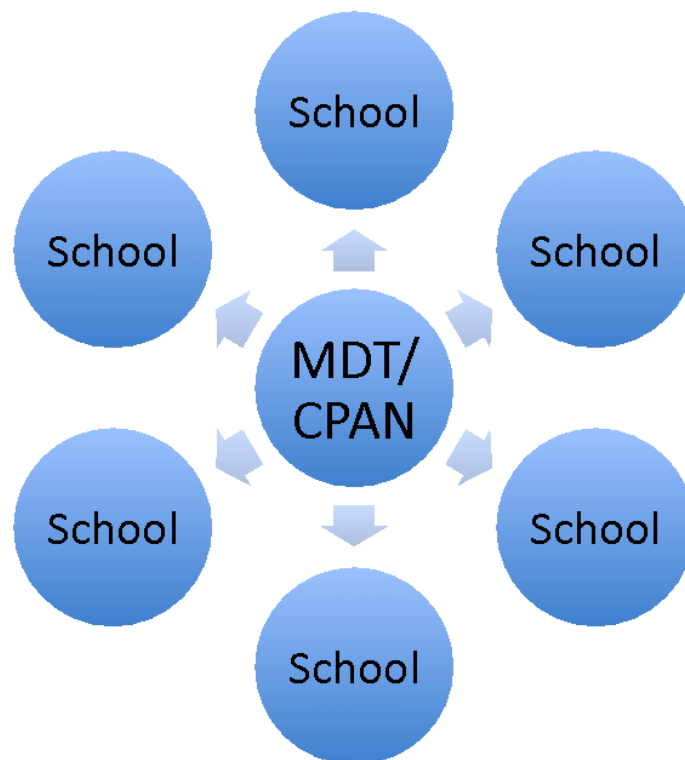
The school will endeavour to support pupils through:

- The content of the curriculum.
- A positive, supportive and secure school ethos which gives the pupils a sense of being valued.
- The school Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse that has occurred.
- Ensuring that, when a pupil leaves, information about any serious concerns is transferred to the new school.

## **CPAN/MDT Membership**

St. Christopher's International School is an active member of the Child Protection Advocacy Network & Multi-Disciplinary Team networks (CPAN/MDT) in Kenya. These networks are sources of medical & legal support and guidance to achieve the objective set forth in this policy.

Designated Safeguarding Leads from schools in Kenya meet regularly to discuss current best practice and share ideas relating to child protection and Safeguarding. Other members of the CPAN/MDT include professionals (legal, medical, social care, human rights, law enforcement etc.) who listen to issues, provide advice and present information at the meetings.



### **CPAN: Child Protection Advocacy Network**

A network of contacts who are committed to child protection and willing to share and work together and update support resources. (Network to share, refine procedures and track available resources locally).

### **MDT: Multi-Disciplinary Team**

An interdisciplinary advisory team, that would provide guidance to our schools and administration in responding to specific cases, as necessary. (this would only be necessary in cases where there is significant cause for concern, but the reporting procedures are not clear).

All communication to the CPAN & MDT is through the DSP/DSL. Any concerns about procedures should be reported to the DSL and Executive Headmaster ([info@scsinternational.sc.ke](mailto:info@scsinternational.sc.ke))

## **SCART (St. Christopher's International School Allegation Response Team)**

- |                                   |                |
|-----------------------------------|----------------|
| a. DSL:                           | Joshua Gibbons |
| b. Head:                          | Joshua Gibbons |
| c. Director                       | Carolla Ohaga  |
| d. HR professional                | Carol Githaka  |
| e. Legal advisor                  | Carolla Ohaga  |
| f. Communications                 | Diana Githaka  |
| g. Local Community Representative | TBC            |

The roles of each member of the SCART to be defined:

Member of SCART	Defined Role
DSL	Collate information relating to CP/SG/PD issues Report issues to Head and Director Responsible for training staff and sensitising parents Proactively implementing guidelines on CP/SG/PD
Head	Oversight of DSL Contact point for SCMDT members for DSL Communicate CP/SG/PD updates to DSL Relay board discussions on CP/SG/PD matters to DSL
Director	Provide impartial advice on CP/SG/PD matters Oversight of DSL and Head Verify the validity of policy amendments for Board Inspect staff members CP/SG/PD knowledge Represent DSL and Head at Board meetings
HR Professional	Ensure best practice during recruitment processes with regards to CP/SG/PD Attend CP/SG/PD training sessions with DSL Ensure “fit for purpose” translations are produced for non-English adult employees Advise DSL and Head on HR-related matters regarding CP/SG/PD Proactively inform DSL and/or Head about CP/SG/PD concerns Attend disciplinary hearings concerning CP/SG/PD issues
Legal Advisor	Be conversant with international and Kenyan CP laws Provide timely feedback to queries from DSL, Head, Director Proof-read documents relating to CP/SG/PD before publication by SC Advise on any CP/SG/PD related cases and proposed processes Liaise with Lawyers of accused persons and inform DSL, Head and Director
Communication professional	Make recommendations for all external communications regarding CP/SG/PD Seek advice from Legal Advisor before communications are published Advise the SCART on methods of effective communication
Local Community Representative	Liaise closely with SCART on local reactions to communications/issues Engage with members of SCIS and offer counsel as required Be a conduit for allegations that must be passed on to SCART

## **The School's position on Safeguarding and Child Protection**

“St. Christopher’s International School upholds values of Respect, Honesty and Courage in all that we do. These values permeate all aspects of St Christopher’s. Ethically, we are committed to tackling any child protection issues directly with respect, honesty and courage to all the children and adults involved or alleged to be involved as we firmly believe that children have the right to a safe, happy, purposeful learning experience. Whilst St. Christopher’s International School is a British Curriculum School, all members of the school’s management (both Senior Leadership and Board) recognise that we are in Kenya and therefore respect and act upon Kenyan legislation and laws that “ensure that the welfare of children is paramount”. The school’s management accept and endeavour to appreciate our Kenyan context and sensitively navigate cultural practices that may negate the law of the land.

### **Defining Abuse**

The term *child abuse* and *neglect* describes a range of ways in which people, often known and trusted by the child, harm children knowingly or by failing to act to prevent harm. Child abuse can be physical, emotional, sexual or neglect. In many cases, children are subjected to a combination of types of abuse – for example, neglect and emotional abuse.

Child abuse can take place in the home, at school or anywhere else children spend their time. Some forms are obvious – for example, when an adult strikes a child in anger – but others are much more difficult for outsiders to notice. While some types of abuse are caused by someone doing something that harms a child, others are the result of neglect, or failing to take steps to keep children safe and well.

The categories of Child Abuse are as follows:

#### **Neglect**

The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child’s health or development, including non- organic failure to thrive.

#### **Physical Abuse**

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation – by fabricating or inducing illness in children. A child who is forced to consume alcohol or to take drugs may be deemed to have suffered physical abuse.

#### **Female Genital Mutilation (FGM)**

‘Female Genital Mutilations (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reason.’ (World Health Organisation, 1997).

At St Christopher’s, we believe that all our pupils should be kept safe from harm. Cultures that are high risk for FGM are North African countries, including Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

At St. Christopher's International School we have a duty to report concerns we have about girls at risk of FGM to the DSL.

1) Key Points:

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around the age of 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

2) Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

3) Risk Factors include:

- low level of integration with regards to British values
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE/Wellbeing
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

4) High Risk Time:

- This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks.
- Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.



- Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

5) Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

6) Long term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

It is a legal responsibility for teachers/employed adults to report any case of FGM they discover to the Policy. Unless a teacher has good reason not to, they should still consider and discuss such a case with the DSL who may involve the Multi-Disciplinary Team (CPAN/MDT) as appropriate.

Training on FGM will be annual (during the January inset). This will be run by the DSL. Further information can be found at:

<http://www.safeguardingschools.co.uk/fgm/>  
<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation- fgm/>

## **Sexual Abuse**

Actual or likely sexual exploitation of a child or adolescent. The child may be dependent or developmentally immature (this includes Sexual Exploitation radicalisation). There is often no physical

sign or symptom of such abuse. This includes; forcing or enticing a child or young person to take part in sexual activities. These may be contact, such as assault or penetration or non-contact, such as sexting or forcing children to look at pornographic images.

### **Peer on Peer Abuse**

KCSIE (Sep 2018) states that. “[Peer on peer abuse can] include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.”

For the management of concerns at St Christopher’s, we recognise the danger of any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children’s relationships (both intimate and non-intimate).

Peer on peer abuse can take various forms, including: bullying (and cyber bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. In many cases, types of abuse do not occur in isolation, and one particular case of peer on peer abuse may reveal that participants themselves, including the alleged perpetrators, are themselves receiving abuse from other sources.

Given the multi-textured experience in most cases of peer on peer abuse, any response to a case must see the biggest possible picture and aim to consider types of abuse being experienced and capture the full context of the child’s/children’s experience. In order to achieve this, we aim to discuss any concern with as many sources of information as possible, including staff (directly involved with witnessing a concern or who have knowledge of the pupils involved), friends of relevant pupils, families and any other agencies (like GPs).

In all cases of alleged Peer on Peer abuse, the actions of the school will:

- 1) Remove any children from immediate risk of harm.
- 2) Investigate incidences by seeking views and testimonies from as many relevant people as possible.
- 3) Resolve the issue and communicate outcomes to relevant parents.
- 4) Sensitise cohorts to the learning points of resolved cases of Peer on Peer abuse.
- 5) Provide follow-up support for victims and, where appropriate, perpetrators.
- 6) Seek opportunities to sensitise parents to signs, symptoms and action to be taken if Peer On Peer abuse is suspected.

### **Emotional Abuse**

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment.

### **Children who run away or go missing**

Children running away or going missing is a safeguarding issue. Important definitions:

**Missing:** Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another’; and **Absent:** ‘A person is not at a place where they are expected or required to be’.

St. Christopher's International School adheres to the "Missing Child Policy" (available upon request to the school).

## **Confidentiality**

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required. The Executive Headmaster or DSL will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets.

## **Recruitment and Appointment of Staff**

St. Christopher's International School is totally committed to safeguarding the welfare of children and young people and expects the same from its employees. All new staff will be subject to: Enhanced DBS clearance or similar depending on their country: identity checks; qualification checks; employment checks to include an exploration of any gaps within employment; two satisfactory references - one of which must be current and from their most recent employer; registration with the Disclosure and Barring Service if applicable, or ICPC (International Child Protection Certificate) or Certificate of Good Conduct. Any candidate who does not meet safeguarding checks may not be considered for interview.

At the time of interviewing a candidate for a position of employment (paid or otherwise), the interviewer will have had "safe recruitment" training themselves or be accompanied by someone who has.

Details of all employees of the School are held in a centralised register; this register includes their starting date of employment at the school.

For further information about recruitment of staff, refer to the Safer Recruitment Policy (available upon request to the school).

## **Induction and Training**

All new staff will, during their induction, receive training on their responsibilities in being alert to the signs of abuse and the procedures contained in this policy.

All staff will undergo training every three years, run by the DSL and the DSL, Executive Headmaster and Safeguarding Director will undergo professional training to Level 3 by an outside agency every two years. New staff will be provided with the following policies in their induction pack:

- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Staff Code of Conduct (Staff Behaviour Policy)
- Copy of Part 1 of "Keeping Children Safe in Education" inc' Annex A - DfE September 2020.
- Identity of the DSL and other key safeguarding leads.

All staff are also required to read Part 1 of the Keeping Children Safe in Education (KCSIE) - September 2020, which is available for new staff in the induction pack and an updated copy is available in the Staff Room at all times. All staff will be notified when changes are made to this document and are required to

re-read. This section of the KCSIE will be included in INSET training and reminded of any updates in Staff Meetings to ensure that it is understood by all staff.

All staff are also required to read Annex A of the KCSIE document. This is also included in the staff induction pack and is available in the Staff Room. All staff will sign a form to indicate that they have read and understood this document.

In addition, all staff will be required to complete Prevent Duty and Child Protection training before start date (or within 2 calendar years before their start date if this has been completed in a previous school and valid certificates can be provided). This is in accordance with the Counter-Terrorism and Security Act (UK Government, 2015).

Informal updates and training are regular throughout the year at St Christopher's. These may take the form of; email, e-bulletins & staff meetings. These are as required, but at least annually.

Pupils are taught about Safeguarding, including online, through the curriculum and Wellbeing programme.

## **Staff Guidance on Interaction with Pupils**

- In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them.
- Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse.
- Staff need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times.
- Any physical contact should be the minimum required for care, instruction or restraint. Staff should never take one pupil in his/her own car. St. Christopher's International School adheres to the formal definition of "Reasonable use of Force in Schools": can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a **school**, **force** is used for two main purposes – to control pupils or to restrain them.
- Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message, personal email or through social networking sites. If they need to speak to a pupil by telephone, they should use one of the school's telephones.
- Any physical restraint of a pupil is only permissible when a child is in imminent danger of inflicting an injury on him/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of physical restraint should be recorded in writing and reported immediately to the DSL.

Please refer to the Staff Code of Conduct.

## **Referral Procedures**

- Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the DSL, or in their absence to the Deputy DSL and/or Executive Headmaster.
- if any member of staff receives a disclosure (or they suspect) that a pupil of staff member may be drawn into terrorism or extremism (please refer to The Prevent Duty policy for details), they must report it immediately to the DSL, or in their absence to the Deputy DSL and/or Executive Headmaster (Prevent Duty Guidance for England and Wales - March 2015).
- In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff, Director Lead, MDT Chair or the relevant High Commission or Embassy. *Please refer to appendix C for Reporting Abuse Forms.*
- The member of staff, volunteer or visitor to the School who receives a disclosure of abuse will be requested by the DSL to put down a written log of the concerns and incidents and the dates these concerned immediately.
- The DSL will immediately follow up any cases of concern in liaison with the Executive Headmaster and Director Lead.
- If there is physical evidence of recent and severe abuse, the DSL may take the decision on advice of the MDT to accompany the child to a local General Practitioner or Gertrude's Garden Hospital for immediate attention, and initiate an investigation into how the child has sustained injuries. Parental permission will not necessarily be sought as the school would be responding to an emergency situation.
- If appropriate, the DSL will arrange a meeting with the parents with another member of the SLT, or the member of staff who has reported the allegations. Other close relatives of the child may be called in to assist the child and to approach the family concerned.
- In the case of where the parents or guardians have been implicated the matter shall be reported to the parents or guardians, MDT, the Police and the Director of Children's Services.
- Where appropriate, the DSL will arrange for the pupil and the family concerned to see a recognised, recommended counsellor.
- Sexual and physical abuse allegations may be reported to the MDT, Director of Children's Services and/or the police/High Commission/Embassy.

- In the case of diplomatic staff, the matter may be reported to the embassy so that action according to the laws of that country may be taken.
- A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the DSL and may require further investigation.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.
- In referrals of abuse, St. Christopher's International School will differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. These decisions are made in conjunction with the MDT and support agencies.
- In the case of pupils identified as being at risk of radicalisation, St. Christopher's International School will consider the level of risk to identify the most appropriate referral. This decision will be made in conjunction with the British High Commission.
- Although decisions to seek support for a child in need, or about whom concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, consent is not required to a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
- Any member of staff can make a referral to external agencies, which include the MDT (via the contact details provided within this policy), British High Commission (Community Liaison Officer +254202844000) or Child Protection Director (+254733623005). Also, U.K.'s NSPCC 0800 280 285. If a member of staff makes a referral to an external agency, it is important that the DSL is informed.
- For procedures with dealing with abuse by one or more pupils against another pupil when there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, refer to the Anti-Bullying Policy. It is important in this instance that all children involved, whether perpetrator or victim be treated as being at risk.

## **Disclosure**

Teachers need to be aware that a disclosure from a pupil may occur at any time. The location of a disclosure from a pupil may be in private, in a busy classroom setting or in any other place where pupils and teachers interact.

Where a pupil makes a disclosure to the teacher:

- The teacher must offer reassurance that anything they say will be treated with respect but may be passed on to an appropriate authority if it is in the pupil's best interest.
- The promise must never be made that whatever the pupil discloses will remain confidential.
- The pupil should not be hurried but should be allowed to make the disclosure in their own way and their own time, although, the pupil may well indicate by their words or demeanour that they are looking for the teacher to gently encourage because of the difficulty of the situation.
- It is better, where practicable, that a girl makes the disclosure to a female member of staff. There may well be cases where this will not be actually practicable and the pupil should never be prevented from making the disclosure for this reason.
- Whilst it may be necessary for some limited questioning by the teacher to take place the questioning should never be 'in-depth' in nature and should never be along 'blow-by-blow' lines. Unskilled in-depth questioning can not only be damaging and distressing to the pupil, but can result in an unsatisfactory outcome of the case. In-depth questioning is a matter for experts who are specially trained, skilled and resourced to deal with such matters.
- The pupil should NEVER be questioned in front of other pupils or be coerced into giving a 'satisfactory' answer.
- After the interview, the member of staff should write down what the child said in their own words. The Incident Form should be completed and submitted to the DSL along with a verbal discussion. The Incident Form captures the following key information:
  - time, day of the week, date, and location of the disclosure/discovery;
  - identity of child and alleged perpetrator;
  - details of the demeanour and behaviour;
  - who it was reported to; and
  - the name of the person making the report.
- Following the disclosure, the pupil will need to be cared for in a kind and considerate way. As soon as is proper, however, the DSL should be informed. The matter will then be dealt with by the DSL.
- 

At a glance:

DO:	DO NOT:
<ul style="list-style-type: none"> <li>• stay calm and show no signs of shock;</li> <li>• listen and respond with empathy in a non-judgmental and open way;</li> <li>• consider the disclosure seriously;</li> <li>• remain calm, supportive, and reassuring;</li> <li>• validate the child's feelings;</li> <li>• explain what you need to do (report to the DSL) and why;</li> <li>• allow the child control when feasible;</li> <li>• consider the child's language needs and whether support in another language is necessary;</li> <li>• reassure the child that they have done the right thing in coming forward; and</li> <li>• take notes and make a record as soon as possible following the disclosure.</li> </ul>	<ul style="list-style-type: none"> <li>• view images of children (rather ask for a brief description and secure a device as possible evidence for law enforcement);</li> <li>• interview the child, ask leading or unnecessary questions, or provide language for the child;</li> <li>• take notes during the disclosure;</li> <li>• make promises that may not be able to be honoured (such as promising you won't tell anyone or that this will never happen again);</li> <li>• suggest that the child may be to blame in any way for what happened; or</li> <li>• ask the child to wait until another person can be present to witness the disclosure.</li> </ul>

## **Managing Disclosures about a Member of Staff/Adult:**

Our Guiding Principles when managing all allegations about the action(s) of a member of staff employed at St. Christopher's International School are:

### **1. The duty to children:**

to keep children safe and act in the best interests of victims and children at St. Christopher's International School or elsewhere. This takes precedence over all other duties and includes providing support for all children affected; ensuring the continuity of education and delivery of services to children; ensuring that the best interests of the victim are the primary consideration in decision-making; where possible, taking into account the victim's wishes and feelings when making decisions, while recognising that the ultimate decision lies with adults; working with the parents unless to do so would jeopardise the welfare of a child; and working across agency and institutional boundaries to protect children.

### **2. The duty to the alleged perpetrator:**

ensuring that their rights are upheld (including their employment and privacy rights) and that the principles of natural justice are followed. These principles require St. Christopher's International School to provide alleged perpetrators with notice of the allegation and an opportunity to respond.

### **3. The duty to the law and mandatory reporting obligations:**

ensuring that Kenyan and international legal obligations are complied with; allegations are reported promptly to relevant external agencies; and that the school's immediate actions protect as far as possible the integrity of any future criminal investigation.

The DSL will consider all of the following when an allegation is made:





### Assessing risk and preserving evidence

- Did the alleged abuse occur on school property?
- Is the alleged perpetrator in a position of trust? What is their role in the community?
- When will the alleged perpetrator next encounter children (including their own), and will they be alone with the children? Is there a possibility that the alleged perpetrator will be alone with a child in an isolated area or in a room without windows?
- Can contact with children be cancelled without tipping off the alleged perpetrator? If not, what measures can be put in place to increase supervision and minimise any one-to-one contact until the alleged perpetrator can be informed?
- Was abuse carried out on school devices? What immediate steps should be taken to secure those devices?
- Can the school's IT manager shut down the alleged perpetrator's access to the school's system without raising suspicions?
- Does the alleged perpetrator have any children at the school or a spouse working at the school? How should this be managed going forwards?
- Does the alleged perpetrator have access to children at home or in their community?

## **No disclosure**

- When no actual disclosure has been made, it is up to staff members to watch for early signs or symptoms. These can only be taken as indicators.
- Some signs and symptoms are listed in Appendix B. None of the lists are definitive.
- When these signs or symptoms are apparent in a pupil, especially where several are present, there will be cause for concern. Where a member of staff has a suspicion, they should refer the matter to the DSL
- The DSL should always be informed - a teacher should never take action through his/her own initiative unless the person against whom allegations are made is one of the designated persons for Child Protection (DSL, Executive Headmaster or Safeguarding Director).

## **Record Keeping**

All staff are responsible for keeping written records of any conversations with children, parents or third parties when the information is concerning a child, no matter how small or irrelevant it may seem. Child Protection records should only be kept by the DSL and should not be kept on normal school files. If the information is for general consumption, the records will be kept in the child's file in the school office.

The DSL will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken) as well as follow up.

- ensure all records are kept secure and in a locked location.
- ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools.
- Coordinate the gathering of child protection information from schools or nurseries that pupils joining St. Christopher's International School are coming from - and discuss this information with the Executive Headmaster.

## **ICT and Child Protection**

All users of ICT in the school are aware of the Regulations governing use of the Internet and all sign a document agreeing to abide by its rules.

The safety of using and communicating via email and social networking sites is taught and discussed at the beginning of every year during ICT and PSHE/Wellbeing lessons. See E- Safety Policy.

## **Supporting Pupils at Risk**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

St. Christopher's International School will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's behavioural management policies.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with children with emotional or behavioural problems will need to be particularly sensitive to signs of abuse.

- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
- This policy should be considered alongside other related policies in school.

## **Teaching Children how to keep Safe**

The School will teach children about safeguarding, including online through a range of approaches, which involve a partnership with the Child Exploitation & Online Protection (CEOP) “Thinkuknow” programme and delivered through:

- PSHE/Wellbeing Lessons
- ICT Lessons
- Annual Online E-Safety talk to parents and pupils
- Pastoral Assemblies

## **Response to Non-Recent/Historical Abuse Allegations**

Whilst St. Christopher’s International School is, today, totally committed to the wellbeing and welfare of the pupils in its care, the management and governing body are aware that, given the long history of the school there is a possibility that the school is approached by individuals or agencies because of non-recent/historical abuse cases.

The management of the school will always respond to any such allegations or requests of information in relation to non-recent/historical abuse cases in line with the following guidelines:

- 1) Sympathy and condolences to the individual(s) making the allegations
- 2) A written acknowledgement of the bravery it has taken to make the allegations
- 3) A written commitment to child protection and safeguarding at St. Christopher’s International School currently
- 4) Access to records or information that the school may possess from the time that the allegations are said to have been perpetrated
- 5) Contact details to the Designated Safeguarding Director’s contact details
- 6) An offer of being available for any further assistance as a case proceeds

## **Privacy Statement**

St. Christopher’s International School will manage all allegations of abuse - disclosed/nondisclosed, recent/non-recent/historic -with a view to adhering to the UNICEF Convention of Rights of the Child, Article 16:

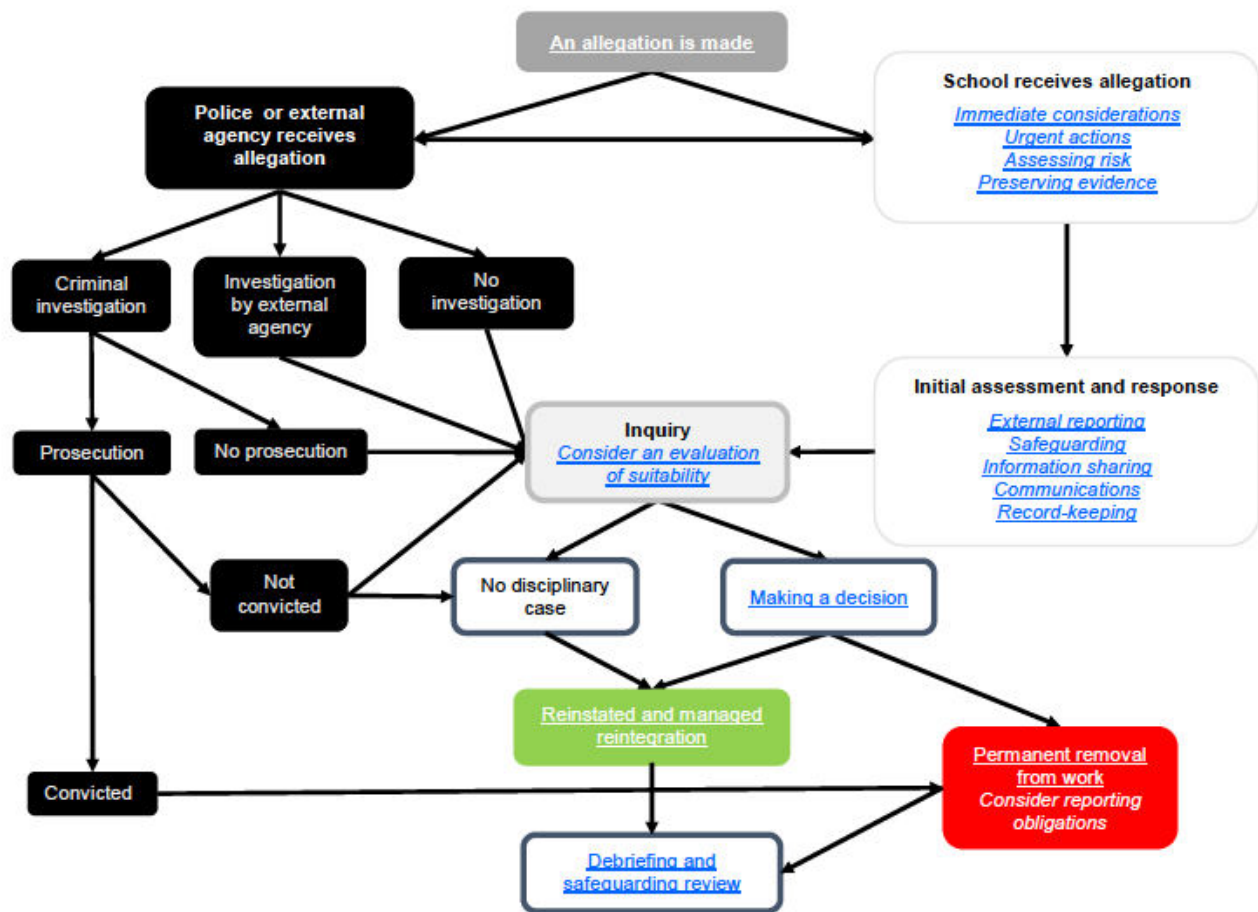
“Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes”.

All information of a sensitive nature or information that has the potential be used negatively against a child, which is in written format (by hand or electronic) will be kept securely.

St. Christopher’s International School is committed to the GDPR regulations and will constantly review its procedures on what information is to be kept (and in what format), which is to be disposed of (and in what manner) and which is to be shared (and under which circumstances).

## Allegations Response Map:

Following the top centre box to the right hand side of the map below, St. Christopher’s International School is committed to fulfilling our obligations to take immediate considerations, urgent action, risk assessment and preserving evidence to ensure that if ever an allegation of abuse were to become a police case (or other regulatory body), that we are fully compliant and are seen to have acted with the child’s best interests and safety at the core of our decision making:



## **Updating this Policy**

Any member of staff who identifies a weakness in the arrangements and procedures in this policy must immediately bring it to the attention of the DSL or Executive Headmaster, who together with the Board of Directors, will take appropriate steps of amending this policy where necessary.

The Board of Directors will review this policy and arrangements annually, including the manner and effectiveness of their implementation.

## **Appendix A – Policy on Procedures when a Member of Staff, Volunteer, DSL or Executive Headmaster Faces Allegations of Abuse**

### **Introduction**

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- parents, guardians or relatives
- the abused pupil
- other members of staff
- other pupils
- a third party

An allegation of such seriousness would normally be made directly to the Executive Headmaster; but if another member of staff is told first, they will ensure that both the DSL and Executive Headmaster are informed immediately. If the Executive Headmaster is unavailable – or if the allegation concerns the Executive Headmaster – the person receiving the allegation will immediately inform safeguarding Director Lead and the Chairman of Directors.

Since St. Christopher's International School cannot access the services of a Local Authority Designated Officer (as would be the case in the UK), the Executive Headmaster will advise on appropriate course of action in conjunction with the MDT. Both the Executive Headmaster and the DSL must be informed immediately of any disclosure.

### **Anonymous Allegations**

If the allegation of child abuse is made anonymously and names both a member of staff and a child, the situation will be handled in exactly the same way as if the identity of the person making the allegation was known. Where the allegation names the member of staff but not the child, the member of staff will be interviewed and asked for their version of events. It may be appropriate to establish a mentoring or review programme for that individual, or to provide them with further training. A record will be kept on the individual's personal file.

### **Procedures**

The Executive Headmaster, Safeguarding Director Lead or DSL will respond immediately and sensitively to the legitimate concerns of the victim and his or her family. This will involve the collaboration and assistance of the MDT. They shall undertake to:

- take any allegation of abuse involving a member of staff very seriously
- establish the facts before jumping to any conclusion
- inform the member of staff honestly of the allegation that has been made and advise them to contact one of the Deputy Heads and/or legal representation for advice and support
- inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place.

Where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, the Executive Headmaster or the Safeguarding Director Lead will always:

- invite the Police to conduct investigations
- involve the Board of Directors and seek legal representation
- consider suspending the member of staff or volunteer concerned
- seek advice from the Director of Children's Services
- Seek advice from the MDT

### **Support for the Pupil**

Our priority is to safeguard the young people in our care. We will give them all the support that we can to a pupil who has been abused. The Executive Headmaster, along with the DSL, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, relatives or agencies identified as capable of support strategies that will be appropriate.

Under no circumstances should the pupil be dismissed or expelled from the school pending such an investigation.

### **Suspension**

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about their conduct. Even so, it is a serious step, and the Board of Directors will take legal advice before initiating suspension procedures, and will only suspend a member of staff where:

- there is a serious risk of harm to the child
- the allegations are so serious as to constitute grounds for dismissal, if proven
- the police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all our staff, and we will always:

- keep an open mind until a conclusion has been reached
- interview a member of staff before suspending them
- keep the member of staff informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in their suspension, is entitled to be accompanied by a friend, a Deputy Head or a legal representative.

### **Alternatives to Suspension**

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- sending the member of staff on leave
- giving the member of staff non-contact duties
- ensuring a second adult is always present in the classroom when they teach.

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Every investigation into allegations of child abuse will be completed. We will not entertain any compromise agreements suggested by a member of staff in which they agree to resign if the school agrees not to pursue any disciplinary action.

### **Length of Investigatory Process**

The School recognises that everyone's interests are served by completing any investigatory process as swiftly as possible. The Board of Directors will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. Every investigation will be completed within one month.

### **Referral of Outcomes**

In the case of staff recruited from the UK or staff that may work in the UK in the future, we have a statutory legal duty to refer an individual, where there is risk that they may harm, or has caused harm to children, to the Independent Safeguarding Authority (ISA) & the DBS within one month of the individual's dismissal or resignation because they have been considered unsuitable to work with children. Reports concerning members of staff, volunteers, contractors or pupils are made by the Executive Headmaster. If the Executive Headmaster is involved, the report is made by the Chairman of Directors. In the case of foreign nationals, the report will be made to their embassy. For Kenyan nationals, the report will be made to the Ministry of Education.

The School will also consider making referrals to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had they not resigned) and a

prohibition order may be appropriate. A referral would be made when termination was a result in the following circumstances:

1. Unacceptable professional conduct
2. Conduct that may bring the profession into disrepute
3. A conviction, at any time, for a relevant offence.

In the event of an allegation against teachers, the School will make every effort to maintain confidentiality and guard against unwanted publicity. This will apply up to the point that the person is charged with an offence, or the UK Department for Education (DfE)/NCTL publish information about an investigation or decision in a disciplinary case.

### **Recording Allegations of Abuse**

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and they will be told that the record will be retained until they reach statutory retirement age, or for ten years, if that is longer.

### **Handling Unfounded or Unsubstantiated Allegations**

#### **The child:**

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with an Educational Psychologist to ensure a professional programme of support. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, making abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help them have as smooth a transition as possible, working closely with the parents or guardians.

#### **The member of staff:**

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun them on the grounds of 'no smoke without fire'.

If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that they are likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

### **Allegation of Abuse of a Child who is not a Pupil at the School**

If we were given information that suggested a member of staff was abusing a child who was not a pupil of St Christopher's, we would immediately pass such information to the school at which the child attends, for them to handle. We would then interview the member of staff and formally advise them of the



allegations, making it clear that the school would not play any part in the investigatory process. They would be advised of the possibility of facing suspension, re- assignment to other duties etc. in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, they would be given full support by the school in resuming their career.

### **Allegations Involving the Executive Headmaster or DSL and Safeguarding Lead Director**

The Chairman of Directors should be told at once by the Deputy Head or DSL of any allegation involving the Executive Headmaster. They will obtain legal advice before proceeding to the steps outlined previously. The Executive Headmaster will normally be suspended for the duration of the investigatory process and asked to vacate her school residence, and the Deputy Head would be made acting Head until the conclusion of the investigation and resolution of the issue.

The Executive Headmaster should similarly be told at once of any allegation involving the DSL. The Safeguarding Director Lead should normally be informed on the same day, and legal advice obtained. The DSL will normally be suspended for the duration of the investigatory process and asked to vacate her school house. The Executive Headmaster should be made acting DSL until the conclusion of the investigation and resolution of the issue.

## Appendix B – Possible Signs of Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered (“What to do if you are worried a child is being abused – advice for practitioners” - March 2015):

### Physical Abuse

Physical signs:

- injuries which the child cannot explain, or explains unconvincingly
- injuries which have not been treated or have been treated inadequately
- injuries on parts of the body where accidental injury is unlikely, e.g. cheeks, chest or thighs
- bruising to the face, back, abdomen, arms, buttocks, ears and hands
- bruising which reflects an imprint – of an implement or cord, hand or finger marks
- multiple bruises – in clusters or of a uniform shape
- human bite marks
- fractures that are inconsistent with the child’s development stage
- scalds, especially those with upward splash marks where hot water has been deliberately thrown over the child, or tide marks – rings on the child’s arms, legs or body where the child has been made to sit or stand in very hot water
- multiple burns, burns with a clearly demarcated edge and burns affecting unusual areas of the body such as the back, shoulders or buttocks.

Behavioural signs:

- reluctance to have their parents contacted
- aggressive behaviour or severe temper outbursts
- running away or showing fear of going home
- flinching when approached or touched
- reluctance to get changed for sporting activities
- covering arms or legs when it is hot
- depression or moods which are out of character with the child’s general behaviour
- unnatural compliance with parents or carers.

### Emotional Abuse

Physical signs:

- a failure to grow or to thrive, particularly if the child thrives when away from home
- sudden speech disorders
- delayed development, either physical or emotional.

Behavioural signs:

- compulsive nervous behaviour such as hair twisting or rocking
- an unwillingness or inability to play
- an excessive fear of making mistakes
- self-harm or mutilation
- reluctance to have parents contacted
- an excessive deference towards others, especially adults
- an excessive lack of confidence
- an excessive need for approval, attention or affection
- an inability to cope with praise
- persistent tiredness
- running away / stealing / lying
- sudden under achievement or lack of concentration

## **Sexual Abuse**

### **Physical signs:**

- pain, itching, bruising or bleeding in the genital or anal areas
- and sexually transmitted disease
- recurrent genital discharge or urinary tract infections without apparent cause
- stomach pains or discomfort when the child is walking or sitting down.

### **Behavioural signs:**

- sudden or unexplained changes in behaviour
- an apparent fear of someone
- running away from home
- nightmares or bedwetting
- self-harm, self-mutilation or attempts at suicide
- abuse of drugs or other substances
- eating problems such as anorexia or bulimia
- sexualised knowledge or behaviour in young children
- sexual drawings or language
- possession of unexplained amounts of money
- taking a parental role at home and functioning beyond their age level
- not being allowed to have friends, particularly in adolescence
- alluding to secrets which they cannot reveal
- telling other children or adults about the abuse
- reluctance to get changed for sporting activities.

## **Neglect**

### **Physical signs:**

- being constantly hungry and sometimes stealing food from others
- being in an unkempt state, and frequently dirty or smelly
- loss of weight or being constantly underweight
- being dressed inappropriately for the weather conditions
- untreated medical conditions – not being taken for medical treatment for illnesses or injuries.

### **Behavioural signs:**

- being tired all the time
- frequently missing school or being late
- failing to keep hospital or medical appointments
- having few friends
- being left alone or unsupervised on a regular basis
- compulsive stealing or scavenging, especially of food.

## Appendix C – Reporting Abuse Documents

Logging a concern about a child's safety and welfare:

Part 1/2 (for use by any member of staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b> <b>Class:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>
<b>Name:</b> ..... ..... <b>Print Signature</b>	
<b>Job Title:</b>	
<b>Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>	
<b>What is the pupil's account/perspective?</b>	
<b>Professional opinion where relevant.</b>	
<b>Any other relevant information (distinguish between fact and opinion). Previous concerns etc.</b>	
<b>Note actions, including names of anyone to whom your information was passed and when.</b>	

Check to make sure your report is clear to someone else reading it.

**Please pass this form to your Designated Safeguarding Lead.**

Part 2/2 (for use by DSL)

<b>Time and date information received, and from whom.</b>
<b>Any advice sought – if required (date, time, name, role, organisation and advice given).</b>
<b><u>Action taken</u> (referral to children's social care/monitoring advice given to appropriate staff/CAF etc.) with reasons.</b>  <b>Note time, date, names, who information shared with and when etc.</b>
<b><u>Parent's informed?</u> Y/N and reasons.</b>
<b><u>Outcome</u></b>  <b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b>
<b>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</b>
<b>Should a concern/ confidential file be commenced if there is not already one? Why?</b>
<b>Signed</b>
<b>Printed Name</b>

**Logging concerns/information shared by someone external to the school  
(Pass on to the Designated Safeguarding Lead)**

<b>Pupil's Name:</b>	<b>Date of Birth: Class/form:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time of receipt of information: Via letter / telephone etc.?</b>
<b>Recipient (and role) of information:</b>	
<b>Name of caller/provider of information:</b>	
<b>Organisation/agency/role:</b>	
<b>Contact details (telephone number/address/e- mail)</b>	
<b>Relationship to the child/family:</b>	
<b>Information received:</b>	
<b>Actions/Recommendations for the school:</b>	
<b>Outcome:</b>	
<b>Name:</b>	
<b>Signature:</b>	
<b>Date and time completed:</b>	
<b>Counter Signed by Designated Safeguarding Lead:</b>	
<b>Name:</b>	
<b>Date and time:</b>	

## **Body Map Guidance (attach to form if necessary)**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimeters or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

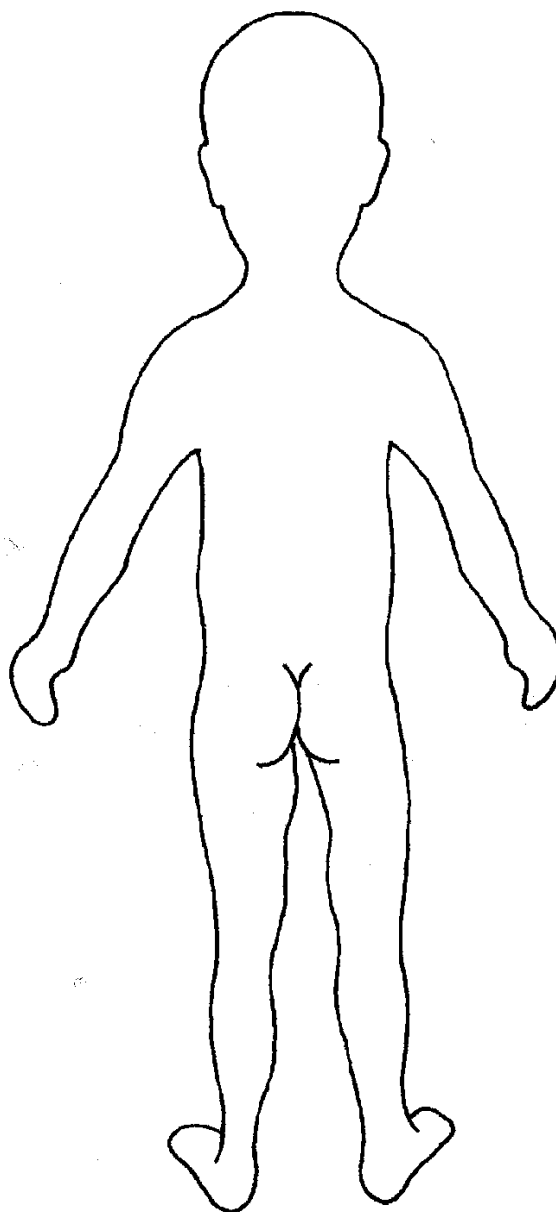
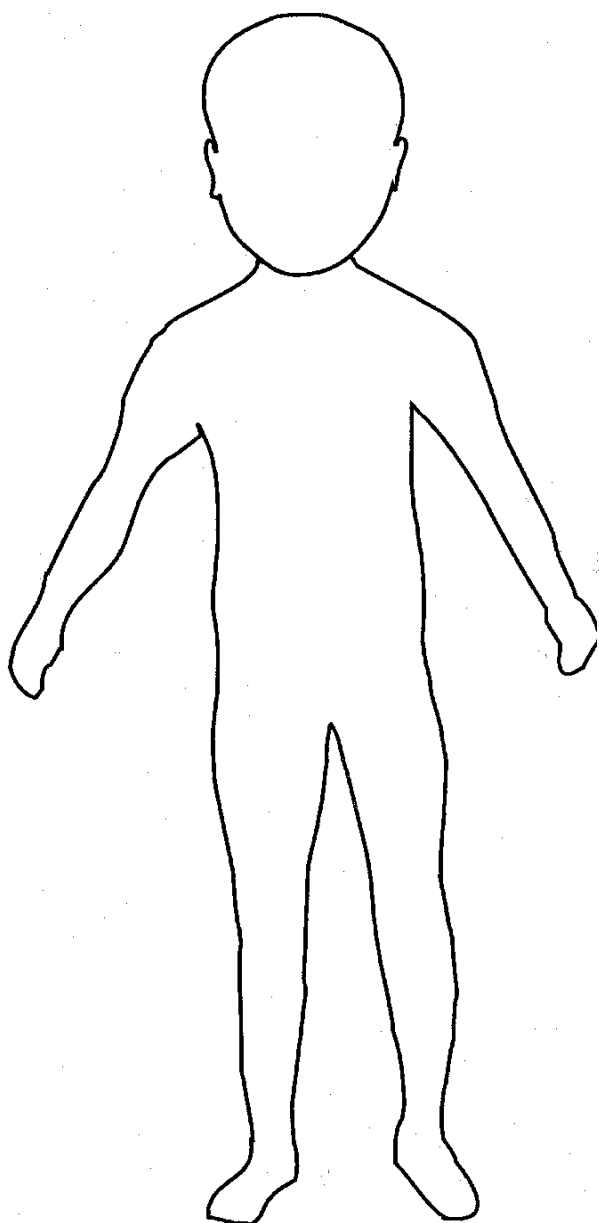
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

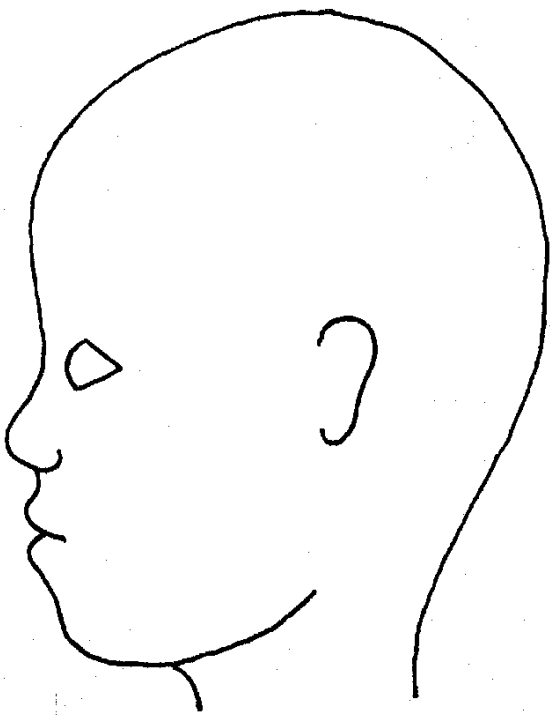
A copy of the body map should be kept on the child's concern/confidential file.

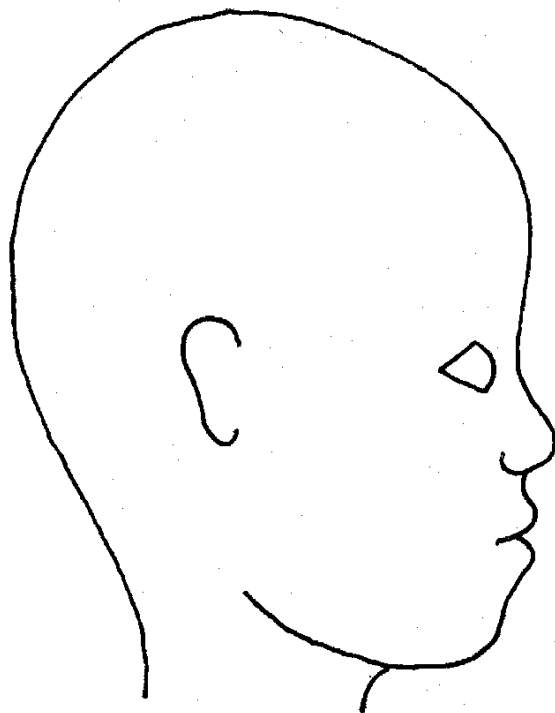
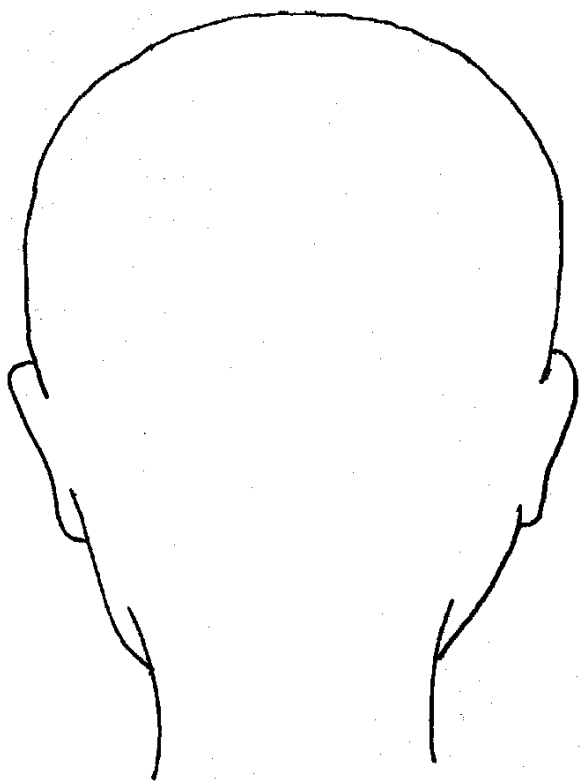
**(This must be completed at time of observation)**

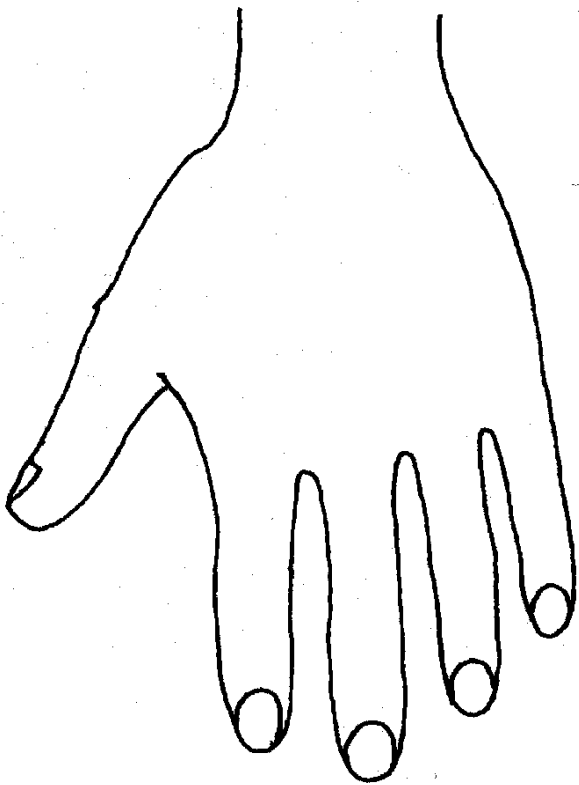
Name of Pupil:	Date of birth:
Name of staff:	Job title:
Date and time of observation:	<b>COMPLETE ALL DIAGRAMS AND SUBMIT IN FULL</b>

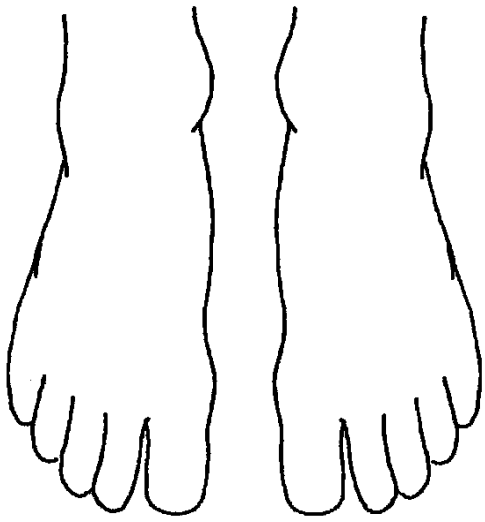








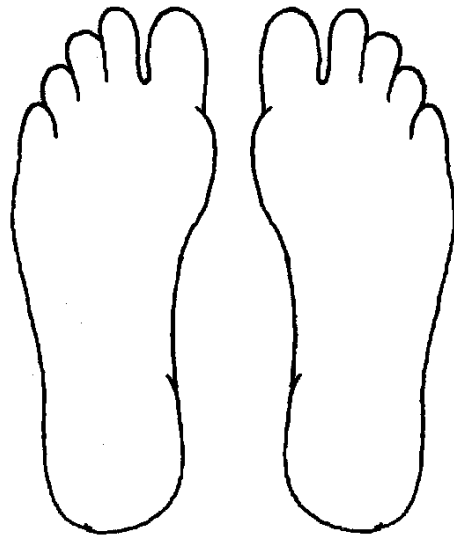




R

TOP

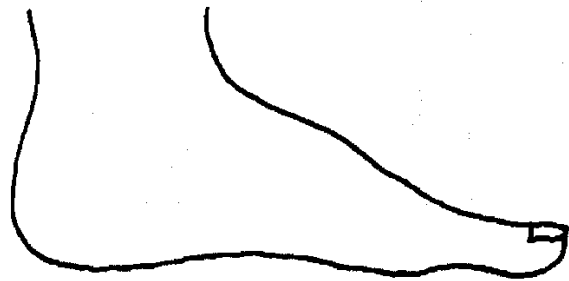
L



R

BOTTOM

L



# **ST. CHRISTOPHER'S INTERNATIONAL SCHOOL– INCIDENT / CONCERN REPORT**

**Names of staff / pupils concerned:** (incl. Year Gp)

**Date of Incident  
Or Concern:**

**Time of Incident  
Or Concern:**

**Incident / Concern reported by:**

**Type of Incident / Concern:**

Racial:

☐

Child Protection Concern:

☐

Attendance / Welfare:

☐

Bullying:

☐

Health Concerns:

☐

Behaviour/Discipline:

☐

**Place of Incident / Concern:**

**Description of Incident / Concern:**

**Other Information:** (previous history, background information)

**Action taken and by whom:**

**Signed/Initialled by Reporting adult:**

--

**Signed by DSL/Executive Headmaster**

--

**Other notes (Including referrals to be made, meetings to be had or follow-up schedule):**
