REGENT PRIMARY SCHOOL

Child Protection and Safeguarding Policy

Reviewed by: DSL & Headmaster September 2025
Previous Review: August 2023
Approved by the Board: December 2025
Date of Next Review: December 2027

Policy Statement and Introduction

Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children.
- Children who are and feel safe make more successful learners.
- Representatives of the whole-school community—pupils, staff, parents, and Board members—will be involved in policy development and review.
- Policies will be reviewed **at least annually** or earlier in response to any significant incident, changes in legislation or statutory guidance, or other emerging concerns.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued.

We are alert to the signs of abuse, neglect, and exploitation, and follow our procedures rigorously to ensure children receive timely, effective support, protection, and justice. The procedures in this policy apply to **all school staff, volunteers, external club providers, contractors, and Board members**.

They are consistent with the practices of schools within the Regent group and draw from UK statutory guidance, particularly *Keeping Children Safe in Education (KCSIE)* and *Working Together to Safeguard Children*. Where appropriate, procedures are contextualised to the Nigerian education system and aligned with the **National Minimum Standards for Basic Education in Nigeria**.

Aims and Principles

- The school will ensure that the welfare of children is given paramount consideration in all activities, planning, and decision-making.
- All children—regardless of age, gender, ability, culture, race, language, religion, or sexual orientation—have equal rights to protection.
- All staff have a responsibility to act on any concern or disclosure suggesting a child may be at risk of harm, abuse, or neglect, in line with this policy.
- All pupils and staff involved in child protection matters will receive appropriate pastoral support, coordinated by the senior leadership team and safeguarding leads.
- To equip all staff, through training and resources, with the knowledge and confidence to meet their statutory responsibilities in safeguarding children.
- To ensure consistent implementation of safeguarding best practices across the school.

- To demonstrate the school's commitment to safeguarding and child protection through transparent policies, procedures, and leadership oversight.

- To promote a whole-school culture of vigilance, openness, and accountability around safeguarding issues.

Guidance:

This policy should be read in conjunction with the following related policies and protocols:

- Staff Code of Conduct

- Anti-Bullying Policy

- Behaviour Policy

- Whistleblowing Policy

- Safer Recruitment Policy

- Online Safety Policy

- Staff and Volunteer Safeguarding Training Programme

It also applies to activities involving student participation in:

- Sports and physical education
- Extra-curricular and after-school clubs
- Educational visits and school outings
- Residential trips

The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items. This policy will be made available to school personnel and is readily accessible to parents on request. It will be available on our school website https://regentschoolabuja.com/newprimary/

All schools have a duty to safeguard and promote the welfare of their pupils by:

- Creating and maintaining a safe, inclusive learning environment for children and young people.

- Identifying safeguarding concerns early and taking prompt action, in collaboration with external agencies and statutory partners as needed.

This policy outlines the procedures and good practices that underpin our safeguarding culture, demonstrating how we fulfil our duty to protect all pupils, including those who may be particularly vulnerable due to factors such as disability, special educational needs, family circumstances, or prior trauma.

All staff are required to read this policy in full and confirm, by signature, that they understand its content and agree to implement it in full.

Terminology

- **Child** includes everyone under the age of 18 years old.

- **All staff** – refers to all those staff working for or on behalf of the School, full time or part time, permanent or temporary, in either a paid or voluntary capacity.

- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Safeguarding Safeguarding and promoting the welfare of children** – refers to:

    - **Protecting children from maltreatment**;

    - **Preventing impairment of children's mental and physical health or development**;

    - **Ensuring that children grow up in circumstances consistent with the provision of safe and effective care**;

    - **Taking action to enable all children to have the best possible outcomes**.
      (Definition aligned with Keeping Children Safe in Education 2025)

- **Child protection** – refers to the procedures undertaken to safeguard children who have been identified as suffering, or being at risk of suffering, **significant harm**, whether due to abuse, neglect, or exploitation.

- **Vulnerable children** – [**Children who may be at greater risk of harm due to individual, family, or environmental factors**, such as disability, special educational needs, mental health issues, domestic abuse, or socio-economic hardship.]

- **Safeguarding concerns** – [**Any indication that a child's wellbeing, safety, or development may be compromised, whether due to observed behaviours, disclosures, or environmental risk factors.**

Acronyms Used in This Policy

- **DSL** – Designated Safeguarding Lead

- **DDSL** – Deputy Designated Safeguarding Lead

- **CSE** – Child Sexual Exploitation

- **FGM** – Female Genital Mutilation

- **KCSIE** – *Keeping Children Safe in Education* (**Latest version: September 2025**)

- **CPOMS** – [**Child Protection Online Management System** – used to record, track, and manage safeguarding concerns]

Key Documents:

This is an overarching policy and should be read alongside the following key documents. These are UK-based and not legally binding in Nigeria, but they provide best-practice guidance which the school aims to follow and contextualise as appropriate.

- **'Working Together to Safeguard Children' (2023)** – Statutory guidance for all UK organisations working with children and families. – This guidance is available via the following link: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- **'Keeping Children Safe in Education' (KCSIE, September 2025)** – Statutory guidance for UK schools and colleges. – This guidance is available via the following link: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

- **'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015)** – This guidance is available via the following link: https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused

- **Multi-Agency Statutory Guidance on Female Genital Mutilation (July 2020)** – This guidance is available via the following link: https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

- **Multi-Agency Statutory Guidance for Dealing with Forced Marriage (Updated July 2022) -**This guidance is available via the following link: https://www.gov.uk/government/publications/forced-marriage

- **Child Sexual Exploitation: Definition and Guidance for Practitioners (February 2017)-** This guidance is available via the following link: https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

This policy should also be read in conjunction with the following policies linked to safeguarding within the School which can include:

- Online Safety
- Health and Safety Policy
- Behaviour Policy
- Attendance Policy
- Safer Recruitment Policy
- Whistle Blowing Policy
- First Aid Policy

Our Principles:

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our School. Our School recognises that the safety and welfare of children is paramount and that we have a responsibility to protect our children. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

• Create a safe and welcoming environment where children can develop their skills and confidence.

- Support and encourage other groups and organisations to implement similar policies.
  - Promote a **whole-school safeguarding culture** where all staff recognise their responsibility in protecting children.

• Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.

- Ensure that any training or events are managed to the highest possible safety standards.

• Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.

• Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

• Carefully recruit and select all employees, contractors and volunteers.

• Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.

• Share information about concerns with agencies who need to know, and involving parents and children appropriately.

• Maintain a constant attitude of **"it could happen here"** to encourage vigilance among staff.

Key elements to this policy:

- • Establishing positive, supportive, and secure practices that prioritise children's welfare.
- Practising **safer recruitment**, ensuring all staff and volunteers are thoroughly vetted.
- Keeping safeguarding issues central in all areas of our work.
- Ensuring staff know who the DSL and Deputy DSL are, and how to report concerns.
- Reviewing and reinforcing procedures for reporting and responding to suspected abuse.
- Maintaining trained Designated Safeguarding Leads (DSL and DDSL) with regular updates.

- Keeping detailed, secure records of concerns, even if no referral is made immediately.
- Following clear and robust procedures for allegations against staff, with outcomes documented on file.

- Risk-assessing all off-site activities under school responsibility.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters if appropriate.

- Keep records of concerns about "vulnerable" children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.

- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.

- Risk-assess any off-site activity, led by us, the School.

- Children will be protected from potential harm from all visitors to the site. Visitors may be in school for several reasons, including potential new parents, club providers, giving learning talks, maintenance or potential staff coming in for an interview. With such a diverse range of visitors, the level of potential risk to our students also varies. As such, visitors to the school will be given coloured visitors' tags depending on the level of checksconducted and will be supervised accordingly:

  - Yellow tags indicate a visitor for whom we have no background information. We have no police check,and they have not undertaken safeguarding training with us. Under no circumstances is a visitor with a yellow tag allowed to move around unless escorted by a member of our staff.

  - Green tags indicate a visitor who has a current and valid police check. They have not yet undertaken safeguarding training. Whilst visitors in a green tag are accorded more freedom when moving around the site, they should be visible to a member of our staff at all times.

  - Blue tags are reserved for visitors from whom we have conducted the necessary background checks and have completed certified safeguarding training (either provided by the DSL or through Educare/Safeguarding Alliance). Visitors with a blue tag should still be monitored and supervised, however greater autonomy is afforded to them.

Child Abuse:

Child abuse is any action by another person—adult or child—that causes significant harm to a child. The four primary categories, as outlined in *Working Together to Safeguard Children (2023)*, are:

1 Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise inflicting physical harm on a child. This may also include **Fabricated or Induced Illness (FII)**, where a caregiver deliberately causes or feigns symptoms in a child.

2 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 children 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 the 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, though it may occur alone.

3 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 or 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. **Child-on-child sexual abuse** must be recognised and responded to in line with this policy.

4 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?

It may include a failure to:

- Provide adequate food, clothing and shelter.
- 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.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

5 Bullying

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse. **Bullying can fall into any of the four main abuse categories.** Refer to the school's Anti-Bullying Policy for full guidance.

Reporting your concerns

General Principles

In the first instance if a member of staff has a concern about a child, they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DDSL.

Informing Parents

We will ensure that we speak to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified, details recorded and approved by the DSL. If a child makes a disclosure or presents with an injury, it is imperative that immediate advice is sought from the DSL before the child returns home and as soon as the school becomes aware of the incident.

Specific Safeguarding Issues:

There are a number of specific issues that have become critical within the safeguarding landscape. We will ensure that **all staff are trained, aware of these risks, and know the procedures for identifying, reporting, and monitoring such concerns**. Where appropriate, these issues will also be **addressed through the curriculum**:

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Domestic Abuse
- Drug and Substance Misuse
- Faith-Based Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gender-Based Violence / Violence Against Women and Girls (VAWG)
- Hate Crimes
- Mental Health Concerns
- Private Fostering Arrangements
- Radicalisation and Extremism (Prevent Duty)
- Online Abuse, Cyberbullying, and Sexting

- Human Trafficking and Modern Slavery
- Sexual Abuse within the Family or Close Network
- Neglect or Poor Parenting, especially involving babies and young children

1: Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b)for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. (DfE Child Sexual Exploitation February 2017).

All suspected or actual cases of CSE are a safeguarding concern in which Child Protection procedures must be followed; where the risk is immediate a referral to the police will be made. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead.

2. Female Genital Mutilation (FGM)

TRPS recognises and understands that there is a now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the school unless there is a good reason not to do so.

Potential indicators of FGM are contained within Appendix A.

3. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. TRPS recognises that additional barriers can exist when **identifying** abuse and neglect in this group of children. These can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

• Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare TRPS will follow the same procedures as outlined within this policy and liaise with the DSL initially.

4. Online safety

Mobile phones, laptops, iPads, and other online technologies are now fully integrated into daily life and are regularly used within the school environment. While these tools can enhance learning and communication, they also carry potential safeguarding risks when misused. Commonly recognised risks are:

- Cyberbullying, including prejudice-based and discriminatory online abuse
- Child sexual exploitation, grooming, and trafficking
- The impact of technology on sexual behaviour, including sexting and non-consensual image sharing

TRPS take online safety very seriously both in terms of our pupils and all of our staff. Please also refer to School e safety/online policy and the acceptable user policy for staff.

5. Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see School as a safe retreat from problems at home or alternatively not attend School through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

All staff should remain alert to signs of domestic abuse and report concerns immediately to the DSL, even in the absence of a disclosure.

6. Looked after children

Looked-After Children (LAC)

The most common reason for children becoming looked after is abuse and/or neglect.The Board should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

A designated children in care lead has been appointed from the senior leadership team. In TRPS this person is currently Janet Umaru.

The designated teacher will ensure that appropriate staff are informed of the child’s legal status, including:

- Whether the child is under voluntary care arrangements or a care order

- Contact arrangements with birth parents or individuals with parental responsibility

This role also includes promoting the educational achievement and emotional wellbeing of looked-after children.

7. <u>Forced Marriage</u>

The UK Government defines forced marriage as the act of coercing someone into marriage without their free and full consent. This may involve:

- Taking a person overseas to be married against their will
- Arranging a marriage for someone who lacks the mental capacity to consent
- Using physical, psychological, financial, sexual, or emotional pressure

This is distinct from an arranged marriage, where both parties freely consent to the arrangement.

The Nigerian government's stance on forced marriage is clearly against the practice. According to Child Rights Act of 2003, child marriage is prohibited, and girls must be at least 18 years old to marry, while boys must be 21 years old. All staff should be vigilant to signs that a child may be at risk of, or experiencing, forced marriage. **Any suspicions must be reported immediately to the DSL.**

8. <u>Private Fostering</u>

A private fostering arrangement occurs when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not a close relative, for a period of 28 days or more, with the agreement of the parent.

Staff must notify the DSL if they become aware of any private fostering arrangements, as the school must be informed by law.

9. <u>Modern Slavery and Human Trafficking</u>

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

10. <u>Peer on Peer Abuse/Child on Child</u>

This can be physical, sexual, emotional or cyber. Of particular concern is Peer on Peer sexual abuse whether in person or online (coercing into sexual acts or providing sexual images). Staff should be particularly observant over potential peer on peer sexual abuse within school, paying specific attention to tucked away places like

toilets and changing rooms.

Staff must be vigilant, proactively supervise high-risk areas, and report any concerns or disclosures to the DSL immediately.

Confidentiality and Information Sharing:

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. **No adult must ever guarantee confidentiality** to any individual including parents, children, colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared.

The law permits the sharing of confidential information if it is necessary to safeguard a child. Any disclosure should be:

- Justified and proportionate
- Recorded accurately, including reasons for the decision
- Carried out in accordance with data protection and safeguarding legislation

If there is any uncertainty, legal or safeguarding advice should be sought. In all cases, the DSL must be informed immediately.

Record Keeping:

Well-kept records are ***essential*** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and families, we recognise the importance of:

- Maintaining clear, accurate, and up-to-date written records of all safeguarding concerns, actions, and outcomes, including a detailed chronology
- Ensuring all records are stored securely, either physically in a locked location or digitally on encrypted systems with access restricted to authorised safeguarding staff only
- Transferring child protection records promptly and securely to the receiving school when a child moves, in line with current local authority guidance
- Ensuring records are objective, factual, free of jargon, and distinguish between fact, observation, and opinion

Allegations against staff:

Allegations against staff are covered in all basic training and induction training that takes place within our School.

All staff must understand the importance of reporting any allegation, suspicion, or disclosure of abuse involving a staff member, volunteer, contractor, or visitor, no matter how minor it may seem.

This is covered in all induction and annual safeguarding training delivered at TRPS.
No member of staff should ever ignore or fail to act on allegations made by a child or young person, including those made against themselves.

If a child discloses that a member of staff has harmed them:

- **Reassure the child that their disclosure will be taken seriously and appropriate steps will be taken to keep them safe**

- **Do not promise confidentiality — instead explain the need to share the information with those who can help**

In all instances the Head of School must be informed. If the Head of School is not available then the DSL should be advised.

If the allegation concerns the Head of School or Senior Teacher, then the Proprietress of the School must be informed. In all situations regarding an allegation of abuse against a member of staff/volunteer, the school must not act alone and must seek advice and make a referral where necessary.

The following must be considered:

- Immediate safeguarding of the child or young person, ensuring they are not left in contact with the alleged perpetrator

- Rights of the staff member to a fair, impartial, and confidential process of investigation

- Whether to suspend the staff member from duties as a neutral act pending the outcome of the investigation

- Compliance with Nigerian employment and child protection laws, and UK safer recruitment principles

- Actions arising from decisions made in any strategy meetings

Key Safeguarding Roles and Responsibilities

1 Designated Safeguarding Lead (DSL)

There is a legal obligation under the **UK Education Act 2002 (Sections 157/175)** for all schools to have a Designated Safeguarding Lead (DSL).
In the Nigerian context, this is also supported by the Child Rights Act 2003, which mandates all institutions to promote child welfare and report abuse.

TRPS follows the current guidance in **Annex C of KCSIE (2025)**, which outlines the key responsibilities of the DSL, including but not limited to:

- Managing all safeguarding concerns and referrals

- Liaising with child protection agencies, medical professionals, and law enforcement, both locally and internationally where applicable

- Supporting staff with safeguarding training and understanding emerging issues such as online abuse, peer-on-peer harm, or cultural practices like FGM or forced marriage
  Maintaining accurate safeguarding records and ensuring timely information sharing

2. <u>Deputy Designated Safeguarding Lead (DDSL)</u>

The Deputy DSL supports the DSL and steps in during absence. Their responsibilities mirror those of the DSL and are guided by KCSIE and Nigerian safeguarding frameworks. They must be equally trained, informed, and accessible to staff and pupils.

Both DSL and DDSL must be members of the school's leadership team, receive advanced safeguarding training, and engage in ongoing professional development in line with best practice in both the UK and Nigeria.

<u>Safer Recruitment</u>

TRPS is committed to creating a culture of safe recruitment, in line with KCSIE and Nigerian Child Protection standards. Our Safer Recruitment Policy ensures that all reasonable steps are taken to prevent unsuitable individuals from working with children.

We ensure that:

- Police checks are carried out on staff/volunteers who work with children.
- International Criminal Record checks are made for Expat staff.
- at least one member of the recruitment panel members has undertaken safe recruitment training through an accredited training programme.
- Newly appointed staff have a thorough induction including safeguarding. They are also closely monitored for six weeks.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

<u>Training</u>

All members of our staff have undertaken Educare Safeguarding for International Schools courses at the appropriate level.

- TRPS uses Educare Safeguarding for International Schools training as a minimum standard for all staff

- Staff receive regular safeguarding briefings and updates, which are embedded into weekly or termly meetings

- All new staff receive safeguarding training, a copy of the school's Child Protection and Safeguarding Policy, Staff Code of Conduct, and details of required online training courses during induction

The DSL and DDSL(s) receive advanced safeguarding training every two years, which reflects both international safeguarding issues and Nigerian child protection law. This supports their capacity to respond to complex concerns and provide effective safeguarding leadership.

The School Board also undertakes basic safeguarding training to ensure strategic understanding and oversight of child protection responsibilities.

At least one member of each recruitment panel will have completed safer recruitment training, with updates every three years as recommended by best practice guidance.

Extended School and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended School activities are provided by and managed by the School, our own safeguarding/ child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

Supporting Staff:

Our School recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The School hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in School who can make enquiries into what support may be available for the individual member of staff.

The DSL will take responsibility for updating this policy and information, all staff and the Board of key changes.

Photography and Images

TRPS respects the privacy and safety of its pupils regarding the use of photographs and video.

- Parents and carers must sign a consent form indicating whether they permit images of their child to be used in school materials

- Children whose image use is restricted will never be included in public or internal school publications
- Staff are strongly discouraged from using personal phones or devices to take photographs of pupils
  If photos are taken for legitimate school use, they must be promptly transferred to secure school storage and deleted from the staff member's personal device immediately

Breaches of this policy will be treated seriously and may result in disciplinary action.

Appendix A: Signs and Indicators of Abuse

(This appendix provides staff with general indicators. A more detailed guide is delivered through formal safeguarding training.)

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g., elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g., fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of health or development. While cultural, economic, or religious contexts must be respected, they must never override a child's right to safety and wellbeing. It can be difficult to recognise neglect; however, its effects can be long term and damaging for children. It is also impossible to recognise that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that our different to ours.

In respecting these differences, we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.

- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic/anxious behaviour e.g., sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains
- Discomfort when walking or sitting down.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g., becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Child Sexual Exploitation (CSE)

Many aspects of CSE take place online so it may be difficult to identify this within School. The behaviours also need to be considered within the context of the child's age and stage of development. As they get older this may be more difficult to identify. However, abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked the do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending
- Exclusion or unexplained absences from School
- Isolation from peers/social network
- Frequently in the company of older people – association with 'risky' adults
- Accepting lifts or being picked up in vehicles
- Physical injury without plausible explanation
- No parental supervision/monitoring of online activity
- Poor School attendance
- Secretive behaviour
- Self-harm or significant changes in emotional well-being

- Concerning use of internet or other social media
- Returning home late
- Chronic tiredness

Female Genital Mutilation (FGM)

Although situations of FGM may be unusual in the UK it is important that you realise that it is much more prevalent in Nigeria and Africa. **8–15-year-old girls are the most vulnerable**

Indicators may include:

- Days absent from School
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high-risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practice FGM.

Appendix B: Dealing with a Disclosure of Abuse

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within School. These are the key principles:

If:

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

You **RECORD AND REPORT:**

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset.
  E.g., How did you ……?
- Confidentiality must never be promised to children, young people, or adults in this situation. •

Observe carefully the demeanor or behaviour of the child.

- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations**:** rather, encourage the child to say what **she/**he wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it ------**?**.
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate**.**

Types of Questions you can ask (TED Talk – Tell me – Explain – Describe):

· Tell me? (tell me what happened)

· Explain? (explain what you meant by)

· Where did this happen/where were you?

· When did this happen?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the

information, they give you.

Then report to your DSL or DDSL immediately.

Staff **MUST NOT**

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff
- Speak to the parents until you have had a conversation with your DSL or DDSL
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret.

APPENDIX C: Procedures if an allegation is made against an academies staff member (including volunteers and hub councillors).

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the School.

If you receive a disclosure, about an adult colleague, it is important to reassure the child that what **she/**he says will be taken very seriously and everything possible done to help.

Appendix D: Key Roles and Responsibilities

Designated Safeguarding Lead (DSL):

The School follows the guidance within Annex B: KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the Hub Councillors and parents

Deputy Designated Safeguarding Lead (DDSL):

As above. They will be trained to the same level of the DSL .

If you are a large School you may have more than one DDSL. If this is the case ensure that there is excellent communication between the safeguarding team within the School and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

The Board

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSIE (September 2016) this includes:

- Taking leadership responsibility for the Safeguarding and Child Protection arrangements; this includes assisting the DSL
- That they are up to date with emerging issues in Safeguarding and recognise the strategies that are recommended.
- That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- That a DSL is on the premises and available during School hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That there are procedures in place in handling allegations against Staff and Volunteers. • That all staff, (including volunteers and frequent visitors) who will be working in the School are given a mandatory induction

which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about academies policies and procedures.

• That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development. • That all Staff receives the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including Hub Councilors a minimum of yearly.

• To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.

• We have in place an on-line/ e - safety Policy equipped to deal with a widening range of issues associated with technology.

• That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.

• Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the School's website.

• That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within the School.

This policy is to be used in conjunction with other safeguarding policies including:

- Antibullying policy
- Attendance Policy
- Behaviour Policy
- Educational Visits Policy
- E-safety Policy
- Health and Safety Policy
- Safer Recruitment Policy