SAFEGUARDING POLICY

Date Reviewed September 8th 2022

Contents   **Page No**

Chapter 1: Introduction and Background

The purpose of this policy is to ensure:

1. CIS safeguards and promotes the welfare of our students.
2. All staff and volunteers are aware of their statutory responsibilities and the principals that guide our approach to safeguarding and child protection.

CIS acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and best practice. The approach we take must be child-centred and ensure that we take into account the child's best interests. In order to this we must support children, provide prevention and protection to ensure we have safe children and safe staff in School.

Nigerian Legislation

This policy adheres to the following legal framework and is in line with Lagos State provision:

1. Convention of the Rights of the Child, 1989
2. African Charter on the Rights and Welfare of the Child, 1999
3. Child's Rights Act, 2003
4. Lagos States Child's Rights Law, 2007
5. Protection Against Domestic Violence Law, 2007
6. Criminal Law of Lagos State, 2011
7. The Family Court of Lagos State (Civil Procedure) Rules, 2012
8. EO/BRF/005OF2014, Lagos State Sex Offenders Monitoring Programme and Mandated Reporting, 2014

UK Legislation

As an international school, delivering the English curriculum, we are informed by the statutory guidance used in the England because it contains principles for working with children across the world. The legislation is however not statutory in Nigeria.

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

• Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

• Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

• Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination.

• Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission
The key documents informing this policy are:

1. Working Together to Safeguard Children (July 2018)
2. Keeping Children Safe in Education (2022)
3. The Children Act 1989, with 2004 amendment defines a child as being up to the age of 18 years.

Important Contacts

Junior School	Role	Name	Contact Details
	DSL	Mrs Julie King	hojs@cislagos.org
	DDSL - EYFS	Mrs Jennifer Ivhurie	ivhuriej@cislagos.org
	DDSL – Key Stage 1	Ms. Odo Eno 'Maki'	enoo@cislagos.org
	DDSL – Key Stage 2	Mr Raphael Dobbin	dobbinr@cislagos.org
	Counsellor	Mrs Damilola Soetan	soetand@cislagos.org

Senior School & Chadsworth Sixth Form	Role	Name	Contact details
	Designated Safeguarding Lead	Mr Anthony Manafa	manafaa@cislagos.org,
	DDSL	Miss Ogechi Ebule	ebuleo@cislagos.org

Whole School	School Board Representative	Mrs Dundun Peterside	to be confirmed at the first board meeting of the year

Other important contacts

Designation	Role	Name	Contact details
Senior School	Head of Senior School	Mrs Anthonia Milorin	milorina@cislagos.org
Whole School	Principal of CIS	Mr Stewart King	principal@cislagos.org

Designated Safeguarding Leads are directly responsible for the monitoring and implementation of all set strategies and standards.

Their responsibilities include:
- Referral of allegations/cases of suspected abuse to the Principal and parents.
- Provide support and advice to all staff within the school.
- Ensure all staff understand and adhere with the Safeguarding and Child Protection Policy.
- Keep detailed, accurate written records of referrals and concerns.
- Ensure the child protection policy is reviewed and updated annually.
- Liaising with the Head of School or Principal to update them on any ongoing enquiries, including those with police involvement.

Every child has the right to choose who they talk to. They can speak to any adult in school and they must be reassured and taken seriously.

POLICY STATEMENTS

We in CIS are committed to practice which protects children from harm. Staff in this organisation accept and recognise our responsibilities to develop awareness of the issues which cause children harm. We believe all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in the school.

Aims:

We will aim to safeguard children by:
1. Adopting child protection guidelines through procedures and a code of conduct for staff
2. Sharing information about child protection and good practice with children, parents and carers and staff.
3. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
4. Carefully following the procedures for recruitment and selection of staff.
5. Reviewing our policy and good practice annually.
6. Safeguarding students with Special Educational Needs and Disabilities.
7. Effective leadership to raise the awareness of both teaching and non-teaching staff of the need or child protection and their responsibilities in identifying and reporting possible cases of child abuse. It is crucial, therefore, that all staff (teaching and non-teaching) receive appropriate guidance and training through annual, quality training provision, and supervision, to ensure that their skills and expertise are up to date.
8. Providing an effective, systematic means of monitoring children thought to be at risk, keeping records of student's progress securely with due regard to confidentiality.
9. Emphasising the need for good levels of communication between all members of staff, particularly the Designated Safeguarding Leads, who have responsibility for child protection procedures within the school.
10. Ensuring a structured internal procedure is followed by all members of the school   community in cases of suspected safeguarding issues.
11. Promoting understanding and build effective relationships with other agencies

to work together to protect children at risk and to assist with their enquiries and cooperate as required in child protection matters.

12. Supporting the child's development in ways which will foster security, confidence and independence.

13. Integrating child protection issues within the existing curriculum allowing for continuity and progression through Key Stages. This means developing opportunities for children to develop the skills they need to recognise and stay safe from harm or abuse. This may include teaching e-safety IT lessons and covering relevant safeguarding issues in PSHE, sex and relationship education, Relationship & Sex Education in RE and other safeguarding issues throughout the curriculum.

14. Developing a network of support for young people and adult members of the school community.

15. Our policy adopts a child centered approach that has the best interest of the child at its heart.

Background

Teachers and school staff play a key role in safeguarding. Child abuse is a distressing and difficult subject for even the most experienced professional worker and is one, which needs to be as fully understood as possible in order to help protect the child who might be at risk.

School staff are in a unique position to help detect child abuse and also to monitor those young people about whom there is concern. This is because:

● Teachers are trained in child development and are able to recognise behaviour, which is outside the "norm" (for children of particular ages and in particular situations) and can identify signs of distress. They are alert to changes in behaviour and can identify signs of distress in children.

● Children spend more time at school than anywhere else except home. After one term in school a teacher will have spent more hours observing and communicating with a child than any other professional.

● Teachers are in a relationship of trust with their students. A child will often target a teacher or another adult who works in a school to talk about a situation at home. Therefore, all staff need to be sensitive to child protection issues and know how to react to the child both on a personal level and in accordance with the school's protection procedures.

● School is the natural focus for possible inter-agency work and child protection is a legitimate concern for all teachers and school staff.

Any member of staff who has a concern about a student's welfare should raise that concern to a Designated Safeguarding Lead or make a referral. Particular care should be taken with a student who:

● Is disabled or has specific additional needs.

- Has special educational needs.
- Is a young carer.
- Is frequently missing from home or care, which is formal or informal.
- Is misusing drugs or alcohol
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned to their family from care, which is formal or informal.

Chapter 2: How will we safeguard the children in our care?

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim.

The CIS Sixteen-point Checklist!

1. We recognise that **all** school staff who come into contact with children have a duty to safeguard and promote the welfare of children. We will promote an expectation that Safeguarding is everybody's responsibility and includes identifying and taking action on behalf of students who would benefit from early help. All staff are expected to read and action Part 1 of Keeping Children Safe in Education (September 2022) and will sign electronically to confirm they have done so.

2. Child Protection and Safeguarding training will take place in the Autumn term for all staff. A record will be kept of who has been trained and at what level. Safeguarding briefings will always take place at the beginning of the year and staff will receive child protection updates via email and staff meetings. This includes all associate staff, catering, support and caretaking staff.

3. Child Protection and Safeguarding training will also take place annually for any staff members engaged by the school to carry out extracurricular activities or ECAs.

4. We will ensure that accurate records are kept to ensure a consistent and thorough safer recruitment process of personnel, voluntary or paid who have direct or indirect contact with children in order to ensure that those recruited are suitable.

5. All new staff will receive policy and practice Safeguarding training, whenever they commence during a school year at agreed training points

6. The Leadership Team regularly review our policy and procedures for Child Protection so that they are fit for purpose and understood by all; taking into account changes in legislation and lessons learned from precedent cases. The most recent review takes into account recommendations of the Munro Report, Serious Case Review Recommendations 2011, Keeping Children Safe in Education (May 2022) and the latest Lagos State Safeguarding and Child Protection Policy, 2016.

7. The school has a Designated Safeguarding Lead in both primary and secondary. In primary there is a Deputy Designated Safeguarding Lead per Key Stage. In secondary there is and a single deputy to cover his/her absence, but any child can choose to speak to any adult in school.

8. We shall follow local and international best practice.

9. We shall follow up all concerns raised by children or those adults who care for them.

10. We are aware that children with Special Education Needs and Disabilities (SEND) can face additional safeguarding challenges. This is because indicators of abuse may be assumed to relate to the child's disability without further exploration. Children with SEND may be more vulnerable to peer to peer bullying issues. There may be communication issues with children with SEND.

11. We shall liaise with local authorities on any relevant cases that requires their attention.

12. We shall maintain an accurate register of those students who have safeguarding needs. These records are confidential and kept secure and separate from a student's school file.

13. We shall apply Safer Recruitment and Selection Procedures to all posts to ensure that all those who work in a school environment are fully aware of our commitment to safeguarding children and are able to show competence and fitness for purpose in this area.

14. We will make this policy known and accessible to all stakeholders (students, parents, staff, visitors, Governors) via our website.

15. We shall fulfil our duties with regard to children who are missing in education so that our school roll is accurate and that students who miss education are known and that vulnerability that comes from repeated or prolonged absence from school is reduced.

16. We shall use both curricular opportunities, pastoral meetings and assemblies to enable students to feel safe and adopt safe practices.

Chapter 3: Responsibilities

The School Leadership has a responsibility to ensure that there are child protection procedures in place. The leadership team should appoint a Designated Safeguarding Lead in both Primary, Senior School and Sixth Form, Chadsworth College, who will

be responsible for coordinating school policy and action.

The Principal has the responsibility to ensure all staff are aware of the policy and procedures.

The appointment of a DSL should not be seen as diminishing the role of all staff in being alert to the signs of abuse and the wellbeing of every child. Every member of staff should have a professional curiosity in supporting the safeguarding of every child.

Chapter 4: What is Child Abuse? – Signs and Symptoms

These definitions are based on those from Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education (September 2021).

"The term child abuse encompasses all forms of ill treatment or neglect of children by adult members of their family unit or other adult person or agency responsible for the care of the child".

It includes physical neglect including that which causes failure to thrive; emotional abuse or deprivation, and the various aspects of sexual abuse.

Harm usually falls within the following categories but staff should always be vigilant to any sign of stress in a child.

Physical Abuse

This is a physical injury to a child where there is definite knowledge, or a reasonable suspicion that the injury was knowingly not prevented. This includes for example, deliberate poisoning, attempted drowning or deliberate smothering. There are a number of injuries that are regarded with suspicion. These include:

- Bruises and abrasions round the face, particularly in younger children;
- Damage or injury around the mouth;
- Bilateral injuries such as two black eyes;
- Finger-tip bruising to the front or the back of the chest; bite marks;
- Burns and scalds;
- Wheals suggesting beatings; and
- Small circular burns indicating cigarette stub marks

NB: In children of Afro-Caribbean descent, the skin especially on their back may have marks that appear as burns these are in fact spots and need to be distinguished from injuries as do other possible pigmentation markings.

There may be evidence of previous injuries. Each injury needs to be accounted for. The timing, the site, the spread of injuries, the age and mobility of the child must be compatible with the history given. Inadequate, discrepant or excessively plausible explanations, or if there has been a delay in seeking treatment for the child, should arouse suspicion.

Injuries such as bruises, lacerations, bite-marks and burns may be especially apparent when children change their clothes to participate in PE and sports activities. On the other hand, a reluctance to participate in PE or Swimming may also be an indication of child abuse.

Neglect

This is the persistent or severe neglect of a child which results in serious impairment of that child's health or development.

a) This may be by exposure to danger or by repeated failure to attend to the developmental needs of the child.

b) Non-organic failure to thrive may result from neglect of a child but always requires medical diagnosis.

Possible indications of physical neglect, such as inadequate, poor growth, hunger or deficient nutrition may be noticeable.

Emotional Abuse

This is the persistent or severe emotional breakdown of a child, which has a severe adverse effect on the background on the child's background and emotional development.

Sexual Abuse

This is the involvement of dependent, developmentally immature children, and adolescents in sexual activities they do not truly comprehend, to which they are unable to give their informed consent, that violate the social taboos of family life or which are against the law.

Sexual abuse takes many forms ranging from very serious to lesser criminal offences. Occasionally, it may include activity which may not in itself breach the law but will, nevertheless, have a disturbing effect on the child.

The extent of sexual abuse is still unknown but the rate of referral is increasing. Sources suggest that one person in ten of the adult population is sexually abused before reaching the age of 16 years. Sexual abuse need not occur as a single incident; the victims may have to endure abuse lasting for a period of between two and four years, sometimes longer. It is something that happens mainly in the context of a familiar relationship and offenders are often fathers, stepfathers or the mothers' male cohabitants. Few "strangers" are involved. Contrary to expectation some offences are committed by females. In some instances, clear signs and symptoms are overlooked either in error or in circumstances where the teacher is unwilling to believe what has been identified.

To assist, teachers should be aware of the symptoms which for sexual abuse, include:

- Bed wetting or wetting during the day;
- Abdominal pain;
- Sleep and eating disorders;
- Withdrawal;

- Inappropriate or explicit sexual play;
- Sexual precocity or knowledge of sexual activities inappropriate to the child's age;
- An abnormally high incidence of minor injuries, lethargy, tiredness; and
- Sudden, unexplained change in behaviour.

This list is not intended to be exhaustive and it is recognised these symptoms may individually or jointly be signs of conditions unconnected with abuse.

Specific Safeguarding Issues

It is our expectation that all staff should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Staff should be aware that safeguarding issues can manifest themselves via peer to peer abuse. This could include bullying, cyberbullying, sexting and gender based violence or sexual assault.

All staff should be aware of the possibility of peer on peer abuse. This may occur within the school or in a social setting. Allegations of peer on peer abuse must be managed in the same way as any other allegation. All staff must be clear that peer on peer abuse is unacceptable and will be taken seriously. For details of specific response to bullying, harassment, coercion please refer to Anti-Bullying policy.

Other specific safeguarding issues that staff need to be aware of are bullying, cyberbullying children missing in education, children missing from home, child sexual exploitation, domestic violence, drugs, fabricated illness, faith abuse, Female Genital Mutilation, forced marriage, gangs and youth violence, violence against women and girls, preventing radicalisation, mental health, private fostering, trafficking and sexting.

Chapter 5: What to do if Child Abuse is Suspected – a summary of procedures for referral

1. If any member of staff (teaching or non-teaching) including cover staff and volunteers, has concerns or suspicions that a student may be at risk of child abuse, they must report it immediately on our school secure system, CPOMS.

Designated Safeguarding Leads will receive an immediate email. Initial contact from a child will not usually involve the DSL but possibly a Form Tutor or class teacher who is best placed to speak with the student. The role of this person is primarily to listen and then to share this concern with the Designated Safeguarding Lead or in their absence the Deputy Designated Safeguarding Lead.

2. Once a concern is expressed to the designated Safeguarding Lead he/she will assume full responsibility for contacting the Specialist Services or the Social Services if necessary. No decisions on any course of action may be taken without the knowledge and agreement of the Designated Safeguarding Lead.

3. The Designated Safeguarding Lead is not an investigating Lead, but will speak with all staff who deal with the child in a strictly confidential and professional way, all

being aware that nothing as yet has been objectively established. This information will be recorded. The DSL will then assess the information and make a decision quickly and carefully to establish a further course of action.

4. It is recognised that the teacher who first made the approach to the Safeguarding Lead is likely to have an on-going pastoral role to play in support of the child, with knowledge and support of the Safeguarding Lead. They should continue to build that professional, trusted relationship.

5. On no account should members of staff investigate concerns beyond reassuring and supporting a child by creating an atmosphere where the child can talk freely. The member of staff concerned should not contact parents, nor should any enquiries be made of the child regarding parents or guardians. This will be done by the Safeguarding Lead who has determined that informing parents would not increase the risk of harm to the child, or any other siblings in the family home.

6. The purpose of the procedures in school is to inform the statutory agencies who have the responsibility to carry out investigations which the school will support at all times. All professionals at CIS are expected to adopt a child-centered focus in acting in the best interests of the child at all times.

7. Information regarding any allegations of or actual child abuse remains confidential and any records, correspondence or reports are to be kept separate from the student's file and will have restricted circulation. All members of staff are required to respect this confidentiality and only discuss the concerns and allegations with the designated Safeguarding Lead who will then inform other appropriate staff. The Designated Safeguarding Lead may ask the teacher who originally raised the concern to take an active role in any procedural follow up.

The DSL is responsible for maintaining an accurate record of Safeguarding issues.

8. We also recognise the importance of 'Early Help'. This means staff identifying children who may benefit from an intervention as soon as the problem arises. Staff are expected to discuss this with members of the Safeguarding team who will make decisions about suitable Early Help provision.

9. If anyone other than the Safeguarding lead makes the referral to Lagos State, they should inform the safeguarding lead as soon as possible. If a child is at risk of significant harm Lagos State should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. School staff should follow up on a referral should that information not be forthcoming.

If (after a referral) the child's situation does not appear to be improving the DSL should press for reconsideration to ensure their concerns have been addressed and that the child's situation improves.

CIS oversees an internal **Early Help system**. Where Early Help is appropriate the case needs to be monitored carefully and the procedures laid out should be followed.

If a child is in immediate danger or is at risk of harm a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but only if the DSL, DDSL, Heads of School or Principal are not accessible. Where referrals are not made by the Designated Safeguarding Lead, they should be informed as soon as possible.

If staff members have concerns about another staff member then this should be referred to the Head of School or Principal. Where there are concerns about the Head of School or Principal this should be referred to the School Director.

Further details of how concerns can be addressed can be found within the Whistleblowing Policy * which is available on the CIS intranet.

The seven golden rules of sharing information

1. Remember that GDPR (2018) and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is appropriately shared.

2. Be open and honest with the individual and their family where appropriate from the outset about why, what and how and with whom information will be shared and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned without disclosing the identity of the person where possible.

4. Share with informed consent where appropriate and where possible respect the wishes of those who do not consent to have confidential information shared. You may still share information without consent if in your judgement there is good reason to do so. Such as the student's safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might always not expect information to be shared.

5. Consider safety and well-being. Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, timely and secure. Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate, up to date, is shared in timely fashion and is shared securely.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared with whom and for what purpose.

Chapter 6: Dealing with Disclosures – some Do's and Don'ts

A child will select the recipient of their disclosure very carefully. They will choose a person in whom they trust. The initiative for making a disclosure remains with the child. If a teacher is chosen, and abuse is a possibility, it is hoped these guidelines would prove helpful in handling what can be a difficult and traumatic experience.

DO:

- Read the School's Safeguarding Policy.
- Be alert to the signs of child abuse.
- Follow procedure – INFORM THE DESIGNATED SAFEGUARDING LEAD.
- Believe the child.

Try to create an atmosphere which accepts what the child is saying and values his/her no matter what the content of the communication. Record what has been said carefully, the exact words if possible, with no inferences.

Be sensitive to the situation as the child sees it. The child should then feel more confident about sharing his/her problems.

- Reassure the child that he/she has taken the correct course of action and will be protected.
- Be sensitive to the possibility that following disclosure a child may not wish to be left alone.
- Be honest.
- Tell the child that you must refer the matter to someone who can help.
- Inform the Safeguarding Lead.

DON'T:

- Assume someone else is dealing with or has dealt with the information you have been given. Pass it on to the Safeguarding Lead immediately.
- Ask leading questions of the child.
- Question the child's honesty in making a disclosure.
- Contact the family/guardians or discuss the matter with anyone other than the Safeguarding Lead /Head of Senior School.
- Make any investigation. Our role is to inform.
- Promise confidentiality.

If a child is not ready to tell that is upto them. Have "professional curiosity" abd pass this to your DSL.

Chapter 7: Female Genital Mutilation

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Safeguarding Policy. At CIS, the Head of School, Designated Safeguarding Lead and Governors expect Safeguarding to be everybody's responsibility and all staff to adhere to and follow these policies. The school uses the World Health Organisation definition as written below.

Definition of FGM:

"Female Genital Mutilation (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 reasons." (World Health Organisation-1997).

Government documents:

The school has taken information from several documents to write this appendix. These include, the Government Home Office guidelines and the listed guidelines for "Inspecting Safeguarding".

The UK Government has written advice and guidance on FGM that states;

"FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child, it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

"Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

Many of our students come from these groups and the purpose of our policy is to educate students that FGM for is criminalized under Nigerian Federal Law VAPP 2015.

Procedures School has in place:

- A robust attendance policy that does not authorise holidays, extended or otherwise.

- FGM awareness for Safeguarding leads and disseminated training for all staff at the front line dealing with families whose children may be at risk of witnessing FGM or maybe expected to support it.

- Age appropriate comprehensive PSHE and Relationship and Sex Education delivered to all students which clearly states to our students that FGM is a criminal offence in Nigeria and that as young people they should not in any way support the abuse of women in this or any other way.

It is important that the following key information is known by all of the school

community. Indications that FGM has taken place within the family:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.

- Spend long periods of time away from the class during the day.

- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered. Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.

- In conversation a child may talk about FGM.

- A child may express anxiety about a special ceremony.

- The child may talk or have anxieties about forthcoming holidays to their country or region of origin.

- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.

- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications for example for younger siblings, extended family members and appropriate referrals made. It is quite possible that a child retuning from an extended holiday may disclose that a sister has undergone FGM.

Teachers must report any incidences of FGM that appear to have been carried out on a girl under 18 (either through disclosure by the victim or visual evidence). It will be rare for teachers to see visual evidence, and they should not be examining students. Unless the teacher has a good reason not to, they should still consider and discuss any such case with Designated Safeguarding Lead and involve children's social care as appropriate. However, all cases must be reported to the police.

If you suspect that a child is a victim of FGM you should speak with the relevant DSL or in his/her absence, the DDSLs, Heads of School or Principal.

Chapter 8: Preventing Radicalisation and Extremism in our school.

Our aims are to:

● Respond to the ideological challenge of terrorism and aspects of extremism and the threat faced from those who promote such views. We shall do this by using a range of curricular opportunities including RE, PSHE, History, African Studies, Drama and in our assemblies. This is likely to be more prevalent in the Senior School but Primary staff should also be vigilant to such possibilities.

● Provide practical help to prevent students from being drawn into terrorism and ensure they are given appropriate advice and support. We shall do this by making stakeholders such as parents, professional staff and students aware of the signs of possible interest in extremist views and radicalisation and what to do if a student presents as vulnerable and at risk of becoming involved in extremist activity.

● Work with a wide range of sectors where there are risks of radicalisation which need to be addressed including education, criminal justice, faith, charities, the internet and health. We shall do this by attending inter-agency events including training that facilitate sharing good practice and cooperation between agencies.

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the UK Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

3. Extremism is defined by the Crown Prosecution Service and provides our working definition as follows:

The demonstration of unacceptable behaviour by using any means or medium to express views which:
● Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
● Seek to provoke others to terrorist acts.
● Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
● Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a 'typical extremist': those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:
- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. Children who are at risk of radicalization may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be a part of normal teenage behavior and staff should have confidence in their own instincts to seek advice if something feels wrong.

8. More critical risk factors could include:
- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;

- Significant changes to appearance and/or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Rejecting activities, they used to enjoy.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.

At CIS we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life. We also make use of Pass to identify children who need additional pastoral support.

The purpose of the Children's International School's Prevent strategy is to protect students from harm and to ensure they are taught in a way that is consistent with the law and British values. To this end it acts to:
- Raise awareness.
- Provide information.
- Enable learners to make a positive contribution.
- Safeguard young people.

At CIS all students have the opportunity to participate in a curriculum that promotes active learning and develop personal critical thinking skills. Students continue to experience British values of democracy through our very active and democratically elected student council and free choice of participation in ECAs.

The School actively promotes diversity and shared values between the school community, local community, the national and global community. This is evidenced by planned assemblies and dedicated community time to cultural diversity, gender equality, free speech and anti- bullying.

The School challenges prejudices including Islamophobia and anti-Semitism and recognises any students at risk of isolation. The school challenges all extreme political views.

Our emphasis is on excellent pastoral care through the form tutor and class teacher. To ensure that the school is a safe place to learn and that bullying or any form of prejudiced and hate based incident is rare and effectively dealt with.

Chapter 9: Children Missing Education

We believe that all children regardless of their circumstances are entitled to an efficient, full time education and will do our best to ensure that there are no children

who miss out on education as this increases the significant risk of underachievement, being victims of harm, exploitation and radicalisation. To this end accurate record keeping, knowledge of our students and their families and effective information sharing between stakeholders is key to preventing poor outcomes for children.

Procedures to ensure that children do not miss education.

1. The school will maintain an accurate register of students on roll at CIS and we shall enter new students on the admission register at the beginning of the first day that she/he is due to attend school. If a child does not arrive as expected, we shall contact the parent to prevent the child from missing education.

2. We will monitor students' attendance through our daily registers. In Senior School teachers are expected to register attendance for every lesson. In Junior School students are registered in the morning and afternoon, with internal registers used to ensure students make safe transitions if leaving their class teacher to work elsewhere in the school. Where attendance is low or irregular the issues causing poor attendance will be addressed with the child and parent. This would normally be done at the authorisation of the Head of School.

3. Where attendance falls below 90% the student's parents will be informed and the school will work with the family to ensure the child attends school regularly.

4. The school will make enquiries to ascertain the whereabouts of a child who should be in school from the first day of absence.

5. We recognise that there are some groups of children who are especially vulnerable to missing education and the school will make a decision on an individual basis to highlight any contextual safeguarding information in relation to a child missing education.

6. From time to time there will be students for whom the school seeks alternative provision arrangements off site but still on the role of our school. For these students, care will be taken to monitor attendance on a weekly basis, track student progress through assessment data, keep a record of the students' weekly timetable, be informed of any serious incidents of misconduct including exclusions and arrange a visit of a senior member of staff to the alternative provision.

Chapter 10 Tribalism

Tribalism is known as the grouping and organizing of people into tribes. A tribe would also be a result of the same beliefs and religious and ethnic culture of the group of people who have decided to follow each other within their group. These people who are found within the tribe possess a strong identity and are known for certain beliefs which are different from other tribes that either make them enemies or friends to each other. With a negative connotation tribalism can also mean discriminatory behavior or attitudes towards anyone who does not belong to a tribe or tribes preferred by some people. Tribalism hinders several positive decisions and associations, it dehumanises the object of a tribal remark or as a result of a tribe-based action and gives a false sense of hierarchy to the self-acclaimed tribal supremacy.

These negative aspects of tribalism are often fueled by competition and the perception of a common threat. They promote fear, anxiety, and prejudice, all of which make children more susceptible to altered truth and conflict. Tribalism can take many forms in a school.

Signs of tribalism in school

- A child becomes withdrawn and isolates self from other children from specific tribe(s)
- A child may fear or hate another child or a set of children without any known cause or may not have interacted with them (prejudice)
- Cynic tribal remarks in class or at the playground
- Use of tribal language in a multi-cultural setting in school
- Drawing symbols or using sign language to ridicule other tribes

These and many more are forms of abuses among children which can degenerate into graver outcomes.

Chapter 11: Cultism

To be read with school's cultism guidance.

Chapter 12: Faith Abuse / Honour Based Violence

This term describes cultural justifications for violence and abuse. It can be used to justify violence and abuse against women, some men and children.

Honour based violence is normally associated with cultures and communities from Asia, the Middle East and Africa. If the individual concerned is under 18 existing Child Protection procedures should be instigated, using the appropriate procedures.

This encompasses crimes which have been committed to protect or defend the honour of the family and/or community. This can include FGM, forced marriage and Breast ironing. All such concerns should be reported via the school's safeguarding procedures.

Chapter 13: Serious Sexual Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved in serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Chapter 14: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance

can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Staff at CIS are aware of the potential signs and indicators of CSE and concerns or suspicions are reported to the DSL who will contact appropriate authorities.

Chapter 15: Peer on Peer abuse

All staff recognise that children are capable of abusing other children (including online). Children should be reassured that they are doing the right thing by coming forward and sharing their experiences, however long ago an incident took place. Where there is peer on peer abuse, support for the victim, resolution strategies and sanctions for the perpetrator should be put in place in line with the School's behaviour policy. However, the School acknowledges that the abuser may be a victim of abuse themselves. Advice can be sought from the appropriate authority. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

Laws in place in Nigeria are there to protect, not criminalise children

"Upskirting" typically involves taking a picture underneath a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. The taking viewing or disseminating such images not permitted by members of the CIS community both in and out of school.

Procedures for Managing Sexting or Sharing Nudes in the staff safeguarding handbook offers the suggested process for dealing with such an issue.

Chapter 16: Children with special educational needs and disabilities

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. These can include: assumptions that indicators of possible

abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Students being more prone to peer group isolation than other children. 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.

To address these possible safeguarding issues, CIS diligently monitors the SEND students as well as other students not in the SEND register and may use targeted extra pastoral support for children with SEND and disabilities.

Chapter 17: Contextual safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Chapter 18: Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the Designated Safeguarding Lead or a Deputy.

Chapter 19: Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Any concerns regarding Domestic Abuse should be passed immediately to the DSL for necessary further action. If the child does not want to share details, your concerns should also be passed to the DSL.

Chapter 20: Online Safety

CIS Subscribes to National Online Safety for a whole school community approach to e-safety and online learning. It is essential that children are safeguarded from potentially harmful and inappropriate online material.

The breadth of issues classified within online safety is considerable and ever evolving, but at CIS is categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

Commerce: risks such as online gambling, inappropriate advertising and phishing.

Filtering and Monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, does all that we reasonably can to limit children's exposure to the above risks from the school's or college's IT system.

As part of this process, we ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. This is not so restrictive that it stops effective research for students.

Chapter 21: Visitors and Guest Speakers

All visitors to the School must pass through security and are expected to adhere to the School's visiting procedures and the Events Management Policy. This including having no weapons on their person or within their security team.

Parents and domestic staff are identified by their CIS photographic, identity cards and can be asked to show them at any time.

Any guests invited to present to students must be authorised in advance by a named member of SLT, as designated by the prospective Heads of School. Authorisation should be sought, by completion of the relevant Google Form, no less than 7 days before the event.

Research should be carried out to ensure the suitability of any guest speakers and where possible references should be sought from other schools.

https://forms.gle/PiwqMvRLuDMWuASM7

The full Code of Conduct can be found in the Staff Handbook

Chaper 22: EYFS, Intimate Care and Toileting Procedures

All children at CIS have the right to be safe and be treated with dignity, respect and privacy at all times in order for the children to access all aspects of the school.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting, dressing and undressing. It should be considered in line with our Safeguarding Policy, Health and Safety Policy This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2014

CIS will ensure that:

- Children must be potty-trained upon admission to school
- In case of toilet accidents, children are changed into extra clothing provided by the parents and in a situation where an extra clothing is not available, this will be obtained from the Sick Bay
- No child with a named condition that affects personal development will be discriminated against
- Children who have frequent toilet accidents will be sent home until incontinence is addressed
- No child is refused access to the bathroom when needed

Intimate Care

It covers any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet and carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Partnership with Parents/Carers

The child`s class teacher works in partnership with parents/carers to share relevant information and provide continued care appropriate to the needs of the individual child. Under the supervision of the class teacher, the adults who will be responsible for providing intimate care to the children are the Teaching Assistants and the Class Assistants

We ask parents/carers to provide the following items:

• wet wipes

• change of clothes/undergarments (especially Pre-School and Nursery)

Changing Procedures

• Teaching Assistants and the Class Assistants assist with the dressing and undressing of the children. If this is not possible, a designated replacement staff member (whom the child is familiar/comfortable with) will undertake this task.

• All children are changed in the children's toilets with the door slightly ajar.

• Adults will encourage the children to change independently in Reception Classes while a lot of adult involvement is required when the younger children are changing for PE, Swimming or after a toilet accident.

Toileting 'Accidents' Procedures

• When intimate care is given, the member of staff explains fully each task that is carried out and the reason for it. Staff encourage children to do as much for themselves as they can - lots of praise and encouragement will be given to the child when they achieve.

• Staff will wear a fresh pair of disposable gloves when carrying out intimate care tasks. Disposable aprons will also be available if required.

• Staff and child will wash their hands and dry on disposable towels immediately after completing task.

• Parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (e.g. has had an 'accident' and soiled him/herself). This information will be treated sensitively.

•Where a child has had three toilet accidents intermittently, this will have been logged onto SIMS and parents will be contacted for a formal meeting with either the Assistant Head teacher or the Head of Junior School.

Safeguarding

• Staff who provide intimate care have all received Safeguarding training (and, if appropriate, Moving and Handling training).

• Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. Where possible one pupil will be cared for by one staff member but another staff member will always be informed of this beforehand.

• If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises or soreness for example), he/she will immediately report concerns to the Designated Safeguarding Lead.

• If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be investigated at an appropriate level and outcomes recorded.

• If a child makes an allegation about a member of staff this will be investigated in accordance with agreed procedures.

• Personal phones and cameras must be securely away in the Primary and EYFS setting. They must not be used when children are present and should **under no circumstances** be used when children are changing or being supported with toileting.

Record Keeping

• Log in every toilet accident on SIMS

- Invite parents to school for a meeting with either the Assistant or the Head teacher after **three (3)** toilet accidents.

Chapter 23: CIS Early Help System

At CIS we belive that early intervention with a child or family can prevent larger issues arising. As we sit outwith the UK Early Help System we have devised our own internal system that judges the level of need, allocated the key lead professional and develops a wellbeing assessment and plan is appropriate.

Note: This policy links to the following policies and procedures:

- SEND policy*
- Staff code of conduct/Staff handbook.
- IT acceptable use policy
- Counselling Policy*
- Physical Contact policy*
- Safer Recruitment policy*
- Behaviour, Discipline and Anti-bullying policy*
- Health and Safety policy*
- Whistleblowing Policy*
- Online/virtual safety policy
- Data Protection
- Trips and visits policy
- Photography and Media Policy
- Complaints Policy
- Equal Opportunities Policy
- Procedures for Changing Rooms
- Events Management Policy

	Date	Name	Signature
Policy Date	September 2022		
Review Date	September 2023		
Review Period	Annually (unless guidelines have been updated)		
Reviewed by	Designated Safeguarding Lead	Anthony Manafa Julie King	
Verified by	Head of Senior School School Principal	Mrs Anthonia Milorin Mr Stewart King	