



Review Date: Annually

Review Officer: Head of Primary

Safeguarding Policy 2024-25

Rationale

Kilimanjaro British School (KBS) fully recognises its responsibility to safeguard, promote and protect the safety of all students in its care. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at KBS.

Kilimanjaro British School believes that it is always unacceptable for a child/young person to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children and young people by committing to practices that protect them.

We recognise that:

- The welfare of children/young people is always paramount.
- All children/young people have the right to equal protection from all types of harm or abuse.
- Working in close partnership with children/young people, their parents/carers and other agencies is essential in promoting young people's welfare.

Safeguarding and promoting the welfare of children is **everyone's responsibility**. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all staff should make sure their approach is child-centred, considering at all times what is in the best interest of the child.

Keeping Children Safe in Education 2024 (KCSIE)

The purpose of this policy is to provide staff, volunteers, and the wider school community with the framework needed in order to keep children safe and secure, which also includes off-site activities whilst under school responsibility.

Safeguarding and promoting the welfare of children (everyone under the age of 18 or under the care of KBS) is defined in Keeping Children Safe in Education, 2024 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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 outcomes.

The Policy forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education, 2024
- Working Together to Safeguard Children, 2023
- Inspecting Safeguarding in Early Years
- The role of the designated safeguarding lead (Annex B of KCSIE)
- Behaviour Policy
- Anti Bullying Policy
- Staff Code of Conduct
- Whistleblowing Policy
- ICT usage and Safety Policy

British laws require that professional caregivers report child abuse. Therefore, all KBS staff that work with children are bound by the following criminal code

BRITISH PENALTIES LAW (11/2004); Chapter 3; Article 189:

'The penalty of imprisonment for a period not exceeding 3 years and a fine not exceeding 10,000 Pound or one of the two penalties shall apply to any public officer assigned to investigate about crimes or identify them if he neglects to inform about the offence he knows about or postpones such information....'

This policy applies to managers at all levels, the board of trustees, paid staff, unpaid volunteers, sessional workers, agency staff, contractors working in school, students and anyone else working/volunteering for or on behalf of KBS. All staff have a full and active part to play in protecting students from harm, even if their primary role is not teaching or caring for the students.

The procedure for reporting suspicions of abuse is detailed in this policy.

Aims

This policy aims to:

- Outline our commitment to safeguarding children.
- Briefly explain the different types of abuse that exist and some of their signs.
- Explain our internal procedure for reporting abuse / suspected abuse.
- Make clear our expectations for confidentiality.
- Note our *Staff Code of Conduct* in the context of child safeguarding.

KBS aims to:

Provide protection for all children/young people who attend KBS in any way. We also aim to provide staff and volunteers with guidance on procedures they should adopt if they suspect a student may be experiencing, or be at risk of, harm.

We will seek to safeguard children and young people by:

- Valuing them, listening to and respecting them.
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers (see Staff Code of Conduct).
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.

- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Providing effective management for staff and volunteers through supervision, support and training.

Designated Core Team

At KBS, the Designated Safeguarding Leads (DSL) are:

Deane Baker - Executive Principal
 Andy Dunlop - Academic Principal
 Steve Jones - Head of Primary
 Mehz Patel - Deputy Head of Primary (Pastoral)
 Lydie Gonzales - Associate Head of Secondary
 Dimple Patel - Assistant Head of Secondary

The person with the overall responsibility is Deane Baker, Executive Principal.

Procedures

1. Purpose

These procedures set out common values, principles, and beliefs and describe the steps that will be taken to meet our commitment to protect our students.

The purpose of the procedures is to:

- Provide a management strategy to prevent child abuse and protect students in the course of our work.
- Protect KBS staff from unfair practices and processes.
- Provide KBS staff with clear guidelines on what to do in the case of suspected child abuse.

2. KBS's commitment

Awareness: we will ensure that all KBS staff are fully aware of their roles and responsibilities regarding Safeguarding and Child Protection, and the different forms of abuse.

Prevention: we will ensure, through awareness and good practice, that all KBS staff minimise the risks to students.

Reporting: we will ensure that all KBS staff are clear on what steps to take where concerns arise regarding the safety of students.

Responding: we will ensure that action is taken to support and protect students where concerns of abuse arise.

Further to the above, KBS will:

- Not permit a person to work with students if it has been identified that they pose an unacceptable risk to children's safety or wellbeing.
- Take seriously all child abuse concerns raised to us by anyone.
- Take positive steps to ensure the protection of students who are the subject of any concerns.

- Support students, staff or other adults who raise concerns or who are the subject of concerns.
- Act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Guide through the child protection process by the principle of 'best interests of the child'.
- Listen to and take seriously the views and wishes of students.
- Work in partnership with parents/carers and/or other professionals to ensure the protection of students.

3. Categories of abuse (to include exploitation)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

3.1 Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

3.2 Emotional abuse

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

3.3 Neglect

Neglect is the failure to provide the child with the basic necessities of life, such as food, medical treatment, adequate clothing, shelter and supervision to the extent that the child's health and development are at risk.

3.4 Sexual abuse

Sexual abuse is the actual or likely sexual exploitation of a child. Sexual abuse includes rape, incest and all forms of sexual activity involving children, including exposing children to, or taking, pornographic photographs or other media/materials.

Child sexual abuse damages children physically, emotionally and behaviourally. Both its initial effects and long-term consequences impact on the individual, on their family and on the community.

3.4.1 Initial effects of child sexual abuse

These may include:

- Medical problems such as sexually transmitted diseases, pregnancy and physical injury.
- Emotional problems such as guilt, anger, hostility, anxiety, fear, shame, lowered self-esteem.
- Behavioural problems such as aggression, delinquency, nightmares, phobias, eating and sleeping disorders.
- School problems and truancy.

3.4.2 Who is most likely to abuse a child?

- Someone who is known to the child.
- Someone the child trusts.
- Someone who the child's family trusts (ie. not a stranger).
- Someone who has access to the child.
- Someone who has themselves experienced abuse as a child*.

*(Abel and Osborne, 1988).

4. How to recognise abuse

There are many common indicators of abuse, which may vary by cultural context – something important to note in an international school environment.

The following lists are not exhaustive.

4.1 Emotional signs of abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy.
- Depression or extreme anxiety.
- Inappropriate relationships with peers and/or adults.
- Lack of motivation, interest and/or energy.
- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Persistent tiredness.
- Running away/stealing/lying.
- Sudden under-achievement or lack of concentration.

4.2 Physical signs of abuse

- Any injury inconsistent with explanation given to them.
- Injuries to the body in places not normally exposed to falls, rough games etc.
- Reluctance to change clothes among others (eg. for sports) or show parts of the body normally accepted to be on show (eg. arms, legs).
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures, cuts, grazes etc that do not have a reasonable explanation.

- Infections and/or symptoms of sexually transmitted diseases.
- General bruises, scratches or other injuries not consistent with accidental injury.

4.3 Signs of sexual abuse

- Any allegations, mentions or suggestions made by a child concerning abuse, sexual activity, unwanted physical contact etc.
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour and/or sexual vocabulary.
- Engaging in sexual play that is inappropriate for their age or inconsistent with the behaviour of their peers.
- Sexually provocative, flirtatious or seductive behaviour with adults.
- Sudden changes in mood or behaviour.
- Open displays of sexuality.
- Lack of trust in familiar adults and excessive fear of strangers.
- General bruises, scratches, marks or other injuries not consistent with accidental injury.
- Acting-out behaviour – aggression, lying, stealing, unexplained running away.
- Suicide attempts.

4.4 Signs of neglect

- Frequent lateness or non-attendance at school, or frequently left at the end of school with nobody to collect the child.
- Clothing that is inappropriate enough to cause harm or discomfort (eg. no coat on cold days, uncomfortable or impractical shoes, filthy/smelly/shabby clothes, clothes that are uncomfortable and causing harm, clothes that are unsuitable for the child's age/gender).
- Body odour, unkempt hair, unbrushed teeth, dirty skin and general signs of poor hygiene.
- Signs of hunger, dehydration and/or poor nutrition.
- Excessive tiredness.
- Untreated wounds, injuries, medical conditions, dental problems and/or illnesses.
- Is frequently unsupervised, left alone or allowed to play in unsafe situations.

Domestic Abuse (added to KCSIE 22 guidance for all staff to be aware of)

Definition: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass but is not limited to: psychological, physical, sexual, financial, and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

5. Dealing with a disclosure/allegation of abuse - *Remain calm, do not panic or express shock*

- Listen carefully – do not prompt responses or ask leading questions (use T.E.D method). T- Tell, E- Explain, D-Describe.
- Reassure the child – tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone
- Do not project or assume anything, let the child tell their story; leave your own assumptions out
- Use age specific language. Ask for clarification for any meaning or words you don't understand
- Let the child know they are believed
- Let the child know that you will do your best to protect and support them
- Do not promise secrecy to the child. Explain that it is necessary that in order to help them, you will have to tell certain other parties, but it will be as confidential as possible. Assure them, however that this will not be general knowledge within the school community
- Check that you have a full understanding of what the child has told you before the end of the discussion
- Make the child comfortable. Ensure that the child is not left in a situation where he/she may be pressured to change their story
- Report to the appropriate Designated Safeguarding Lead at the earliest possible opportunity - see below
- Maintain confidentiality. Do not discuss this with any other members of staff, students or people outside of school. It will be considered a breach of school protocol if you do this

7. Reporting signs or suspicions of abuse

The best interests of the child and the desire to secure the best outcomes for the child should always govern decisions regarding what action should be taken in response to concerns.

Things to do	Things to avoid
<ul style="list-style-type: none"> ● Record your concern on CPOMS ● Report your concern to the Designated Safeguarding Officer ● Re-refer and challenge if the situation does not seem to be improving 	<ul style="list-style-type: none"> ● Ignore ● Dismiss ● Investigate or examine a child ● Take photographs of injuries ● Attempt to resolve the situation in isolation

7.1 Principles of reporting

Reporting a safeguarding concern is mandatory for all staff, volunteers, parents and visitors. Responsible reporting also means that any person making a report

should bear in mind that all concerns are allegations until they have been investigated. For this reason, it is important for anyone raising a concern to follow the specific reporting guidelines set out below.

Confidentiality is expected within the reporting chain.

7.2 Procedures for reporting

Any member of staff with a safeguarding concern must report this on CPOMS and inform a member of the core safeguarding team (DSL).

Any information provided to the Designated Safeguarding Lead/Executive Principal will be handled with strict confidentiality – informing only those who need to be involved. They will only take action if breaches of child protection law can be proven conclusively.

Discussions held with a Designated Safeguarding Lead should focus on:

- Evidence that child protection has become a concern.
- The identified risks to the student.
- Measures to safeguard children and minimise risk.
- Action/next steps.

The Designated Safeguarding Lead will collaboratively assess the reported concerns and support needs for the student and family. They will decide whether, and at what stage, the issue should be reported to external bodies. They will determine the appropriate response (e.g. disciplinary process or urgent action if the student is judged to be at risk).

Concerns raised through CPOMS should be detailed and precise, focusing on what was said or observed, who was present and what happened. Speculation and interpretation may be present in the report but it should be clearly distinguished from fact.

The above procedure also applies if you wish to raise allegations of abuse against a member of KBS staff/volunteer, parent/family member of a KBS student or anybody else in the KBS family.

7.3 Confidentiality in reporting

Any concern, disclosure or allegation is alleged rather than proven at the point of reporting. Therefore, all such reports should be treated as extremely confidential. It is the individual responsibility of each person in possession of information to maintain this confidentiality to the best of their ability.

Confidentiality means only passing information between those people with a professional need to know. In the first instance, this will be members of our core safeguarding team (DSLs). The core safeguarding team may then need to share the information with other parties involved, including external organisations.

However, if urgent action is required to protect a student, it may begin prior to the reporting procedure.

7.4 How information will be recorded

Records are maintained on all matters of safeguarding on CPOMS.

NOTE: Only people who need to know in order to assist or advise need to know. This respects the student's, family's and/or staff's rights to privacy. Otherwise there might be gossip and rumours or other people may be genuinely concerned.

8. General student and/or family welfare

Sometimes, concerns about a child may not be about abuse. You may be concerned that a student or family needs some help in making sure all the student's needs are met to address a particular problem. Examples of this might be where a child is suffering because of poverty, getting into trouble in the community, or has a disability and needs extra help. In these instances, you can get them help by using the same reporting procedure.

9. Safe Working Practices

All school staff should adopt safe working practices when working with students:

- Avoid 1:1 situations where possible
- Keep the door open at all times if you are in a situation when working alone with a student
- Avoid unnecessary physical contact
- Ensure all contact during lessons is appropriate, visible and in context
- Maintain appropriate communication with students both in and out of school
- Never give a personal number or personal email address to a student
- Staff must not have students as 'friends' on any social media or social networking site
- Staff must not message students through any social media platforms or through personal email
- Never give an individual student a gift
- All aspects of the Staff Code of Conduct must be followed
- If you think you have done something that could be misinterpreted, then self report immediately

Whistleblowing

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child safeguarding which may include the attitude or actions of colleagues. If necessary, they should speak with the Executive Principal or Academic Principal. If there is a concern that the student is at risk from significant harm, the DSL should report to the Executive Principal.

In cases where criminal acts are involved or suspected, the Executive Principal may inform the British Police and relevant Embassy.

Identification Badges

All adults on site must wear a coloured lanyard to support identification. All visitors to the school must be accompanied by an adult, and should not be left alone with students. All parent volunteers will be asked to read through our safeguarding leaflet, and sign an agreement. Parent volunteers must only work in external spaces and should not be left alone with any child.

	All KBS staff
	Parents, approved carers, drivers (Years 1-6) when dropping off and collecting child
	Visitors (including parent volunteers)
	Contractors, suppliers, cleaners, canteen staff

Safe Touch

Safe Touch aims to prevent sexual abuse by helping students fully understand safe and healthy relationships.

If an adult needs to touch a pupil such as helping them in a PE lesson or cleaning a wound, it is important to explain at every stage what is happening and why contact is being made. At no point should an adult touch a pupil's intimate area – if they have had a toileting accident, the adult should direct the child to clean themselves.

Online Safety

All members of the school community have a responsibility for promoting and supporting e- safety working procedures. Online safety lessons form part of the curriculum at KBS, and are reinforced at every opportunity. Filtering and monitoring procedures are reviewed annually to safeguard students and staff from potentially harmful content. The IT Department work closely with SMT to procure systems, identify risk and carry out reviews and checks.

Evaluation

This policy will be regularly reviewed and evaluated to ensure continuous improvement, and ensure that the policy continues to reflect best practice standards, and any further changes to UK legislation (Keeping Children Safe in Education).

Appendix 1 - KBS Staff code of conduct

While teaching and caring for students, KBS staff will:

- Treat students with respect regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- Not use language or behaviour towards students that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
- Not engage children in any form of sexual activity or acts.
- Wherever possible, ensure that another adult is present when working in the proximity of students.
- Not invite unaccompanied students into your home without the permission of their parent/guardian, unless they are at immediate risk of injury or in physical danger.
- Use any computers, mobile phones, or video and digital cameras appropriately, and never exploit or harass children or access child pornography through any medium.
- Never communicate with students using social media.
- Never implement physical punishment or discipline of students.

- Immediately report concerns or allegations of child abuse in accordance with appropriate procedures.
- Never use students' images for your own purposes.

When photographing or filming a student for school-related purposes, KBS staff must:

- Before photographing or filming a student, assess and endeavour to comply with local traditions or restrictions for reproducing personal images.
- Before photographing or filming a student, obtain consent from the student or a parent or guardian of the student. As part of this you must explain how the photograph or film will be used (see photo decline list).
- Ensure photographs, films, videos and DVDs present children in a dignified and respectful manner and not in a vulnerable or submissive manner.
- Ensure images are honest representations of the context and the facts.
- Ensure file labels do not reveal identifying information about a student when sending images electronically.

When at school, under the care of KBS, all staff have a responsibility to safeguard all students and ensure their welfare. Staff are expected to challenge any actions contrary to this and maintain full supervision of children at all times. When children are excused from lessons or activities (e.g. to use the toilet or go to the clinic):-

1. In Primary, they must be accompanied (by a member of staff or another student) and are not allowed to go alone so that appropriate assistance can be sought if necessary.
2. In Secondary, the teacher must sign the student's planner with the date and time the student left the classroom.

KBS staff will use common sense and professionalism to avoid actions and/or behaviours that could be construed as any form of child abuse.

KBS staff will report any suspected cases of child abuse to the School Counsellor or Senior Management Team in a timely manner.

Appendix 2 - Core Safeguarding Team
