



SANDFORD INTERNATIONAL SCHOOL

Addis Ababa, Ethiopia

Child Protection Policy and Procedures

Head of School:

Anthony Hamilton

Nominated Board

member for

Safeguarding:

Tenagne Lemma

Designated

Safeguarding Lead:

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Deputy Designated Safeguarding Leads:

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NAME OF POLICY	Child Protection Policy and Procedures
APPROVED BY	Board of Sandford International School
DATE APPROVED	October 8 th 2022
DATE OF REVIEW	October 2024





Child Protection Policy

The child protection policy supports the **“Keeping Children Safe in Sandford” policy** as part of a suite of safeguarding documents at Sandford international School

This policy consists of three main documents:

- The overarching safeguarding policy (statement of principles)
- Detailed child protection procedures and
- Child protection summary sheet. The latter is printed separately and provided routinely for those adults who will not have the opportunity to read this policy in its entirety but will have unsupervised contact, even as a ‘one-off’, with pupils on a temporary or intermittent basis such as supply, peripatetic or visiting professionals.

This policy applies to all staff, including the Senior Leadership Team, teachers, peripatetic staff, regular volunteers (Board members, PTSF, non-teaching staff, contractors and/or apprentices, working in or on behalf of the school. It provides information about the actions the school expects from all staff.





A. Safeguarding Policy

Sandford International School recognises that the welfare of the child is paramount: the needs and wishes of each child will be put first. Throughout this document, 'pupil' or 'child' refers to a young person under the age of 18 and any young person in the School's care.

a) The purpose of this policy is to:

- a. afford protection for all pupils
- b. enable staff and volunteers to safeguard and promote the welfare of children
- c. promote a culture which makes this school a safe place to learn and in which children feel safe

We take seriously our duty to safeguard and promote the welfare of the children and young people in our care. Everyone at Sandford International School who comes into contact with children and their families has a role to play in safeguarding children. School staff are important in the safeguarding promotion of the welfare of children. School staff form part of the wider safeguarding system for children to prevent concerns from escalating. Our national and international community pupils require support specific to their needs and their ability to access support partnerships around the globe.

Safeguarding children is everyone's responsibility. We define safeguarding as:

- a. protecting children from maltreatment;
- b. preventing impairment of children's mental and physical health or development;
- c. ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- d. taking action to enable all children to have the best life chances.

Effective safeguarding systems must be child centred as problems can arise in safeguarding systems when sight is lost around the needs and views of the children within them or place the interests of adults ahead of the needs of children. Everyone working with children and families must seek the voice of the child and reflect and respond to it in all aspects of work.

We recognise the work of the "United Nations convention on the rights of the child" (UNCRC).

Everyone working in or for our school must share the objective to help keep children and young people safe by:

- a. Providing a safe environment for children and young people to learn and develop in our setting;
- b. Identifying and responding to 'early help' needs of children and families;





- c. Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting;
- d. Maintaining a culture of vigilance and an attitude of **'it could happen here'**.
- e. All staff should know what to do if a child tells them they are being abused, exploited or neglected;
- f. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality and be able to reassure victim that they are being taken seriously;
- g. **Children who report abuse should be supported and kept safe.**
 - i. They should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment.
- h. **A victim should never be made to feel ashamed for making a report.**

The Board will ensure that there are effective safeguarding policies and procedures in place that consider local risks.

The Board will also support guidance given from Keeping Children Safe at Sandford to safeguard and promote the welfare of children in our school. **Board members and the Head of School will ensure that those staff who work directly with children (all staff at SIS) read Keeping Children safe at Sandford.**

This is achieved through:

- a) Boards' accountability to ensure that the school meets its responsibilities for safeguarding and that all policies, procedures, training and teaching are in place and effective.
- b) Board members ensure that mechanisms are in place to assist staff in understanding and discharging their role and responsibilities as set out in **'keeping Children Safe at Sandford'**.
- c) Making it known who is responsible for the wider safeguarding arrangements.

The Designated Safeguarding Board member is Tenagne Lemma

The Designated Safeguarding Leads are Anne Silistrie and Joline Sidney Ehlers

The Deputy Designated Lead for Safeguarding is Andrea Mitchell.

DSL's have a weekly Safeguarding meeting with the Head of School. There are also termly meetings with the Designated Safeguarding Lead and Nominated Board member for Safeguarding,

Governors, staff and regular volunteers in this school understand the importance of taking appropriate action and working in partnership with children, their parents/ carers in order to safeguard children and promote their welfare.





Supporting Children and Working in Partnership with Parents

- a. SIS recognises that children's welfare is paramount. Good safeguarding, child protection practice and securing good outcomes for children rely on a positive, open and honest working partnership with parents/carers.
- b. Children will be given an explanation, appropriate to their age and understanding of what action is being taken on their behalf and why.
- c. We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our duties

Supporting Children Through the Curriculum

Pupils are briefed on the school's expectations of their personal responsibilities within the SIS community.

Pupils are engaged and provided the opportunity to ask questions in regard to their civic duties, with specific attention the school anti-bullying policy, behaviour policy, online safety policy, code of conduct and school conventions. Pupils are introduced to the safeguarding team and the pastoral support network they can access for help and guidance.

- a. They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner.
- b. Opportunities are provided for pupils to learn about democracy and the rule of law, positive relationships and safe choices.
- c. All pupils know there is a Designated Safeguarding Lead (DSL) responsible for their safety and welfare and who this is and that they have a right to speak to this member of staff, or any other, if they are worried or concerned.
- d. Pupils are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.
- e. There is a display in the school identifying the DSLs and children are made aware of this.

Safeguarding is explored and promoted through the PSHE Curriculum which also encompasses Relationship and Sexual Health Education. SIS provides a spiraling course throughout the school that addresses themes around the core structures of:

- a) Beliefs and Values
- b) Relationships
- c) Careers
- d) Health and Wellbeing





Commitment to Safeguarding

We will endeavour to safeguard children and young people by:

- a. always acting in their best interests
- b. valuing them, listening to and respecting them (including involving them in decisions which affect them)
- c. never tolerating bullying, racism, sexism or any other forms of discrimination, including through use of technology
- d. promoting a whole school approach to preventing child on child violence and sexual harassment, including 'upskirting'
- e. ensuring a broad balanced curriculum which affords a range of opportunities to learn about safeguarding particularly when:
 - i. Using technology
 - ii. Considering different types of relationships and issues related to Relationships and Sex Education (RSE).
- f. supporting attendance and taking action if a child is missing school regularly
- g. appointing at least one Deputy Designated Safeguarding Lead to ensure there is always someone available during school hours for staff to discuss any safeguarding concerns
- h. making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action
- i. ensuring that all those named above (i.e. DSLs and Deputy DSLs; Designated Teacher; Head, Board, all staff and regular volunteers) have training appropriate to their roles.
- j. keeping clear, accurate and contemporaneous safeguarding and child protection records
- k. recruiting staff and volunteers (including host families) safely, ensuring all necessary checks are made and making sure that at least one appointment panel member has undertaken safer recruitment training
- l. providing effective management for staff through induction, support and regular update training appropriate to role
- m. adopting a code of conduct for all staff and volunteers which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media
- n. ensuring our online safety process includes appropriate filters and monitoring systems.
- o. promoting a culture in which staff feeling able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the school Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken
- p. dealing appropriately with any allegations/concerns about the behaviour of staff or volunteers in accordance with the process set out in statutory guidance





This child protection policy forms part of a suite of policies and other documents which relate to the wider safeguarding responsibilities of the school.

In particular it should be read in conjunction with the:

- a) staff behaviour policy (code of conduct);
- b) online safety policies for pupils and staff, which include use of mobile technology;
- c) safer recruitment policy and procedures;
- d) procedures to handle allegations against members of staff and volunteers; a
- e) anti-bullying policy.

These policies and procedures are either available on the school network, website or via the Head's Office.

B. Child Protection Procedures

These procedures should be read in conjunction with '**Keeping Children Safe in Sandford**'. All incidents and concerns about a child's welfare should be referred to the DSL.

- a. It is the responsibility of any staff or volunteers within the SIS community to share any concern where there is a suspicion that a child's safety or welfare is at risk. **'If you see something, say something'**.
- b. The DSL will:
 - i. Assess any concern/risk, and also inform the Head of School.
 - ii. Inform parents/guardians unless there is good reason to believe that involving parent/guardians would put the young person at risk of harm.

The school will endeavour to ensure that each pupil on roll has at least two emergency contacts

What Is Child Protection?

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

What Is Significant Harm?

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is





a compilation of significant events which damage the child's physical and psychological development.

Purpose of These Procedures

These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm. A 'child' is a person under 18 years but the principles of these procedures apply to all pupils at this school, including those over 18.

Responsibilities and Roles

All staff and volunteers will:

- a) Fully comply with the school's policies and procedures, attend appropriate training, and inform the Designated Safeguarding Lead of any concerns. The Board will ensure that the mechanisms are in place to support all staff to understand and discharge their role and responsibilities to safeguarding all pupils in our school.
- b) The Senior Leadership team, DSLs and DDSLs and the Board will read and sign to say they have read the full guidance set out in keeping children Safe at Sandford.
- c) All staff who work directly with children will read and sign to say they have read and understood the document keeping Children Safe at Sandford.

All staff in the school who do not have regular contact and do not work directly with children will read and sign to say they have read and understood Keeping Children Safe at Sandford.

What is Child Abuse?

i) 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.





ii) 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.

iii) Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 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, though it may occur alone.

iv) Sexual Abuse

A form of abuse that 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.

- a. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- b. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities.
- c. Encouraging children to behave in sexually inappropriate ways.
- d. 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.

v) Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:





- a. Provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- b. Protect a child from physical and emotional harm or danger
- c. Ensure adequate supervision (including the use of inadequate caretakers)
- d. Ensure access to appropriate medical care or treatment
- e. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. In most cases multiple issues will overlap with one another.

Recognising Child Abuse – Signs and Symptoms

Assessment of Risk Outside the Home (formerly Contextual Safeguarding)

It is also important that staff are aware and consider the impact of environmental factors that are present in a child's life that may be a threat to their safety and/or welfare. '**Contextual Safeguarding**' relates to incidents that are associated with factors or other pupils within or external to the school setting.

Children can be vulnerable to multiple extra-familial harms including, but not limited to:

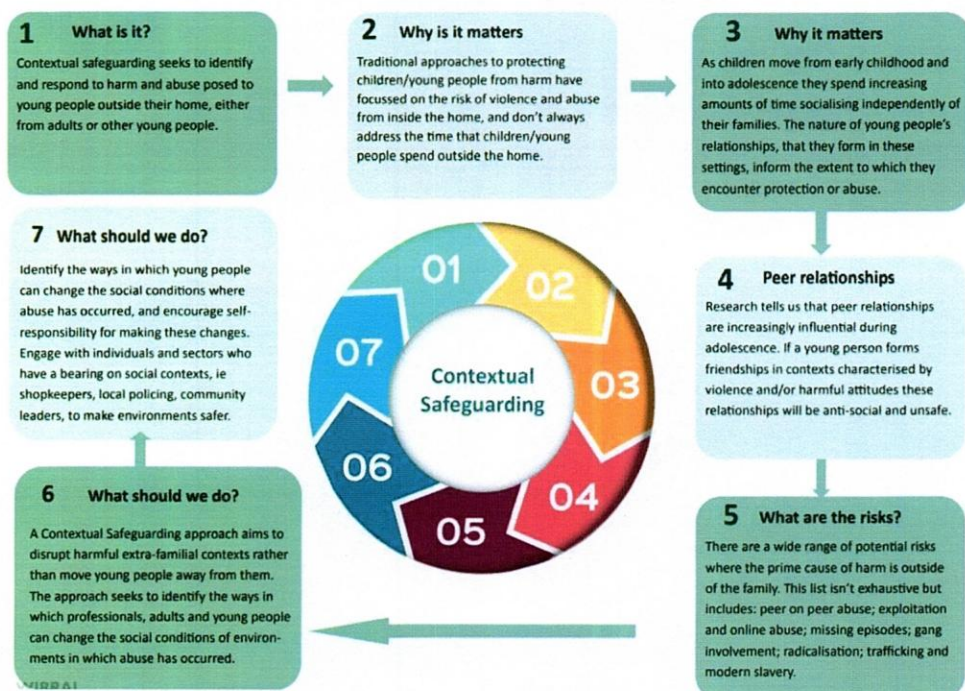
- a) Sexual exploitation
- b) Sexual abuse
- c) Serious youth violence
- d) Criminal exploitation

These factors are an important part of discussing and sharing concerns with the DSL, awareness and associated risks should be considered to understand the measure in place to manage these.

Assessment of risk outside of the home is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Assessment of risk outside of the home, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. If we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document.





Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear individual responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of '**it could happen here**' and always act in the best interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the Designated Safeguarding Lead (or Deputy). Any concerns about a child's welfare, should be acted upon immediately.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Mental Health

SIS has an awareness that mental health problems can in some cases be an indicator that a child is suffering or has suffered abuse, neglect or exploitation.





Staff would not attempt to make a Mental Health diagnosis; however, they are in a good position to observe the children on a daily basis and identify those whose behaviour indicates they may be experiencing a mental health problem or be at risk of developing one. All of the staff need to have an awareness that mental health problems can in some cases be an indicator that a child is suffering or has suffered abuse, neglect or exploitation.

When Children have suffered **adverse childhood experiences**, this may impact on them throughout their lives. This can also then have an impact on their behaviour, their ability to learn and affect their mental health. If staff have a concern about the mental health of a child, they will follow school policy and report their concerns to the DSL.

Online Safety

The breadth of issues classified within online safety is considerable, but can be categorised into these areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material.
- **Contact:** being subjected to harmful online interaction with other users.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/ or financial scams.

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school encourages parents to consider measures to keep their children safe when using social media.

Children Who Harm Others

Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Even if there are no reported cases of child on child abuse, SIS acknowledges that this does not mean that it is not taking place. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.





Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

At SIS, we aim to create an environment that enables pupils to build a secure emotional platform to support their personal, social and academic wellbeing. This environment should enable pupils and staff to cultivate an inclusive community that fosters positive attitudes, relationships and a sense of personal wellbeing and fulfilment. This is achieved throughout our curriculum, but also through ensuring pupils have clear guidance on what is expected of them within the school community.

The Anti-Bullying Policy outline the school's expectations of pupils' conduct and behaviour. The Welfare and Safeguarding briefing delivered to all pupils each academic year provides an opportunity to pupils to ask questions and check their understanding of these expectations. There is also pastoral support available for pupils through the tutoring teams and the Health Centre, which includes access to counselling services, where appropriate.

SIS recognises that children are capable of abusing their peers. The school will assess if any behaviours are potentially abusive by considering if there is a large difference/imbalance of power (e.g. through age, size, ability or development) between the pupils concerned; or if the perpetrator has continually tried to harm one or more pupil(s) or if the perceived intentions of the perpetrator are of concern.

Bullying

Bullying is behaviour by an individual or group, can be an isolated event or repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion or gender. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures which pupils are informed of through their induction process. Bullying is addressed at regular





intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head and the DSL will consider implementing safeguarding procedures.

Allegations Made by Children About Other Children (Including Child on Child Abuse and Sexual Violence and Harassment).

Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school and online.

- a) It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
- b) This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; up skirting and initiation/hazing type violence and rituals.
- c) Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- d) It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. SIS ensure that all staff are aware of the importance of:
 - 1. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
 - 2. Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
 - 3. Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.
 - 4. We will ensure we have plans in place to support all of the children at SIS and to ensure they are protected and any additional needs are taken into consideration as part of this process.





The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to the Police. The DSL should be consulted if there is any doubt about the right course of action.

Managing and Dealing with Allegations Against Other Pupils

As a school we will minimise the risk of allegations against other pupils by:

- a) Providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- b) Having systems in place for any pupil or parent to raise concerns with staff, knowing that they will be listened to, believed and valued.
- c) Providing interventions and peer support to those pupils identified as being at risk.
- d) Developing robust risk assessments and providing targeted interventions for pupils identified as being a potential risk to other pupils.
- e) Having robust anti-bullying policies and procedures.
- f) Having and following our policy on Sex and Relationships.

The school recognises that children are vulnerable to abuse by their peers; such abuse will be taken as seriously as abuse by adults. It is likely that such allegations will feature some of the following and therefore it may be appropriate to regard a young person's behaviour as abusive if:

- a) There is a difference in power (e.g. age, gender, size, intellect, development/SEND) between the young people concerned; or
- b) The perpetrator has repeatedly tried to harm one or more children; or
- c) There are concerns about the intention of the alleged perpetrator (e.g. the acts could be considered exploitative)
- d) It is of a serious nature that is possibly a criminal offence.

Staff must be alert to the gendered nature of child on child abuse; safeguarding issues may include physical, emotional and sexual abuse and/or exploitation.

Examples of safeguarding and child protection issues made by a pupil against another may include:

- ☐ **Physical Abuse:** Aggression, coercion, violence and threats of violence (particularly pre-meditated). 'Hazing'; the practice of rituals and other activities involving harassment and/or humiliation used as a way of initiating a person into a House/group/team. Forcing others to use drugs or alcohol.
- ☐ **Emotional Abuse:** Blackmail, bribery or extortion, threats, intimidation and harassment including online. Targeted children may feel persistently frightened or in danger, anxious, discomfort and/or humiliation. Attempts may be made by the perpetrator to ensure secrecy or dismiss repeated verbal abuse as 'banter'.





- **Sexual Abuse, Harassment and/or Exploitation:** Indecent exposure and/or touching e.g. breast/bottom or sexual assaults and harassment. Exposing genitals or masturbating in public, sexual degradation, humiliation, of self or others. Photographing/recording or forcing other children to perform/watch indecent acts. Force, coercion and/or potential grooming activities involving indecent images, 'sexting' (youth produced sexual imagery) and/or use of sexual language which is offensive or makes explicit sexual suggestions and/or cyber-sexual bullying involving aggression.
- **Up skirting:** 'Up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/ or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex, can be a victim. We will ensure that all staff act immediately should an incident of Up skirting arise in our school and report this to the police.

It is not the responsibility of School staff to investigate suspected abuse. The School is not an investigation or intervention agency for child protection, but it has an important role to play.

The use of 'Reasonable force'

We do not routinely use any form of physical contact in order to manage the children however there may be occasions when the school staff have to physically restrain pupils using '**reasonable force**' only to prevent them from hurting themselves or others, from damaging property, or from causing disorder.

This may include guiding a child to safety by the arm, or breaking up a fight, to prevent violence or injury and this action should be taken using no more force than is needed.

Physical restraint is used a last resort.

Sexual Violence and Sexual Harassment:

- a) All staff should recognise that children can abuse their peers. All staff should be clear about the school's policy and procedure about child on child abuse.
- b) Sexual violence and harassment can occur between two children of any age or sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- c) Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.
- d) The school's initial response to a report from a child is important. It is essential that **all** victims are reassured and that they are being taken seriously and that they will be supported and kept safe.
- e) Following a report of sexual violence, the DSL (or deputy) should make an





immediate risk and needs assessment, considering;

- o The victim
- o The alleged perpetrator
- o All the other children (if appropriate adult students and staff)

f. Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before acting. Staff should be aware of the importance of:

1. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
2. Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
3. Challenging and reporting behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, lifting up skirts and up skirting.
4. Dismissing or tolerating such behaviours risks normalising them

The underpinning principle at the school is that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.

Criminal Networks and Gangs

Children could be at risk of becoming involved in serious violent crime or with individuals associated with criminal networks or gangs. Any concerns about this will be discussed with the DSL who will take appropriate action.

Staff should familiarise themselves and be aware of indicators that may signal a child is at risk of or involved in serious crime. This may include the following:

- a) Increased absence from school
- b) Changes in friendships or relationships with older individuals or groups
- c) A significant decline in performance
- d) Signs of self-harm
- e) A significant change in wellbeing
- f) Signs of assault or unexplained injuries
- g) Unexplained gifts or new possessions are also an indicator that a child may have been approached by or involved with individuals associated with criminal networks or gangs².

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of abuse that involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual





acts. It can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. Indicators can be related to changes in emotional well-being, substance misuse, children who go missing or stay out late and children who miss school, or do not take part in school.

Child Criminal Exploitation (CCE)

Criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Recognition of child exploitation is part of staff training. We note that any child or young person may be at risk, regardless of family background or other circumstances, and can experience significant harm to physical and mental health.

Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

Records kept by the Designated Safeguarding Lead

1.1 it is useful and recommended practice for school staff to have one standard pro forma for recording all 'welfare' and child protection concerns.

1.2 The concern form should be passed to the DSL who will make a judgement about what action needs to be taken.





1.3 Concerns which initially seem trivial may turn out to be vital pieces of information later, so it is important to give as much detail as possible. A concern raised may not progress further than a conversation by the DSL with the parent, or, at the other end of the scale, could lead to matters being heard in a court.

1.4 All 'lower level' / pastoral concerns about a child's welfare, which will generally have been discussed with parents/carers, are kept in the child's main file.

1.5 It is never good practice to keep pupil welfare records in a diary or day-book system. Often it is only when a number of seemingly minor issues relating to an individual pupil over a period of time are seen as a whole that a pattern can be identified indicating a child protection concern.

Starting a school child protection file

1.6 A school child protection file does not necessarily mean that the pupil is or has been the subject of a child protection conference or plan. **'Child protection file'** denotes a high level of school concern.

1.7 **It is not good practice to make 'family files'**; each child should have his/her own record which includes information specific to him/her and which will be sent to the next school at the time of transfer. The names of siblings and/or other children who live in the household who also attend the school should be clearly noted on individual files.

1.8 **School child protection files are never 'closed' or de-categorised.** Once a school has started a child protection file, the chronology is maintained so that any future concerns can be considered in the context of past events.

The format of child protection files

1.9 It is helpful if individual files have the key information about the pupil and contact details of parents/carer and any other relevant professionals.

2. Storage

2.1 All records relating to child protection concerns are sensitive and confidential so will always be kept in a secure (i.e. locked) filing cabinet, separate from other school files, and accessible through the DSL/the Deputy(ies).

2.2 The pupil's general (electronic) school file is marked with "SG" to indicate that a child protection file exists. All staff who may need to consult a child's school file should be made aware of what the symbol means and to speak to the DSL if necessary if they see this symbol and have concerns.





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For example, a member of the office staff who is looking in the main file for a parent's contact details because of unexplained absence might decide to report this to the DSL if they see the indicator, in case the absence is significant.





SANDFORD INTERNATIONAL SCHOOL

Addis Ababa, Ethiopia

Child Protection Policy and Procedures

Head of School:
Anthony Hamilton

Nominated Board member for Safeguarding:
Tenagne Lemma

Designated Safeguarding Lead:
Anne Silistrie
Joline Sidney Ehlers

**Deputy Designated Safeguarding
Leads:**
Andrea Mitchell

