



Child Protection and Safeguarding Policy

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Table of Contents

1. Introduction	4
2. Five aspects to safeguarding and promoting the welfare of children	5
3. Aims of the Child Protection Policy	5-6
4. Safer Recruitment	6
5. Responsibilities of Designated Leads	7
6. Training	7
7. Raising Awareness	8
8. Early Help	8
9. Supporting Children	8-9
10. Confidentiality	9
11. Supporting Staff	9
12. Allegations Against Staff	9
13. Whistleblowing	10
14. Physical Intervention	10
15. Attendance	10
16. Anti-Bullying and Positive Behaviour	10
17. Discrimination on the grounds of race or religion	10
18. Maintain a Safe Environment	11
19. Online Safety	11-12
20. Health and Safety	12
21. Child Sexual Exploitation	12
22. Female Genital Mutilation	12-13
23. Preventing Radicalisation	13-14
24. Raising Child Protection Concerns	14
25. Responsibilities of Staff	14-17
25.1 Injuries	14
25.2 Disclosure by Childre	15
25.3 The Designated Staff	15-16
25.4 Record Keeping	16-17

26. Responsibilities of Staff	17
27. Categories of Child Abuse	17-20
27.1 Physical Abuse	17-18
27.2 Neglect	18
27.3 Emotional Abuse	18-19
27.4 Sexual Abuse	19
27.5 Self Harm	19-20

Child Protection and Safeguarding Policy

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

1. Introduction

This document has been drawn up in accordance with guidance from the Department for Education [Keeping Children Safe in Education](#) (updated September 2016)

The governors and staff fully recognise the contribution the school makes, in partnership with other local agencies, to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm and that everyone in the education service has an objective to keep children and young people safe. We are a listening school and place great importance on what children disclose to us.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. Through its emphasis on prevention and early intervention, this policy aims to minimise the risks of children being abused.

We understand the term "safeguarding" to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff at The Netherlands International School Lagos (NISL) believe that a range of other school policies are central to many aspects of the school's Child Protection and Safeguarding Policy, and this document should therefore be read in conjunction with our policies for:

- Anti-bullying
- Positive Behaviour
- Health and Safety
- Whistle blowing

2. There are five aspects to safeguarding and promoting the welfare of children:

- i. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- ii. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- iii. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- iv. Supporting pupils who have been abused in accordance with the agreed child protection plan;
- v. Establishing a safe environment in which children can learn and develop.

Our policy and procedures provide for all of these aspects of safeguarding.

3. Aims of the Child Protection Policy

- Provide a safe environment for children and young people to learn;
- Support the child's development in ways that will foster security, confidence and independence;
- Raise the awareness of all staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- Ensure that every member of staff including temporary, supply staff and volunteers including the Governing Body knows the name of the designated staff member (Sanne Larmit – with updated training every two years) responsible for child protection and their role;
- Ensure that there is a nominated governor for child protection (Natalie Beinisch – with updated training every two years);
- Identify children and young people who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at home and in school;
- Provide a systematic means of monitoring children known or thought to be at risk of harm;
- Emphasise the need for good levels of communication between all members of staff;

- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- Develop and promote effective working relationships with other agencies, via the Nigerian Police who inform Queens Drive Judicial Courts;
- Ensure that safe recruitment practices, including by association, are used and that Criminal Record Bureau checks are implemented/Nigerian Police Clearance Certificates are issued;
- Ensure that all adults within our school who work with children have been checked as to their suitability via a certified on line Safeguarding Assessment.

4. Safer Recruitment

- All interview panels will have at least one person with safeguarding training on it;
- The school will obtain an enhanced Disclosure and Barring Service (DBS) Disclosure, which includes a Protection Of Children Act list/List 99 check, in respect of all people who work directly with children or who are likely to have unsupervised access to them. This is carried out by staff themselves on recruitment and must be produced/kept on staff file. Local staff or those from other countries are required to produce the equivalent;
- The school will allow only people who have undergone an enhanced DBS (or equivalent) check to have **unsupervised** contact with children on the premises;
- The school will keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced DBS Disclosure;
- In addition, all staff recruited will be required to provide two references, confirmation of ID and qualifications;
- The school must have effective systems in place to ensure that practitioners and others likely to have unsupervised access to the children are suitable to do so;
- The school will also have regard to any requirements made under the Safeguarding Vulnerable Groups Act 2006.

- The DBS and the NCTL would be informed if there were any allegations made against staff member recruited from the UK

5. Responsibilities of Designated Leads

The Designated Staff members should:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies;
- Liaise with the Principal (where role is not carried out by the Principal) to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;
- “Relevant Agencies” refer to the local Police, Courts and where applicable Embassy of child in question

6. Training

Training will be providing in order to ensure that:

- All staff are able to recognise how to identify children who may benefit from “Early Help”;
- All staff are able to identify signs of abuse and when it is appropriate to make a referral;
- Appropriate staff (Management and key Board members) have a working knowledge of how Local Safeguarding procedures operate (via Police and Judicial Courts);
- All staff have access to and understand the school's Child Protection Policy especially new or part time staff who may work with different educational establishments;
- All staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. (This is essential in respect of staff that are perhaps part time or work with more than one school, trainee teachers and supply teachers.);
- Appropriate staff are able to keep detailed accurate secure written records of referrals/concerns;

- The named Children Protection lead has access to resources and attends any relevant or refresher training courses at least every two years.

7. Raising Awareness

- Ensure the establishment's Child Protection and Safeguarding Policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents see copies of the Child Protection and Safeguarding Policy which alerts them to the fact that referrals may be made. The role of the establishment in this is to avoid conflict later;
- Where children leave the establishment ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from main pupil file. (N.B. this can be done **electronically**).

8. Early Help

“Early Help” means providing support as soon as a problem emerges at any point in a child’s life, from foundation years through to end of primary. In the first instance, staff should discuss concerns with the Designated Safeguarding Lead. The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to relevant agencies when there are complex needs or child protection concerns. We will use the [Early Help and Safeguarding Thresholds](#) to inform our decision making. Staff maybe required to support other agencies and professionals in an early help assessment.

9. Supporting Children

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying relevant agencies as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

10. Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Principal or Designated Staff member will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff will be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff will be aware that they cannot promise a child to keep secrets.

11. Supporting Staff

- We recognise staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Child protection/Safeguarding staff member and to seek further support as appropriate.

12. Allegations Against Staff

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal. If the allegation is against the Principal it should be passed immediately to the Chair of Governors;
- The Principal (or Chair of Governors) will then determine whether the allegation is serious enough to warrant a suspension pending an investigation
- Pending such an investigation the Chair of Governors will notify relevant external agencies if deemed necessary
- Details of all staff allegations will be recorded and held on file

- The school will refer to its Whistleblowing Policy for protocol with managing allegations against staff, it will use an example posted on the Newham LSCB website which has been recognised as effective and well written. (<http://www.newhamlscb.org.uk/>)

13. Whistleblowing

Members of staff have the right to raise any child protection matter through the school's whistleblowing policy. A copy of this can be obtained from the main school office.

14. Physical Intervention

- The school's policy on Physical Intervention must be followed. This is outlined in our Positive Behaviour Policy.
- There may be occasions where a member of staff has to use physical intervention in order to prevent a pupil from harming themselves, others or property. The school's policy on Physical Intervention must be adhered to at all times.
- Only certified staff specifically trained in Positive Handling are allowed to physically restrain pupils.
- Staff must only use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person.
- We understand that physical intervention, which causes injury or distress to a child, may need to be considered under child protection or disciplinary procedures.

15. Attendance

At The Netherlands International School Lagos we encourage good attendance and work together with parents to reduce absenteeism. We have strict procedures in place that we follow when pupils are absent. Absence is followed up immediately by our School Office Manager.

16. Anti-Bullying and Positive Behaviour

These are set out in separate policies. It is acknowledged that if staff allow or condone bullying, such conduct may be considered under child protection procedures.

17. Discrimination on the grounds of race or religion

Our Equality policy is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

18. Maintain a Safe Environment

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include teaching and learning opportunities, as part of a broad and balanced curriculum to ensure children are taught about safeguarding, including online safety and to know to whom they should turn for help. This may be include covering relevant issues through Personal, Social and Health Education (PSHE), The International Primary Curriculum or assemblies.
- Similarly all staff and volunteers are clear about their roles and responsibilities and confident to deal with any concerns that may arise.

19. Online Safety

- Staff have a responsibility to monitor children's internet access and intervene when necessary to avoid inappropriate use;
- The school conducts Online Safety training for staff and children to raise the awareness and importance of safe and responsible Internet use;
- Staff have a responsibility to access the school IT equipment appropriately to the needs of the pupils. Staff are not permitted to

- access social networking sites during teaching hours or using school equipment for that purpose;
- Staff need to consider information they share concerning the school when using social networking sites regarding their personal life. They must not compromise the safety and well-being of individuals or publish pupil photographic images without the permission of Management. Being a “Facebook friend” with any current NISL parent is not advisable;
 - All staff must use their own log in /out details to access IT equipment as usage is monitored regularly;
 - All staff will read and agree to follow the school’s Acceptable Use of IT policy;
 - The school will ensure appropriate filters and appropriate monitoring systems are in place in order to safeguard from potentially harmful and inappropriate online material.

20. Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking Educational visits.

21. Child Sexual Exploitation (CSE)

We recognise that child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

We will consider the following CSE indicators:

- Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.
- Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

22. Female Genital Mutilation

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty from October 2015 in the UK and that we as a staff team at NISL must undergo awareness training.

If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further guidance is available through [Multi-Agency Practice Guidance](#).

23. Preventing Radicalisation

NISL is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

- Extremism is views and actions that promote:
 - i. Violence against others
 - ii. Hatred towards others
 - iii. Undermining the rights of others
- Radicalization refers to the process by which a person comes to support terrorism and forms of extremism

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and Computing policies.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and other relevant child protection agencies.

24. Raising Child Protection Concerns

A child protection incident may arise in several ways.

- 1) A child may approach a member of staff and make a specific allegation e.g. "My mum hit me with a belt last night", or "I am hungry. Dad gets drunk all the time and we never have any food".
- 2) The child may say something in another context which may arouse suspicion e.g. while talking generally to a lunchtime supervisor, "I hate it when my dad gets drunk and hits my mum".
- 3) Staff may observe a general pattern being established over a period of time e.g. continued dirtiness and unkempt appearance, or a history of minor injuries, tearfulness and tummy aches.
- 4) A child may exhibit inappropriate sexualised behaviour.

25. Responsibilities of Staff

25.1 Injuries

If a child comes to school with an injury the teacher should always ask how it happened. This should be done as a matter of course. Take time as soon as possible to do it in a quiet, informal way, on a one to one basis in the normal classroom setting. Staff should always ask open ended questions e.g. "How did that happen?" as opposed to, "Who did that to you?" Avoid carrying out an interrogation, and do not ask a child to remove clothing to look at injuries. If the teacher is satisfied with the child's explanation and there are no grounds for concern, then no further action needs to be taken. However a note must be made and passed on to the Designated Staff member. If the teacher is concerned

about the answer or the child is already subject to a Child Protection Plan then the Designated Staff member must be informed immediately (see below). If there is no additional adult in the class then a teacher should send a note to the Child Protection Coordinator indicating that there is a child protection issue.

25.2 Disclosures by Children

If a child approaches a member of staff to make a disclosure then the person who has been approached should make it a priority.

- Find a quiet area to talk outside the classroom
- Listen to the child but do not pressurise the child for facts which they are unwilling to give.
- Ascertain the facts. Ask questions of the What? When? Where? Who? type. Do not ask leading questions or suggest things to the child.
- Tell the child that you will need to tell other people what they have said. Do not promise the child that you won't tell anyone else.
- Do not ask the child to repeat what they have said to anyone else.
- Reassure the child that they have done the right thing in talking to you.
- Inform the Designated Staff member immediately.
- Make a written record of the disclosure.

A child may not approach a member of staff directly but may say something in another context which may arouse concern. In this situation the staff member should try to follow it up at the earliest opportunity by having a quiet word with the child. This should be very informal and care should be taken not to alarm the child. If the member of staff is still concerned then the Designated Staff member should be informed at the earliest opportunity.

25.3 The Designated Staff

The designated member of staff for Child Protection/Safeguarding at NISL is **Mrs. Sanne Larmit**.

The Lead Child Protection/Safeguarding Governor is: **Mrs. Natalie Beinisch.**

At NISL we also have a Child Protection team which meets to discuss reports made by other members on children that they have concerns about. This team meeting can be called by any member of the team to discuss concerns. The team comprises of the following members of staff, Mrs. Sanne Larmit (Lead Child Protection/Safeguarding Co-ordinator/SENCo/Assesment Co-ordinator); Mr. Oskar Kraut (Principal) and Mrs. Dipa Donald-Horsfall (Head of English Stream).

If the designated member of staff is not available then the Principal must be informed. Time is very important in child protection procedures. If an issue arises then it may be that external agencies need to be informed immediately or that a child may need to be taken to the hospital for a medical examination. There may be a need to talk to the student or parent (documented) before allowing the child to go home. It is the responsibility of all staff to inform the Designated Staff immediately there is an issue. **Members of the staff named above,** will give the issue priority. They will talk with the member of staff involved and agree a course of action. This will depend on the nature of the issue, any previous history, and what is known about the child and the family. The course of action could be an immediate referral to external agencies, it could be a talk with parents, or it could be a decision to monitor the situation. The latter may be appropriate where the member of staff begins to suspect that there are concerns involving neglect.

25.4 Record Keeping

All incidents of suspicion of child abuse must be recorded. The first priority is to inform the Designated Staff member who will talk to the member of staff involved. After that the priority is to make a record of the incident. **The Designated Staff member** will always ask a member of staff to give him/her a written report. If it involves a discussion with a child then the report should outline how the discussion arose, who instigated it, where the discussion took place, at what time it took place, and exactly what was said. It is important that this report is kept as factual as possible. This report should, as far as possible, be completed

on the same day. If necessary this may mean a teacher missing part of an after school meeting, or a member of the support staff being excused from the classroom for some time.

If the teacher suspects that there are issues of neglect then the Designated Staff member will ask the teacher to begin to keep regular observational records. All records relating to child protection issues will be kept separate from all other records and will be kept in a secure locked cabinet. Such records are confidential and will be shared with staff on a need to know basis.

26. Children subject to a Child Protection Plan

- The school needs to be aware of all children who are subject to an child protection plan;
- The Designated Staff members are responsible for ensuring that a school representative attends and provides a report for all Child Protection conferences
- The Designated Staff members should liaise with other agencies which support the pupil such;
- The Designated Staff members should ensure that where a pupil with a Child Protection Plan leaves, their information is transferred to the new school immediately and the child's social worker is informed.

27. Categories of Child Abuse

Abuse is categorised under four headings: physical abuse, neglect, emotional abuse, and sexual abuse. There are many signs which may indicate that a child is being abused. For example, overt and inappropriate sexual behaviour may be a specific sign that the child is being exposed to sexual abuse. However, a withdrawn and unhappy looking child could possibly be suffering from any of the four categories of abuse, but it may not be obvious as to what is the cause of the unhappiness. Staff should always be aware of children who show:

- Uncharacteristic aggression or temper tantrums;
- An inability to make friends or relate to other children of the same age group;
- Bursts of tearfulness;
- Frequent complaints of tummy aches and headaches;
- An air of depression.

27.1 Physical Abuse

Physical abuse is where there is an injury to a child and there is either definite knowledge or a reasonable suspicion that the injury was not accidental. This suspicion may arise when the nature of the injury is not consistent with the explanation given by the child or the parent. Signs of physical abuse could include:

- Obvious major injuries such as fractures, black eyes, cuts, and burns;
- Frequent “minor” injuries such as bruising, swelling, and redness, which may be evident in P.E;
- A child walking stiffly or holding themselves in an awkward way which might indicate an injury hidden beneath their clothing;
- An unwillingness to change for P.E;
- Flinching at sudden movements;
- An air of watchfulness and fear.

27.2 Neglect

Neglect is the persistent or severe neglect of a child which results in serious impairment of the child’s health or development. It includes allowing the child to be exposed to dangerous situations. Signs of neglect could include:

- Constant hunger;
- Thin or weak looking problems;
- Untreated medical problems;
- Poor personal hygiene and a dirty, unkempt appearance;
- Lack of warm clothes in cold weather;
- Constant tiredness;
- A young child who comes to school and goes home unaccompanied;
- A child who is left in the home without adult supervision;
- A child who clings to adults and seeks affection.

27.3 Emotional Abuse

Emotional abuse is the persistent and severe emotional rejection or ill treatment of the child. It also includes situations where the child is witnessing domestic violence within the home. It is probably the most

difficult type of abuse to recognise. The signs are behavioural rather than physical. Emotional abuse may often indicate the presence of other kinds of abuse.

Signs of emotional abuse could include:

- Withdrawal and an air of detachment;
- Depression;
- Poor self esteem and lack of confidence;
- A loss of appetite.

27.4 Sexual Abuse

Sexual abuse is the involvement of children in sexual activities which they do not comprehend and to which they are unable to give informed consent. Signs of sexual abuse could include:

- Child complaining of soreness/itching in the genital area;
- Difficulty in walking or sitting;
- Overt sexual behaviour or playing of a sexual nature;
- Sexualised drawings;
- Frequent soiling or wetting.

27.5 Self Harm

Deliberate self-harm among children and young people has increased dramatically over the past twenty years. Data from the Office of National Statistics shows that as many as one in ten teenagers deliberately self-harm; rates of deliberate self-harm amongst young men and boys have almost doubled since the 1980s. (NSPCC October 2007)

Whilst this is a primary school and the statistics above are broader, we do still insist that teachers are very much aware that younger students do self-harm (either on a regular basis or just once/a few times). For some children, it is part of coping with a specific problem, and the behaviour stops once the problem is resolved. Other young people self-harm for years, whenever certain kinds of pressures or feelings arise.

This could include:

- Cutting or burning;
- Taking overdoses of tablets or medicines;

- Punching themselves;
- Throwing their bodies against something;
- Pulling out hair or eyelashes;
- Scratching, picking or tearing at skin, causing sores and scarring;
- Inhaling or sniffing harmful substances;
- Swallowing things that are not edible;
- Inserting objects into their bodies;
- Head-banging.

Governing bodies should review their Child Protection Policy on an annual basis. If the policy has changed significantly since the last review then it should be presented to governors. Depending on previous decisions, this task can be delegated to a committee or an individual.

Further information and guidance can be found in the following:

- [Keeping Children Safe in Education 2016](#)
- [Guidance for Safer Working Practice for Those working with children and young people in education settings](#)
- [The Prevent Duty](#)

---- End of Child Protection and Safeguarding Policy NISL ---