



Lüderitz Blue School

Safeguarding and Child Protection Policy

1. SAFEGUARDING DEFINITION

i) In accordance with guidance from the National Society for the Prevention of Cruelty to Children (NSPCC) of the United Kingdom, Safeguarding is defined as “action that is taken to promote the welfare of children and protect them from harm”.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children’s health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.”¹

ii) A child is defined as anyone under the age of 18.

iii) For definitions on the types of abuse and neglect, refer to Appendix A.

iv) For examples of the warning signs or indicators of possible abuse, refer to Appendix B.

¹ National Society for the Prevention of Cruelty to Children. (2022). Safeguarding children and child protection. [Online]. NSPCC Learning. Available at: <https://learning.nspcc.org.uk/safeguarding-child-protection> [Accessed 9 August 2022].

2. AIMS OF SAFEGUARDING AND CHILD PROTECTION POLICY

This policy aims to contribute to the safeguarding of learners at Lüderitz Blue School by:

- i) Clarifying the definition of safeguarding (see 1. SAFEGUARDING DEFINITION)
- ii) Detailing the school approach to safeguarding (see 3. SCHOOL STATEMENT) included expected behaviours from our learners and staff
- iii) Detailing the national and international guidance which informs this policy (see 4. SAFEGUARDING DOCUMENTATION)
- iv) Outlining the role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) within the school community. (See 5 - DESIGNATED SAFEGUARDING LEAD (DSL))
- v) Explaining the steps the school takes in regard to prevention of abuse (see 6. SCHOOL APPROACH - PREVENTION OF ABUSE)
- vi) Detailing the school approach to early signs of abuse (see 7. SCHOOL RESPONSE - EARLY HELP RESPONSE)
- vii) Stating the steps taken following disclosure from a child (see 8. SCHOOL RESPONSE - DISCLOSURE FROM A CHILD)
- viii) Explaining the procedure followed in case of allegations against a member of staff (see 9. SCHOOL RESPONSE - ALLEGATIONS AGAINST A MEMBER OF STAFF)
- ix) Outlining the steps taken in the recruitment and selection process (see 10. STAFFING - RECRUITMENT)
- x) Explaining Safeguarding procedures within the school staff body (see 11. STAFFING - CURRENT STAFF)
- xi) Clarifying how parents/guardians are involved in the process (see 12. INVOLVEMENT OF PARENTS/GUARDIANS)
- xii) Outlining school communication procedures (see 13. SCHOOL COMMUNICATIONS)
- xiii) Explaining Safeguarding provisions made for those children joining for extra-mural activities (see 14. EXTRA-MURAL ACTIVITIES)

3. SCHOOL STATEMENT

- i) Lüderitz Blue School is committed to safeguarding and promoting the welfare of its learners.
- ii) We acknowledge our responsibility in protecting the learners under our care, and the role our staff have in this regard.
- iii) The school takes measures which
- contribute to the prevention of abuse
 - reduce risk of involvement in serious crime
 - reduce risky behaviour
 - actively work towards eliminating extreme or discriminatory behaviours and views
 - prohibit all forms of bullying (including including cyber-bullying)
- iv) At Lüderitz Blue School, we believe that all children:
- have the right to an education
 - have the right to be protected from harm, abuse and neglect
 - should be safe in their school environment
 - should feel and know that they are safe at school
 - should have access to support systems which match their needs
 - have the right to express their views and beliefs in a safe space
 - should be taught to respect the views of others (even if these differ to their own views)
 - should be not only academically, but also emotionally, pastorally and supported and cared for at school
- v) It is noted that as well safeguarding encompasses a wide range of aspects alongside child protection. It also includes, but is not limited to, staff conduct, bullying, health and safety, first aid, use of medication and use of physical restraint. Therefore, this policy must be read, understood, and followed alongside the following documentation:
- Lüderitz Blue School Staff Code of Conduct
 - Lüderitz Blue School Grievance and Disciplinary Procedure
 - Lüderitz Blue School Behaviour Policy
 - Lüderitz Blue School Anti-Bullying Policy
 - Lüderitz Blue School Whistle-Blowing Policy
 - Lüderitz Blue School Accident and First Aid Policy
 - Lüderitz Blue School Medicine in School Policy
 - Department for Education's (United Kingdom) use of reasonable force guidance (referred to in Lüderitz Blue School Behaviour Policy)
- vi) Lüderitz Blue School takes steps to identify and support its vulnerable learners and learners with individual needs. As far as possible, we work together with parents/guardians to support learners. For more information, please see 12 - INVOLVEMENT OF PARENTS/GUARDIANS

4. DESIGNATED SAFEGUARDING LEAD (DSL)

i) The Designated Safeguarding Lead (DSL) is the person appointed to take lead responsibility for child protection issues in school. This person must be a member of the Senior Management Team.

ii) All concerns or incidents about a child's wellbeing must be reported without delay to the DSL, or in their absence, the DDSL (Deputy Designated Safeguarding Lead). This is done so in accordance with the procedures detailed in 7. SCHOOL RESPONSE - EARLY HELP RESPONSE, 8. SCHOOL RESPONSE - DISCLOSURE FROM A CHILD and 9. SCHOOL RESPONSE - ALLEGATIONS AGAINST A MEMBER OF STAFF).

iii) Allegations and concerns are treated in the strictest confidence, on a need-to-know basis. In general, staff members reporting concerns will only be provided updates from the DSL/DDSL if it is deemed necessary for the wellbeing of the child or family concerned. Any information shared will be recorded in writing.

iv) *Current DSL: Marnie Allen (Primary School Director)*

Current DDSL: Imogine Dausas (Grade 7 Teacher)

v) Children should know who the school DSL and DDSL are (posters or similar may be shared around the school building) and understand that they can speak to them about any concerns at any time.

vi) All members of the Lüderitz Blue School Board are responsible for liaising with the relevant body or administration in the event of allegations of abuse being made against the School Director / Principal or another member of the School Board.

vii) One member of the Lüderitz Blue School Board is appointed to assist the DSL and DDSL where further assistance is necessary.

viii) Current appointed Lüderitz Blue School Board member: Lucy Hooft.

5. SAFEGUARDING DOCUMENTATION

The school will fulfil its responsibilities as detailed in the following documents:

- i) National responsibilities
 - Education Act 16 2001 - Ministry of Education, Arts & Culture, Namibia
 - Namibia's National Schools Framework - Part A: Introduction & Overview
 - Namibia's National Schools Framework - Part B: Practical Guide
 - Namibia's National Schools Framework - Part C: Resource Kit for Implementation

- ii) International responsibilities
 - Working Together to Safeguard Children 2018 (Department for Education, United Kingdom)
 - Keeping Children Safe in Education 2022 (Department for Education, United Kingdom)

This policy has been written in accordance with advice from the various professionals, organisations and institutes. These organisations include, but are not limited to:

- Educare (<https://www.educare.co.uk/>)
- The Safeguarding Alliance (<https://www.thesafeguardingalliance.org.uk/>)

6. SCHOOL APPROACH - PREVENTION OF ABUSE

Safeguarding and child protection are embedded in all aspects of our school environment. We take steps which aim to prevent, or as a minimum, significantly reduce risk of, all forms of abuse. These steps include, but are not limited to:

- Having clear school policies (see 3 - SCHOOL STATEMENT v.) which are read by all parents and staff upon joining the school
- Making all school policies accessible on the school website
- Implementing all policies consistently and thoroughly
- Having a safe, secure and child appropriate school environment with suitable facilities for learning, playing, eating, changing, using washrooms and so on
- Documenting all visitors, staff, parents and volunteers present on school premises with a Visitors Log and Staff Log
- Having a slot for pastoral care in regular staff meetings where minor concerns about a child are shared with the teaching team (e.g. that all staff should monitor a child's eating habits at lunch or behaviour in the playground)
- Supporting children with behavioural difficulties by setting up a Behaviour Plan in cooperation with parents/guardians
- Supporting children identified as those with increased vulnerability with a Risk Assessment and Special Measures plan
- Fostering an inclusive, open and tolerant school environment
- Recognising that children are capable of peer-on-peer abuse (including bullying, physical violence, harassment and sexual violence)
- Applying a no tolerance approach to the above, and other issues as they arise including sexting and gang violence
- Ensuring that pupils and staff can recognise abuse and understand that it will not be tolerated
- Ensuring that incidents are never dismissed as "banter" or "part of growing up" but rather dealt with in an appropriate manner
- Ensuring our learners feel safe and supported, and teaching them about the '5 trusted adults' rule
- Ensuring learners know who their DSL and DDSL are (see 9 - DESIGNATED SAFEGUARDING LEAD (DSL))
- Educating children on a range of sensitive topics, including bullying, drugs and sex education (each in an appropriate manner at the relevant age)
- Applying the United Kingdom's use of reasonable force policy when absolutely necessary. This is reserved for extreme cases, and positive behaviour reinforcement is favoured at all times. For more information, please see the policy referred to in 3 - SCHOOL STATEMENT v)
- Keeping record of learner and staff incidents on file on Incident Report Forms
- Recruiting and training staff appropriately (please see 7 - STAFFING - RECRUITMENT and 8 - CURRENT STAFF)
- Adopting a whole school 'open door policy' where parents, children and staff know they can communicate openly with one another and express concerns.
- Ensuring learners are supervised with appropriate child:adult ratios

Lüderitz Blue School has decided not to adopt a No Contact Policy, as we believe this could leave staff unable to fully support and protect their learners and one another. However, physical touch is kept to a minimum and excessive contact is discouraged.

In some cases where a learner joins the school, they may be identified as a learner with increased vulnerability. Examples of such learners include, but are not limited to those:

- in foster care
- excluded from mainstream education
- with substance abuse problems
- with parents who have substance abuse problems
- who are isolated
- who have witnessed domestic abuse
- who have been abused
- who have experienced trauma or illness

If it is deemed necessary for the child's development, the appropriate staff member/s may be informed (with permission from parents/guardians). If necessary, learners may be put on a Special Measures plan.

7. SCHOOL RESPONSE - EARLY HELP RESPONSE

- i) In cases where there is a minor concern, or suspected unmet needs have been identified for a child (without evidence of significant risk to the child), the staff member raising the concern will log the concern on a Concern Form. Copies are located in the School Office.
- ii) The DSL will liaise with other staff members to formulate a solutions-focused Early Help Response Action Plan.
- iii) Permanent staff at the school complete training on the types of Child Abuse (see Appendix A) as well as the warning signs of how to recognise it (see Appendix B)
- iv) In more serious cases, staff members should report to the DSL, or, in his/her absence, the DDSL, without delay.
- v) At this point, support or advice from the Ministry of Gender Equality and Child Welfare will likely be sought. The DSL will oversee all interventions and communications as is necessary.
- vi) Although any member of staff at Lüderitz Blue School may contact the Ministry of Gender Equality and Child Welfare in regard to a situation, it is expected that cases will be handled by the DSL to ensure effective, consistent communication.
- vii) Please see APPENDIX C - SCHOOL RESPONSE PROCEDURE for further information.

8. SCHOOL RESPONSE - DISCLOSURE FROM A CHILD

- i) Children suffering from abuse may choose to disclose this to a trusted adult in their life, which in some cases may be a member of staff in their school environment.
- ii) Permanent staff at Lüderitz Blue School complete training on how to handle a disclosure of child abuse during their induction at the school
- iii) Staff may also refer to APPENDIX D - DEALING WITH A DISCLOSURE OF ABUSE for some further guidance.

9. SCHOOL RESPONSE - ALLEGATIONS AGAINST A MEMBER OF STAFF

- i) If a child makes an allegation about a member of staff or volunteer at the school, the DSL (and principal, in case they are not the DSL) must be informed immediately.
- ii) He/she will carry out an initial consideration whether there is any substance to the allegation. No interviews shall be done alone and further learners should not be questioned. The DDSL may be called upon for assistance.
- iii) If actions by the accused member of staff are deemed a credible cause for concern by the DSL / Principal:
 - The Senior Management team will be notified, and the needs of the child concerned will be considered
 - The Lüderitz Blue School Board will be informed
 - The Lüderitz Blue School Board will make contact with the Ministry of Gender Equality and Child Welfare
 - If the person the allegation is about is also a member of the Lüderitz Blue School Board, they will be excluded from the discussions
- iv) If actions by the accused member of staff are not deemed a credible cause for concern, but do raise issues related to staff conduct, then the school's disciplinary procedure will be followed.
- v) If the DSL/Principal decides, along with members of the Senior Management team that there is no cause for concern and that no formal action is necessary, then all those involved must be informed of this decision. An Incident Report Form must be completed and kept on the child's file.
- vi) If an allegation is made against the DSL/Principal, then the DDSL takes on the role of the DSL detailed above, seeking assistance from the Lüderitz Blue School Board if necessary.

vii) In cases where an allegation is made about a member of staff or volunteer, it remains an allegation until proven otherwise. Should the allegation be unproven, this will not have an impact on the staff member's future employment at the school.

viii) The following behaviours from staff members and volunteers are also a cause for concern and will be dealt with in the steps detailed in 9. SCHOOL RESPONSE - ALLEGATIONS ABOUT A MEMBER OF STAFF iii)

- Behaving in a way that has harmed / may have harmed a child
- Possibility that they have committed an offence relating to a child
- Behaving in a way that indicated they are unsuitable for working with children

ix) It is possible in some cases that a staff member or volunteer may need to use force to restrain learners. This is detailed in the Use of reasonable force policy set out by the Department for Education in the United Kingdom in the Lüderitz Blue School Behaviour Policy.

x) Staff have access to a Neutral Notification Form (located in the School Office). There may be occasions when staff reflect on their own actions and feel uncertain that they have acted in the most suitable way. There may also be occasions where something unusual happens which causes a member of staff to have doubts about the behaviour of another adult towards a child.

xi) If such actions raise a safeguarding concern or involve allegations, the DSL should be informed immediately. Otherwise, a Neutral Notification Form may be more appropriate.

xii) Neutral Notification Forms must also be completed by staff to record all events/circumstances which could be misinterpreted by others, or where they are concerned about the behaviour of an adult.

xiii) The purpose of this form is to protect both pupils and staff. It allows a system for a simple record to be kept, in case events are later referred to or any patterns seem to emerge.

ix) Declaration of a Neutral Notification is considered a neutral act.

x) Examples of situations where a Neutral Notification could be used are in APPENDIX E - EXAMPLES OF NEUTRAL NOTIFICATION.

10. STAFFING - RECRUITMENT

Lüderitz Blue School incorporates the following Safeguarding and Child Protection measures in its recruitment and selection process.

- i) Safeguarding and staff conduct are included in the interview process.
- ii) Two reference checks are carried out for new staff members. Referees must be contactable. They will be asked to confirm the candidate's suitability to work with children. This will include both a professional and character reference.
- iii) New staff are required to obtain a NAMPOL police clearance certificate. A copy of this will be kept in the school Staffing/HR file. Should the certificate not come back clear, the applicant will be asked about the record.
- iv) New staff are required to present original (or certified copies of) certificates and qualifications to Senior Management to be verified. A copy will be taken and kept on school records.
- v) New staff are required to present original (or certified copies of) identification to Senior Management to be verified. A copy will be taken and kept on school records.
- vi) Staff are required to complete self-declarations upon joining the school.
- vii) The school Single Central Record will be updated for all staff and volunteers upon joining the school.
- viii) At least 1 (one) member of the recruitment panel must have completed Safer Recruitment training.

Current Safer Recruitment trained panel member: Marnie Allen (School Director, Principal)

11. STAFFING - CURRENT STAFF

- i) All permanent staff at Lüderitz Blue School:
 - Are subject to a 3-month probationary period at the start of their contract
 - Complete Safeguarding trainings as part of regular inset days
 - Are familiar with the Lüderitz Blue School Safeguarding and Child Protection Policy, and understand their role in it
 - Are familiar with and understand the Lüderitz Blue School Behaviour Policy
 - Understand, agree to, and sign the Lüderitz Blue School Code of Conduct
 - Complete Safeguarding training, for example NSPCC Child Protection in Schools, TES Develop Child Protection Basics for International Schools (or similar). Courses are refreshed every 2 or 3 years as required.

- Complete top-up training when required or deemed necessary
 - Are alert to the signs of possible abuse (See Appendix B)
 - Understand how to report and record concerns to the Designated Safeguarding Lead (See Appendix C)
 - Understand the procedure to follow in case of disclosure from a child (See Appendix D)
 - Are required to obtain additional NAMPOL Police Clearance certificate every second year of employment with the school
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- ii) All Temporary Staff, including interns and volunteers* at Lüderitz Blue School:
- Are briefed on school safeguarding procedures, their responsibilities and professional conduct expectations upon appointment at the school
 - Are required to present original (or certified copies of) identification to Senior Management to be verified. A copy will be taken and kept in the school Staffing/HR File.
 - Are required to obtain a NAMPOL police clearance certificate. A copy of this will be kept in the school Staffing/HR file. Should the certificate not come back clear, the applicant will be asked about the record.
 - An additional NAMPOL police clearance certificate is required every second year of employment/volunteering with the school
 - Are required to complete a self-declaration upon appointment at the school
 - Will be required to provide details of two contactable referees, who will be asked to confirm the candidate's suitability to work with children. This will include both a professional and character reference.
 - Must be supervised by a permanent Lüderitz Blue School staff member while interacting with learners at all times
 - If a contract staff member/volunteer is under the age of 18, written permission must be obtained by their parent/guardian for them to work with the school. This also acts as permission for staff to contact the staff member/volunteer via phone, email, or WhatsApp. A NAMPOL police clearance and reference checks are not required in this case.

**Applies to volunteers working at the school on a regular basis, for example helping to run an Extra-Mural activity, or working as an intern. Volunteers who do not help on a regular basis are not required to provide a NAMPOL Police Clearance and are not subject to reference checks but will be accompanied by a member of school staff at all times.*

iii) The Safeguarding and Child Protection Policy has been approved by Lüderitz Blue School Safeguarding Team. The policy is reviewed on an annual basis.

12. INVOLVEMENT OF PARENTS/GUARDIANS

- i) In general, Lüderitz Blue School adopts a whole school 'open door policy' where parents, children and staff know they can communicate openly with one another and express concerns at any time
- ii) In most cases, initial or minor concerns about a child's welfare will be communicated with parents/guardians after a staff member's concerns have been shared with the DSL/DDSL, but before external agencies are approached.
- iii) In cases where the school deems that contacting parents/guardians may increase risk of significant harm to a child, external agencies or other schools may be contacted for support before parents/guardians are informed.
- iv) Parents/guardians are informed about the Safeguarding and Child Protection Policy and sign that they have read it as part of the Welcome Pack.
- v) Parents/guardians are encouraged to communicate any concerns or family circumstance changes to the school. This may include bereavements, moves, divorces or other events that have an impact on the learner.
- vi) By sharing such information, the school will be able to understand the cause of any behavioural changes and will work together with parents/guardians to support the child as best as possible.

13. SCHOOL COMMUNICATIONS

- i) School communications between staff and parents/guardians take place via email, WhatsApp Messenger, or face-to-face interactions
- ii) All official school communications will be relayed through email. All concerns or questions of an official nature must come through this channel. Parents/guardians have access to a list of all school staff professional email addresses in the Welcome Pack.
- iii) Staff emails are checked daily. There is no expectation or obligation for staff to respond out of school hours.
- iv) Learners are not permitted to contact staff via their own email addresses. Any communications must come through the email address of their parent/guardian.
- v) Despite being a social media platform, WhatsApp is viewed as an effective means of communication between staff and parents (including those of external pupils joining for extra-mural) for day-to-day logistics and information
- vi) The school have put the following measures in place to ensure appropriate, safe and effective communication via WhatsApp:
 - All groups are set to Admin only (both 'Send Messages' and 'Edit Group Info')
 - Learners are not permitted to contact staff on their own phones via WhatsApp. Any communications must come through the account of their parent/guardian.
 - There is no expectation or obligation for staff to respond out of school hours.

14. EXTRAMURAL ACTIVITIES

- i) The school welcomes external children for its extra-mural programme.
- ii) Parents/guardians are required to sign a Consent Form freeing the school from any liability, understanding the risks involved in their activity.
- iii) The DSL should be made aware of any concerns about a child attending extra-mural at Lüderitz Blue School.
- iv) In general, the same Safeguarding protocol and procedures apply for external children as to enrolled learners at Lüderitz Blue School
- v) All extramural staff are briefed on their Safeguarding responsibilities upon appointment at the school. For more information, please see 11- STAFFING - CURRENT STAFF ii.

APPENDIX A

TYPES OF ABUSE AND NEGLECT

Child abuse is defined as maltreatment of a child.

Abuse	Definition (Keeping Children Safe in Education 2022)
Physical Abuse	“A form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.”
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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.”
Sexual Abuse	“Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. 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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.”
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 involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. ² ”
Sexual Exploitation	This occurs when a young person or child receives a reward as a result of them performing sexual activities, or of someone performing sexual activities on them.

² Department for Education. (2022). Keeping Children Safe in Education 2022. Annex A: Safeguarding information for school and college staff. Forms of Abuse and Neglect, pp.135-136. [Online]. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080 [Accessed 9 August 2022].

APPENDIX B

WARNING SIGNS OF ABUSE

The following have been identified as behaviours that may be indicators or warning signs of abuse.

Abuse	Examples
Physical Abuse	Unexplained bruising, bruises in an imprint shape, bite marks, scratches, burn marks, bruises or burns in unusual places, injuries that are inconsistent with the explanation given, inconsistent explanations of how an injury occurred, bald patches, symptoms of substance abuse or poisoning, covering body excessively, fear of going home/ to a certain place, fear of contact with parents/guardians, fear of medical help or treatment, unexplained fear of adults or of "getting in trouble", violent behaviours, isolation from others, reluctance to undress for PE
Emotional Abuse	Excessive or unusual lying, negative self-talk, negative self image, overreaction to mistakes, self-harming, anorexia, bulimia or other eating disorders, stealing, running away, fear of contact with parents/guardians, delayed physical, mental or emotional development, sudden, unexplained speech or sensory issues or disorders, inappropriate emotional reactions and responses, fantasising or "living in fantasy world", neurotic behaviour (banging head, rocking, tics), soiling or wetting pants, smearing faeces
Sexual Abuse	Sexually explicit play or language, age-inappropriate knowledge, anal or vaginal discharge, soreness or scratching, thrush or other infections, complaints of frequent stomach pains or problems, reluctance to go home, excessive tiredness, difficulty concentrating, "shutting down" or refusing to communicate, anorexia, bulimia or other eating disorders, unusual or age inappropriate body image issues, attention seeking behaviour, self-mutilation, substance abuse, sexual harassment of peers, approval-seeking behaviour or unusual compliance, unusual regressive behaviour such as wetting or soiling pants, frequent or open masturbation, inappropriately touching others, depression, isolation, withdrawal, reluctance to undress for PE, bruises or scratches around groin
Neglect	Constant hunger, stealing or hoarding food, constant tiredness, frequent dirty or unkempt appearance, inappropriate clothing (e.g. for weather), poor attendance, late arrival or collection to/from school, poor concentration, attention seeking behaviour, over-affection, approval-seeking behaviour, untreated illness, untreated injury, responsibilities that are inappropriate for their age, failure to reach developmental milestones physically, mentally or socially
Sexual Exploitation	Having inappropriate relationship or relationship of concern with an adult or another young person, possessing unexplained amounts of money, gifts or expensive items, having unexplained knowledge of adult sites, entering vehicles with unknown adults, having unexplained knowledge of taxi services, hotels or other services

Research has identified the following responses from parents/guardians as a possible cause of concern.

Response from parent/ guardian	Coercive or controlling behaviour, consistent negative attitude towards a child, delay seeking medical treatment, unawareness or denial of injury or pain, frequent inconsistent explanations, reluctance to give information about injuries, failure to mention injuries, unrealistic expectations, consistent complaints about child, alcohol or drug abuse, acknowledgement or violence in household, presentation of frequent minor injuries
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APPENDIX C

SCHOOL RESPONSE PROCEDURE

1. CONCERN ABOUT A CHILD / INCIDENT INVOLVING A CHILD

- Speak to the DSL, or in their absence, the DDSL.
- Concerns must be reported without delay. No concern is too small.
- Concerns recorded on Pupil Concern Form or Incident Report Form (copies of both are in the School Office).
- Information must be kept confidential.

2. CONCERNS / INCIDENTS REVIEWED BY DSL

- DSL decides upon next steps referring to all information and options available
- If necessary, DSL may seek support from DDSL and appointed Lüderitz Blue School Board member
- In some cases, DSL discusses concerns with parents/guardians
- DSL gains consent/permission when necessary

3. MINISTRY OF GENDER EQUALITY AND CHILD WELFARE

- Advice may be sought at any point.

DEALING WITH A DISCLOSURE OF ABUSE

The list below details some guidelines as to how staff members should respond to a disclosure of abuse from a child. Further information is included in the training permanent staff undergo during their induction week.

During the disclosure:

- Stay calm
- Stop what you are doing and give the child your full attention
- Listen to the child and remember as much detail as possible
- Encourage the child to talk without asking leading questions
- If you are unsure, repeat what you have heard back to the child and ask them to confirm it
- Reassure the child that they have done the right thing by speaking to you
- Never enter into a pact of secrecy with the child. Instead, let them know it is your job to keep them safe and happy, and that to do this you will have to communicate this with the correct people who can help
- Let them know who this will be, and why (this is usually the DSL or DDSL)
- Let the child know that you believe them
- Let the child know that it is not their fault
- Avoid showing judgement on what the child is telling you, and never describe the experience with words such as dirty, naughty, bad.
- Avoid showing judgement or making comments about the alleged abuser
- End the conversation by telling the child the next step you are going to take, which will be communicating with the DSL and DDSL.
- Remind the child they can speak to you at any time.

Following a disclosure:

- The staff member must write down all that was said on an Incident Report Form. These are found in the School Office. The incident must be reported neutrally without any opinions, and using the child's own language. No photos are to be taken or included.

- The disclosure must be reported without delay to the DSL, or, in their absence, the DDSL.
- In the most extreme cases, cases may be reported directly to the Ministry of Gender Equality and Child Welfare.

Important note for staff:

- Disclosures from children can be very upsetting and traumatic for the staff involved. There is support available from the DSL and DDSL.
- It is not the role of staff to probe or seek out information from a child. Rather, it is their role to observe, listen, be available and make time to talk.
- It is important to report any concern, no matter how small, about a child. Often, small warning signs, or gut feelings that something “isn’t quite right”, can indicate that indeed something bigger may be going on in the background.
- It can be the case that a child may later retract what they have disclosed to you. In such cases, be patient with the child and do not accuse them of lying or being inconsistent. Communicate any concerns to the DSL or DDSL.

EXAMPLES OF NEUTRAL NOTIFICATION

The list below details examples of what kind of behaviour must be reported on a Neutral Notification Form. This list is not exhaustive.

- Any circumstances where the staff member feels their behaviour towards a child could be, or may have been misunderstood or misinterpreted
- Use of inappropriate language around, or to learners
- Use of inappropriate jokes or references around, or to learners
- Use of inappropriate tone to, or around learners
- Any instances where a child may have seen or heard something inappropriate for their age in your care
- Any physical contact with a child which goes beyond normal expectations for the situation
- Any unauthorised circumstances where a staff member is alone with a pupil in a vehicle (beyond reasonable explanation or if not pre-arranged with parents)
- If you suspect that a staff member becomes involved in a close or sexual relationship with a former pupil (regardless of the age of the pupil)

Written: August 2022

Written by: Marnie Allen

First Review: Lüderitz Blue School Safeguarding team, August 2022

Second Review: Marnie Allen, August 2023

Updated: Marnie Allen, April 2024

Next Review Due: April 2025