



LIGHT INTERNATIONAL SCHOOL NAIROBI

CHILD PROTECTION POLICY

Table Contents

Policy Statement	2
Purpose of Policy	3
Aims of the Policy	4
Overview on Types of Abuse.....	5
Neglect.....	5
Physical.....	5
Sexual	5
Emotional.....	5
Child Exploitation.....	6
Anti-Bullying Guidelines.....	6
Forms of Bullying.....	7
Levels of Bullying at LIS.....	7
Dealing with Bullying incidents.....	8
Recognizing Abuse at LIS	8
The School Community Sensitization and Awareness	9
The Roles of CPOs at LIS, Nairobi	9
The Roles of Parents/Guardians in Child Protection at LIS	11
The role of teachers and other staff at LIS, Nairobi.....	11
Role of the Principal in child protection at LIS, Nairobi	11
Role of students in Child Protection at LIS, Nairobi	12
Recording and reporting concerns	12
Record Keeping	12

Confidentiality	13
The 5 Ps in Child Protection at LIS, Nairobi	13
Prevention	13
Paramountcy	13
Partnership	13
Protection.....	14
Parental Responsibility	14
Child Protection Procedure at LIS, Nairobi.....	14
Allegation of child abuse by anyone other than a member of staff	14
Allegations against a Member of Staff.....	15
Allegations against the Principal.....	15
Allegations against the Designated CPOs	15
Complaints Procedure for Parents/Guardians.....	15
Confidentiality of Records.....	15
Managing and Responding to a Disclosure	16
Steps in Disclosure	16
Receive	16
Reassure:.....	16
Respond:	17
Record & Report:.....	17
Diagrammatic Representation of Reporting Procedure	18
Signs and Symptoms of Abuse	20

Policy Statement

Light International School Nairobi fully recognizes its responsibilities for child protection. This ethos is reflected in all actions and decisions taken by staff as they follow the guidance set out in the UN Convention on the Rights of the Child and with reference to the 2010 Constitution of Kenya (Article 53).

Policy review

Policy Prepared: April 2021

Next review: April 2023

Purpose of Policy

We recognize that because of their day to day contact with children, the staff at LIS, Nairobi is well placed to observe the outward signs of abuse. We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We also believe that child protection and safeguarding incidents could happen anywhere and all staff should be alert to possible concerns being raised in this school.

LIS, Nairobi will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities throughout the curriculum, including ICT and PSHE, for children to develop the skills they need to recognize and stay safe from abuse (including online abuse)

Aims of the Policy

This policy applies to all staff, governors and volunteers/interns/contracted workers working at LIS, Nairobi. The LIS policy is guided by these elements:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children at LIS, Nairobi with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse including bullying.
- Supporting pupils who have been abused in accordance with their agreed child protection plan
- Establishing a safe environment in which children can learn and develop.
- Providing new staff with a safeguarding and child protection induction including provision of the child protection policy
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Ensure that any allegations against members of staff with a potential child protection aspect are dealt with.
- Ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out
- Ensure that other school policies which have a safeguarding element are all consistent with this policy and with each other and where appropriate make cross-reference to this policy
- School Leadership Team will carry out an annual child protection and safeguarding audit, and track progress against a safeguarding action plan.
- Ensure that parents receive information from the school about the responsibility placed on the school and staff for child protection by publishing the school's Child Protection Policy.

- Work closely with Hostel service providers to ensure that children are protected at the hostel with clear documented procedures on how their well-being is met at the hostel

Overview on Types of Abuse

Neglect

The persistent or significant neglect of a child or the failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm while at LIS, Nairobi It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision.

Physical

Physical injury to a child, whether deliberately inflicted or knowingly not prevented. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Sexual

This is sexual exploitation of a child or young person for an adult's or another young person's own sexual gratification; the involvement of children by force or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include noncontact activities such as involving children looking at, or in the production of pornographic material or watching sexual activities, which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

Emotional

This is the persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child. 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 involve causing a child to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional harm

Child Exploitation

Is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can also be sexual in nature.

Anti-Bullying Guidelines

Bullying at LIS Nairobi refers to any unwanted, anti-social and aggressive behavior among students

LIS, Nairobi believes that all students, whatever their race, culture, gender, faith, sexual orientation, physical or intellectual abilities have the right to two fundamental rights while at the school:

- a safe and secure environment at LIS school and on the way to and from school
- concentrate on their academic journey without fear of others

LIS, Nairobi believes that students:

- Can be bullied
- Can bully others
- Can witness bullying

Forms of Bullying

LIS, Nairobi recognizes that bullying can take many different forms, but the three main types are:

- **Physical:** hitting, kicking, taking belongings, spitting, pushing, tripping, pinching, making rude/mean hand gestures, harassment, stalking
- **Verbal:** name calling, insulting, offensive language, racist, homophobic or sexual remarks, teasing, threatening to cause harm, taunting, inappropriate sexual comment
- **Psychological:** spreading nasty rumours, embarrassing someone in public, inciting others to be cruel or encouraging others to overtly isolate and ignore the individual, sending malicious messages through the use of modern technology

NOTE:

There are other forms of bullying that have not been captured in the above list. At the discretion of disciplinary committee any other form of aggressive behaviour will be termed as bullying. Cyberbullying will be dealt with reference to the LIS BYOD policy

Racial harassment, homophobia or other contraventions are treated as very serious incidents of bullying at LIS, Nairobi

Levels of Bullying at LIS

Level	Description	In charge
1	Mild	Class teacher/Homeroom teacher/Subject teachers
2	Minor	Level Coordinators
3	Major	Disciplinary Committee
4	Severe	Deputy Principal and the Principal

It is at the discretion of the teacher/subject teacher to determine at what level any form of bullying falls and report or deal with it accordingly. Any form of bullying highlighted above can fall in any level depending on the situation at hand and how offensive it was.

Dealing with Bullying incidents

All reported incidents are treated very seriously and are fully investigated by the teacher/subject teacher/coordinator/deputy principal. Any incident of bullying is reported and any action would take one or more of the following forms depending on the severity of the incident:

- Sincere apology
- Bullying incident logged onto School Information System (CoolSIS)
- A verbal warning as to the consequences of a repeated offence
- A written warning as to the consequences of a repeated offence
- Parents/guardian informed of the behaviour and of the school's concern
- Meeting the disciplinary committee
- Exclusion from school

The victim will be provided with support and reassurance and they are told to inform their class teacher/homeroom teacher/coordinator immediately should there be any further incidents. It is also usual practice for parents/guardians to be informed of the incident.

Recognizing Abuse at LIS

It is important that all staff at LIS, Nairobi involved in Child Protection share concerns with the Designated CPOs. It is important that all staff can recognize signs and symptoms and keep the following guidelines in mind:

- Look for a cluster of indicators.
- Record and date all observations or worrying marks and/or behaviour using the child protection incident form

- Seek clarification from the child and/or parent to help explain injuries, behaviours etc.
- Remember that teachers do not have an investigative role.
- Seek further advice.

The School Community Sensitization and Awareness

The school community will therefore:

- Work to establish and maintain ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school (the three CPOs) whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying workshop, e-safety,

The Roles of CPOs at LIS, Nairobi

- Training of all teacher/support staff to be delivered a minimum of once every two years
- Availing of training so that they are aware of their duties, responsibilities and role.
- Discussing Child Protection concerns of any member of teacher/support staff and keeping all records.
- Making referrals where necessary to Social Services/local government agencies including the Kenya police
- Liaise with the contracted workers and hostel management team on issues of Child Protection.

- Keeping the school Principal informed.
- Notifying the Chair of Board of Governors
- Taking the lead in the development and reviewing of LIS, Nairobi Child Protection Policy.
- Promoting a child protection ethos within the school.
- A written annual report to the Board of Governors on child protection issues.

The Roles of Parents/Guardians in Child Protection at LIS LIS

Nairobi parents should play their part in Child Protection by:

- Providing the school with written evidence i.e. a Court Order to support any request to the principal for changes to arrangements for contact with their child.
- Informing the school of any changes of address, contact details or living arrangements for their child e.g. child going to live with a relative.
- Familiarizing themselves with the school's Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies.
- Reporting to the Office when they visit the school.
- Raising any concerns they may have in relation to their child with the school.

The role of teachers and other staff at LIS, Nairobi

- Create awareness on child protection and safeguarding among parents and students
- Record and report any suspicious observations
- Refer child abuse cases to the CPOs
- Sensitize students on child abuse and procedures to follow when reporting cases
- Create a protective environment around students at LIS, Nairobi
- Ensure students are protected within the school as well as in the community, even if it requires calling the police and taking/facilitating legal action.
- Encourage students at LIS, Nairobi to put forward their views before the adults and the community.

Role of the Principal in child protection at LIS, Nairobi

- Ensure that CPOs are appointed in the school
- Liaise with CPOs on child abuse cases and recommend areas of improvement
- Facilitate any referrals with other agencies such the Kenya Police, Court cases

- Be an advocate of child protection and safeguarding at LIS, Nairobi
- Share annual child protection reports with the school board
- Facilitate any child protection PD sessions in the school
- With the help of HR department vet all staff (new and old). Do reference checks before appointment of employees.

Role of students in Child Protection at LIS, Nairobi

- Report any case of child abuse to the teacher or CPOs
- Report any suspicious cases from home or school
- Know all the CPOs at LIS, Nairobi
- Be aware of child protection reporting procedures

Recording and reporting concerns

Where any adult in the school has concerns about a child they should discuss these in the first instance with the CPOs.

Discussions should be recorded on the school CP record form, with details of the concern and any agreed action that is to be taken.

The record must be signed and dated and kept securely. The CPO is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

Record Keeping

- Keep clear written records of all child protection concerns using CP recording form (If there are injuries, pictures can be taken and stored), including actions taken and outcomes as appropriate
- Ensure all child protection records are kept securely, and in locked locations

- Ensure that all child protection records relating to a child who moves to another school from LIS, Nairobi are passed on to the new school securely for sensitive cases.
- Ensure that all child protection records are kept confidentially and securely, until the child's 25th birthday

Confidentiality

- LIS staff has a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies such as the Kenya Police or DCI
- LIS staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information on to those who need to know and can help.
- Information should **only** be shared with those who need to know and child protection records should be kept securely locked.

The 5 Ps in Child Protection at LIS, Nairobi

Prevention

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

Paramountcy

At LIS, Nairobi child protection and students' well-being is important than anything else

Partnership

At LIS, Nairobi we shall partner with parents, government and all other agencies in ensuring that all children are safe

Protection

At LIS, Nairobi, we shall ensure the protection of children who have been abused through collaborative efforts in the school and if need be government agencies

Parental Responsibility

At LIS, Nairobi, we recognize the role of parents in the process of child protection and safeguarding. Parents are important pillars when it comes to child protection and safeguarding at LIS, Nairobi

Child Protection Procedure at LIS, Nairobi

Allegation of child abuse by anyone other than a member of staff

1 If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly.

2 The teacher should not investigate or promise confidentiality -but should report these concerns immediately to the CPOs discuss the matter with him/her and make full notes.

3 The CPO will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made.

4 The Principal, in consultation with the CPO, will decide whether, in the best interests of the child, the matter needs to be referred to a government agency. If there are concerns that the child may be at risk, the school through the principal is obliged to make a referral.

Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately of the referral. The CPO will contact the relevant Kenyan agency immediately

5 The Principal may seek clarification or advice and consult with the CPO before a referral is made. No decision to refer a case to government agency will be made without the fullest consideration and on appropriate advice. However, the well-being of the child is our first priority.

Allegations against a Member of Staff

- 1 If a complaint about possible child abuse is made against a member of staff, the Principal (or the CPO) must be informed immediately.
2. The above procedures will apply unless the complaint is about the Designated CPOs or Principal. The Chairman of the school Board will be informed immediately.

Allegations against the Principal

If a complaint is made against the Principal, the Designated CPOs must be informed immediately. He/She will inform the Chairman of the Board and together they will ensure that the necessary action is taken.

Allegations against the Designated CPOs

Any complaints must be referred to the Principal.

Complaints Procedure for Parents/Guardians

At LIS, Nairobi we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being.

Any concerns a parent/guardian may have will be taken seriously and dealt with in a professional manner. If a parent/guardian has a concern they can talk to the class teacher or mentor.

If they are still concerned they may talk to the CPOs.

If they are still concerned, they may talk to the Principal and if they are still concerned, they may talk/write to the Chairman of the school Board. At any time, a parent /guardian may talk to a government agency in charge of children's welfare in the local county government.

Confidentiality of Records

In all cases, records will be

No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse. For reasons of confidentiality, only those in school, who need

to know, should be told and conversations about the child should always be in private. The CPO will ensure that proper records of all concerns received are dated, signed and filed.

Records should contain

- facts in neutral language
- nature of information
- day, date and time
- observations
- personnel advised/involved
- decisions taken and reasons for decisions
- If there is a referral to government agency – how, when, by whom this was done Referral will be signed and dated by the CPO and a copy kept in the Child Protection file.

Managing and Responding to a Disclosure

LIS staffs are advised to make notes at the time of the disclosure and write up their notes as soon as possible. Do not destroy the original notes. When responding to a disclosure, all staff will respond sensitively and promptly to any disclosure.

Steps in Disclosure

Receive:

Listen to what is being said, without interrupting. Do not let the child see your own reaction. Encourage the child to tell you what happened in their own words. Establish, if possible, what happened, where it happened and who did it. Do not ask ‘why’ questions.

Reassure:

Support the child. Show that you are taking the allegation seriously. Make the child aware that you know it is not her fault and she has no reason to feel guilty.

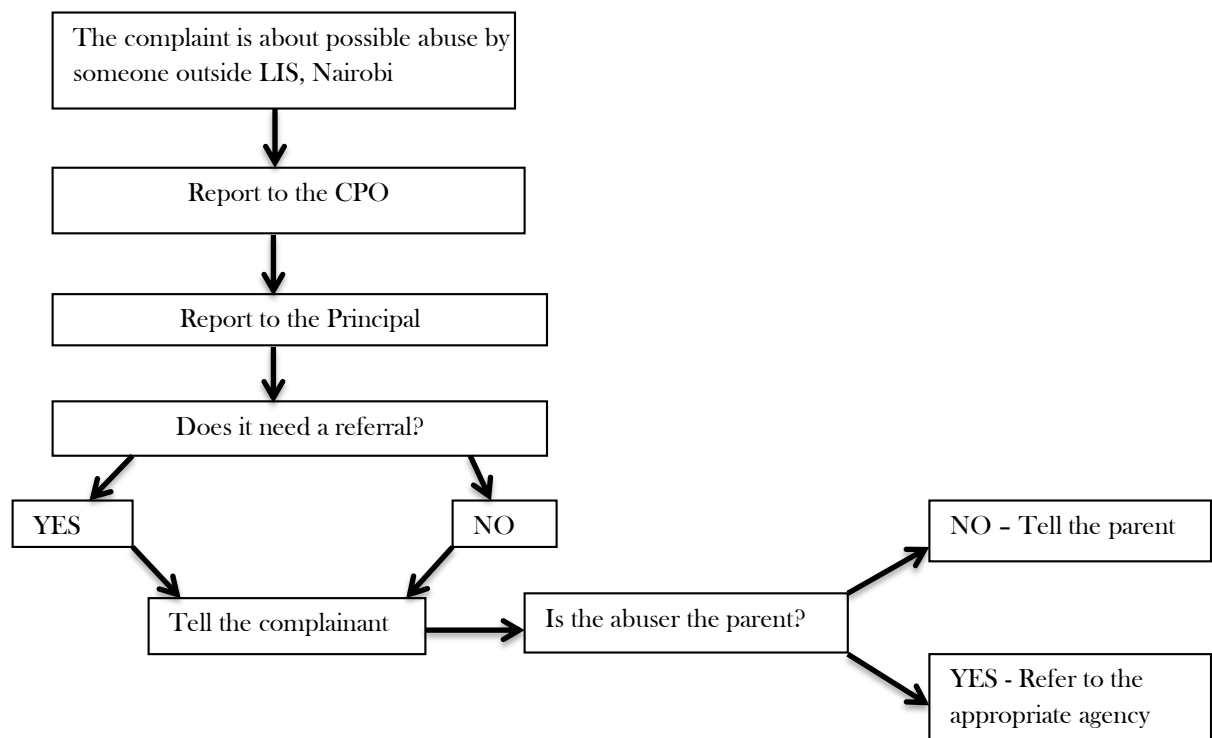
Respond:

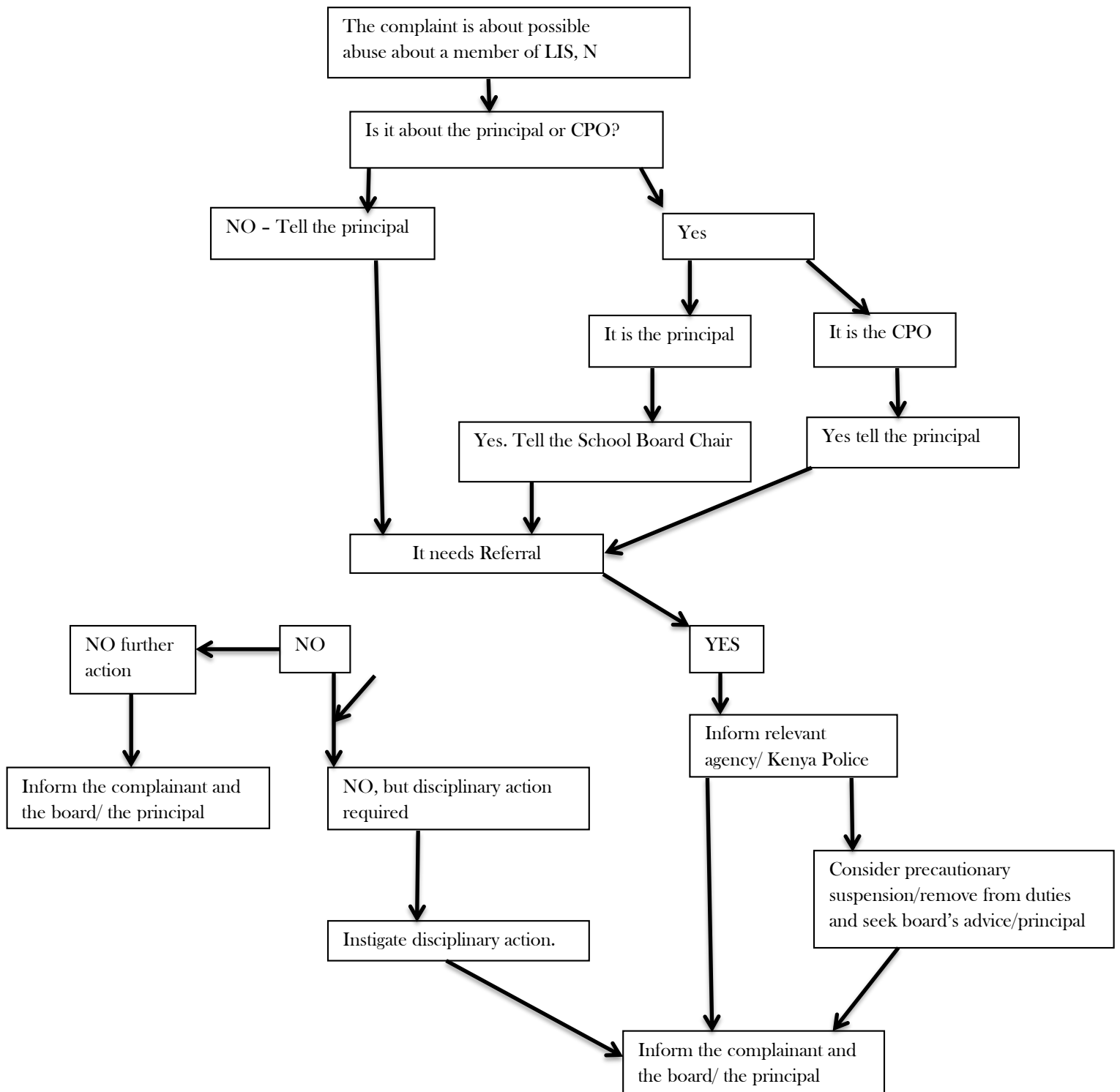
Explain to the child that you have to refer the information, in order to seek help for the child. Explain that you cannot give a guarantee of total confidentiality. You are obliged to refer the matter to the CPOs.

Record & Report:

Make a written record of what you were told; signed and dated using the Child Protection Concerns/Reporting Form as soon as possible after the child leaves you. This written record should be given to the CPO.

Diagrammatic Representation of Reporting Procedure





Signs and Symptoms of Abuse

SIGNS AND SYMPTOMS OF ABUSE – POSSIBLE INDICATORS

Physical Abuse

Physical Indicators	Behavioural Indicators
• Unexplained bruises – in various stages of healing – grip marks on arms. • Slap marks; human bite marks; welts; bald spots. • Unexplained/untreated burns: especially cigarette burns (glove like). • Unexplained fractures; lacerations; or abrasions. • Untreated injuries. • Bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday.	• Self destructive tendencies. • Aggressive to other children. • Behavioural extremes (withdrawn or aggressive). • Appears frightened or cowed in presence of adults. • Improbable excuses to explain injuries; chronic runaway. • Uncomfortable with physical contact. • Come to school early or stays last as if afraid to be at home. • Clothing inappropriate to weather – to hide part of body. • Violent themes in art work or stories.

Neglect

Physical Indicators	Behavioural Indicators
• Looks very thin, poorly and sad; • Constant hunger; lack of energy; • Untreated medical problems; • Special needs of child not being met; • Constant tiredness; • Inappropriate dress; • Poor hygiene; • Repeatedly unwashed; smelly; • Repeated accidents, especially burns.	• Tired or listless (falls asleep in class); • Steals food/compulsive eating; • Begging from class friends; • Withdrawn; lacks concentration; • Misses school medicals; • Reports that no carer is at home; • Low self-esteem; • Persistent non-attendance at school; • Exposure to violence including unsuitable videos.

Emotional Abuse

Physical Indicators	Behavioural Indicators
• Well below average in height and weight; “failing to thrive”. • Poor hair and skin; alopecia. • Swollen extremities i.e. icy cold and swollen hands and feet. • Recurrent diarrhoea, wetting and soiling. • Sudden speech disorders. • Signs of self mutilation. • Signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness). • Extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	• Apathy and dejection. • Inappropriate emotional responses to painful situations. • Rocking/head banging. • Inability to play. • Indifference to separation from family. • Indiscriminate attachment. • Reluctance for parental liaison. • Fear of new situation. • Chronic runaway. • Attention seeking/needing behaviour. • poor peer relationships.

Sexual Abuse

Physical Indicators	Behavioural Indicators
• Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs. • Bruises or bleeding in genital or anal areas. • Torn, stained or bloody underclothes. • Chronic ailments such as recurrent abdominal pains or headaches. • Difficulty in walking or sitting. • Frequent urinary infections. • Avoidance of lessons especially PE, games, showers. • Unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	• What the child tells you. • Withdrawn; chronic depression. • Excessive sexual precociousness; seductiveness. • Children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal. • Over concerned for siblings. • Poor self esteem; self devaluation. • Lack of confidence; peer problems. • Lack of involvement. • Massive weight change. • Suicide attempts (especially adolescents); hysterical/angry outbursts. • Lack of emotional control. • Sudden school difficulties e.g. deterioration in school work or behaviour. • Inappropriate sex play. • Repeated attempts to run away from home. • Unusual/bizarre sexual themes in children's art work or stories. • Vulnerability to sexual and emotional exploitation – promiscuity. • Exposure to pornographic material.