



SAFEGUARDING AND CHILD PROTECTION POLICY

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1. Policy statement

Light International School Nairobi (LIS Nairobi) is committed to safeguarding and promoting the welfare, dignity, rights and well-being of every child and young person in its care. Safeguarding is embedded in the school's educational, pastoral, residential and operational culture and is not limited to responding after harm has occurred.

LIS Nairobi aims to provide a caring, inclusive and stimulating environment in which children feel secure, know that adults will listen to them, understand how to seek help and are protected from abuse, neglect, exploitation, bullying, harmful peer behavior and unsafe adult conduct.

The school recognizes that safeguarding concerns can arise in any family, community, school, online environment, activity, trip, vehicle or boarding context. All adults working with or around students must remain professionally curious, notice changes, share concerns promptly and act in the best interests of the child.

Immediate danger: If a child is in immediate danger or requires urgent medical protection, staff must contact emergency services / police / Children Services as appropriate and take reasonable protective action. Do not delay urgent action while waiting for internal approval.

2. Purpose, scope and definitions

2.1 Purpose

Provide clear expectations for preventing, identifying, reporting and responding to safeguarding concerns.

Define responsibilities for governance, school leadership, the DSL/CPO team, staff, parents, students, volunteers, contractors and boarding personnel.

Ensure children know how to report concerns and are confident that they will be listened to.

Ensure disclosures are handled sensitively, promptly and without inappropriate investigation by school staff.

Provide a safe framework for allegations involving staff, volunteers, contractors, visitors or other adults.

Support effective partnership with parents and relevant external child-protection agencies.

Maintain secure, accurate and confidential safeguarding records.

Promote safe recruitment, professional boundaries, online safety and a culture in which concerns can be raised early.

2.2 Scope

This policy applies to all students under the age of 18 and to all adults who work, volunteer, visit, provide services or otherwise have contact with students through LIS Nairobi. It applies on campus, in boarding, on

transport, during trips and events, online, during school-sponsored activities and wherever an adult is acting on behalf of the school.

2.3 Key definitions

Term	Meaning in this policy
Child	Any person under the age of 18.
Safeguarding	The broader responsibility to prevent harm, promote well-being, create safe systems and respond effectively when concerns arise.
Child protection	Action taken to protect a specific child who is suffering, or may be at risk of suffering, abuse, neglect, exploitation or other significant harm.
DSL / CPO	The Designated Safeguarding Lead / Child Protection Officer responsible for coordinating safeguarding practice, records, referrals, training and advice.
Abuse	Physical, sexual or emotional harm, neglect, exploitation, technology-facilitated abuse, trafficking, harmful practices or other conduct/omissions that injure or place a child at risk.
Child-on-child abuse	Abuse or harmful behavior by one child towards another, including bullying, sexual harassment, sexual violence, coercion, hazing, exploitation, harmful online behavior and abuse within relationships.
Low-level concern	Any concern about an adult's conduct that is inconsistent with the Staff Code of Conduct or expected professional boundaries, even if it does not meet the threshold for an allegation of abuse.

3. Legal and regulatory framework

The school will comply with applicable Kenyan law and child-protection requirements. This policy is informed by:

The Constitution of Kenya, 2010, including Article 53 on the rights of children.

The Children Act, 2022, which defines a child as a person under 18, requires the best interests of the child to be a primary consideration and includes failure to protect a child from physical harm or to report child abuse within the concept of child abuse.

The Basic Education Act and Basic Education Regulations, including responsibilities for the safety, security, hygiene and welfare of learners in schools and boarding facilities.

The Sexual Offences Act, including offences relating to sexual acts involving children and child sexual abuse material.

The Counter-Trafficking in Persons Act, including exploitation and trafficking of children.

The Computer Misuse and Cybercrimes Act, including offences involving online child sexual abuse material.

The Data Protection Act, 2019 and Data Protection (General) Regulations, including protection of children's personal data and safeguarding of sensitive records.

Relevant national child-protection procedures, directions of the State Department for Children Services, and lawful directions from police, courts or other competent authorities.

Where law or official guidance changes, the school will update this policy and associated procedures. Safeguarding decisions should be made on current legal advice where necessary.

4. Safeguarding principles – the LIS 5 Ps

LIS Nairobi retains and strengthens the five principles established in the earlier Light International School child-protection framework:

Principle	How LIS Nairobi applies it
Prevention	Create safe systems, trusted relationships, safeguarding education and professional boundaries so that harm is less likely to occur.
Paramountcy	The child's safety, welfare and best interests take priority over reputation, convenience, adult relationships or institutional discomfort.
Partnership	Work appropriately with children, parents/guardians, staff, health professionals, Children Services, police and other agencies.
Protection	Take timely, proportionate action to protect any child at risk and provide ongoing support after a concern or disclosure.

Principle	How LIS Nairobi applies it
Parental Responsibility	Recognize parents/guardians as important partners in children's well-being while also understanding that parental involvement may be limited or delayed when informing a parent could increase risk to the child or compromise an external investigation.

5. Safeguarding leadership and governance

5.1 Governance / ownership

Ensure safeguarding has clear strategic oversight and is treated as a core governance responsibility.

Approve the policy and receive an annual safeguarding report covering training, trends, audits, serious incidents, safer recruitment and improvement priorities while preserving confidentiality.

Ensure safeguarding resources, staffing and training are adequate.

Provide a clear route for allegations concerning the principal and for concerns where senior leadership may have a conflict of interest.

Ensure the school completes an annual safeguarding audit and follows a documented safeguarding action plan.

5.2 Principal

Ensure a competent DSL/CPO and suitable deputies are appointed and visible to the community.

Ensure safeguarding is embedded in recruitment, induction, staff management, boarding, transport, trips, digital practice and school operations.

Support timely referrals and cooperation with external agencies.

Manage allegations about adults in accordance with this policy and governance procedures.

Ensure safeguarding concerns are not treated only as disciplinary or reputational matters.

Ensure students and parents know how to raise concerns and complaints.

5.3 Designated Safeguarding Lead (DSL) / Child Protection Officer (CPO)

Act as the school's lead source of safeguarding advice and coordinate the response to concerns.

Maintain secure safeguarding records and a chronology for children with ongoing concerns.

Assess information, consult the principal as appropriate and make or coordinate referrals to external agencies when required.

Ensure urgent cases are escalated without delay and that the child's immediate safety is addressed.

Support staff who receive disclosures and ensure the child is offered appropriate pastoral/psychological support.

Liaise with parents/guardians where safe and appropriate.

Coordinate safeguarding induction, annual staff training and regular updates.

Monitor safeguarding in boarding, transport, trips, online communication, visitors/contractors and external providers.

Lead the annual safeguarding audit and report themes, actions and learning to senior leadership/governance.

Keep current contact details for Children Services, police, emergency medical services and other referral partners.

5.4 Deputy DSLs / additional CPOs

Deputy DSLs/CPOs support the DSL and may act in their absence. The DSL retains overall coordination responsibility, but safeguarding must never depend on the availability of one individual. Staff should know who to contact at all times, including after hours for boarding.

6. Responsibilities of all adults

Every adult working with children at LIS Nairobi has a safeguarding responsibility. Adults must:

Read and follow this policy, the Staff Code of Conduct and related safeguarding procedures.

Complete safeguarding induction before or as soon as possible after beginning work and attend required refresher training.

Maintain professional boundaries and behave in a way that protects children and the adult from avoidable risk or misunderstanding.

Be alert to signs of abuse, neglect, exploitation, online harm, bullying, self-harm and changes in behavior or attendance.

Listen to children respectfully and take concerns seriously.

Report safeguarding concerns immediately to the DSL/CPO or deputy; do not wait for proof.

Make a factual record as soon as possible using the school's safeguarding reporting process.

Never promise a child secrecy or absolute confidentiality.

Never conduct their own investigation, confront an alleged perpetrator, pressure a child to repeat a disclosure unnecessarily or ask leading questions.

Share safeguarding information only on a need-to-know basis through approved channels.

Report concerns about adult behavior, including low-level concerns, even where the adult is a colleague or senior leader.

Take direct protective action and contact external emergency services where delay would place a child at immediate risk.

7. Responsibilities of parents/guardians and students

7.1 Parents / guardians

Keep school contact details, emergency contacts, custody/contact orders and significant living arrangements up to date.

Inform the school of concerns or changes that may affect a child's safety or well-being.

Use the school's official safeguarding/complaints routes and cooperate with reasonable safeguarding processes.

Follow campus visitor and collection procedures.

Support age-appropriate online safety, safe transport, attendance and communication routines.

Understand that the school may need to share information with external child-protection agencies without prior parental consent where necessary to protect a child or where required by law.

7.2 Students

Know who the DSL/CPOs and trusted adults are and how to contact them.

Tell a trusted adult if they feel unsafe, worried, threatened, pressured or harmed.

Report concerns about friends or peers; students do not need to investigate or prove what happened.

Use technology responsibly and report harmful or sexual content, threatening messages, impersonation, coercion or pressure to share images.

Respect other students' bodies, privacy, boundaries, cultures, identities and personal space.

Know that asking for help will not result in punishment simply because a concern was raised in good faith.

8. Safer recruitment and suitability to work with children

LIS Nairobi is committed to safer recruitment and currently states publicly that applicants undergo rigorous pre-employment vetting, including identity verification, reference checks and child-protection screening.

Recruitment materials include the school's safeguarding commitment.

Identity, qualifications, employment history and professional registration are verified as appropriate.

References are sought directly from suitable referees and gaps/inconsistencies in employment history are explored.

Appropriate police/criminal-record/background checks are completed according to role, jurisdiction and school requirements.

Interview questions include safeguarding awareness, professional boundaries and suitability to work with children.

Volunteers, interns, contractors and service providers are assessed proportionately to their access to children.

No person with unresolved suitability concerns is given unsupervised access to children.

Safeguarding induction and the Staff Code of Conduct are completed before unsupervised work with students.

9. Staff code of conduct and professional boundaries

Adults hold positions of trust. They must avoid conduct that could harm a child, exploit a power imbalance, blur professional boundaries or create reasonable concern.

9.1 Expected practice

Use respectful, age-appropriate language and behavior.

Where possible, conduct one-to-one meetings in observable or accountable settings; maintain appropriate visibility while respecting confidentiality.

Use school-approved communication channels for student contact.

Use physical contact only when appropriate, necessary and proportionate, for example first aid, safety or age-appropriate reassurance, and never for personal gratification.

Respect privacy in boarding, changing areas, toilets, medical spaces and personal-care contexts.

Knock and announce before entering student bedrooms where circumstances permit; avoid unnecessary lone access to bedrooms.

Report any situation where professional boundaries may have been compromised.

9.2 Prohibited or unsafe practice

Sexual, romantic, exploitative or secret relationships with students.

Sexualized jokes, comments, messages, images or unnecessary discussion.

Private social-media relationships, disappearing-message platforms or secret/private accounts used to communicate with students.

Sharing personal phone numbers or messaging students privately except where formally authorized for a defined school purpose and visible/accountable to the school.

Inviting students to an adult's private home or transporting a student alone in a private vehicle without specific authorization except in a genuine emergency.

Corporal punishment, humiliating treatment, threats, degrading language or punishment that compromises food, sleep, medical care or dignity.

Taking photographs or recordings in bedrooms, toilets, showers or changing spaces.

Using a personal device to photograph injuries or safeguarding evidence.

Giving gifts, money or special privileges that create secrecy, dependency or favoritism.

Consuming alcohol, drugs or other impairing substances while responsible for students.

10. Recognizing abuse, neglect and safeguarding concerns

A safeguarding concern may arise from a disclosure, observation, change in behavior, injury, pattern of absence, online activity, information from another person or a combination of indicators. A single sign does not necessarily prove abuse; staff report concerns rather than diagnose.

Category	Examples / indicators
Neglect	Persistent failure to meet a child's basic physical, medical, educational, emotional or supervisory needs; unsafe living conditions; inadequate food/clothing; chronic absence; lack of necessary care.
Physical abuse	Hitting, shaking, burning, poisoning, suffocation, inappropriate restraint, deliberate injury, violent punishment or failing to protect a child from physical harm.
Sexual abuse / exploitation	Any sexual activity involving a child, whether contact or non-contact; coercion, grooming, sexual communication, sexual images, exploitation, trafficking, exchange of money/gifts/status, or involvement in pornography/child sexual abuse material.
Emotional / psychological abuse	Persistent humiliation, rejection, intimidation, threats, isolation, discriminatory treatment, coercive control, exposure to violence, or behavior that seriously harms a child's emotional development.
Exploitation / trafficking	Using a child for labor, criminal activity, begging, financial gain, sexual exploitation, trafficking, servitude or other abuse of vulnerability/power.
Online / technology-facilitated abuse	Grooming, sexual communication, coercive image-sharing, cyberbullying, impersonation, threats, extortion, stalking, harmful content or exploitation through digital platforms.

Category	Examples / indicators
Harmful practices	Practices that endanger a child's rights or bodily integrity, including child marriage and female genital mutilation, as well as other forms of harmful coercion or violence.
Domestic / family violence	Children may be harmed directly or indirectly by exposure to violence, coercive control or serious conflict in the home.

11. Child-on-child abuse, bullying and harmful behavior

The school recognizes that children can harm other children. Such behavior must not be dismissed as 'banter', 'part of growing up' or treated only as a discipline issue where there may be a safeguarding dimension.

Physical, verbal, social or cyberbullying.

Sexual harassment, sexualized comments, unwanted touching or sexual violence.

Pressure or coercion to share nude/sexual images or engage in sexual activity.

Abuse within adolescent relationships.

Hazing, initiation rituals, gang-style intimidation or group humiliation.

Prejudice-based or discriminatory abuse.

Extortion, exploitation, blackmail, threatening to expose private information or images.

Harmful online group behavior, impersonation or repeated targeted exclusion.

11.1 Response to child-on-child harm

Ensure immediate safety and separate students where necessary without prejudging the outcome.

Report to the DSL/CPO where there is a safeguarding element, sexual behavior, coercion, significant power imbalance, repeated harm or serious threat.

Support the child who has been harmed and assess the support needs of the child alleged to have caused harm.

Record facts and preserve relevant digital evidence through approved channels; staff must not circulate harmful images.

Inform parents/guardians where safe and appropriate.

Use behavior/disciplinary processes only alongside, not instead of, safeguarding assessment.

Refer externally where the nature or seriousness of the concern requires Children Services, police, medical care or specialist support.

12. Online safety, digital communication and image use

Online safeguarding forms part of the school's wider safeguarding framework, not a separate issue. Students receive age-appropriate education on privacy, grooming, harmful content, cyberbullying, misinformation, sexual image-sharing and how to report concerns.

School systems use reasonable technical controls and monitoring appropriate to the educational context.

Adults use school-approved platforms and maintain transparent, professional communication.

Safeguarding concerns arising online are reported to the DSL/CPO even when the activity occurred outside school if it may affect a student's safety or school community.

Where a sexual image of a child is reported, staff must not request that it be forwarded, downloaded or copied. Preserve the device/context and seek DSL/police advice.

Images of students used by the school must follow consent, safeguarding and data-protection procedures. Sensitive safeguarding images are never taken or stored on personal devices.

13. Boarding, transport, trips and other higher-risk contexts

13.1 Boarding

Safeguarding arrangements operate 24 hours a day for boarders, with clear after-hours reporting to the boarding supervisor, Boarding Lead and DSL/CPO.

Resident staff maintain appropriate professional boundaries and must never use boarding access to create secret or dependent relationships.

Students know how to report concerns privately and how to reach a trusted adult at night.

Roll calls, room allocation, supervision and visitor access are controlled.

Boarding bedrooms, showers and changing areas receive enhanced privacy protections.

Any missing boarder is treated immediately as a safeguarding concern and escalated according to the missing-student procedure.

13.2 Transport

Transport staff and escorts are subject to safeguarding expectations appropriate to their role.

Students are not left alone in vehicles after journeys; attendance/vehicle checks are completed.

Concerns arising on school transport are reported through the same safeguarding procedure as concerns on campus.

Changes to collection or transport arrangements are verified through approved parent/school channels.

13.3 Trips, sport and external providers

Trip planning considers safeguarding, supervision, sleeping arrangements, changing facilities, transport, student medical needs and emergency reporting.

External providers and host organizations are assessed proportionately and given relevant safeguarding expectations.

One-to-one situations, changing-room supervision and accommodation arrangements are planned to reduce foreseeable safeguarding risk.

Any concern during a trip is reported immediately to the trip leader and DSL/CPO; urgent protection is not delayed until return to school.

14. Mental health, self-harm, suicide risk and missing students

Mental-health concerns may be safeguarding concerns when a child is at risk of harm, abuse, exploitation, severe neglect, self-harm or suicide. Staff do not attempt to manage high-risk concerns alone.

Any disclosure or indication of current suicidal intent, serious self-harm or immediate danger is treated as urgent and escalated to the DSL/CPO, School Nurse/counsellor and emergency medical services as appropriate.

Parents/guardians are normally informed unless doing so would create additional risk or conflict with external child-protection advice.

Students are supervised appropriately while urgent support is arranged.

Missing students are treated according to age, vulnerability and circumstances. A high-risk or unexplained disappearance requires immediate escalation to senior leadership, parents/guardians and police/Children Services where appropriate.

15. Responding to a disclosure

Remember: LISTEN – REASSURE – DO NOT INVESTIGATE – RECORD – REPORT A child does not need to provide proof. Your role is to receive information safely and pass it to the people responsible for protecting the child.

Step	Expected response
Listen / Receive	Stay calm. Listen without interrupting. Allow the child to use their own words. Do not show shock or disbelief.
Reassure	Thank the child for telling you. Make clear that they have done the right thing by speaking. Do not blame the child.

Step	Expected response
Explain confidentiality	Do not promise secrecy. Explain that you must share the information with specific adults who can help keep them safe.
Clarify only what is necessary	Use open prompts such as “Tell me what happened” or “Is there anything else you want me to know?” Do not ask leading, repeated or investigative questions.
Protect	If there is immediate danger or urgent medical need, take reasonable protective action and contact emergency services.
Record	As soon as possible, write a factual record including date, time, context and the child’s exact words where possible. Distinguish fact from opinion.
Report	Give the record directly to the DSL/CPO or deputy immediately. Do not email broadly, photograph the concern on a personal device or discuss it with colleagues who do not need to know.

Do not confront the alleged perpetrator, contact the alleged perpetrator’s family or attempt to mediate a safeguarding disclosure.

16. Reporting and referral procedures

16.1 Internal reporting

Situation	Reporting route
Concern about a child / possible abuse	Report immediately to DSL/CPO or Deputy DSL/CPO. Record using safeguarding concern form.
DSL/CPO unavailable and concern is urgent	Report to Principal / senior leader and contact external emergency/child-protection services where delay would put a child at risk.
Concern about a member of staff / volunteer / contractor	Report immediately to the principal. Do not investigate.
Concern about Principal	Report directly to the Board Chair / designated governance safeguarding contact and external agency where required.
Concern about DSL/CPO	Report to the Principal.
Concern about Board Chair / owner representative	Report to another independent senior governance/ownership contact and external authority as appropriate.
Immediate danger / serious crime / urgent medical need	Call police/emergency medical services/Children Services as appropriate, then notify DSL/CPO and Principal.

16.2 External referral

The DSL/CPO and Principal will determine referrals according to the child's safety, the nature of the concern, applicable law and advice from competent authorities. Referral should not be delayed where a child is at immediate or continuing risk.

State Department for Children Services / local Children's Officer.

National Child Helpline 116, available 24 hours and toll free.

Kenya Police / relevant Child Protection Unit where a criminal offence, immediate risk or urgent protection requires police action.

Health / emergency medical services for urgent physical or mental-health needs.

Other specialist services or agencies where appropriate and lawful.

Where informing a parent/guardian could place the child at additional risk, lead to destruction of evidence, enable an alleged perpetrator to evade investigation or conflict with advice from child-protection authorities, the school may delay parental notification.

17. Allegations or concerns about adults working with children

Any allegation that an adult working with or on behalf of the school has harmed a child, may have committed a criminal offence against a child, behaved in a way that indicates they may pose a risk, or seriously breached professional boundaries must be reported immediately.

17.1 Initial action

Ensure the child's immediate safety and support.

Report to the Principal; if the concern is about the principal, report to the Board Chair / designated governance safeguarding contact.

Do not question the child repeatedly or conduct an internal investigation beyond establishing basic facts needed for immediate safety.

Preserve relevant records and evidence.

Consider whether the adult should be removed from direct contact with children while advice is sought.

Precautionary reassignment or suspension is a neutral protective measure, not a finding of guilt.

Seek advice / refer to police, Children Services or other authorities where required.

Maintain confidentiality and protect the rights and welfare of both the child and the adult while safeguarding remains the priority.

17.2 Allegations involving the DSL/CPO

Where the allegation concerns the DSL/CPO, the Principal manages the safeguarding response. Where the allegation concerns both the Principal and DSL/CPO or creates a conflict of interest, governance must take control and seek external child-protection advice without delay.

18. Low-level concerns and whistleblowing

A culture of safeguarding depends on adults being willing to report behavior that feels inappropriate before serious harm occurs.

Low-level concerns include over-familiarity, favoritism, inappropriate private communication, boundary-blurring, unnecessary physical contact, humiliating language, secrecy, giving personal gifts or other conduct inconsistent with the Staff Code of Conduct.

Low-level concerns are reported to the principal or designated safeguarding manager and recorded so patterns can be identified.

A concern should not be dismissed because each incident appears minor in isolation.

Staff may use the school's whistleblowing route where they believe safeguarding concerns are being ignored, concealed or mishandled.

No person should suffer retaliation for raising a genuine safeguarding concern in good faith.

19. Recording, confidentiality and information sharing

19.1 Safeguarding records

Records are factual, dated, signed/attributed and stored securely with access limited to authorized personnel.

Safeguarding records are kept separately from general academic or disciplinary files where appropriate.

Records include the concern, child's words, observations, decisions, reasons for decisions, referrals, actions, outcomes and relevant communications.

Original notes are preserved where a disclosure has been written contemporaneously.

Personal devices are not used to store safeguarding records or photographs.

Where a child transfers school, relevant safeguarding information may be transferred securely and directly to the receiving school where lawful and necessary, with confirmation of receipt.

Retention and disposal follow applicable law, the school's data-retention schedule and safeguarding requirements.

19.2 Confidentiality and information sharing

Safeguarding information is confidential but not secret.

Information is shared on a need-to-know basis for the purpose of protecting the child, fulfilling legal duties or supporting an authorized investigation.

Staff do not discuss cases in public spaces, social media, informal WhatsApp groups or with colleagues who have no safeguarding role.

Parents and students are informed about information sharing in an age-appropriate way where safe and appropriate.

Child-related personal data is handled in a manner that protects and advances the child's rights and best interests.

20. Support for children after a concern or allegation

Identify a trusted adult and ensure the child knows how to access ongoing help.

Provide pastoral, counselling, medical, learning or boarding support according to need.

Consider safety plans, timetable/room changes, supervision, contact restrictions or transport adjustments where appropriate.

Protect the child from retaliation, gossip, victim-blaming or repeated unnecessary questioning.

Support attendance and learning while avoiding pressure to 'move on' before the child is ready.

Review support plans and listen to the child's views, taking account of age and maturity.

Where a child is alleged to have harmed another child, provide appropriate support and safeguarding assessment for that child as well.

21. Safeguarding education, student voice and prevention

Safeguarding is strengthened when children have knowledge, language, trusted relationships and real opportunities to speak.

Age-appropriate teaching covers personal safety, consent and boundaries, healthy relationships, anti-bullying, online safety, privacy, help-seeking and respectful Behavior.

Students are reminded regularly who the DSL/CPOs and trusted adults are.

Safeguarding information is accessible to boarders, day students and students with additional communication needs.

Student voice is gathered through surveys, mentoring, student council, pastoral conversations and other appropriate mechanisms.

The school monitors patterns in attendance, Behavior, bullying, online incidents, medical/well-being concerns and safeguarding reports to identify emerging risks.

Parents receive safeguarding information and are encouraged to raise concerns early.

22. Training, induction, audit and review

All staff, volunteers and relevant contractors receive safeguarding induction appropriate to their role before unsupervised access to students.

All staff complete formal safeguarding training at least annually and receive regular updates during the year.

DSL/CPOs and deputy's complete role-specific training and refresh it regularly, normally at least every two years or sooner when guidance, law or risk requires.

Boarding, transport, recruitment, security, counselling, health, trips and digital roles receive additional safeguarding training relevant to their work.

Governance receives safeguarding training sufficient to exercise oversight and manage allegations involving senior leaders.

An annual safeguarding audit reviews policy implementation, training, recruitment controls, student voice, records, online safety, boarding, visitor/contractor systems and action-plan progress.

Serious incidents and near misses are reviewed for organizational learning without compromising investigations or confidentiality.

Appendix A. Safeguarding quick guide for staff

IF A CHILD TELLS YOU SOMETHING Stay calm. Listen. Take it seriously. Do not investigate. Do not promise secrecy. Record and report immediately.

Action	What to do
1. LISTEN	Use the child's own words. Avoid leading questions.
2. REASSURE	Thank them for telling you. Tell them they did the right thing.
3. PROTECT	If there is immediate danger, call emergency services / police / Children Services.
4. RECORD	Date, time, context, exact words, observations. Sign/attribute your record.
5. REPORT	Give the concern directly to the DSL/CPO or deputy immediately.
6. DO NOT	Do not confront the alleged perpetrator, circulate the information, investigate, mediate, or take safeguarding photos on a personal device.

Appendix B. Safeguarding reporting pathway

Stage	Required action
A child discloses / you observe a concern / someone reports information	Ensure immediate safety. Listen and record facts.
Concern relates to child or person outside school	Report to DSL/CPO → assess risk → involve Principal as appropriate → external referral if required.
Concern relates to staff / volunteer / contractor	Report to Principal → protect child → seek external safeguarding advice / refer as required → neutral HR measures where necessary.
Concern relates to Principal	Report to Board Chair / governance safeguarding contact → external referral/advice where required.
Concern relates to DSL/CPO	Report to the Principal.

Stage	Required action
Immediate danger or serious crime	Call emergency services / police / Children Services first if delay increases risk; then notify school safeguarding leads.
After reporting	Do not investigate. Preserve confidentiality. Continue normal support unless instructed otherwise.

Appendix C. Safeguarding concern / disclosure record

Field	Record
Student name / ID	
Year group / boarding status	
Date and time of concern / disclosure	
Location / context	
Person making this record	
Nature of concern	
Child's exact words (where possible)	
Visible / Behavioral observations	
Immediate safety or medical action taken	
Who was informed and at what time	
Parent/guardian contact (if applicable)	
External referral / agency contact (if applicable)	
DSL/CPO decision and rationale	
Follow-up / safety plan	
Record completed / signed / dated	

Recording standard: Use factual, neutral language. Separate what you observed from what you were told and from professional interpretation. Do not copy safeguarding records to informal email or messaging groups.

Appendix D. Possible indicators of concern

Area	Possible indicators – not proof by themselves
Physical	Unexplained or repeated injuries; injuries inconsistent with explanation; fear of adults; flinching; untreated injury; recurrent ‘accidents’.
Neglect	Poor hygiene; persistent hunger; inappropriate clothing; untreated medical needs; chronic tiredness; inadequate supervision; frequent unexplained absence.
Emotional	Extreme anxiety or withdrawal; persistent low self-esteem; fearfulness; sudden Behavioral change; age-inappropriate responsibility; signs of humiliation or coercive control.
Sexual	Sexual knowledge/Behavior beyond developmental expectation; genital pain/injury; unexplained pregnancy; fear of a particular person; sexualized communication; concerning sexual image-sharing.
Exploitation / trafficking	Unexplained money/gifts; controlling older person; repeated missing episodes; sudden travel/movement; work that interferes with schooling; criminal exploitation; secrecy about relationships.
Online	Secret accounts; sexual messages; threats/blackmail; unexplained gifts; contact with unknown adults; coercion to share images; sudden distress after device use.
Mental health / self-harm	Self-injury; suicidal statements; serious hopelessness; giving away possessions; sudden withdrawal; escalating risk-taking; severe eating disturbance.
Child-on-child harm	Repeated intimidation; sexual harassment; coercion; hazing; group targeting; prejudice-based abuse; extortion; fear of peers; persistent online targeting.

Appendix E. Safeguarding contacts

The school should complete the named contacts below and display staff-facing and child-friendly versions in appropriate locations. Contact details must be checked at least termly.

Role / agency	Current contact
Designated Safeguarding Lead / CPO	_____
Deputy DSL / CPO 1	_____
Deputy DSL / CPO 2	_____
Principal	Ramzi Hasanli / current Principal – confirm current contact
Board Chair / governance safeguarding contact	_____
Boarding Lead / after-hours safeguarding contact	_____
School Nurse / Health Team	_____
School Counsellor	_____
Security / emergency school contact	_____
Local Children's Officer / State Department for Children Services	_____
National Child Helpline	116 (24 hours, toll free)
Child Helpline WhatsApp	0722 116 116
Police / Child Protection Unit	_____
Emergency medical / preferred hospital	_____

Appendix F. Staff safeguarding acknowledgement

I confirm that I have received, read and understood the LIS Nairobi Safeguarding and Child Protection Policy and the Staff Code of Conduct. I understand that safeguarding is my responsibility and that I must report concerns promptly, including concerns about colleagues or senior leaders.

Field	Details
Name	
Role	
Date safeguarding induction completed	
Date policy / code acknowledged	
Signature	

References used in this revision

Light International School Nairobi website: <https://lis.sc.ke/nairobi/>

LIS Nairobi About Us: <https://lis.sc.ke/about-us-lis-nbo/>

LIS Nairobi Dormitories: <https://lis.sc.ke/school-life-lis-nbo/dormitories-lis-nbo/>

LIS Work with Us / Child Protection & Safeguarding Statement: <https://lis.sc.ke/work-with-us-lis/>

Children Act, 2022 – Kenya Law: <https://new.kenyalaw.org/akn/ke/act/2022/29/eng@2022-07-29>

Basic Education Regulations, 2015 (latest Kenya Law version).

Sexual Offences Act – Kenya Law.

Counter-Trafficking in Persons Act – Kenya Law.

Computer Misuse and Cybercrimes Act – Kenya Law.

Data Protection Act, 2019 and Data Protection (General) Regulations – Kenya Law.

State Department for Children Services – National Child Helpline 116:

<https://childrenservices.go.ke/child-helpline-116>