

[contact@bsl.tg](mailto:contact@bsl.tg)

## **Policy on Safeguarding, Child Protection and promoting the welfare of children in our care**

### Section 1.

#### Introduction and Context

At The British School of Lome, we believe that our children are at the core of everything we do. Our family is growing and, as we have grown, we have taken many steps to make sure your child is safe, secure and happy at our school. We know that working together as a partnership is essential and this document outlines the various procedures we have implemented to make sure your child remains safe and happy.

#### 1.1 Our Principles, Beliefs and Philosophy

We recognise that our school is important in protecting our students; they are in the best position to identify concerns early and provide or identify help for students as well as helping to prevent these concerns from escalating. Consequently, we accept and adhere to these basic principles:

- A child's welfare is paramount and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is 'the best interests of the students'.
- All students have the same equal rights to protection, but we recognise that we need to do more for some students because of their special educational needs, disability, gender, religion or sexual orientation.

#### 1.2 Aims and objectives

- Provide a world class, safe and happy environment to enable students to thrive and learn.
- Outline the systems and processes we all take to ensure that students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection issues, and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Set effective procedures for staff/volunteers or third party individuals who encounter any issues in relation to child protection/safeguarding to follow.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear policies.

## 1.3 Definitions

### Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care and enabling every student to have the optimum life chances and enter adulthood successfully.

### Child Protection

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.

## Section 2.

### 2.1 Rationale

This policy sets out the principles and expectations, as well as the procedures and processes, which must be followed. The policy also describes the steps that are taken in meeting our commitment to safeguarding our students. As we are an International School we recognize and accept our responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989).

Article 3: which states that the best interests of children must be the primary concern in decision making about them.

Article 13: which states that children have the right to get and share information as long as it is not damaging to them or another child.

Article 14: which states that children have the right to think and believe what they want and to practice their religion.

Article 19: which states children have the right to be protected from hurt and mistreatment, physically and mentally.

Article 34: which states that Governments should protect children from sexual exploitation and abuse.

Article 35: which states that Governments should take all measures to ensure that children are not abducted, sold or trafficked.

Article 36: which states that children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Article 37: which states that no one is allowed to punish children in a cruel or harmful way.

This treaty has been signed and ratified by the Government of Togo

All the UN articles can be found at the following link:

[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

In addition as an International School we agree and adhere to the safeguarding standards set by the international safeguarding organisation "Keeping Children Safe" to benchmark against; and the UK schools' statutory guidance 'Keeping Children Safe in Education' (September 2016). The policy is also underpinned by the UK multi-agency guidance "Working together 2015" where relevant.

## Section 3.

### 3.1 School and Individual Responsibilities

#### Head of School and Senior Management Team Responsibilities

- Ensure that this policy and procedures are implemented across their school and followed by all staff and volunteers.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out their role effectively.
- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.
- Ensure that safeguarding is addressed through the curriculum.
- Ensure the school site is secure.
- Only deploy staff who will have unsupervised contact with children, where safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection.

#### Responsibilities of the Designated Safeguarding Lead

The school will identify at least one named person designated as the Designated Safeguarding Lead (DSL), to support the Head of School. This person/people will: receive appropriate safeguarding training to equip them to undertake their role; be given sufficient time in the working day to undertake the role; and be able to prioritise safeguarding when necessary.

The designated staff role is guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality should be respected as far as is reasonably possible.

Being guided by these principles the Designated Safeguarding Lead will:

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- With the Head of School, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Have appropriate training in addition to the basic training that all other staff receive.
- Collate and keep accurate and confidential records of any concerns about children.
- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL is in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.

All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action.

All staff will:

- Ensure they are familiar with and follow this safeguarding policy.
- Be subject to safe recruitment processes and checks prior to starting at the school.
- Be alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns and report these to the Designated Safeguarding Lead (DSL).
- Follow the procedures outlined in this document when/if concerned about any child.
- Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding and safe recruitment training
- All staff need to recognise that if their behaviour inside or outside the workplace breaches this code of conduct, this may be considered a disciplinary or even criminal matter.

## Section 4.

### Training and Support

- All staff be provided with appropriate safeguarding training at each annual Induction session, which includes an overview of what to do and who to contact if concerned about a student.
- All staff will be required to complete online Training on Child Protection for International Schools and receive a recognized certificate. This training must be updated with a refresher course annually.
- Relevant policies are made available to all members of staff.
- Staff are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Head of School and Senior Management are trained in safe recruitment. This safe recruitment training must be renewed every two years.
- Training for new starters must be complete before any new starter can have unsupervised contact with students.

Please remember unless you are specifically asked to do so, never carry out an investigation about any suspected abuse. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.

## Section 5.

### 5.1 Forms of Abuse

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child, or by a failure to take action to protect a child who is at risk of, or already suffering harm.

The more commonly referred to types of abuse are:

- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child.
- Emotional abuse: the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved or valued only in so far as they meet the needs of another person.
- Sexual Abuse: involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
- Neglect: This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas.

All school staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).

### Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with through the procedures set out in this document where possible.

### Forced marriages (FM)

A Forced marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students' best interests. However, the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

## Self-Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

There are some common themes that may help staff identify concerns including:

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.

If staff suspect that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the student involved and their parents/carers to agree a course of action taken to support the student.

## Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 can involve exploitative relationships where young people receive something in return for performing sexual acts. Exploitation of any student can occur on a face-to-face level or through the use of technology, such as mobile phones or computers. In these situations a student could be encouraged to send or post indecent images of themselves.

In all cases the person exploiting students does so by misusing the power they have over them. This power may come through virtue of age, physical strength and/or economic resources. Violence, intimidation and coercion are common in exploitative relationships.

## Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

Students often do not realise that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

Note:

The above is not an exhaustive list of all the potential forms of abuse which staff may have to deal with on occasions. For information please see "Keeping Children Safe in Education" 2016. This is a UK publication but the types of abuse discussed are valid and can apply to any country around the world.

## 5.2 Specific Safeguarding Issues

### E safety

The growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.

Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

The best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education or wellness programmes. Our PSFE curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

### Mobile phone and Camera Images

It is our policy that practitioners, teachers and visitors to our school should not use personal mobile phones to take images of children. In our primary and secondary schools, if personal equipment is used to capture child images, these images should be uploaded to the schools' system as soon as possible and immediately deleted from personal equipment. Staff should not post to their own social media pages. Permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding Lead or Head Teacher for the school.

Photographs for School Publications:

- Photographs of students being used by staff for learning or marketing should only be taken on school cameras/devices where possible. If personal devices are used please see paragraph above.
- Images should be saved on a secure server/database and printed copies only used within the school for purposes such as displays, records and learning journals. Images to be used for marketing need to be agreed with parents/carers before use.
- Staff personal phones should not be used in classrooms and learning areas when students are present.
- Visitors and parents/carers should be asked not to use mobiles devices within the school, except where permission has been granted to capture images of their own child or children. All parents/carers must give permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally.



## Allegations against staff

An allegation can be made against a staff member at any point. It is important that any such allegations are treated seriously and appropriate procedures followed.

An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has possibly committed a criminal offence against a child.
- Where someone has behaved in a way towards a child or children that would pose a risk to children.

In the event of an allegation being made against a member of the school staff, it will always be investigated by the Head of School unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate.

No action to investigate the concern should be taken before consultation with the Head of Safeguarding, and agreement reached about how best to approach and investigate the concern. If it is felt, after these initial consultations, that further enquiries are needed, then the member of staff may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within this and other school policies and follow safe working practices.

## Whistleblowing

Our school recognises that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower.

Malicious whistleblowing however, will be seen as a potential disciplinary matter.

## Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology. Each school should have its own policy and approach to restorative practices and all our schools will demonstrate a commitment to help resolve specific issues. Please record using the form in Appendix 1; records are kept in the locked records cabinet.

## Children with Special Educational Needs or Disabilities

All staff should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse

### Allegations made by a child about another child (Peer on peer abuse)

We need to recognise that children are capable of abusing their peers. Where an allegation is made that one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse. Examples can include girls being touched/assaulted inappropriately by boys, or boys themselves being subject to initiation violence. This type of peer on peer behaviour will not be tolerated.

Under no circumstances should an allegation that one child has possibly abused another be treated “as just children being children” or “experimentation”.

If the alleged actions are unwanted or involve minors who may not be able to give consent by virtue of their age or any disability, then this is potentially abusive and the school procedures should be followed in the same way as for any other safeguarding or child protection matter.

### Safeguarding students who are vulnerable to extremism

As an International School we value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

### Physical Intervention/restraint

There may be times when adults in schools, in the course of their school duties, have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice. Staff should take great care when having to do this; ensuring they are visible to others where at all possible.

The Head of School requires any teacher involved in any such incident to report the matter as soon as possible. The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible.

Where intervention has been required a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept and the student checked for any injuries.

Parents should always be informed when an intervention has been necessary.

## Safe Recruitment and Selection

The Head of School and HR will do all they can to ensure that all those working with children in our school are suitable people. In order to do this, all staff who will work in an unsupervised capacity with children or young people will be recruited using safe recruitment procedures.

Safe Recruitment involves scrutinizing applicants through the interview process and application forms, verifying identity, qualifications and obtaining appropriate references, undertaking criminal background checks from previous countries where the applicant has lived or worked, as well as some additional recruitment checks.

As from July 2022, at least one member of every interview panel will have undertaken safe recruitment training. Where staff are moving to new schools and references are requested the SDL and Principal must be consulted in whether those staff have had an allegation made against them at any point.

## Section 6.

### 6.1 Procedures to be followed by any staff member who is concerned about any student

If staff suspect that any student in their care may be a victim of abuse, or is at risk of abuse or other form of harm, they should not try to investigate, and inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. In many cases a student will not make a direct disclosure, but staff will be concerned because of a physical or emotional indicator

Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

### 6.2 Dealing with Disclosure, Reporting and Further Action

#### General Principles:

Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child.

The following guidance is based on five key practices for all staff:

### Receive

Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say “I can’t stop now but come and see me in my office at...”. Where possible during any disclosure try to listen, allow silences and try not to show shock or disbelief.

### Reassure

Try to stay calm, make no judgements and empathise with the child. Never make a promise you can’t keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

### React

React to what the child is saying only in as far as you need to for further information. Don’t ask leading questions. Keep questions open such as... “Is there anything else you need to tell me?” Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

### Record

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date and place as well on the record of concern form.

### Report

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern should be passed to the Designated Safeguarding Lead as soon as possible.

Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal/Head Teacher in the absence of the DSL), should be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Lead will then consider and where necessary, consult on the information available. If the DSL sees necessary to take the matter further a meeting will be called of the School Safeguarding Committee which will consist of the Head of School, Designated Safeguarding Lead – Primary, Designated Safeguarding Lead – Secondary, and Head of HR. Consultation with outside agencies may also take place.

## Section 7.

### 7.1 Record Keeping and Confidentiality

#### Record Keeping

All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

- Child protection records are stored in a secure, locked filing cabinet, accessible through the Designated Safeguarding Lead and other senior staff to ensure reasonable access.
- Records of any child disclosure should be clearly dated and filed without future amendment.
- Child protection records are separate to the general education file. Staff who need information about any of these records will be informed by the Designated Safeguarding Lead.
- Members of staff should make a written/typed account of any concern they have regarding the welfare or well-being of a child, using the school's pro forma. This record should be passed as soon as possible to the Designated Safeguarding Lead. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.
- The record pro forma should include (see Appendix 1):
  - A record of the child's details: name, class and date of birth.
  - Date and time of the event/concern.
  - The nature of the concern raised.
  - The action taken and by whom: Name and position of the person making the record.
  -

In the case of disclosure, remember the record you make should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure.
- The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.

#### Confidentiality

The school should regard all information relating to individual Safeguarding/child protection issues as confidential, and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Head of School and Designated Safeguarding Lead and this should always be based on the need to know.

## Section 8.

### 8.1 Personal Protection for Staff Members

#### General Advice

1. Try and make it a rule never to be left alone with a child of either sex no matter what their age. It is best always to have as many children with you as possible.
2. In rendering first aid to students, take care to see that another member of the staff and/or senior students are present. If the injured child is female and if there is a woman on the staff, under no circumstances should a male teacher attend to her injury and first aid administered to male children should always be administered in the presence of responsible witnesses.
3. Try not to detain a single child if there are no other staff members or children present.
4. If you have to discuss a personal problem with the student, ensure that a discussion of this kind takes place in a conspicuous situation in the playground, that is, out of hearing but in sight of as many people as possible.
5. If you are involved in coaching small groups, especially of the opposite sex, always have another adult present and wherever possible conduct the coaching session in a public place.

#### Avoid allegations of sexual abuse Teachers should always avoid:

- unwarranted and/or inappropriate touching
- conversations of a sexual nature (other than in accordance with syllabus)
- jokes of a sexual nature
- suggestive remarks or actions
- obscene gestures
- obscene language of a sexual nature
- showing of publications, electronic media, illustrations which are sexually suggestive
- showing of inappropriate videos
- deliberate exposure of a child or young person to sexual behaviour of others.
- personal correspondence with a child or young person in respect of the teacher's feelings.
- comments about a student's appearance which may be misconstrued by the student.
- Teachers should always be aware that even if their intentions are innocent, this may not be how they are perceived by others.

#### Avoid allegations of physical abuse

1. Teachers should avoid any form of physical contact with a child or young person.
2. A slap, a push or a shake can give rise to serious legal charges and/or departmental disciplinary action.
3. Avoid placing yourself in a position, for example, a doorway, where a student may have accidental or deliberate contact when entering or exiting the room.

Avoid allegations of non physical abuse Misconduct or improper conduct which involves non physical or psychological abuse may also be the issue of a complaint or report. In this regard, teachers are urged to avoid practices which may be construed as:

1. targeted and sustained criticism, belittling, teasing or excessive staring
2. excessive or unreasonable demands
3. using inappropriate locations or social isolation as punishment
4. persistent hostility and verbal abuse, rejection and scapegoating
5. frightening a student because of an overbearing physical presence.

Avoid situations which can increase the risk of a complaint or report Friendships with students can be misinterpreted. Some teachers have formed friendships with students where they participate frequently in activities outside school. Teachers are seen to be in a more powerful or influential position in these situations and are still considered to have a duty of care. Some examples of situations that have resulted in investigations of improper conduct include:

1. drinking in a bar where students known to be underage are drinking and not reporting this to the publican.
2. corresponding with students including by e-mail
3. discussing personal relationship
4. dating senior students. Remember that even if the student welcomes the friendship, it may still be deemed improper conduct of a sexual nature and result in legal or disciplinary action. Relationships at or over the legal age of consent will not stop a criminal investigation or action being taken against the teacher.
5. Overnight excursions can place teachers in positions of additional risk of complaint or report, particularly in cases where teachers have had interrupted sleep and relax standards they would normally adopt in the more formal environment of the school.
6. The informal nature of excursions means that actions are more likely to be misconstrued.
7. It is advised that teachers should never drink alcohol with, or in the presence of, students whether on or off duty.
8. Because excursions do involve greater risks for teachers they should know that they cannot be compelled to participate in overnight excursions. When it is decided to have an excursion, teachers must insist that there is adequate staff so that no teacher is ever required to be alone with students.

Extra curricula activities which involve coaching individuals or small groups of students before or after school place teachers in positions of potential risk. Teachers involved in the following situations should establish practices which eliminate their working in isolation with students:

1. coaching sporting teams especially where physical contact may be involved
2. coaching debating teams, mock trial teams or public speakers
3. supervising music lessons for individuals or small groups
4. any situation where you would have difficulty defending your behaviour should it be misconstrued
5. activities which occur before or after normal school hours.

## Appendix 1.

### Record of Concern Form

<b>Pupil's Name:</b>		
<b>Year and Form Tutor:</b>		
<b>DOB:</b>		
<b>Is the Pupil aware this form is being completed</b>	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
<b>If not, why not?</b>		
<b>If yes, pupil reaction</b>		
<b>Your Name:</b>		
<b>Date:</b>		
<b>Time:</b>		
<b>Signature:</b>		
Concern:	Date:	
Signed:	Date:	
Initial Actions:	Date:	
Signed:	Date:	



Follow up:	Date:	
Signed:	Date:	
Conclusions/Outcome:	Date:	
Signed:	Date:	

## Appendix 2.

### Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. These should be drawn up and sent to the Designated Safeguarding Lead at the same time as completing the record of concern form at appendix 1. Even if the injury to the child has a plausible explanation, a completed body map helps track a history or pattern of repeated injuries. A copy of the body map should be kept on the child's concern/confidential file.

Always use a pen (never a pencil) or type the document and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should staff seek to record injuries on photographic equipment. Body maps such as those shown below should be used. If you notice an injury to a child, try to record as much of the following as possible in respect of all the injuries you can see:

Exact site of injury on the body, e.g. upper outer arm/left cheek.

- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date of the recording must be noted as well as the name and designation of the person making the record. Add any further comments as required.

Where any child has any form of injury that requires attention please ensure that first aid is applied where necessary.

Name of the person completing the body map:

.....

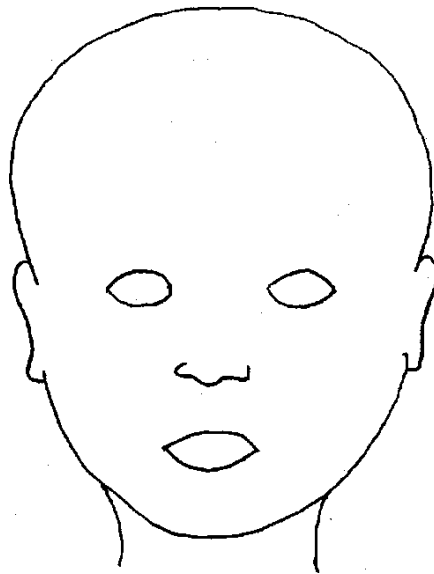
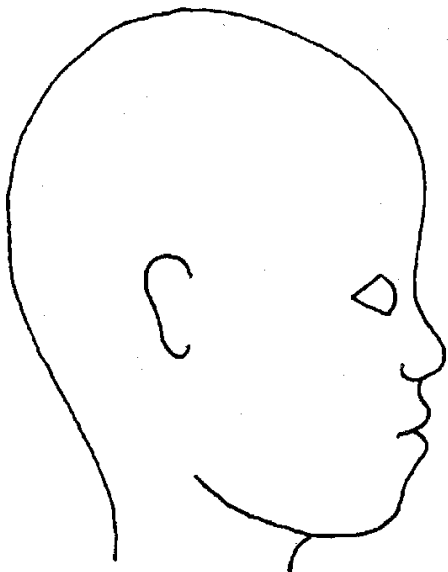
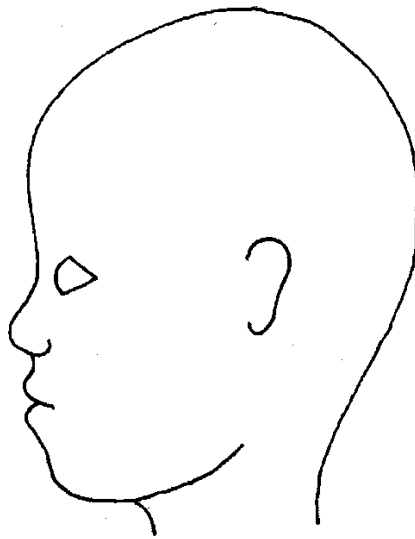
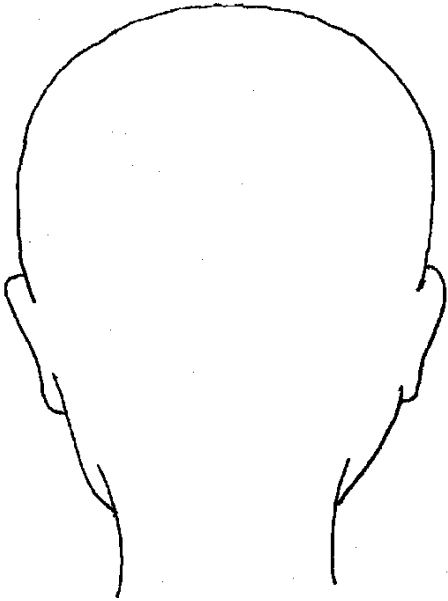
Role of the person completing the body map:

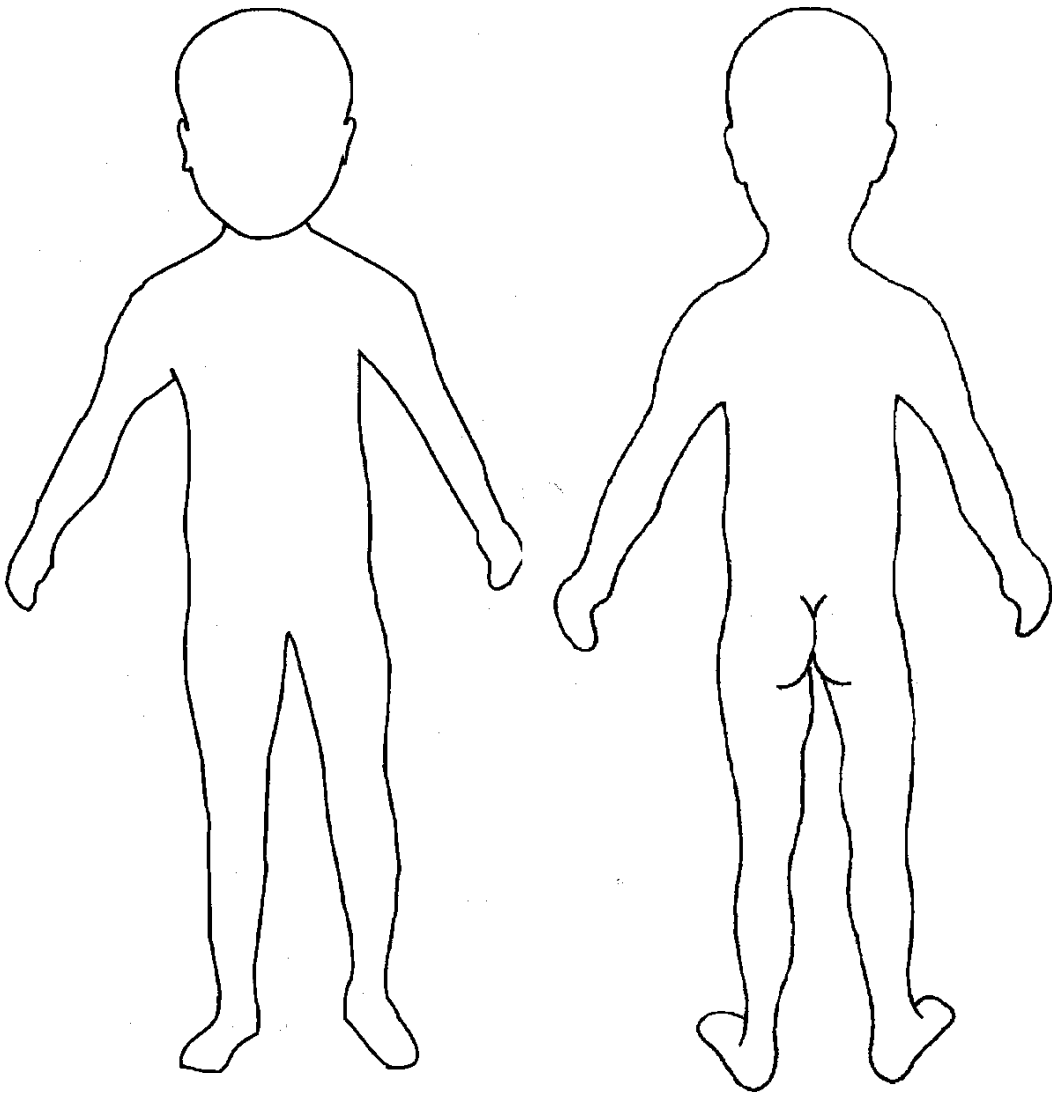
.....

Date of injury and form being completed:

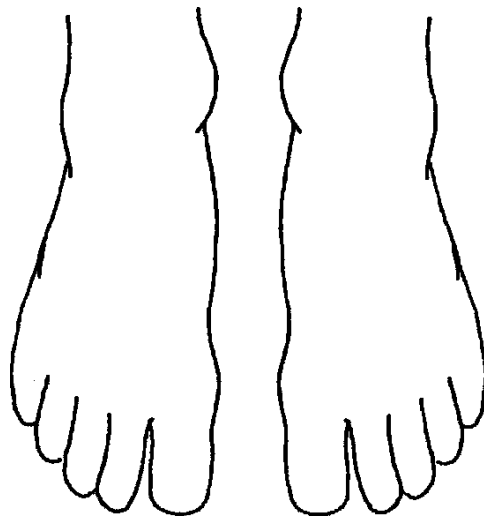
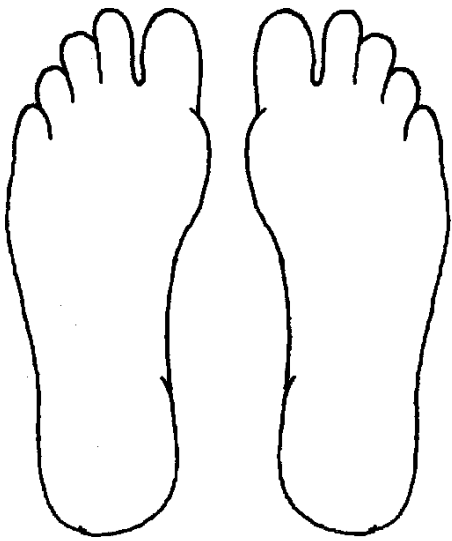
.....

Date this form was completed and returned to DSL (if different): .....





Sole of Feet



Top of the Feet

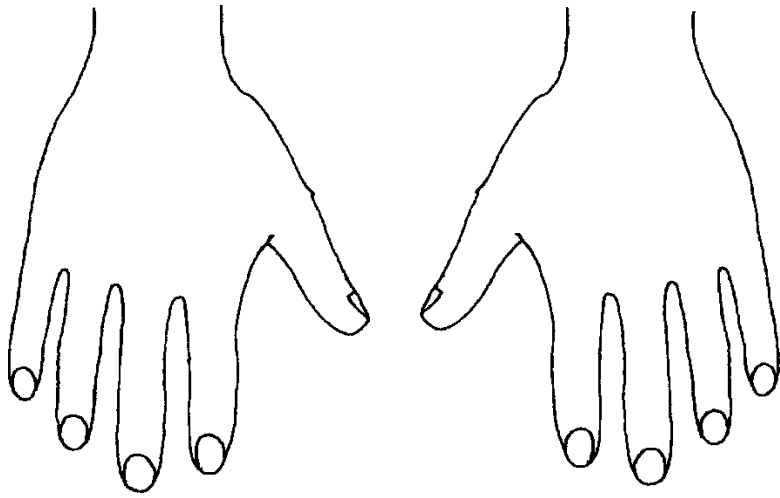


Left

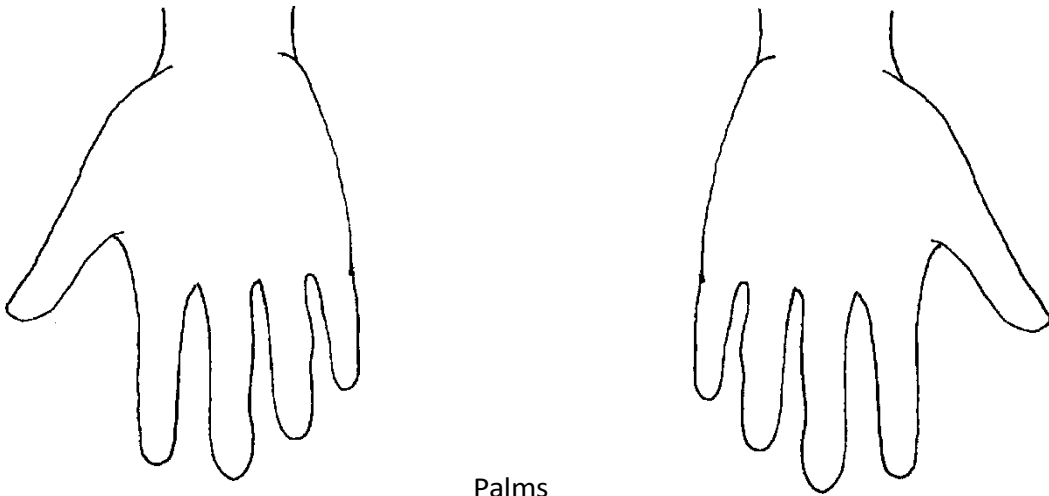


Foot

Right Foot



top of hand



Palms

## Appendix

### Local Professionals and Agencies

- UNICEF is able to provide advice and consultancy. The United States Embassy is also available for advice and consultancy.
- UNICEF CONTACT NUMBER: 928 22231500  
E-MAIL: lome@unicef  
Dr. Teresa de la Torre, Head of Medicine, UNICEF, Lome delator@yahoo.com
- Ecpat International kwadjo.mally@gmail.com

Appendix

Who Do I Inform?





## Acknowledgement Statement of Safeguarding Policy

I, \_\_\_\_\_ (please print name,) have received and read a copy of the child Protection Policy of British School of Lome.

I have familiarized myself with the contents of this policy and understand procedures I need to follow. My signature below indicates that I acknowledge, understand, accept and agree to comply with the information contained in this policy.

\_\_\_\_\_  
(Employee signature)

Date: \_\_\_\_\_

All employees should return this statement to the designated safeguarding lead.

Policy revised and agreed by SLT: \_Oct 2023\_\_ Policy review cycle: \_2024/2025 (or as and when needed)\_\_  
Member of staff responsible for the policy: Designated Person, Departmental Head, SLT and Head of School

Name:

Signature

Date:

**SOME OF THE THINGS THAT MIGHT BE WORRYING YOU THAT YOU FEEL YOU CAN NOT MANAGE ALONE**

**An older child has treated you badly**

**You are being bullied / given a hard time / someone is making fun of you**

**You feel you have been treated in a way which you feel is unfair by a member of staff**

**You think you are being picked on / left out of things on purpose**

**A friend has told you something that makes you worry about him / her**

**Someone has**

- asked you to do something in secret that you feel unhappy about
- asked you to do something else which you felt was wrong or made you feel uncomfortable
- taken some of your property

**You are unhappy about something at home or in school**

**You are having problems with your work**

**You are not feeling well**



**WHO TO TURN TO:**

**In School:**

- A friend
- Your Form Tutor
- A Teacher
- Mr Akif Naqvi
- Mr Scott Fairlie
- Mr Gareth Jones
- Ms Akosua
- Mr Alistair Siri

**Out of school:**

- Your parents
- A relative
- A friend
- Your brother
- Your sister
- A House parent

The British School of Lomé,  
Résidence du Bénin, 02 BP 20050,  
Lomé 02, Togo  
Website [www.bsl.tg](http://www.bsl.tg)

Tel: +228 2226 4606

# WHO WILL LISTEN TO ME?



If you need to speak with someone because you have a problem or a worry that you cannot manage on your own, please remember that **The British School of Lome** is a listening, caring community and we want to help you feel happy again.

**WHAT TO DO:**

**Talk to**

- A friend
- Your Form Tutor
- A Teacher
- Mr Akif Naqvi
- Mr Scott Fairlie
- Mr Gareth Jones
- Ms Akosua
- Mr Alistair Siri

Talking to someone will usually solve your problem.

If you choose to speak with an adult, you are welcome to bring a friend with you to support you.



**IF YOU ARE STILL WORRIED AND FEEL YOU NEED MORE HELP:**

- Speak to any other member of staff or adult that you can trust. This could be the same person that you spoke to before or someone different.
- The person WILL LISTEN
- You will be asked to talk through the problem.
- You will be given some suggestions to try.
- You will then need to decide which suggestions to follow.
- You will be asked to come back to say if things are better.
- If you are still unhappy you may make a formal statement. This means that you write down on your own, or with someone to help you, what has happened, or what is worrying you.
- Take your statement to a member of Staff listed in this leaflet, saying that you want more help.



Often a problem is one that you do not wish to share with more than one person. We will keep your confidence where we can but, in some circumstances, it may be necessary to tell someone else in order to help you. **ONLY** the people who **NEED** to know will be told. This will be explained to you at the time.

If you feel you cannot talk to someone, then write a letter. You can seal your letter in an envelope, put the person's name on the front that you want it to go and give it to Ms Akosua to pass on for you.



**QUELQUES CHOSES QUI VOUS PRÉOCCUPENT ET QUE VOUS PENSEZ NE PAS POUVOIR GÉRER SEUL(E)**

Un enfant plus âgé vous a maltraité  
Vous êtes victime de brimades, on vous mène la vie dure, on se moque de vous.

Vous avez l'impression d'avoir été traité d'une manière que vous jugez injuste par un membre du personnel.

Vous pensez que l'on s'en prend à vous ou que l'on vous met volontairement à l'écart.

Un ami vous a dit quelque chose qui vous inquiète à son sujet.

Quelqu'un vous a :

- demandé de faire quelque chose en secret

dont vous n'êtes pas satisfait(e)

- demandé de faire autre chose qui vous a semblé erroné ou vous a mis mal à l'aise

- pris certains de vos biens.

Vous êtes mécontent de quelque chose à la maison ou à l'école.

Vous avez des problèmes dans votre travail.

Vous ne vous sentez pas bien.

**À QUI S'ADRESSER :**

**Dans l'établissement :**

- A friend
- Your Form Tutor
- A Teacher
- Mr Akif Naqvi
- Mr Scott Fairlie
- Mr Gareth Jones
- Ms Akosua
- Mr Alistair Siri

**Out of school:**

- Your parents
- A relative
- A friend
- Your brother
- Your sister
- A House parent

The British School of Lomé,  
Résidence du Bénin, 02 BP 20050,  
Lomé 02, Togo  
Website [www.bsl.tg](http://www.bsl.tg)

Tel: +228 2226 4606

## QUI M'ÉCOUTERA?



Si vous avez besoin de parler à quelqu'un parce que vous avez un problème ou une inquiétude que vous n'arrivez pas à gérer seul, n'oubliez pas que l'école du **Pharo est une communauté à l'écoute et bienveillante** et que nous voulons vous aider à vous sentir à nouveau heureux.

**CE QU'IL FAUT FAIRE :**

**Talk to**

- A friend
- Your Form Tutor
- A Teacher
- Mr Akif Naqvi
- Mr Scott Fairlie
- Mr Gareth Jones
- Ms Akosua
- Mr Alistair Siri

Parler à quelqu'un résoudra généralement votre problème.

Si vous choisissez de parler à un adulte, vous pouvez vous faire accompagner d'un ami pour vous soutenir.



**SI VOUS ÊTES TOUJOURS INQUIET ET SI VOUS PENSEZ AVOIR BESOIN D'UNE AIDE SUPPLÉMENTAIRE :**

- Parlez à un autre membre du personnel ou à un adulte en qui vous avez confiance. Il peut s'agir de la même personne à qui vous avez parlé auparavant ou quelqu'un d'autre. Il peut s'agir de la même personne à qui vous avez parlé auparavant ou quelqu'un d'autre.
- La personne ECOUTERA
- On vous demandera de parler du problème.
- On vous donnera des suggestions à essayer.
- Vous devrez ensuite décider quelles suggestions à suivre.
- Il vous sera demandé de revenir pour dire si les choses se sont améliorées.
- Si vous êtes toujours mécontent, vous pouvez faire une déclaration officielle. Cela signifie que vous écrivez seul, ou avec l'aide de quelqu'un, ce qui s'est passé ou ce qui vous préoccupe.
- Présentez votre déclaration à un membre du personnel dont la liste figure dans ce dépliant, en précisant que vous avez besoin d'une aide supplémentaire.



Il arrive souvent que vous ne souhaitiez pas partager un problème avec plusieurs personnes. Nous garderons votre confiance dans la mesure du possible mais, dans certaines circonstances, il peut être nécessaire d'en parler à quelqu'un d'autre pour vous aider. **SEULES** les personnes qui ont **BESOIN** de savoir seront informées. Cela vous sera expliqué à ce moment-là.

**Si vous ne pouvez pas parler à quelqu'un, écrivez une lettre. Vous pouvez mettre votre lettre dans une enveloppe, inscrire le nom de la personne au recto et la donner à Mme Akosua pour qu'elle la transmette.**

