



**Kabojja** International School  
KAMPALA - UGANDA

**Kabojja International School**

# KIS Child Protection Policy



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Introduction

Kabojja International School(KIS) is committed to creating a safe and supportive environment where all students thrive. We believe that all children have the fundamental right to be protected from harm and to reach their full potential in a secure and nurturing atmosphere. This Child Protection Policy outlines our unwavering dedication to protecting children who are at risk of significant harm, that are entrusted to our care.

Objectives

- 1. To create a safe and supportive environment;
- 2. To prevent all forms of harm against children;
- 3. To promote the well-being and resilience of all children;
- 4. To empower children to be active participants in their safeguarding;
- 5. To respond effectively to all concerns regarding Child Protection;
- 6. To work collaboratively with all stakeholders to ensure a coordinated and effective approach to safeguarding children.
- 7. To continuously improve our safeguarding practices.

Scope

This Child Protection Policy applies to all members of the KIS Community. It covers all activities involving children, both on and off school premises, including:

- ▶ School hours and extracurricular activities: This includes classroom activities, lunchtime supervision, field trips, sports events, and any other school-related activities where children are in our care.
- ▶ Online interactions and communication: This includes all digital communication channels used for school purposes, such as email, social media, online learning platforms, and school websites.
- ▶ Third-party relationships: This includes interactions with external organizations or individuals providing services to the school, such as coaches, tutors, guest speakers, and visiting professionals.
- ▶ Off-site activities and events: This includes school-organized trips, excursions, and any other off-site activities where children are under the supervision of school staff or representatives.

Additionally, this policy recognizes the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) to abuse and child neglect. Therefore, it emphasizes the importance of:

- ▶ Providing SEND-specific considerations and strategies within the child protection framework.
- ▶ Emphasizing communication accessibility and alternative reporting methods for children with SEND.
- ▶ Collaborating with SEND specialists and disability support services to ensure comprehensive safeguarding for vulnerable children.

Acronyms

- ▶ **KIS:** Kabojja International School
- ▶ **SEND:** Special Educational Needs and Disabilities
- ▶ **CP:** Child Protection
- ▶ **DSL:** Designated Safeguarding Lead

Definitions

**Abuse** is defined as any action that intentionally or unintentionally harms or injures another person. In many cases, it is characterized by unbalanced power relationships between stakeholders (the abuser and the victim)

**Child** means any person below the age of eighteen years and also includes all enrolled learners of KIS who are eighteen years and above.

**Child abuse** means various forms of maltreatment that can cause significant harm to a child's well-being including physical abuse, emotional/ psychological abuse, sexual abuse and neglect.

**Child neglect** refers to the failure of caregivers or parents to provide the necessary care, supervision and support for a child's basic needs, leading to potential harm or impairment of the child's health and development. Neglect can generally be categorized into physical neglect, emotional neglect, educational neglect, and medical neglect.

**Child Protection (CP):** This is a subset of safeguarding that specifically deals with the identification, assessment, and management of children who are at risk of significant harm.

**DSL** means Designated Safeguarding Lead and shall also include all designated Assistants.

Harm means physical or emotional damage or injury encompassing negative consequences or detrimental effects on well-being.

**KIS Community** includes the students of KIS, the Board of Directors, the full-time employees, the part-time employees, the interns and volunteers, the Associates, and the Parents.

**Parent** means the mother of a child; the father of a child; the guardian of a child; and/or in the absence of all the aforementioned, the next of kin of a child as registered with the school.

**School** means Kabojja International School.

**School premises** means land, buildings, and other facilities that are owned, rented, or under the control of KIS, and any place where school activities occur. This also includes any cyberspace controlled by KIS and any uncontrolled electronic medium that members of the KIS Community use to communicate including social media platforms like WhatsApp, Facebook, Instagram, Twitter, and Email.

**Staff** includes directors, full-time employees, part-time employees, interns and volunteers, and associates.

## Legal and Regulatory Framework

### International and Regional Frameworks

These include:

- ▶ The UN Convention on the Rights of the Child (UN) (1989) ratified in Uganda in 1990;
- ▶ The UN Convention on the Rights of Persons with Disabilities (UNCPRD) (2007);
- ▶ The African Charter on the Rights and Welfare of the Child (ACRWC) (1990);
- ▶ The African Youth Charter (2006); and
- ▶ The East African Community (EAC) Child Policy (2016)

### National Legal Policy Frameworks

These include:

- ▶ The Constitution of the Republic of Uganda (1995) as amended;
- ▶ The Children's Act, Cap. 59 (Amended 2016);
- ▶ The Education (Pre-Primary, Primary and Post-Primary) Act, No. 13 of 2008
- ▶ The Employment Act (2006);
- ▶ The Persons with Disabilities Act (2006);
- ▶ The Police Act (2006), as amended;
- ▶ The Criminal Procedure Code Act, Cap. 116;
- ▶ The Penal Code Act, Cap. 120;
- ▶ The Computer Misuse Act (2011);

## Roles and Responsibilities

### Board of Directors:

- ▶ Provide strategic leadership and oversight for child protection within the school.
- ▶ Allocate sufficient resources to support effective child protection practices.

### Principal and Heads of Schools:

- ▶ Lead and champion the child protection culture within the school.
- ▶ Ensure all staff are aware of their child protection responsibilities.
- ▶ Ensure the provision of regular training and support to staff on child protection procedures.
- ▶ Monitor and review the effectiveness of child protection practices within the school.

### Designated Safeguarding Lead (DSL):

- ▶ Take lead responsibility for implementing the Child Protection Policy.
- ▶ Coordinate the school's response to concerns of child abuse, child neglect, or exploitation.
- ▶ Provide advice and support to staff on child protection matters.
- ▶ Refer concerns to appropriate agencies and authorities.
- ▶ Liaise with external agencies involved in protecting children.
- ▶ Attend relevant training and development opportunities to maintain their expertise.

### Children

- ▶ Have the right to feel safe and protected from harm.
- ▶ Have a responsibility to report any child protection concerns they may have to a trusted adult.
- ▶ Follow the school's child protection rules and procedures.
- ▶ Participate in age-appropriate child protection education and awareness initiatives.

### Staff (Teaching and Non-teaching):

- ▶ Have a duty of care to protect children from harm.
- ▶ Be familiar with the Child Protection Policy.
- ▶ Report any concerns of child abuse, child neglect, or exploitation to the DSL.
- ▶ Follow the school's child protection guidelines and procedures.
- ▶ Attend relevant training and development opportunities to enhance their child protection knowledge and skills.

### Associates (External Contractors):

- ▶ Have a responsibility to be aware of their child protection responsibilities when working with children of KIS.
- ▶ Follow the school's Child Protection Policy.
- ▶ Report any concerns of child abuse, child neglect, or exploitation to the DSL.

### Volunteers:

- ▶ Have a responsibility to be aware of their safeguarding responsibilities when working with children of KIS.
- ▶ Follow the school's Child Protection Policy.
- ▶ Report any concerns of child abuse, child neglect, or exploitation to the DSL.

### Parents:

- ▶ Have a responsibility to work in partnership with the school to protect their children.
- ▶ Report any concerns they may have about their child's safety or well-being to the school.
- ▶ Attend relevant workshops and events to enhance their understanding of child protection issues.

## Procedures

### Identifying/Recognising

Identification and acknowledgement of indicators that a child may be at risk of harm or is currently experiencing child abuse, child neglect or exploitation, is a good step in preventing further harm and ensuring the well-being of the child.

- ▶ Train staff and children about what abuse is, the different categories of abuse (Physical, emotional, sexual and child neglect) and the consequences of abuse.
- ▶ Train staff in how to recognise a possible abuse through indicators that may raise concerns, for example, physical abuse (inexplicable bruises and marks), emotional abuse (disengaging from social groups), sexual

abuse(inappropriate language), child neglect(inadequate clothing)

- ▶ Staff to be able to recognise a child with any additional special educational needs and disabilities with a bespoke plan to support them in the classroom and the social environment
- ▶ Staff to learn ways of how they might come across a concern about the safety or the welfare of the child in school.

### Indicators of child abuse, child neglect or exploitation

While recognizing child abuse, child neglect and exploitation isn't always straightforward, even for experienced professionals, certain indicators can raise concerns. This section identifies some potential indicators, acknowledging that abuse may involve a combination of these or unique circumstances:

- ▶ Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- ▶ An injury for which an explanation seems inconsistent
- ▶ The child describes what appears to be an abusive act involving them
- ▶ Another child expresses concern about the welfare of a child
- ▶ Unexplained changes in a child's behavior e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper
- ▶ Inappropriate sexual awareness engaging in sexually explicit behaviour
- ▶ Distrust of children, particularly those with whom a close relationship would normally be expected
- ▶ Difficulty in making friends
- ▶ Being prevented from socialising with others
- ▶ Displaying variations in eating patterns including overeating or loss of appetite
- ▶ Losing weight for no apparent reason becoming increasingly dirty or unkempt
- ▶ Behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, Tearful, emotionally up and down, reluctance to go training or competitions
- ▶ An unexplained decline in performance
- ▶ Physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes, bingeing e.g. on food, alcohol or cigarettes
- ▶ A shortage of money or frequent loss of possessions

It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that child abuse, child neglect or exploitation is taking place.

### Reporting

This is the process of informing a trusted adult, the DSL, or even the school counsellor about suspicions, concerns or observed signs of child abuse, child neglect or exploitation. KIS shall have reporting procedures, complied with by all KIS community. Below are important points to note when reporting child abuse, child neglect or exploitation of children who are at risk of significant harm:

- ▶ Know your role in the reporting process.
- ▶ Write down what you have seen/ observed, ensure that all concerns are recorded and report accordingly. (note down all the details of what you are worried about)
- ▶ You don't need evidence to report to your DSL.
- ▶ Staff should be aware of the school-agreed format and system for reporting concerns
- ▶ Staff should record any child protection issues on the school's concern form or online form or speak to the DSL
- ▶ Staff should be aware of the right person to report to( The DSL- whose contact details are included in the KIS Child Protection Policy)
- ▶ Report as much of your concern as possible
- ▶ Report timely, within the same working day
- ▶ The DSL may report to the children's social care, medical services or police accordingly.
- ▶ If the DSL is not responding to concerns, contact your Headteacher.

- ▶ Continue to monitor the situation, noting carefully any future concerns and recording actions.

### Parent Notification

In a commitment to foster transparency and child well-being, the parents of the child/children performing or experiencing any acts breaching child protection shall be promptly informed about the significant events and developments.

### Responding

Involves taking appropriate actions and interventions once suspicions or reports of child abuse or child neglect have been made. Below are important points to follow when responding to child abuse, child neglect or exploitation concerns:

- ▶ **Safety** of the child is paramount. If the child needs urgent medical attention, then immediately involve the school medical personnel of the concern and ensure they are made aware that this is a child protection issue
  - ▶ Be **calm** and **receptive** so as not to frighten the child.
  - ▶ Keep **questions at a minimum** so that there is a clear and accurate understanding of what has been said.
  - ▶ Take the child **seriously**
  - ▶ Respond **appropriately**.
  - ▶ **Listen, understand** what happened, don't rush in, don't jump into conclusions, don't judge. Give a child the platform, and opportunity to speak out.
  - ▶ Don't ask **leading questions**
  - ▶ Learn about the **barriers to child telling** and deal with them, for example, frightened.
  - ▶ Learn about **barriers to adults responding** to a disclosure from children and deal with it. For example, personally knowing the abuser.
  - ▶ Know that children may **disclose in different ways**, to different people, at different points in time. For example, indirectly, making ambiguous statements to try to alert adults to the situations.
  - ▶ Observe **confidentiality**
  - ▶ **Appreciate children** for speaking out
- VIII. Let the child know that you are going to do everything you can to help them out and that you are going to tell the DSL.
- ▶ **Do something immediately** about the concern,
  - ▶ Ensure that all **concerns are recorded** as well as any follow-up actions

### Recording

To ensure that information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern. In recording, you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions.

#### Information should include the following:

- ▶ The child's name, age and date of birth
- ▶ The nature of the allegation, including dates, times and any other relevant information
- ▶ A description of any visible bruising or injury, location, size etc. Also, any indirect signs, such as behavioural changes
- ▶ Details of witnesses to the incidents
- ▶ The child's account, if it can be given, of what has happened and how any bruising/injuries occurred
- ▶ Have the parents been contacted? If so what has been said?
- ▶ Has anyone else been consulted? If so record the details
- ▶ Has anyone been alleged to be the abuser? Record detail

### Confidentiality

KIS upholds the highest standards of confidentiality in all matters related to child protection and safeguarding. We understand that trust and discretion are essential for creating a safe environment where children feel comfortable

disclosing concerns or seeking help.

## Training and Awareness

KIS is committed to ongoing training and awareness-raising efforts for all staff, volunteers, and visitors to equip them with the knowledge and skills to identify and respond to child abuse and neglect. This includes:

- ▶ **Mandatory annual training** on child protection procedures, recognizing abuse indicators, and reporting responsibilities.
- ▶ **SEND-specific training** to sensitize staff on the unique vulnerabilities of children with special needs and adjust communication approaches for effective reporting.
- ▶ **Regular information sessions** and **awareness campaigns** to foster a vigilant and supportive school environment where children feel empowered to speak up.

Through proactive training and a culture of open communication, KIS aims to prevent harm and ensure the safety and well-being of all children entrusted to its care.

## Monitoring and Review

KIS will continuously improve its Child Protection Policy. This will be achieved through:

**Regular audits:** Internal and external audits will assess the effectiveness of policy implementation, adherence to procedures, and identification of potential gaps.

**Data analysis:** Monitoring reports, reporting logs, and feedback from children, families, and staff will be analyzed to identify trends and areas for improvement.

**Stakeholder consultation:** Periodic reviews will involve representatives from children, families, staff, and relevant support services to ensure the policy remains relevant and meets evolving needs.

**Policy updates:** Based on findings and feedback, the policy will be reviewed and updated at least every six months to reflect best practices and address emerging challenges.

Through ongoing monitoring and proactive review, KIS ensures its Child Protection Policy remains adaptable, effective, and truly focused on safeguarding the well-being of all children within its care.

## Policy Review

This Child Protection Policy will be periodically reviewed and updated as necessary to ensure its effectiveness and alignment with the school's values and goals.