

# School and Safeguarding Policy

Version 1.5 January 2023



UK Registered Charity 1170087

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**Revision History**

0.1	6 Oct 2022	First Draft version- combining all our school related documents including safeguarding, into this one document
0.2	09 Oct 2022	Updated with Safeguarding changes
1.0	12 Oct 2022	Released Version
1.1	14 Oct 2022	Updates to Safeguarding and Contact sections
1.2	11 Dec 2022	Update to Contacts, School Definition and contents reformat
1.3	14 Dec 2022	Updates to Complaints procedure and Appendix D completed
1.4	15 Dec 2022	Renamed document to 'School and Safeguarding Policy'. Added Teacher's Fast Track Guide. Added Section 'Safeguarding Potential Outcomes'. Retired separate 'Teacher's Safeguarding Document'
1.5	05 Jan 2023	Updates following review comments from 'Keeping Children Safe' organisation. Section 2.4 - updated to reflect we will guide partner schools. Section 6 Risk Assessment - added. Appendix E Risk Log – added.



## 1 Introduction

### 1.1 About this Section

This document defines and describes our various policies related to our schools. This document also includes our safeguarding policy.

### 1.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	
Auxiliary	Yes

### 1.3 Organisation Name

Our organisation's name is Sharing Wonders.

The UK Charity Commission registration number is 1170087

### 1.4 Address

Sharing Wonders headquarters is based in the UK, the registered address is:  
Sharing Wonders, 58-A, Apex Chambers, Ilford Lane, Ilford, Essex. IG1 2JY. UK

Sharing Wonders is registered in The Gambia as a non-profit organisation, the address is:  
Sharing Wonders, Wafa Islamic Centre, Brikama Jidda, The Gambia

### 1.5 Managed vs Partner Schools

This document primarily relates to Sharing Wonders' Managed schools, unless otherwise specified.

Please see section [2 Managed vs Partner Schools](#) for definitions.

### 1.6 Mission Statement

- Focused on preparing children with a positive start in life by setting up schools providing
  - a safe and conducive environment for children to learn in
  - education both at the initial academic stages and sponsorship to higher education
  - Islamic education based on the teaching of the Quran and Sunnah
- Fund and encourage self-sustainable projects
- Set up local representation where suitable to maximize donation impact
- Humanitarian support the local community through food distribution, clean water, agriculture and medical facilities

## 2 Managed vs Partner Schools

### 2.1 About this Section

This section defines the two different categories of schools this document relates to. Specifically, this document relates to Managed Schools, unless otherwise stated.

### 2.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	
Auxiliary	Yes

### 2.3 Managed Schools

A school that is managed by Sharing Wonders, is referenced in this document as a 'Managed School'. A Managed School is defined where the staff's salary is paid directly by Sharing Wonders.

The staff and school operating policies fall under the overarching guidelines within this policy.

Children under the Sharing Wonder's Child Education Sponsorship Programme *within* our Managed Schools, fall under the Sharing Wonders Safeguarding policies.

Sharing Wonders does not manage any boarding (overnight) or day-care facility schools.

### 2.4 Partner Schools

Sharing Wonders provides sponsored support to children who attend non-Sharing Wonders Schools and grants to other schools, to aid them to operate. These are referred to as 'Partner Schools'

As a responsible organisation, we aim to ensure these schools have Safeguarding procedures in place to provide a safe environment for children, by providing guidance to partner schools.

This document provides guidance and advice to these schools where needed. A Partner School should follow their own processes and procedures and are requested to and include the guidelines within this document.

We cannot enforce our policies on other schools; however, we will withdraw our support if we believe any schools are not providing a safe environment for their children.

### 3 Important Contacts

#### **Gambia – Designated Safeguarding Lead (DSL)**

Name: Salman Breader  
Role: School Oversight  
Email: salman.breder @ sharingwonders.org

#### **Gambia – Child Sponsorship Programme Manager**

Name: Fansu Touray  
Role: Sponsored Children Programme Manager  
Email: wafa.admin @ sharingwonders.org

#### **Gambia – Al Wafa Islamic School Principal**

Name: Mr Alhagie Ceesay  
Role: School Principal  
Email: alhagie.ceesay @ sharingwonders.org

#### **UK - Trustee for Safeguarding**

Name: Aman Ali  
Role: Director of Operations  
Email: admin @ sharingwonders.org

#### **UK – Safeguarding Backup Lead**

Name: Ms. Samia Bayoumi  
Role: Safeguarding Backup Lead  
Email: media @ sharingwonders.org

#### **Gambia Police**

Emergency – 117

#### **Gambia Ministry of Health and Social Welfare**

Email: info@moh.gov.gm  
Telephone: +220 4228624  
Website : [www.moh.gov.gm](http://www.moh.gov.gm)



## 4 Teacher's Fast Track Guide

### 4.1 About this Section

This section is specifically targeted towards teachers who are in our managed schools and as guidance for our partner schools.

The section helps fast track teachers to understand

- what is expected of them
- how to identify potential safeguarding issues and
- what to do if you have a concern

This section is not a replacement for the remainder of this document. You must be familiar with the remainder of this document, to understand your role as part of this safeguarding policy.

### 4.2 Intended Audience

Parents	
Teacher	Yes
Management	Yes
Students	
Auxiliary	Yes

### 4.3 Summary of this Policy Document

What is Safeguarding?

See section [5.5 12 What is Safeguarding?](#)

What is expected of a teacher?

See Section [5.10.2 Staff Responsibilities](#) and [14.4.1 Staff](#)

How can we identify potential abuse?

See Section [5.10.3 Indicators of Abuse](#)

What should we do if we have a concern?

Follow the process shown in section [5.3 Safeguarding Summary and Actions](#) and complete the form in [Appendix A – Incident Report Form](#)

Who are the main contacts to report a concern to?

The DSL and Principal, contact details in section [3 Important Contacts](#)



## 5 Safeguarding

### 5.1 About this Section

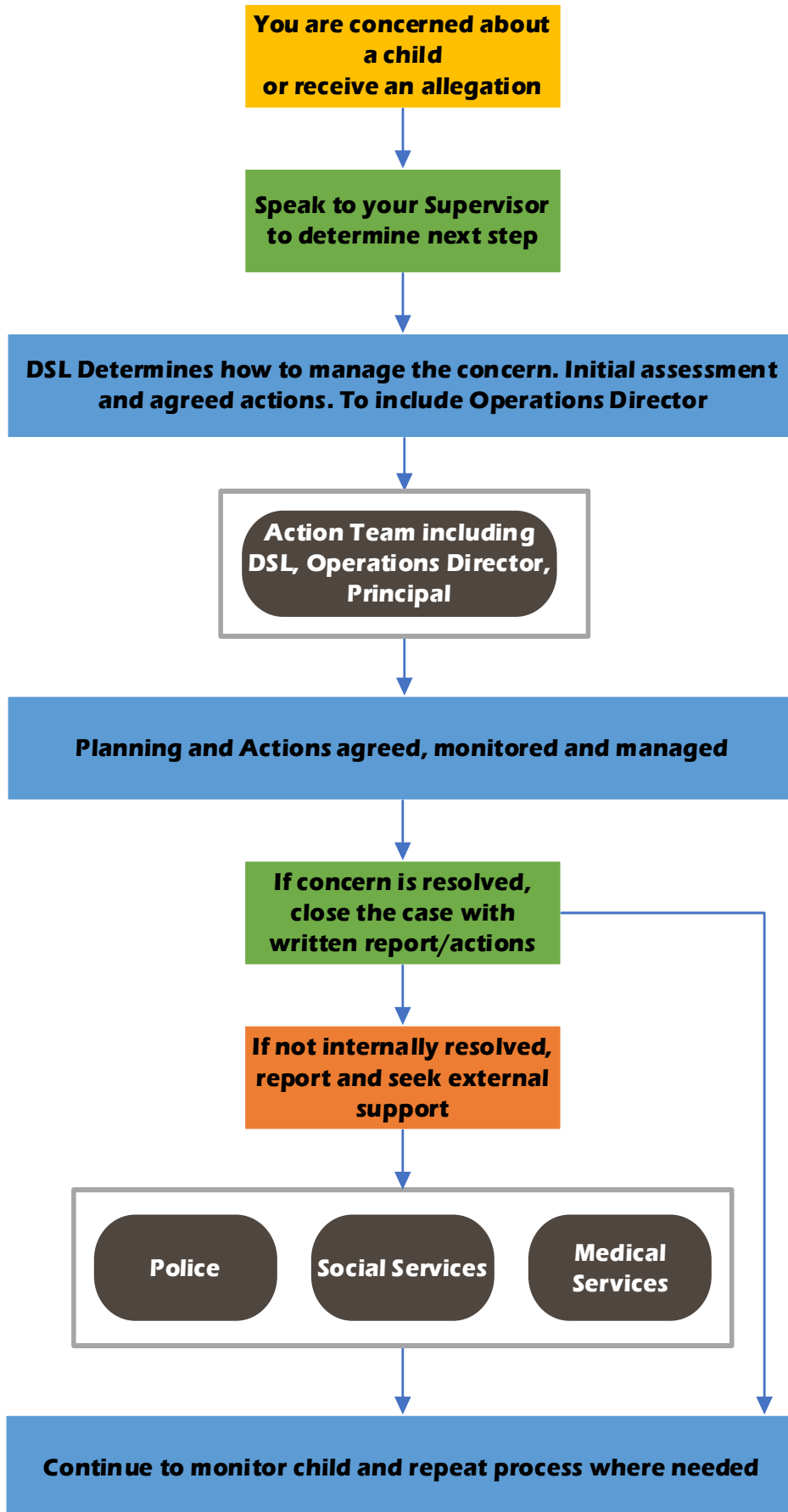
This section describes the procedures for safeguarding students and all staff members. It is a guidance for staff members who are in contact with children and therefore have a responsibility for their welfare.

### 5.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	Yes

### 5.3 Safeguarding Summary and Actions

This section provides a simplified summary of how to implement Safeguarding. For a complete understanding, please ensure the remainder of this policy document has been read.



Source: SW Safeguarding Workflow v1.0

### 5.4 Purpose

Sharing Wonders fully recognises its responsibilities for safeguarding children. Our students' welfare and safety are at the heart of our school's ethos and in everything we do.

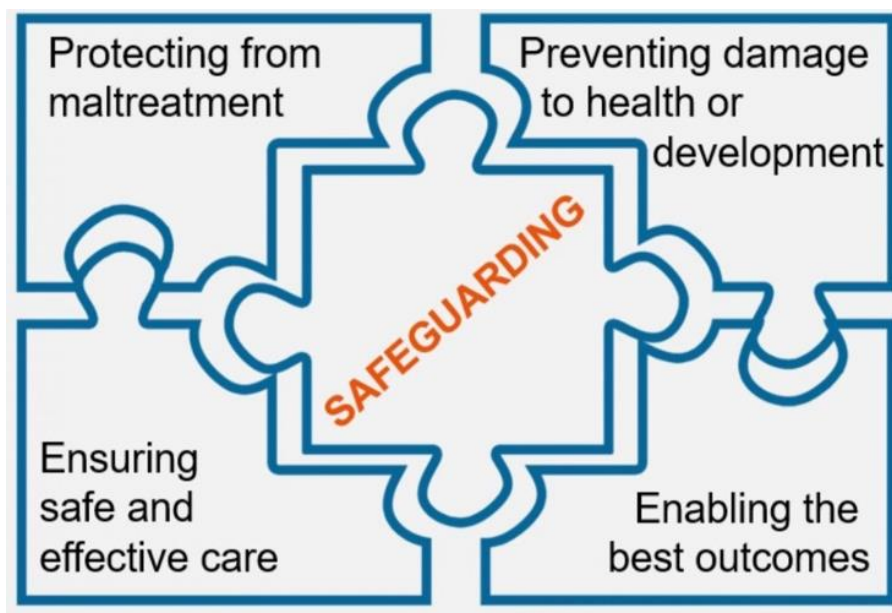
The Purpose of this policy is to protect children from any harm that may be caused due to their coming into contact with Sharing Wonders. This includes harm arising from:

- The conduct of staff or personnel associated with Sharing Wonders
- The design and implementation of Sharing Wonders' programmes

The policy lays out the commitments made by Sharing Wonders and informs staff and associated personnel of their responsibilities in relation to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility, whether they work or volunteer in the school. Everyone has a role to play in child protection and safeguarding.

### 5.5 What is Safeguarding?

In the UK, safeguarding means protecting people's wellbeing and human rights, and enabling them to live free from all types of harm, abuse and neglect.



In our sector, we understand it to mean protecting children from harm that arises from meeting our staff or programmes.

Sharing Wonders recognises that safeguarding covers a broad range of areas and it aims to achieve the following:

- Protecting children from maltreatment.
- Preventing impairment of children's health and/or development.
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role to enable children to have optimum life chances, so they can enter adulthood successfully.

Further definitions related to safeguarding are provided below.



### 5.6 Scope

This policy applies to associated personnel whilst engaged with work or visits related to Sharing wonders, including but not limited to the following: senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

### 5.7 Policy Statement

Sharing wonders believes that everyone we meet, regardless of age, gender, identity, disability, sexual orientation, or ethnic origin has the right to be protected from all forms of harm, abuse, neglect and exploitation. Sharing Wonders will not tolerate abuse and exploitation by staff or associated personnel.

Sharing wonders commits to addressing safeguarding throughout its work, through prevention, reporting and response.

Sharing Wonders abides by the duty of care to safeguard and promote the welfare of children and young people and is committed to safeguarding practices that reflects statutory responsibilities, government guidance and complies with best practice requirements.

Sharing Wonders recognise

- the welfare of children is paramount in all the work we do and in all the decisions we take
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

### 5.8 International Policy Statement

Sharing Wonders works within the United Kingdom as well as internationally. We have applied the fundamental aspects of England's Safeguarding policies to the other countries where we operate. This includes The Gambia which this document is intended to cover.

Where another country's policy differs from England's policies, we will respect and abide by that country's laws and policies.

### 5.9 Definitions

#### 5.9.1 Child

The definition of a child is anyone who has not yet reached their 18th birthday, even if they are living independently, are a member of the armed forces or is in hospital.

#### 5.9.2 Child and Adult Abuse

Children and adults may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their daily lives. There are 4 main categories of abuse, which are: sexual, physical, emotional abuse, and neglect. It is important to be aware of more specific types of abuse that fall within these categories, they are:

- Bullying and cyberbullying
- Child sexual exploitation
- Child Criminal exploitation
- Child trafficking
- Domestic abuse
- Female genital mutilation
- Grooming
- Historical abuse
- Online abuse

#### 5.9.3 Safeguarding children

England's definition of Safeguarding children is defined in [Working Together to Safeguard Children 2018](#) as:

- protecting children from maltreatment.
- preventing impairment of children's health or development.



- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

Gambia has laws to protect children from harmful practices and violence

- Chapter XXII (Offences endangering life and health) of the Gambian Criminal Code 1933 criminalises, under Section 210, any person over 16 years of age with responsibility for a child under the age of 14 who is found to have treated or exposed a child to unnecessary suffering or injury. Section 212 further criminalises anyone who causes grievous harm to another person, or who resists or prevents the arrest of another who has caused grievous harm.
- Section 12 (Social, cultural, and religious practices) of the Children's Act 2005 states at
  - (1): 'Every child has the right not to be subjected to social, cultural and religious practices which are detrimental to his or her well-being', and, specifically regarding FGM, sets out at
  - (3): 'Genital mutilation or the circumcision of female children is prohibited'.

Under this law, genital mutilation is defined as 'the partial or complete removal of any part of the genitals and female circumcision as 'the removal of the clitoris by any means'. The Children's (Amendment) Act also followed in 2016, which outlawed child marriage in The Gambia.

### 5.9.4 Female Genital Mutation (FGM)

The Gambia Bureau of Statistics released a report in 2013 entitled [The Gambia Demographic and Health Survey 2013](#). This cited that FGM was prevalent in women aged 15–49 at 75%.

Other laws relevant to the protection of women and girls against FGM in The Gambia include the Criminal Code and the Children's Act 2005.

The Women's (Amendment) Act 2015 addressed the issue of harmful practices in The Gambia by introducing Section 32A (Prohibition of female circumcision) and Section 32B (Accomplices to female circumcision), which criminalise the practice as follows:

- Section 32A(1) – 'female circumcision' is prohibited;
- Section 32A(2) – a person who engages in female circumcision commits an offence and is subject to punishment;
- Section 32A(3) – female circumcision includes:
  - (a) the excision of the prepuce with partial or total excision of the clitoris (clitoridectomy);
  - (b) the partial or total excision of the labia minora;
  - (c) the partial or total excision of the external genitalia (of the labia minora and the labia majora), including stitching;
  - (d) the stitching with thorns, straw, thread or by other means in order to connect the excision of the labia and the cutting of the vagina and the

- introduction of corrosive substances or herbs into the vagina for the purpose of narrowing it;
  - (e) symbolic practices that involve the nicking and pricking of the clitoris to release drops of blood; or
  - (f) engaging in any form of female genital mutilation or cutting.
- Section 32B(1) – a person who requests, incites or promotes female circumcision by providing tools or by any other means commits an offence and is subject to punishment;
  - Section 32B(2) – a person who knows that female circumcision is about to take place or has taken place and fails, without good cause, to warn or inform, as the case may be, the proper authorities promptly, commits an offence and is subject to punishment

### 5.9.5 Legal Framework

This policy has been drawn up based on legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation is available from [nspcc.org.uk/learning](https://nspcc.org.uk/learning).

Sharing Wonders works towards having in place arrangements that reflect the importance of safeguarding and promoting the welfare of children and young people.

### 5.9.6 The Prevent Duty

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme.

Some organisations in England, Scotland and Wales have a duty, as a specified authority under section 26 of the Counterterrorism and Security Act 2015, to identify vulnerable children and young people and prevent them from being drawn into terrorism. This is known as the Prevent duty. These organisations include:

- Schools
  - Registered childcare providers
  - Local authorities
  - Police
  - Prisons and probation services
  - NHS trusts and foundations.
  - Other organisations may also have Prevent duties if they perform delegated local authority functions.
- **Radicalisation** is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is a form of harm.
  - **Extremism** is vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

### 5.9.7 Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a



family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Emotional abuse may involve:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another.
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve:

- physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### 5.9.8 Serious Incident

The UK Charity Commission defined a Serious Incident as an adverse event, whether actual or alleged, which results in or risks significant:

- harm to your charity's beneficiaries, staff, volunteers or others who come into contact with your charity through its work (who are collectively referred to throughout this guidance as people who come into contact with your charity through its work)
- loss of your charity's money or assets
- damage to your charity's property
- harm to your charity's work or reputation

### 5.10 Prevention

#### 5.10.1 Sharing Wonders Responsibilities

Sharing Wonders will:

- Ensure all staff have access to, are familiar with, and know their responsibilities within this policy
- Design and undertake all its programs and activities in a way that protects people from any risk of harm that may arise from their coming into contact with Sharing wonders. This includes the way in which information about individuals in our programs is gathered and communicated
- Implement stringent safeguarding procedures when recruiting, managing and deploying staff and associated personnel, please see below for further detail
- Ensure staff receive training on safeguarding at a level commensurate with their role in the organisation, please see below for further detail
- Follow up on reports of safeguarding concerns promptly and according to due process

Sharing Wonders ensures that arrangements are in place to safeguard and promote the welfare of students by:

- Creating and maintaining an environment where all students feel secure, are encouraged to communicate, and are listened to.
- Making sure that all students know which adults in the school they can approach if they have any worries. We do this by [e.g. having posters on the school site so that contact details are always to hand]
- Teaching students to keep themselves safe from all forms of abuse including: child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and peer on peer abuse including sexual violence and sexual harassment.
- Appointing senior members of staff from the school leadership team to the roles of Designated Safeguarding Leads.
- Swiftly and effectively addressing any concerns and ensuring robust, timely referrals are made and reporting procedures outlined below are followed.

## School and Safeguarding Policy

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- Making sure that all school staff and volunteers understand their responsibilities with regard to safeguarding.
- Ensuring that parents and carers also have an understanding of the responsibility placed on the school and its staff for safeguarding.
- Maintaining awareness of those students who are persistently absent or missing from school.
- Maintaining clear procedure in line with the latest guidance for reporting allegations against staff members.

The school is committed to recognising diversity and ensures anti-discriminatory practices. We ensure that all students have the same protection.

### 5.10.2 Staff Responsibilities

Sharing Wonders Staff and associated personnel must not:

- Engage in sexual activity with anyone under the age of 18
- Sexually abuse or exploit children
- Subject a child to physical, emotional, or psychological abuse, or neglect
- Engage in any commercially exploitative activities with children including child labour or trafficking

All staff working in Sharing Wonder's managed schools are required to:

- Attend all relevant training and development provided by the school and be aware of all their responsibilities in line with this policy
- Know how to deal with a disclosure. If a student discloses to a member of staff that they are being abused, the staff member should follow the guidance set out below under section 4.
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead.
- Understand the school's management policy and procedure and knows what to do in the event of an allegation made against someone working with children.
- Be alert to the signs of harm and abuse.
- Know the Designated Safeguarding Lead's (supervisors) name and contact details including telephone numbers and email.

The designated safeguarding lead will:

- Assess the impact of this policy in keeping children safe.
- Contribute any local, contextual information that may support children's safety and welfare.
- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe.

All staff and volunteers will ensure that their approach and actions are child-centred. This means that they will consider, at all times, what is in the best interests of the child. Because of the day-to-day contact with students, school staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer on peer sexual violence and sexual harassment, victimisation and/or exploitation.

### 5.10.3 Indicators of Abuse

#### **Neglect**

Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should be discussed with the Designated Safeguarding Lead.

#### Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

#### Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly

- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

### Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### Emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic abuse.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later.

### Indicators of emotional abuse

#### Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

#### Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders

## School and Safeguarding Policy

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- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### Physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g. knees, shins.

Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern:

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries
- are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns

- Bald patches.

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

### **Sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse:

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as
- chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

### Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

### 5.11 Reporting

Sharing Wonders will ensure that safe, appropriate, accessible means of reporting safeguarding concerns are made available to staff and the communities we work with.

Sharing Wonders will also accept complaints from external sources such as members of the public, partners and official bodies

#### 5.11.1 Managed Schools

Staff members who have a complaint or concern relating to safeguarding should report it immediately to their Designated safeguarding lead/Supervisor and/or Headmaster. If the staff member does not feel comfortable reporting to their supervisor or line manager (for example if they feel that the report will not be taken seriously, or if that person is implicated in the concern) they may report to any other appropriate staff member or directly to the Director of Operations.

Staff at Sharing Wonders Schools will follow the necessary procedures if an incident occurs. They will be made aware that:

- Where a child is in immediate danger or at risk of harm, a referral should be made to Social and/or the police immediately.
- Anyone can make a referral.
- Staff should not assume that somebody else will take action/share information that might be critical in keeping children safe.
- Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made.
- The designated safeguarding lead or headmaster will always be available to discuss safeguarding concerns.



If a child makes a disclosure or if a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the Designated Safeguarding Lead. Alternatively, if appropriate, make a referral to Social Care and/or call the police and tell the Supervisor as soon as possible that you have done so using template [Appendix A – Incident Report Form](#)

The Designated Safeguarding Lead or Head Master will:

- Ensure the allegation is acted on within the school day.
- Ensure that the Head Teacher is informed of all allegations unless the allegation is against the Head, in which case the Director of Operations will be informed.
- Deal with the allegation in accordance with the agreed procedures.
- Be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.
- It is best practice to ensure that all colleagues who are involved in the allegation are informed of the outcome, so there is closure or continual vigilance as necessary.

### 5.11.2 Partner Schools

For Partner Schools, Sharing Wonders will request that any action is documented by the Partner School and details shared with Sharing Wonders. Sharing Wonders will then determine an appropriate response.

## 5.12 Response

Sharing Wonders will follow up safeguarding reports and concerns according to policy and procedure (as highlighted in section 4), and legal and statutory obligations.

Failure to comply with the policy and related procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

### 5.12.1 Notifying Parents

Where appropriate, Sharing Wonders School will discuss any concerns about a child with the child's parents. The Designated Safeguarding Lead will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the designated safeguarding lead.

### 5.12.2 Notifying Charity Commission

If the incident in a Managed School is of an extremely serious nature, the Director of Operations of Sharing Wonders will notify the UK Charity Commission of a 'Serious Incident'.

### 5.13 Training and Awareness

Sharing Wonders will ensure an appropriate level of safeguarding training is available to its Trustees, Employees, Volunteers and any relevant persons linked to the organisation who requires it (e.g., contractors).

For all employees who are working or volunteering with children, this requires them as a minimum to have awareness training that enables them to:

- Understand what safeguarding is and their role in safeguarding children.
- Recognise a child potentially in need of safeguarding and take action.
- Understand how to report a safeguarding Alert.
- Understand dignity and respect when working with children.
- Have knowledge of the Safeguarding Children Policy.

### 5.14 Confidentiality and Information Sharing

Sharing Wonders expects all employees, volunteers, and trustees to maintain confidentiality. However, information should be shared with the relevant Authority if a child is deemed to be at risk of harm or **contact the police if they are in immediate danger, or a crime has been committed.**

As part of meeting a child's needs, Sharing Wonders recognises the importance of information sharing between professionals and other agencies as vital in identifying and tackling all forms of child abuse, including the prevention of child sexual exploitation, trafficking, female genital mutilation, forced marriage, and radicalisation. Sharing Wonders will ensure any fears about sharing information will not be allowed to stand in the way of protecting the safety and welfare of any child.

### 5.15 Recording and Record Keeping

A written record must be kept about any concern regarding a child with safeguarding needs. This must include details of the person involved, the nature of the concern and the actions taken, decision made and why they were made using form template in [Appendix A – Incident Report Form](#)

All records must be signed and dated. All records must be securely and confidentially stored.

For Partner Schools, Sharing Wonders request that documentation is kept by the relevant School representative, with relevant details of the issue and course of action, if any.

For Managed Schools, the Designated Safeguarding Lead/Supervisor shall keep documentation with relevant details of the issue and course of action, if any.

### 5.16 Safe Recruitment & Selection

Sharing Wonders is committed to safe employment and safe recruitment practices, that reduce the risk of harm to children from people unsuitable to work with them or have contact with them.

Sharing Wonders Trustees recruited from the UK, undergo a Disclosure and Barring Service (DBS) check. If a Trustee is appointed from another country, steps will be taken to ensure they undergo the relevant checks related to that country.

Staff employed in Sharing Wonder's managed schools in The Gambia, undergo Police background checks.

### 5.17 Use of Mobile Phones and other Digital Technology

- All employees, trustees and volunteers should be aware that they should not photograph children and young people without the explicit consent of the person with parental responsibilities.
- Trustees, staff and volunteers should be aware that content uploaded to social media is not private and can be re-posted or distributed beyond the intended recipients. Therefore, use of social media should be conducted with professionalism and respect. Users should be aware when using social media, that they do not go against the principles of Safeguarding as outlined in this document.
- Social Media platforms may be used with the charity's permission to promote values, work and aims of the school.
- No teacher is to publish any pictures of the students.
- Staff must not discuss any information relating to the business of the school or confidential information with any member of the public.
- It is not permissible for teaching staff to use mobiles whilst in the class or during playground duty unless during an emergency.

### 5.18 Non – Compliance

Any breaches of this policy will be dealt through the disciplinary procedure and serious cases may result in dismissal upon the discretion of the charity board members.

### 5.19 Distribution and Implementation

This policy should be distributed to all schools under 'Sharing Wonders Charity' and update teaching and non-teaching staff as part of whole school training on Child Protection/Safeguarding.

### 5.20 Whistleblowing

It is important that people within Sharing Wonders have the confidence to come forward to speak or act if they are unhappy with anything. Whistle blowing occurs when a person raises a concern about dangerous or illegal activity, or any wrong- doing within their organisation. This includes concerns about another employee or volunteer. There is also a requirement by Sharing Wonders to protect whistle-blowers

## 6 Risk Assessment

Sharing Wonders will assess risk to children from all functions. A risk assessment of all Sharing Wonders' operations, programmes and project activities will be conducted. Risk mitigation strategies will be developed, which minimise the risk to children, and incorporated into the design, delivery and evaluation of programmes, operations and activities which involve or impact upon children.

### 6.1 In School

the Designated Safeguarding Lead is responsible for assessing risk, delivering training and reviewing the policy annually.

### 6.2 For events and programmes

An Event Leader will be nominated by the Head Teacher to assess risk and consult charity director before executing an event.

### 6.3 Frequency

The Risk assessments will be conducted annually across all operations and activities across the programmes, for example, risks associated with communications; budgets; recruitment; partners; external consultants; breaches of code of conduct; etc.

For ad hoc events, such as volunteer visits, school outings, aid distribution in crisis area, the risk assessment will be carried out prior to each event.

### 6.4 The assessor will evaluate the following:

Step 1: Identify the ways in which the organization comes into contact with children (programs, operations, staff / volunteers / interns etc.);

Step 2: Based on the results of step 1, identify the risks faced by the children during each of the identified risks;

Step 3: Identify what factors put children at risk;

Step 4: Identify any existing controls to address the identified risk or mechanism to minimize the factors that put children to risk;

Step 5: If any existing controls are already in place, try to find if there are any gaps in its planning, implementation and monitoring;

Step 6: If there is no existing control in place, consult a larger group (including staff from programs, operations, and field level) to develop mitigation plans or controls to minimize the risks; and

Step 7: Set monitoring controls in place to ensure that the mitigation plans work at the field level.

### 6.5 Risk Logging

Risks reviews are to be logged into the template format provided in [Appendix E – Risk Assessment Log](#).

Risk logs should be completed by managers and supervisors related to the event or process being reviewed.

Logs should be completed electronically and saved in the “Risk Log” folder on the charity shared drive.

## 7 Health And Safety Policy

### 7.1 About this Section

This section describes our Health and Safety Policy and the right for our students to learn in a safe and comfortable environment.

### 7.2 Intended Audience

Parents	Yes
Teacher	
Management	Yes
Students	Yes
Auxiliary	

### 7.3 Standards

In attaining this the following guidelines must be adhered to:

- Students are not allowed to come with sharp objects (knives, pair of scissors, blades, etc.) to the school.
- All students must put on closed shoes when coming to school. No sandals/flip flops will be allowed.
- Any protocol(s) designed to control infectious diseases must be adhered to. Those who fail to adhere to such protocols will not be given access to the school.
- Pupils should come with their personal drinking bottles.
- The school premises will not be opened to any unidentified individuals. People who wish to visit the school must provide identity before being granted access.
- Any harmful substance found within the school should be disposed of immediately.
- The school's waste bins should be emptied immediately once they are full.
- The classes will be inspected regularly to ensure the furniture/fixtures cannot cause harm or injury to students and staff. Any issues found will be resolved at the earliest convenience.
- Any areas of the school undergoing repair, should be cordoned off by the principal and contractors.

## 8 Sexual Harassment

### 8.1 About this Section

This section describes our Sexual Harassment Policy and to protect our students and staff from any means of exploitation and harassment especially sexual harassment.

For purposes of this policy, sexual harassment of a student/staff consists of unwelcome sexual advances, requests for sexual favours, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature.

The school system will act to promptly investigate all complaints, either formal or informal, verbal or written, of harassment and take appropriate action to protect individuals from further harassment. If it determines that unlawful harassment occurred, to promptly and appropriately discipline any student, teacher, administrator or other school personnel who is found to have violated this policy, and/or to take other appropriate action.

### 8.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	Yes

### 8.3 Standards

- Boys/girls/staff will be allocated different toilets.
- Students must dress in appropriate school uniform/staff in modest clothing when coming to school.
- Transparent and clothes of a revealing nature are not acceptable.
- Sexual looks and acts of any form are condemned.
- Parents should monitor the types of television programmes their children watch.
- Suspected case(s) of sexual relationship involving students, students/staff must be immediately reported to the Head teacher who is responsible to intervene and take appropriate action as defined below.
- A boy and a girl must not be isolated under any circumstance.
- Members of staff who are not teachers (gardeners, construction workers, visitors, etc) must under no circumstance be left alone with any student.
- Any other person with knowledge or belief that a student/staff has or may have been the victim of sexual harassment is encouraged to immediately report the alleged acts to an appropriate person (Head teacher, teacher).
- Upon receipt of a report or complaint alleging sexual harassment, the Safe Guard Lead will immediately begin an investigation.
- Anyone found in practice of any sexual behaviour will attract the full force of the law and will likely lose his/her place in the school. Visible harassment is reported to the police to investigate, and the offence is charged accordingly.



## 9 Dress Code

### 9.1 About this Section

This section describes our expectations of students, teachers, and other staff to dress modestly and ethically when coming to school. Our dress code is part of our culture and must be a representation of who we are.

### 9.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	Yes

### 9.3 Standards

- Transparent clothes are not acceptable.
- Miniskirts are prohibited.
- Students should always come to school in uniform.
- Wearing dark glasses during lessons is not allowed unless there is an eye problem such as hay fever allergy where eyes can become more sensitive to sunlight.
- Teachers' appearance must be a model example for students.
- Jewellery and bangles are not acceptable unless permission has been granted for special occasions.

Anyone who falls short of the expected dress code will be required to go home and change.

Failure to follow this section, will result in disciplinary action.

## 10 Anti-Bullying Policy

### 10.1 About this Section

This section describes our schools are a community of learners of different ages and strengths. Its inhabitants are members of a family that should maintain a loving and caring atmosphere at all times. Learners should not be disadvantaged due to their age or physical strength

### 10.2 Intence Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	

### 10.3 Standards

All learners feel secure and safe in the school.

Learners treat each other fairly.

The properties of others are not unjustly taken.

Pupils do not use foul language against each other.

Pupils do not engage in unhealthy sporting exercises.

No form of physical attack on another student or member of staff will be tolerated.

#### 10.3.1 Disciplinary Measures for Students:

Any form of bullying or abuse involving students or a student and staff will:

- Attract a verbal warning which will be recorded in the incident book.
- Be served a written warning letter and the parent/guardian will be invited for discussion so that an outcome is reached and be recorded.
- Lead to suspension and the period of suspension will depend on the magnitude of the crime, (definite or indefinite suspension/exclusion).

#### 10.3.2 Disciplinary Measures for Staff:

- Disciplinary measures according to the 'Code of Conduct Policy' will be referred to.
- Will be determined according to the severity of the incident and the 'Code of Conduct Policy.'



## 11 Confidentiality Policy

### 11.1 About this Section

This section describes our schools aim to protect our students through the appropriate sharing of information between school staff to ensure our student’s well-being and safety. Students, parents/carers and staff need to know the boundaries of confidentiality in order to feel safe and comfortable discussing personal issues and concerns.

The school’s attitude to confidentiality is easily understood and everyone should be able to trust the boundaries of confidentiality operating within the school.

Everyone in the school community needs to know that no-one can offer absolute confidentiality and that:

*Confidentiality is defined as ‘something which is spoken or given in private’.*

### 11.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	Yes

### 11.3 Standards

In practice there are few circumstances where absolute confidentiality is offered in our school. We strive to strike a balance between ensuring the safety, well-being and protection of our students and staff, ensuring there is an ethos of trust where students and staff can ask for help when they need it and ensuring that when it is essential to share personal information. This means that in most cases what is offered is limited confidentiality.

These limits relate to ensuring children’s safety and well-being. The student will be informed when a confidence has to be broken and information may be shared.

Different levels of confidentiality are appropriate for different circumstances.

The needs of the student are paramount and staff will not automatically share information about the student with his/her parents/guardians unless it is considered to be in the student’s best interests.

### 11.4 Visitors and non-teaching staff

We advise all non-teaching staff to report any disclosures by students or parents/guardians of a concerning nature to the Head teacher.

### 11.5 Parents/Guardians/Staff

All schools should work in partnership with parents/guardians and keep them informed of their child’s progress and behaviour at school. For students we wish to provide an atmosphere so they can share any concerns and ask for help when they need it. Staff may have support needs themselves in dealing with personal issues of our students. We prefer staff to ask for help rather than possibly making a poor decision because they may not have all the facts or training. Staff should discuss any concerns with the Head teacher.

## 12 Special Educational Needs Policy

### 12.1 About this Section

This section refers to a learning/physical difficulty that requires special educational provision for children who have a learning difficulty or disability and may need extra support.

The school will do its best to ensure that the necessary provisions and preparations are made at the start of the child's school year.

The child will be closely monitored to ensure that all the appropriate provisions are in place such as physical support (e.g., if child is in a wheelchair, the school will endeavour to have a person available to push the wheelchair when necessary). If the child has a learning difficulty, the school will aim to have the required teaching tools needed to support the child's learning needs (e.g., books with larger fonts).

### 12.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	Yes

### 12.3 Standards

Identifying and assessing children whose first language is not English.

We aim to provide every child with access to a broad and balanced education.

To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.

To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

To ensure all children can access a balanced curriculum, differentiated where appropriate and are able to fully access the curriculum.

The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.

The teacher will take steps to provide differentiated learning opportunities and teaching styles that will aid the pupil's academic progression within a conducive learning environment.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting.

Network with itinerant teachers of the area to offer specialist support.

Termly analysis of progress by the class teacher(s) identifies pupils' strengths and weaknesses to provide a guide for the following term's teaching.

## 13 Complaints Procedure

### 13.1 About this Section

If a parent/guardian has any concerns or complaints regarding the care/education of their child, they can speak to the form teacher as soon as possible, who can then direct them to the Head teacher. The parent/guardian may then be invited to the school for an informal meeting. The school will do its best to resolve any such cases.

### 13.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	
Auxiliary	

### 13.3 Standards

The Head Teacher will follow the complaints procedure by completing the complaints form, assess the complaint, be responsive, objective and fair, and aim to resolve it as best as possible. Confidentiality will be maintained where possible and anonymous complaints cannot be examined.

Parents will also have an opportunity to discuss the outcome agreed by the head teacher.

The process aims to be clear and accessible for all those involved. Parents/guardians should be informed of the following and complete form as per template [Appendix D – Complaints Form](#).

**If the complaint is about a teacher or other member of staff**, they should first raise this with the head teacher and a meeting can be arranged with the headteacher to discuss the complaint.

**If the complaint is about the headteacher**, they should raise the concern to the board of trustees.

## 14 Behaviour Policy

### 14.1 About this Section

This section refers to ensuring all Sharing Wonders Schools have a positive atmosphere, where each member of the school community feels valued and responsibility is shared between parents, students and the school.

Discipline within our school stems from Islamic values and principles of love, care and respect for each other. As a school community our goal is for our children to grow and learn together in a respectful and loving community.

### 14.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	Yes

### 14.3 Standards

- Explain the school rules, sanctions, rewards and ensure these are understood.
- Help our students to become independent learners and thinkers and be responsible for the consequences of their own actions.
- Develop a respectful, loving and nurturing environment.
- Ensure students feel valued.
- For students to respect each other as well as adults.
- Students should not engage in unhealthy games.
- Beating each other in any form is not acceptable. Those found doing so will be warned. If such behaviour continues, then suspension will be inevitable.
- All students should maintain a brotherly relationship and we expect older students to care for the younger students when they need support.
- The use of foul/vulgar language is not accepted. Anyone found using such language will be sanctioned.
- All forms of litter should be put into the litter bin. Should anyone be caught littering will be warned and a repetition of such behaviour will result in them picking up all the litter in the school grounds.
- No child should climb the fence around the fruit trees in the school. Anyone found climbing the fence will be sent home to call their parents. Parents will have a meeting with the head teacher and sanctions may be put into place.
- Students should not come to school with sharp objects like knives, scissors, razor blades, glass bottles, etc.
- The only acceptable place to urinate is in the toilet.

### 14.4 Responsibilities

Sharing Wonders is committed and advises all its schools to encourage good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community, teaching and non-teaching staff, parents and pupils in achieving this aim.

### 14.4.1 Staff

- To respect each individual.
- To set high standards and expect them to be reached.
- To offer children a balanced curriculum and to ensure that the work offered is related to each child's level of learning and potential.
- To ensure that lessons are interesting and stimulating.
- To inform parents of their child's educational progress and their attitude to learning.
- To treat each member of the school community equally and with respect.
- To encourage and reward good effort and positive attitudes to learning and behaviour.
- To be clear about rules of the school, classrooms and playgrounds.
- To be a good role model.
- Ensure students are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour or accidents.
- To be punctual when on duty

### 14.4.2 Head teacher

- It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report on the effectiveness of the policy.
- It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy and the high expectations they have of their students.
- The Head teacher keeps records of all reported serious incidents of misbehaviour.
- The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.

### 14.4.3 Parents

- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning and arrives punctually at school on or before 8:20am and collected at 1:00pm/1:30pm.
- To encourage each child to take pride in his/her achievements.
- To encourage children to do their homework.
- To ensure that contact details are up to date, in case of an emergency.
- Act as good role-models for their children.
- To discuss an issue concerning their child(ren). Initially, raising with the teacher where appropriate, otherwise raising with the principal.
- In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour.

### 14.4.4 Pupils

- To follow the school rules.
- To accept responsibility and consequences of their actions.
- To respect adults in the school.
- To be kind, helpful and caring for others, especially in the playground.
- To work hard in class to the best of their ability and do complete homework

#### 14.4.5 School Rules

##### **Indoor**

- Not to touch anyone else's property without permission.
- No valuable property, sweets or chewing gum should be brought to school. If found it will be confiscated.

##### **Outdoor (Playground)**

- Respect for all adults and each other at all times.
- No bullying.
- When the bell rings stand in silence then walk quietly and sensibly to your class.
- All problems should be reported to the adult(s) on duty, so that they can be sorted out immediately.

##### **Classroom**

Class rules are on display in each classroom. Staff will use a range of strategies to maintain good behaviour including, thinking time and time out.

Staff will not shout at any student and be respectful when applying any strategy.

#### 14.4.6 Rewards For Positive Behaviour

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, polite, hardworking and following school rules. Certificates, stickers or prizes may be given to children at the discretion of the class teacher to reward positive behaviours and exceptional work.

#### 14.4.7 Disciplinary Process

Children may sometimes need to be reminded of school rules. Staff will judge the seriousness of an incident and apply sanctions accordingly.

Children are made aware that they are responsible for their actions.

Poor behaviour is dealt with consistently throughout the school:

- An initial disapproving look or gesture.
- A verbal warning.
- Parental involvement where day to day incidents are logged and parents are expected to sign this log at the end of each week.
- Serve them with a behaviour management form and if this form is received by a student more than 10 times in one academic year, the student will most likely be expelled from school.
- Fixed term exclusion.
- Permanent exclusion.

#### 14.4.8 Fixed-term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

However, we can be clear that any threatening behaviour, persistent bullying, possession of an offensive weapon, misuse of drugs, theft, swearing or physical assault could result in an exclusion or permanent dismissal.



## **School and Safeguarding Policy**

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Only the Head teacher has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently.

If the Head teacher excludes a child, he will inform the parents immediately, giving reasons for his decision in writing.

## 15 Corporal Punishment Policy

### 15.1 About this Section

This section refers to ensuring our schools follow a zero tolerance to corporal punishment in their schools.

### 15.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	Yes

### 15.3 Standards

- Teachers are not allowed to beat students with either a stick or bare hands but address them professionally.
- Students are not bullied by teachers but instead solve their problems in a respectful manner.
- Teachers should not use foul words towards their students but be polite and supportive.
- Students are not to be sent out of the classroom.
- Students should not be given any physical work as punishment in or out of classroom but use alternative measures of correcting unwanted behaviour.
- Students are not to be given names that can cause psychological humiliation on him/her and only be addressed by their real names.
- The Sharing Wonders Board says there is zero tolerance to corporal punishment of any form in our schools towards the student and all members of staff must adhere to this requirement.
- Serious forms of misbehaviour must be addressed through our Behaviour and Anti-Bullying Policy.



## 16 Code of Conduct

### 16.1 About this Section

This section refers to our vision for the behaviour we expect from our staff. At Al Wafa Islamic School we believe in creating a friendly, happy and disciplined environment where our students respect and trust the adults around them. Our staff are expected to behave respectfully whilst conducting themselves in a professional manner both inside and outside school as they are representatives of our school(s). This policy is a guidance on the standards of behaviour that we expect from our staff and their responsibility to maintain the reputation of the school.

### 16.2 Intended Audience

Parents	
Teacher	Yes
Management	Yes
Students	
Auxiliary	Yes

### 16.3 Standards

#### 16.3.1 Teaching Staff

- Praise for expected behaviour of our students should be given to encourage others.
- Teachers should not shout or use any form of physical restraint when dealing with unwanted behaviour. We expect all our staff to follow the guidelines of the codes of conduct and keep in mind our safeguarding policy.
- Teachers should be aware of what physical contact with students is appropriate: Never use restraint that could cause injury unless in exceptional circumstances where the safety of the student or others is at risk.

Teachers should not make any physical contact with students unnecessarily unless in cases of emergency or if a safeguarding issue is apparent.

Younger students should not be picked up unless they are hurt and in need of comforting. Teachers in nursery classes could experience such incidents more often as younger students are more likely to need comforting if they are upset or injured.

Teachers should avoid being alone with a student with the classroom door closed. If a teacher needs to talk with a student on a one-to-one basis, they must leave the door open and be in view or have another teacher present.

- Teachers are expected to behave professionally both inside and outside school as they are representatives of the school and their behaviour could affect the school's reputation.
- Teachers are expected to build a good relationship with parents which is welcoming and respectful.

#### 16.3.2 All Staff

- All staff are expected to be punctual and prepared for their duties.
- All staff should be dressed appropriate to their roles and also set a good example to the students.



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- All staff must not in any way use any social network sites (Facebook etc.) which could cause disrespect to the school or charity.
- All staff must treat each other with respect by working together to promote a safe and happy environment and build on improving our teaching standards. Any problems should be discussed with the Head teacher who will deal with them fairly.
- All staff have a duty to use resources responsibly without waste. This includes turning lights/fans off when they are leaving the classroom.
- All staff need to be aware of the confidentiality policy and the procedures for reporting any concerns.

## 17 School Visitor Policy

### 17.1 About this Section

This section helps our schools manage visitors in a way that ensures the safety of our students and adults on the school site. The responsibility for this lies with the Head teacher. Visits should be planned to ensure the safety of our students and the visitor. Where appropriate, risk assessments should be undertaken. The Head teacher should be aware of visits in advance.

### 17.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	Yes

### 17.3 Standards

There are a number of different types of genuine visitors to a school.

Visitors who attend the school in connection with children and who have a professional role such as health related professionals, official Government Educational lecturers and sports coaches.

Visitors who attend the school such as builders, contractors and maintenance staff.

Other genuine visitors such as parents, parent helpers, school governors.

#### 17.3.1 Procedures for all visitors/volunteers

- Wherever possible, visits to schools should be pre-arranged.
- All visitors must report to the school office first.
- At reception, all visitors should explain the purpose of their visit and who has invited them.
- All visitors will be asked to sign the **Visitors' Register Book**, available at the school reception, template shown in [Appendix B – Visitor's Registration Form](#).
- When signing in, the visitor will agree to abide by the school's Safeguarding protocols which are displayed in the Headteacher's office.
- Visitors should wait in the office until they are escorted to their destination.
- All visitors should be accompanied by a member of staff. Visitors should not be alone with
  - pupils unless this is a legitimate part of their role for example a trainee teacher.
- If visitors find they are alone with pupils/children they should report this to a member of staff.
- On departing the school, visitors should **sign out** in the visitors register and be seen to leave the premises.

#### 17.3.2 Uninvited Visitors to the School

Any visitor seen on the school grounds will be escorted to the office to determine the reason for their presence.

If there is no reason for them to be in the school, they will be asked to leave immediately.



### 17.3.3 Contractors

For building or maintenance contractors entering the school on a school day, should sign in/out in the Visitors Register.

### 17.3.4 Trainee teachers

As with other visitors, trainee teachers will also need to sign in/out of the Visitor Register. It will be the school's responsibility to make the appropriate checks on such visitors.

### 17.3.5 Parents and relatives

For visitors such as children's relatives/guardians during occasions such as graduation day, in these circumstances teachers should use their professional judgment about the need to supervise visitors.

### 17.3.6 Concerns related to a visitor

Staff and students should report any concerns about a visitor to the headteacher. Any issues regarding the suitability of visitors to the school should be noted by the headteacher and appropriate action taken.

## 18 Safeguarding Potential Outcomes

### 18.1 About this Section

This section outlines the potential outcome of a safeguarding action plan.

Whilst the list below is not designed to be comprehensive, it does highlight the serious nature of safeguarding and the potential resultant changes.

### 18.2 Intended Audience

Parents	Yes
Teacher	Yes
Management	Yes
Students	Yes
Auxiliary	Yes

### 18.3 Action Plan Potential Impacts

Whilst each Safeguarding **concern** may be different, there are some common outcomes that may arise either singularly or a combination of the following.

Providing a safe environment for children is our primary focus, thus consequential action may need to protect them

- Removal either temporary or permanent of
  - o the child from the risk environment
  - o the staff involved identified as the cause of the concern
  - o partners involved identified as the cause of the concern
- Referral to government authorities such as Social Services and Police, of people identified as the cause of the concern

We are always keen to learn from experiences to help improve and provide a better environment for children. This may mean

- Identify causes of concern and determine if changes can be made to avoid a repeat
- Physical changes to the environments e.g. buildings
- Conduct training
- Provide sensitivity training for parents/guardians/carers
- Provide sensitivity training in the community to help adults understand the welfare needs of children
- Ensuring children feel comfortable to raise their concerns to our staff



**Appendix A – Incident Report Form**

Ready to complete forms are available with the principal

<b>Child's name:</b>	<b>Case no:</b>
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<b>Referral details:</b>		
Time:	Date:	
Place:		
<b>Referrer's details:</b>		
Name:		
Address:		
Contact telephone no:		
Occupation:		
Relationship to child		
<b>Child's details (where available):</b>		
Name:		
Age:	Date of birth:	Gender:
Address:		
Household structure:		
School:	Class:	Teacher:
Ethnicity/Tribe:	Language spoken:	
Religion:	Any Disability:	
Identity no:	Status/whose legal responsibility:	

<b>Details of concern: what, who, where, when (<i>including child's words if possible</i>):</b>
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**Alleged Perpetrator's details (if known):**

Name:

Address:

Age:

Date of birth:

Employment details:

Nature of job:

Relationship, if any, to child:

Current location of alleged perpetrator:

**Current safety of child including location:**

**Has emergency medical attention been required?**

**Provided by:**

**Who else knows? Include contact details.**

Agencies:

Family members or other individuals:

**Actions taken to date** e.g. Referral to police, children's services, social welfare, other.  
Give contact details and date and time of action.

**Referral taken by (where possible, line manager):**

Name:

Position and Location:

Date:

Signature (on hard copy):



**Action to be taken**

**Decision made by Director for immediate action as agreed in Child Safeguarding Policy?** (Please specify who is to do what and when and give names and contact details of people to be contacted.)

Referral to police (if not, why not?) Yes/No

Referral to Local Authority for child protection /welfare Yes/No

Other action required to ensure child not at further risk from alleged perpetrator:

Referral for medical treatment/ to meet health needs Yes/No

Name and Signature of person arranging above action:





### Appendix B – Visitor’s Registration Form

The Visitor Register must be completed each time a visitor attends the schools, and contain the following details for each visitor.

Name:	Date:	Contact number:	Purpose of visit:	Person/class you are visiting	Time In	Time Out

## Appendix C – Volunteer Form

We are pleased that you've chosen to volunteer with us and aim to do our best to make your volunteer experience pleasurable and rewarding.  
Please complete this form as fully as possible

<b>Name:</b>
<b>Occupation:</b>
<b>Contact Number:</b>
<b>Email:</b>
<b>Preferred method of contact: phone / mobile / email</b>

<b>Have you volunteered before?</b>	<b>Yes/No</b>
If yes, please tell us about your volunteering experience:	
Do you have specialist skills that you would like to us to be aware of?	

<b>Health and Safety</b>	
Do you have a disability or a health issue (including pregnancy) which you would like us to take into account? (If yes, please give details below)	<b>Yes / No</b>
Please provide us with an emergency contact name and number for someone we can get in touch with in case of any emergency.	
<b>Name:</b>	
<b>Relationship:</b>	
<b>Contact Number:</b>	

<b>Under the rehabilitation of Offenders Act 1974, do you have any unspent criminal convictions?</b>	<b>Yes / No</b>
If you have ticked yes, write details on a separate sheet and attach to this form. Having a conviction will not necessarily stop you from volunteering, but it will need to be taken into consideration when assessing your suitability.	

<b>As a volunteer we ask that you:</b>
<ul style="list-style-type: none"> <li>• Attempt to complete your volunteering activities the best you can with dedication and commitment</li> <li>• Follow any health and safety advice given during your volunteering period</li> <li>• Be punctual for planned activities</li> <li>• Maintain confidentiality of Sharing Wonders activities, the children/people in our care, our team and our procedures. Taking photographs of the children/staff/event without prior permission is not permissible</li> </ul>
<b>As a Charity organisation we aim to:</b>
<ul style="list-style-type: none"> <li>• Encourage a positive and supportive volunteering experience</li> <li>• Provide an itinerary with planned activities</li> </ul>



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- Encourage feedback from you about our charity and respect any suggestions you may have

**I confirm that the information I have given above is correct.**

**Name:** .....

**Signed:** .....

**Date:** .....

**(If you are sending this form by email, please scan your name in the signature field)**

Please email your completed form to [media@sharingwonders.org](mailto:media@sharingwonders.org) or contact +44 746 233 5767

**Office Use:**

Details checked by: .....

Date: .....

Additional Notes:



## Appendix D – Complaints Form

<b>Date</b>	
<b>Name</b>	
<b>Address</b>	
<b>Contact Number</b>	
<b>Child's Name</b>	

### Complaint Details:

**For parent/guardian: Please give full details of the incident including the name and date of those involved.**

**For Head Teacher:**

- 1. Summary of Incident –**
- 2. Next Steps –**
- 3. Action Taken –**
- 4. Complaint Resolved -**

**Signature of Head Teacher –**

**Signature of parent/guardian –**

## Appendix E – Risk Assessment Log

### Template

Risk assessment:								
Risk no.	Who is at risk?	What factors place them at risk?	What is the risk?	What controls are in place?	Risk rating High, Medium, Low	What additional agreed controls are to be put in place?	By whom?	By when?
1.								
2.								
3.								
4.								

Example Risk Assessment Log

Project description: Your partner organization runs a community learning centre for children, every day, from 5-7pm and children (between 7-15 years) from nearby neighbourhoods attend the centre. Most parents go to work in the morning and return home late in the evening.

Risk assessment:								
Risk no.	Who is at risk?	What factors place them at risk?	What is the risk?	What controls are in place?	Risk rating H, M, L	What additional agreed controls are to be put in place?	By whom?	By when?
1.	Children who attend the community learning centre	Children need to walk alone to the centre in dark, where they may come across strangers	Risk of children being assaulted or sexually abused by strangers on the way	No	H	Children are brought to the centre in groups by NGO worker / member approved by the community  Children are briefed on the Child safeguarding reporting process (so they can report any inappropriate behaviour by NGO staff / community member)	Program Director to approve it.  Managers to implement.	10 <sup>th</sup> of March  15 <sup>th</sup> of April
2.	Children who attend the community learning centre	Single male teacher has contact with children (including girls) and sometimes one-to-one contact.  And, there is no process of monitoring of the teacher	a) Risk of children being sexually abused by the teacher  b) Risk of teacher taking pictures / videos of children	No	H	Appointing a community member (preferably female member) to monitor and assist children  Briefing children about the safeguarding procedure and details of safeguarding officers to contact  Ensuring periodic monitoring of the learning centre by project staff.  Project staff to engage with children to take their views and address concerns  Training for teacher on CS policy and Code of Conduct	Project Director   Child safeguarding focal points / officers	1 <sup>st</sup> of March  15 <sup>th</sup> of April  Monthly visits  Bi-annually  30 <sup>th</sup> of March