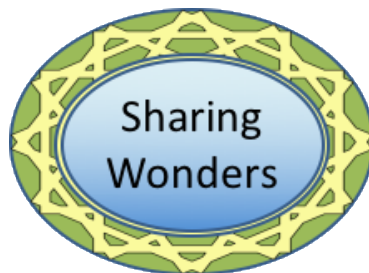


Safeguarding Policy

School Policy

V 1.1 July 2020



UK Registered Charity 1170087



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Revision History

0.1	16 Feb 2020	First Draft version
0.2	07 Jul 2020	Draft version with updates related to managed and non-managed schools
1.1	10 July 2020	Published Version



1 Introduction

This document relates to Sharing Wonders' **Managed** and **Partner Schools**

Please see section **11. Managed Schools vs Partner Schools** for the definitions.

See section **17. Important Contacts** for details on who to contact for each managed school.

For a summary overview of Safeguarding and what steps should be taken, please see section **4. Safeguarding Summary and Actions**

2 Organisation Name

Our organisation's name is Sharing Wonders.

The UK Charity Commission registration number is 1170087

3 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

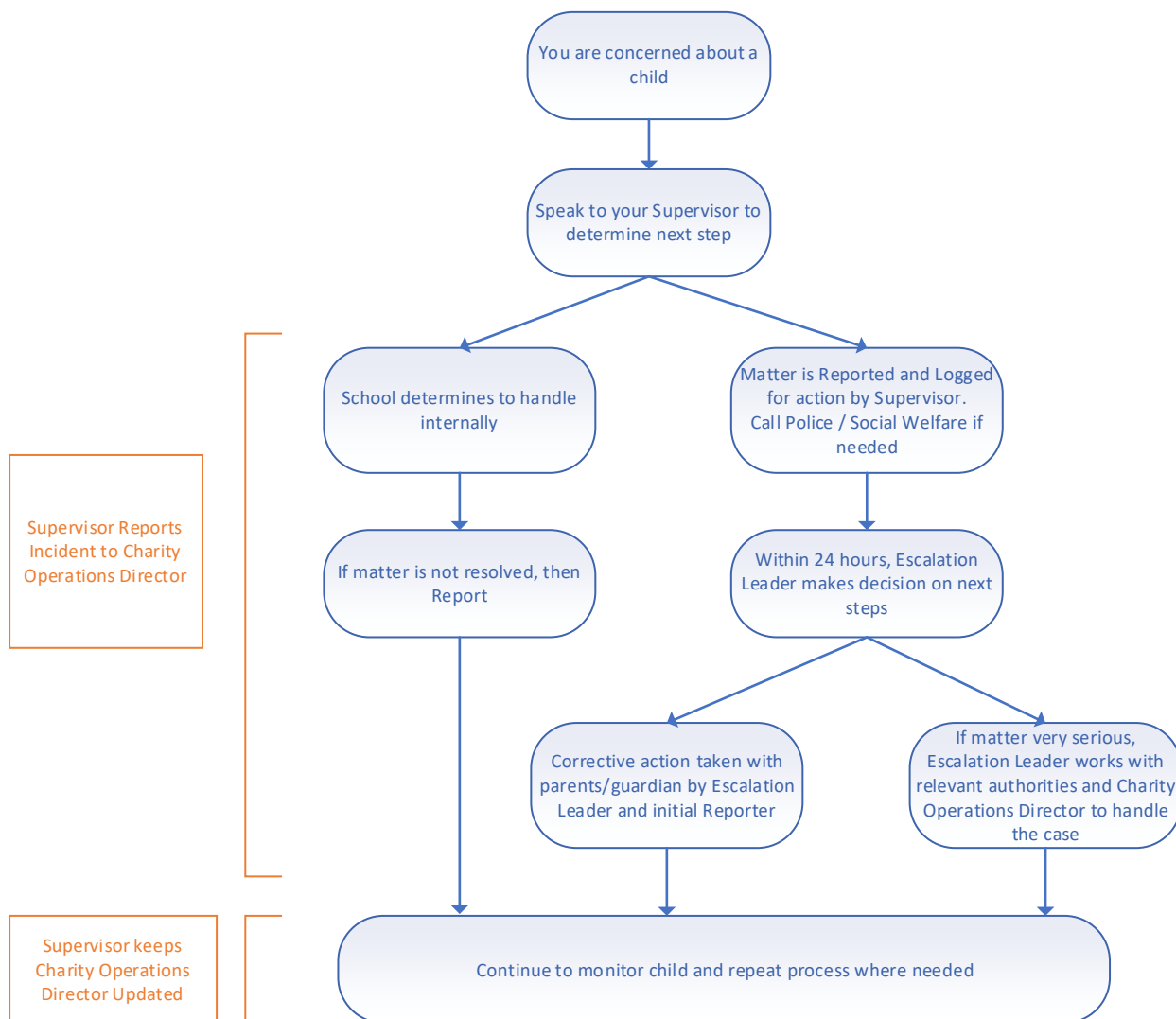
Sharing Wonders is registered in The Gambia as a non-profit organisation, the address is:
Sharing Wonders, Wafa Islamic Center, Brikama Jidda, The Gambia



4 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.

This section is guidance for those approved staff / members who are in contact with children and therefore have a responsibility for their welfare.



Please read the remainder of this document which provides important definitions and details steps on the identification, reporting and action that needs to be taken.



5 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

6 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.

7 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 coming into contact with 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 so as to enable children to have optimum life chances, so they can enter adulthood successfully.

Further definitions related to safeguarding are provided below.



8 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.

9 Policy Statement

Sharing wonders believes that everyone we come into contact with, 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.

10 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.

11 Managed Schools vs Partner Schools

11.1 Managed Schools

Sharing Wonders currently manages a number of schools within The Gambia. 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 schools, fall under the Sharing Wonders Safeguarding policies.

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



11.2 Partner Schools

Sharing Wonders provides sponsored support to children who attend non-Sharing Wonders Schools.

As a responsible organisation, we aim to ensure these schools have Safeguarding procedures in place to provide a safe environment for children. This document provides guidance and advice to these schools where needed. A Partner School should follow their own processes and procedures and requested to try and include the guidelines within this document.

We will withdraw our support if we believe any schools is not providing a safe environment for their children.

12 Definitions

12.1 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.

12.2 Child Abuse

Children 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

12.3 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.

12.4 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

12.5 Legal Framework

This policy has been drawn up based on legislation, policy and guidance that seeks to protect children.

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

12.6 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.

- **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.

12.7 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.

12.8 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



13 Prevention

13.1 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 programmes 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 programmes 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 organization, 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.
- 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.

13.2 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. **Please see Appendix A for further details.**
- 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.

14 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

14.1 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 school 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.

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.

14.2 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.

15 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.



15.1 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.

15.2 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'.

16 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.

17 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.

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.

18 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.



19 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.

20 Social Media

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.

21 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 whistleblowers.



22 Important Contacts

Gambia Escalation Leader

Name: Salman Breader
Role: School Oversight, The Gambia
Email: salman.breader@sharingwonders.org
Telephone: +220 537 0444

Trustee for Safeguarding

Name: Aman Ali
Role: Director of Operations
Email: admin@sharingwonders.org
Telephone: +44 746 233 5767

Trustee - Deputy Safeguarding

Name: Mrs Bader Ali
Role: Trustee
Email: admin@sharingwonders.org
Telephone: +44 746 233 5767

Trustee

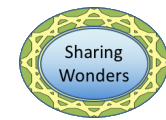
Name: Mrs Nasreen Bajwa
Role: Trustee
Email: admin@sharingwonders.org
Telephone: +44 746 233 5767

Gambia Police

Emergency – 117

Gambia Ministry of Health and Social Welfare

Email: info@moh.gov.gm
Telephone: +220 4228624
Website : www.moh.gov.gm



Safeguarding Policy – Managed Schools

22.1 Managed Schools Contact Details

School Name	School Relationship	Location	Supervisor Name	Supervisor Email	Supervisor Telephone	Head Teacher Name	Head Teacher Email	Head Teacher Telephone	MoE Cluster Monitor Name	MoE Cluster Monitor Email	MoE Cluster Monitor Telephone	MoE Regional Director Name	MoE Regional Director Email	MoE Regional Director Telephone	MoE Reporting Office
Younus School	Managed	Barajalli, The Gambia	Mohammed Jabbi	mohammed.jabbi@sharingwonders.org	694 0033	Omar Kuyateh	younus.school@sharingwonders.org	639 3232	Lamin Ceessay		3850963				
Hannah School	Managed	Sikunda, The Gambia	Mohammed Jabbi	mohammed.jabbi@sharingwonders.org	694 0033	Tijan Jamme	hannah.school@sharingwonders.org	624 5062, 994 5866	Alagie Darboe		3850963				
Maryam School	Managed	Brikama, The Gambia	Abubacarr Jallow	abubacarr.jallow@sharingwonders.org	651 1611	Mohammed Cooley	admin@sharingwonders.org	329 7512	Babucarr Secka	babucarrseckachekkeen@gmail.com	3061141, 6121142	Lamin Fatajo	info.edugambia.gn mobsehrd@yahoo.com		Brikama
Wafa Memorisation School	Managed	Brikama, The Gambia	Salman Breader	salman.breader@sharingwonders.org	537 0444	Bakary Conteh	admin@sharingwonders.org	692 1504	Babucarr Secka	babucarrseckachekkeen@gmail.com	3061141, 6121142	Lamin Fatajo	info.edugambia.gn mobsehrd@yahoo.com		Brikama
Wafa Islamic School	Managed	Brikama, The Gambia	Salman Breader	salman.breader@sharingwonders.org	537 0444	Salman Breader	salman.breader@sharingwonders.org	537 0444	Babucarr Secka	babucarrseckachekkeen@gmail.com	3061141, 6121142	Lamin Fatajo	info.edugambia.gn mobsehrd@yahoo.com		Brikama
Santosu School	Managed	Brikama, The Gambia	Abubacarr Jallow	abubacarr.jallow@sharingwonders.org	651 1611	Albani Sanyang	admin@sharingwonders.org	360 4260, 797 3468	Babucarr Secka	babucarrseckachekkeen@gmail.com	3061141, 6121142	Lamin Fatajo	info.edugambia.gn mobsehrd@yahoo.com		Brikama
Sultana School	Managed	Chissay Majaw, The Gambia	Abubacarr Jallow	abubacarr.jallow@sharingwonders.org	651 1611	Musa Keita		5167840	Malick Manneh		6124608, 9717173				Kerewan



Safeguarding Policy – Organisational Level

22.2 Partner Schools Contact Details

School Name	School Relationship	Location	Supervisor Name	Supervisor Email	Supervisor Telephone	Head Teacher Name	Head Teacher Email	Head Teacher Telephone	MoE Cluster Name	MoE Cluster Monitor Email	MoE Cluster Telephone	MoE Regional Director Name	MoE Regional Director Email	MoE Regional Telephone	MoE Reporting Office
Kerewan School	Partner	Kerewan, The Gambia	Basiru Jawara	Basirujawara9@gmail.com	301 5040	Abubacarr Ceesay			Lamin S Jawara	Kirambi201@gmail.com	6526984			6556956	Kerewan
ABC Nursery and Lower Basic School	Partner	Brikama, The Gambia	Bakary Drammeh	drammehbakary07@gmail.com	7796361, 6717988										Brikama
Bottrop Nursery School	Partner	Brikama, The Gambia	Bakary Drammeh	drammehbakary07@gmail.com	7796361, 6717988										Brikama
Brikama Jamisa Primary school	Partner	Brikama, The Gambia	Bakary Drammeh	drammehbakary07@gmail.com	7796361, 6717988										Brikama
Cannan Nursery School	Partner	Brikama, The Gambia	Bakary Drammeh	drammehbakary07@gmail.com	7796361, 6717988										Brikama
Gidda Lower Basic School	Partner	Brikama, The Gambia	Bakary Drammeh	drammehbakary07@gmail.com	7796361, 6717988	Esaa Kombo			Ebrima Darboe		7780191, 6708191	Lamin Fatajo	info@edugambia.gm , mobsehrd@yahoo.com		Brikama
Kabafita Lower Basic School	Partner	Brikama, The Gambia	Bakary Drammeh	drammehbakary07@gmail.com	7796361, 6717988										Brikama
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23 Document Approval

This version of the constitution was adopted on the final date signed below and Founding Trustees, and supersedes any previous constitution version.

Date this version was approved: 10th July 2020



24 Appendix A

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 on.

Indicators of emotional abuse**Developmental issues**

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

Behavior

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

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behavior
- 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

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- 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.