



## **Safeguarding and Child Protection Policy**

**The aims of this safeguarding and child protection policy are:**

- to keep children safe while they are in school and to give them an environment where they feel secure and able to talk to an appropriate adult about issues around their personal safety or the safety of their friends.
- to help the school maintain its ethos whereby staff, students and parents feel able to articulate concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

**The purpose of this policy is to ensure that all members of the school community:**

- are aware of their responsibilities in relation to safeguarding and child protection
- know the procedures that should be followed if they have a cause for concern
- know where to go to find additional information regarding safeguarding
- are aware of the key indicators relating to child abuse
- fully support the school's commitment to safeguarding and child protection
- to ensure that all stakeholders are fully informed in order to ensure their own safety and protection

**The Designated Safeguarding Lead (DSL) in school is:  
the Secondary Head Teacher, Mrs. Elisabeth Bisasso**

**In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Leads (DDSL) Primary Deputy Head Teacher, Mrs. Roslyn Andrewartha, Ms Jojokamalo Laber, Mr Roger Ssemwanga, Mrs Sarah Preval and for the Bugolobi site Mrs Annie Butera.**

The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff and volunteers to draw upon.

All members of staff and volunteers must be made aware of who this person is and what their role is. The designated person will act as a source of advice and coordinate action within the school over child protection cases.

The designated person should act as liaison with other agencies and build good working relationships with these agencies.

They should possess skills in recognising and dealing with child welfare concerns.

Appropriate training and support should be given.

The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies.

The designated person is not responsible for dealing with allegations made against a member of staff, unless the designated person is the Principal.

### **To be effective the designated person will:**

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with relevant agencies over suspicions that a child may be suffering harm
- Cascade safeguarding advice and guidance within school
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, report this to the Head teacher who will investigate further • Ensure each member of staff and volunteers at the school, and regular visitors are aware of and can access readily, this policy
- Liaise with the Principal to inform him of any issues and on-going investigations and ensure there is always cover for the role
- Ensure that this policy is updated and reviewed every three years
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place
- Ensure parents are aware of the school's child protection policy and the 'Keeping Children Safe in Education 2025' document in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but separately from the main file, and addressed to the Designated Safeguarding Lead
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training.

They should:

Attend training in how to identify abuse and know when it is appropriate to refer a case. Have a working knowledge of how the Family and Child Protection Unit of the Uganda Police operates and to enhance the implementation of the Child Protection Plan.

Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff and volunteers.

Make themselves (and any deputies) known to all staff and volunteers and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

### **To all members of staff**

#### **Procedures for dealing with suspected or confirmed case concerns about child protection including the different elements of child abuse:**

- Child abuse may be physical (non-accidental injury); sexual; neglect or emotional. If a young person discloses to you that they are being abused or if you suspect they may be abused inform the DSL immediately.
- Concerns expressed by other students or parents should also be passed on to the DSL. Any notes taken by a member of staff or volunteer should be as close to the exact words of the young person as possible. Sign and date need to be written on notes before passing them on to the DSL.
- If a student asks you to keep something confidential, explain that this is not always possible because if they tell you something that you think might make them at risk of harm you need to get help and support for him or her and that you are legally obliged to do this.

- Do not contact parents/guardians regarding child abuse allegations.
- In cases where serious concerns have been raised about physical or sexual abuse the student will be seen as soon as possible. Where appropriate, further background information will be collected by the DSL.
- It is not appropriate to get young people to remove clothing, medical attention will be sought if appropriate and records of any injuries will be recorded.

If the Child Protection concerns come to light out of school hours and neither the DSL or Head teacher are available, then a referral should be made to Uganda Police Family and Child Protection Unit.

Most cases involve continuing contact with the student on a daily basis at school. The DSL will designate a teacher well known to the student to maintain this contact/monitor development.

### **Responsibilities and immediate action**

All adults working in this school (including visiting staff, volunteers and students on placement) are required to report any concerns that they may have around suspicions of child protection to the DSL.

In circumstances where a child has a suspicious injury, which requires urgent medical attention, the school nurse should be informed immediately. The referral process should not delay the administration of first aid or emergency medical assistance. If a student is thought to be at immediate risk, urgent Emergency Services and/or Police intervention will be requested.

Where it is suspected that a child might be at risk of significant harm, nothing will be said to the child's parent/guardian without the approval of the DSL after consultation with the Social Services and/or Police.

### **Recruitment**

All staff recruited by the school will be subject to reference and Interpol/DBS checks. This school will only use agencies, which positively vet their staff. Staff coming to the school on a permanent or temporary basis will be made aware of the policy.

### **Staff Code of Conduct**

All staff (paid and voluntary) are expected to adhere to the school code of conduct in respect of their contact with students and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions, or rewards are allowed outside those detailed in the school's Positive Behaviour Policy.

Staff are required to work in a professional manner at all times and should be aware of the inherent dangers in:

- contacting students through private telephones including texting, e-mail, MSN, or social media
- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

### **Complaints / Allegations made against staff**

Rainbow International School Uganda takes all complaints made against members of staff seriously. Mechanisms are in place for students, parents and staff to share any concern that they may have about the actions of any member of the school staff. All such complaints will be brought immediately to the attention of the Principal in order to activate the appropriate procedures. If the complaint concerns alleged abuse by the Principal, this should be brought to the attention of the Director.

Staff who are formally disciplined for the abuse of students (or who resign before disciplinary action) will be reported to the appropriate authorities.

## Records

Brief and accurate written notes will be kept of all incidents or safeguarding concerns relating to individual students. Safeguarding records are not available to students or parents. The DSL securely keeps safeguarding records, separate from educational records. Only the Principal will be able to access these.

This policy should be read in conjunction with the schools Anti-Bullying Policy as we know that exposure to bullying can lead young people into self-harm and leave them with long term issues of mental health and a damaged self-image.

The entrance to the school will be supervised. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Senior Leadership Team or the school office. Emergency Support will be called if there are any concerns about unidentified visitors or intruders.

## Curriculum

Rainbow International School Uganda knows the importance that curriculum can play in the prevention of abuse

and in the preparation of our students for the responsibilities of adult life. It is expected that all curriculum areas will consider the opportunities, which exist for addressing personal safety, and other Safeguarding related issues particularly in the area of SMSC and PSHE where opportunities should be constructed for young people to have well-structured and safe discussions about the issues around Safeguarding including issues of Self Harm. Staff need to be sensitive to the dangers of discussing these issues in a classroom environment because of the impact that they may have on students in the room.

**RISU procedure for dealing with students who may have special welfare needs:** If staff have concerns over students over the following issues they must refer the case to the DSL: •Non-accidental injury which could be the result of abuse

- Pregnancy
- Self Harm
- Drugs / solvent misuse/abuse
- Running away from home/being sent away from home

Appropriate action can then be taken.

## Photographing children:

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film students during a school activity without the parent's permission. We will not allow images of students to be used on school websites, publicity, or press releases, without express permission from the parent, or guardian and if we do obtain such permission, we will not identify individual children by name.

**The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.**

## Confidentiality and information sharing

The school, and all members of staff at the school, will ensure that all data about students is handled in accordance with the requirements of the law, and any national and local guidance. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead.

### **Physical restraint and contact with students**

Only trained members of staff may have to make physical interventions with children in order for children not to harm one another. Members of staff will only do this in line with the school policy.

### **Extra-curricular activities/holiday camps**

Should the school administration transfer control of use of school premises to bodies (such as sports clubs, holidays camps etc.) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

### **Contracted services**

Where the school administration contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider (Evershine cleaners/decorators/events managers etc.).

### **Implementation, monitoring, evaluation and review**

All adults, including volunteers and administration staff, in school will receive a copy of this policy or an appropriate summary and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings.

The effectiveness of the policy will be reviewed and evaluated by the school administration in collaboration with the DSL annually in light of any specific incidents or changes to local/national guidance.

The Principal will report on safeguarding matters through the annual report and safeguarding will be a standing item on the agenda at each school administrative meeting.

This policy will be made available to download from the school website and paper copies are available on request from reception.

### **AI Usage and Digital Safety Integration**

The school recognises that the use of Generative Artificial Intelligence (AI) presents both educational opportunities and unique safeguarding risks. To protect the welfare of our students, the school strictly prohibits the use of AI tools to generate, manipulate, or distribute harmful, inappropriate, or non-consensual imagery or content (including "deepfakes"). Staff and students must ensure that no personal data or sensitive information is inputted into AI platforms, as data privacy is a core component of our digital safeguarding commitment. All AI-related interactions must align with our existing Anti-Bullying and Online Safety protocols; any misuse of AI to harass, deceive, or exploit others will be treated as a significant safeguarding breach and managed in accordance with our disciplinary and reporting procedures.

## **Appendix 1: Definitions and Symptoms of Abuse**

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together.

Symptoms such as cuts and grazes, may also be accidental and not a sign of abuse.

### **Physical Abuse**

Physical abuse may include actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and fictitious illness by proxy. This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression/ finger marks

Frequent unexplained injuries

Broken bones

Afraid of physical contact, cuts and grazes

Violent behaviour during role play

Cigarette burns

Unwillingness to change clothes, cowering

Aggressive language and use of threats

Bruising in unusual areas

Changing explanation of injuries

Not wanting to go home with parent or carer

### **Neglect**

Neglect may include actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. In addition, it could also be extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing

Dirty

Cold – complaining of body sores

Hunger – complaining of urine smells

Unkempt hair, no parental attention/interest

Not wanting to communicate

Attention seeking

Lack of respect

Often in trouble – bullying tendencies

Use of bad language

Always out at all hours

Lack of confidence – low self-esteem

Stealing

Jealousy

### **Sexual Abuse**

This may include actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. It also covers the involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language

Withdrawn

Change of behaviour

Rejecting physical contact or demanding attention such as rocking/crying

Physical evidence – marks, bruising

Pain going to toilet, strong urine stained underwear

Bruising/marks in genital area

Drawing – inappropriate knowledge

Relationships with other adults or children for example, being forward

### **Emotional Abuse**

This may include actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill- treatment or rejection. It is important to remember that all abuse involves some emotional ill- treatment.

Symptoms:

Crying/ rocking

Withdrawn, not wanting to socialise

Cringing bad behaviour

Aggression and/or behaviour changes

Bribery by parent

Self - infliction

Lack of confidence

Attention seeking

Isolation from peers – unable to communicate

Clingy

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children

## Appendix 2:



### Safeguarding referral form

<i>Name of child in question</i>	<i>Date</i>	<i>Day of the week</i>	<i>Time</i>

*Please provide a detailed account of the concern about the above named child listing the following:*

- Explanation of what happened
- A list of who was involved
- How did you know about it
- Where did it happen

*Please provide a description of the concern raised using the words as said by the student involved:*

*Action taken so far:*

*Signature of the referrer: \_\_\_\_\_ Date: \_\_\_\_\_*

*Please pass this form to the Designated Safeguarding Lead urgently*

*The following boxes to be filled out by the DSL*

<b>Time referred to DSL:</b>	
<b>Date of referral to DSL:</b>	
<b>Action taken by DSL:</b>	
<b>Signed by DSL:</b>	

**This document was last revised and reviewed by:  
Elisabeth Bisasso DSL Date: November 2025**

**Next review November 2026 by the Designated Safeguarding Lead**