



## Safeguarding Policy

Future Pillars Zambia is a Christian- based charity. As such, its Safeguarding principles are based on the belief that all people are made in the image of God, should be valued equally, and should be protected from harm.

FPZ trustees are committed to:

- the care and nurture of, and respectful pastoral ministry with, all children, young people, and adults,
- the safeguarding and protection of all children, young people, and adults when they are vulnerable,
- the establishing of safe, caring communities which provide a loving environment where there is informed vigilance as to the dangers of abuse.

Zambia does not have the Safeguarding infrastructure and legislation of the UK. This means that our commitment to good practice in order that safe spaces may be created at the Family Future Community School, Kabwe, for children and young people to flourish is crucial. This commitment entails:

- assisting Family Care & Orphans Board (FCOB) governors to adopt a comprehensive and effective policy on Safeguarding,
- appointing a Safeguarding Officer in the school,
- raising awareness amongst staff of the dangers of abuse,
- providing staff with training as to the different forms of abuse,
- appointing a lead FCOB governor to monitor the Safeguarding Officer's role and operation,
- encouraging any evidence of abuse to be reported to the Safeguarding Officer,
- reporting suspected cases of abuse to the Safeguarding Officer, who, in turn, will involve the local police constabulary, as appropriate,
- appointing a lead FPZ trustee to liaise with the FCOB lead governor in monitoring the effective execution of the policy and its incumbent commitments,
- reviewing policy and practice annually.

The lead FPZ trustee is Rosemary Stanbury



## Safeguarding Children

### 1. Introduction

Family Future Community School takes seriously its responsibility to safeguard and promote the welfare of our learners; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those learners who are suffering harm.

We recognise that all staff have a full and active part to play in protecting our learners from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical, and moral development of the individual child.

### 2. Aims

- To support the child's development in ways that will foster security, confidence, and resilience.
- To provide an environment in which our learners and staff feel safe, secure, valued, and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all teaching and support staff of the need to safeguard learners and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a means of monitoring learners known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those learners.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding learners.
- To develop a structured procedure and communications framework within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies involved in safeguarding learners.
- To ensure that all adults within our school who have access to learners have been checked as to their suitability.

### 3. Procedures

All members of staff and volunteers know how to respond to a learner who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

All parents/carers will be regularly made aware of the school's responsibilities regarding child protection procedures.

Community users organising activities for learners are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

Our selection and recruitment policy includes all checks on staff suitability.

Our procedures will be annually reviewed and updated.

All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures.

#### **4. Responsibilities**

We understand that our responsibility to safeguard learners requires that we all appropriately share any concerns that we may have about learners. The designated person who will liaise with outside agencies if the need arises is the Safeguarding Officer, who is responsible for:

- Referring a learner if there are concerns about their welfare, possible abuse, or neglect.
- Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from learners' records, with a front sheet listing dates and brief entry to provide a chronology.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensuring that either they or another appropriately informed member of staff attends agency planning meetings and provides a report which has been shared with the parents.
- Ensuring that any absence of two days, without satisfactory explanation, of a learner is consistently followed up.
- Ensuring that all school staff are aware of the school's Safeguarding policy and procedures and know how to recognise and refer any concerns.

#### **5. Types of Abuse**

Child abuse can take many forms, but they are usually divided into four categories:

- Physical abuse - is being physically violent towards a child
- Neglect - is making a child feel unwanted, ugly, worthless, guilty, unloved
- Sexual abuse - is exploiting a child sexually
- Emotional abuse - is failing to provide the things needed for a child to grow

#### **6. Supporting Learners**

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth. We recognise that the school may provide the only stability in the lives of learners who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all learners by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe, and positive environment within the school.
- Reassuring them that it is alright and safe to contact staff members if they have a concern.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of learners.

## **7. Confidentiality**

We recognise that all matters relating to child protection are confidential.

The Safeguarding Officer will disclose personal information about a learner to other members of staff on a need-to-know basis only. However, all staff must be aware that they have a professional responsibility to share information to safeguard learners.

All staff must be aware that they must not promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

## **8. Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Safeguarding Offer/Headteacher and to seek further support.

We recognise that designated staff should have access to support and appropriate courses.

## **9. Staff Recruitment**

- Verifying the identity and qualifications of the successful candidate.
- Seeking professional references and checking their employment history
- Verifying that they have the health and physical capacity for the job
- Having a face-to-face interview
- Ensuring their induction programme includes Safeguarding Students & Staff training.

## **10. Allegations against staff**

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual learners or parents to be conducted in view of other adults. All staff should be aware of the school's Behaviour for Learning Policy found in the Staff Handbook.

We understand that a learner may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of FCOB, without notifying the Headteacher first.

Suspension of the member of staff against whom an allegation has been made needs careful consideration. Consultation will be made with Chair of FCOB in making this decision.

## **11. Whistleblowing**

We recognise that learners cannot be expected to raise concerns in an environment where members of staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If so, they should speak to the Safeguarding Offer/Headteacher.

## **12. Physical Intervention/Positive Handling**

Staff may use physical intervention to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Such events should be reported, recorded, and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

## **13. Corporal Punishment**

In the Education Act of 2011 (Section 28), the use of corporal punishment in Zambian schools was outlawed. So, corporal punishment inflicted by a member of staff on a child will not be tolerated under any circumstances. If a reported incident is proven, the perpetrator will not only face dismissal but should also expect to be reported to the police.

## **14. Anti-Bullying**

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures.

## **15. Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **16. Prevention**

We recognise that the school plays a significant part in the prevention of harm to our students by providing learners with effective lines of communication with trusted adults, supportive friends, and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables learners to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all learners know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide across the curriculum, opportunities which equip learners with the skills they need to stay safe from harm and to know to whom they should turn for help.

The Safeguarding Officer is Menda Nkweto

The FCOB Lead Governor is Martha Ngoma

**December 2021**