



St Andrew's International Primary School

Child Protection and Safeguarding Policy 2025-26



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1. Introduction

Saint Andrews International Primary School (SAIPs) recognizes that Safeguarding and Promoting the Welfare of children is the responsibility of all members of SAIPs. Further focus of the Safeguarding policy is to ensure that all primary stakeholders of the school including teachers, staff and parents are protected from harm and are availed a safe and secure learning and working environment at all times. This policy positions SAIPs to proactively set up for provision of standards, procedures and processes to ensure a safe and secure learning environment.

This policy recognizes the direct relationship between safeguarding for all and excellence in student/children education. As such this policy is a key policy in ensuring that SAIPs is actively maintaining its commitment towards an exceptional learning environment for children. As such, the policy requires all stakeholders within the school to be safety-centric in all their conduct and operations.

Safeguarding is the process of creating an environment that protects children and all stakeholders from harm whilst also actively promoting their wellbeing. This entails establishing proactive processes to ensure the school environment is safe and secure to prevent exposure to adverse safeguarding situations. The school's focus towards safeguarding extends to protecting the children from maltreatment beyond the school premises, including digital platforms. The safeguarding program of the school is focused on both the physical, mental and health development of the children under the school's oversight.

2. Scope

This policy is for all staff, parents, governors, volunteers, supply staff and contractors and the wider school community. SAIPS is an international primary school that embraces cultural diversity in an international setting. Such a setting makes the need for safeguarding within the school of paramount importance to ensure a comfortable learning and working environment for all students, teachers and parents, local and foreign.

This policy is established in tandem with the following governing documents within the Malawian education systems:

1. Malawi Constitution – The Right to Academic Freedom (Article 13,25 & 33) as well other supporting rights to education like Gender equality (Article 13 & 24), non-discrimination (Article 20);
2. Education Act (2014) – Chapter 30.01
3. Child Care, Protection and Justice – Chapter 26.03

Furthermore, the principles in the policy and guiding standards are also aligned with British International Schools. Key references in alignment with local legislation is drawn from the UK version of **Keeping**

Children Safe in Education.

This is the principal policy for the school's Child Protection and Safeguarding Program providing oversight framework and responsibilities within the school. This policy should be read in conjunction with the following documents:

1. Staff Code of Conduct,
2. Acceptable Use of ICT,
3. Safer Recruitment Policy,
4. Online Safety Policy,
5. Behaviour and Anti-Bullying Policy,

These safeguarding documents are part of the Induction Pack for all new staff. The school recognizes the need to ensure effective training is provided to all staff annually.

3. Objectives and Framework

This policy is premised on the foregoing documents that provide guidance and mandate for child safety and safeguarding within Malawi and also the same standards in international private school setting. The purpose of this policy is attained through focused objectives of the policy as follows:

1. Ensure that all staff understand and meet their statutory responsibilities;
2. Ensure the establishment of a consistent framework in line with best practice;
3. Provide staff with a framework to promote and safeguard the wellbeing of children and young people;

a. Approach to Safeguarding – Child-Centered and Coordinated Approach

SAIPS identifies as a critical part of the wider safeguarding system for children in its care/students. The school's safe-guarding policy is primarily focused on the children studying at SAIPS.

A child-centered approach to safeguarding and child safety places the responsibility of ensuring the adherence to the policy on all staff that come into contact with children within the school. This responsibility for safe-guarding and child safety is equally recognized at the responsibility of the parents and guardians of all students at SAIPS. The policy recognizes that all parties mentioned are jointly and severally responsible for ensuring the safety and proper safeguards for their children.

The specific responsibilities of the parties under this policy entail, but are not limited to:

1. Ensuring that children grow in circumstances consistent with the provision of safe and effective care;
2. Taking pro-active action to ensure children have the best outcome in their endeavours;
3. Protecting children from maltreatment, whether that is within or outside the home or school, including online;
4. Preventing the impairment of children's mental and physical health or development;

All parties should be prepared to identify children who may benefit from early help as the circumstances.

Furthermore, proactive engagement and focus is required to ensure that the children's exposure within the school is focused on delivering an appropriate environment for development.

4. Safeguarding Focus Areas

SAIPS identifies that Child Safety and Safeguarding concerns can arise from numerous areas within the school and the community. This policy highlights key focus areas for safe-guarding where children can be at a heightened level of risk. The following key categories emphasise the need for focused and coordinated attention by the school and all members of staff:

a. Abuse, Neglect and Exploitation

Children can be exposed to the risk of harm inside and outside the school, home and online. All staff are expected to be vigilant and exercise professional curiosity to ably identify case of abuse, neglect and exploitation. The following categories highlight key issues of safeguarding which SAIPS will take into consideration:

- a. **Abuse** – Maltreatment of children where harm is inflicted on a child or where an individual fails to prevent harm befalling a child. This can be an act administered directly to the child or indirectly by a child watching/participating in witnessing the impact of ill-treatment.
- b. **Physical Abuse** – A form of mishandling of children which entails harsh treatment or otherwise causing physical harm to the child;
- c. **Emotional Abuse** – The persistent emotional maltreatment of a child causing severe or adverse effects on a child's emotional development. Emotional Abuse can be deemed from negative communication, pressured expectations, restrictions to age relevant social development;
- d. **Sexual Abuse** – Involves forcing, enticing or causing a young person to participate in sexual activity regardless of the child's awareness or consent. These activities may be physical or non-contact, direct or indirect interactions, online or offline abuse;
- e. **Neglect** – This 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 involve a parent or guardian failing to provide adequately for their child, protect a child from physical, emotional and psychological harm;

b. Child on Child Abuse

All staff should be aware that children can abuse other children and this can happen inside or outside of school, home or online. All staff should be diligent in monitoring against cases of child on child abuse within the school. Some of the key areas of focus in the monitoring of child-on-child abuse:

- a. **Bullying** – Including cyberbullying, prejudice-based and discriminatory bullying;
- b. **Abuse** – Abusive behaviour in intimate relationships between children. Further cases of abuse may entail sharing of inappropriate material of any nature ranging from drugs, alcohol, nude

content, and other inappropriate behaviour and conduct before others;

- c. **Physical Abuse** – Such as fighting, and any other abusive physical contact causing physical harm;
- d. **Sexual Violence** – Such as rape, assault of a sexual nature including elements which facilitates, threatens and/or encourages sexual violence;
- e. **Sexual Harassment** – such as sexual comments, remarks, jokes which may be standalone or a broader pattern of abuse;

c. Child Criminal Exploitation

The School recognizes the heightened threat to child criminal exploitation for the children in the school. SAIPS aims to create a learning environment that actively prevents and counters any efforts to exploit the children for criminal purposes.

School staff are required to actively monitor against any form of trafficking of illicit material, pickpocketing, and other criminal activities. Children's participation or involvement in criminal activity should not be assessed or judged on the basis of consent or willful intention. The school does not condone cases of criminal activity in the school or the children participating in criminal activity.

d. Child Sexual Exploitation

This is a form of sexual abuse and can be a one-off event or occur repetitively over time; this can happen without the child's immediate knowledge. This has the negative effect of adversely impacting the social and emotional development of the child through coercion into sexual activity.

e. Domestic Abuse

Through this abuse children can be exposed to behavior and conduct in their domestic environment. Staff are required to understand that domestic abuse can have an adverse impact all of which is detrimental with a long-term effect on their health, well-being, development and ability to learn.

f. Mental Health

All staff should be focused on identifying any cases of mental health issues within the children. It is important to note that mental health issues may be a result of child abuse. Mental health challenges are identified as a serious sensitive assessment which will only be assessed, determined and handled by properly trained professionals.

5. Safer Recruitment

The School's Safety and Safeguarding Policy is premised on having appropriate staff within the school. The staff are considered critical resources in the administration of the school's Safeguarding Program. All staff of the school, as custodians of the Safeguarding Program, are expected to display a comprehensive knowledge and understanding of the program.

This policy requires the school to have robust recruitment policies that promote a safeguarding culture whilst also deterring and preventing unsuitable candidates from working with children. The recruitment process should be robust enough to cover permanent teachers, trainee/student teachers, volunteers, temporary/supply staff, contractors and visitors.

The Child Safety and Safeguarding Policy requires the follow fundamental elements to ensure that the school's recruitment program is focused as a significant contribution towards the whole school approach towards safeguarding:

1. All communication of recruitments should be focused on clearly communicating the whole school approach towards child safety and safeguarding;
2. The recruitment body/panel must incorporate a representative who has completed safer recruitment training;
3. The school is focused on ensuring that all staff have no child safety or safeguarding issues on record, reported or not, as of recruitment date;
4. The school will establish ongoing monitoring processes to ensure continued compliance with internal policy requirements. The school's responsibility towards child safety and safeguarding extends beyond its operations.

6. School Facilities and Usage

This policy ensures the following two basic standards:

- a. School facilities and properties are always maintained in good working order and in strict consideration of Safety and Safeguarding standards and requirements;
- b. Any use, by external parties, of school facilities and properties is allowed only to the extent that it will not lead to a compromise of the school's Safety and Safeguarding standards as set at all times.

SAIPS is mindful of all Safety and Safeguarding cases affecting its students or any child within its premises, even those that are not students or accessing the premise on short term basis.

a. General Policy Position

This policy recognizes that all school facilities and property is acquired and maintained for proper usage by the school children. The school shall put in place a comprehensive Safety and Safeguarding Assessment Program on all school facilities and property. At a minimum the Program shall ensure:

1. All facilities and property shall be fit for use by children. This assessment shall ensure that none of the school facilities and property is a hazard to any child's wellbeing (physical, mental or healthy);
2. Access to school facilities and property shall be with a clear focus on maintaining Child Safety and Safeguarding Standard of the Program. Part of this assessment shall consider:
 - a. Basic cleanliness and hygiene to avoid undue exposure to health hazards to the school;
 - b. Undue exposure to health outbreaks within the school (seasonal and/or locational);
 - c. Child Safety and Safeguarding risks for children vis-à-vis visiting children/students;

- d. Maintenance and management of facilities and property in the school

b. Access to Facilities and Property

This policy recognizes that access to SAIPS facilities and properties is restricted to children that are students at the school. This is enforced at all times to ensure no abuse, exploitation or safety and safeguarding issues is allowed on the school premises.

1. Parents' access is allowed with regard to school pickups and drop-offs on specific class areas;
2. No child who is not a student of SAIPS is allowed access to school premises and facilities except only when supervised;
3. No person is allowed access and interaction with students and children at SAIPS except with approval from Head Teacher/Safeguarding Lead. All such (visiting) access shall be supervised by a designated staff always;
4. No person shall be allowed to wander/loiter around the school premises, both within and without, aimlessly.

□

7. Key roles and responsibilities

a. Board of Governors

The following are the responsibilities with regard to the Child Safety and Safeguarding policy at SAIPS:

1. Providing strategic leadership for the school's Child Safety and Safeguarding Program and facilitate a whole school approach towards safeguarding ensuring safeguarding and child protection are at the forefront and underpin all strategic focus at SAIPS;
2. Ensuring the program has appropriate frameworks and policies to guide the effective operation of the Program;
3. Promoting awareness and availability of the policy to all key stakeholders through available digital and other channels;
4. Ensure appropriate framework are put in place to ensure staff and prospectives are appropriately vetted to effectively and appropriately deliver the Child Safety and Safeguarding Program at SAIPS;

b. Head of School

The Head of School will ensure the following as part of his/her key responsibilities around Child Safety and Safeguarding:

1. The policies and procedures adopted by the Board of Governors are fully implemented;
2. Provision of sufficient resources, time and training to enable staff members to discharge their safeguarding responsibilities;
3. Contribute effectively to a whole school approach to safeguarding; and

Be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that *'it could happen here.'*

c. Designated Safeguarding Lead (DSL)

The DSL is the lead responsible officer for safeguarding and child protection (including online safety including and understanding the filtering and monitoring systems in place). This will be made explicit in the role-holder's job description.

The DSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively. The DSL will be part of the SLT at SAIPS. During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities. The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years. The DSL will present a report as part of the Head Teacher's Report specifically detailing all Child Safety and Safeguarding issues at SAIPS.

Some of the key responsibilities of the DSL at SAIPS are as follows:

1. The DSL (and any alternate DSLs) will provide advice and support to staff in school;
2. Act as a source of support, advice and expertise on Child Safety and Safeguarding expertise for all staff;
3. Liaise with staff across the school to ensure children's needs are always considered holistically;
4. Promote supportive engagement with parents and guardians and carers in Child Safety and Safeguarding, promoting the welfare of children;
5. Maintain child protection records in the school up to date;
6. Raising awareness of Child Safety and Safeguarding across the school on an ongoing basis.

d. All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff working directly with children must read and ensure they understand at least Part One of KCSiE. Those staff that do not work directly with children must read and ensure they understand either at least Part One or Annex A of KCSiE. All staff must ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, the code of

conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any ASLs). These will be explained to all staff on induction.

8. Induction & Training

The School will ensure that all staff receive appropriate safeguarding and child protection training (including online safety, which amongst other things includes an understanding of the expectations, applicable role and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, online safety, the code of conduct/staff behaviour policy, low level concern guidance, the behaviour policy, the safeguarding response to children who are absent from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Part One of KCSiE (or Annex A for those staff who do not work directly with children) will be provided for new staff at induction.

The Head Teacher will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

The School will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly. In considering safeguarding training arrangements the School will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all pupils.

9. Policy Review and Update

The Child Safety and Safeguarding Policy is a principal policy at Saint Andrews International Primary School and is subject to annual review and update.

Approved by:

Date:

Last reviewed
on:

Next review due
by:

Safeguarding Team Contacts at SAIPS

Role:	Name and contact details:
Designated Safeguarding Lead (DSL)	
Alternate DSL(s)	Same Fitch Emma Binding
Named safeguarding governor	
Chair of Governors	
School online safety Lead	
Named online safety governor	

**SOME OF THE THINGS THAT
MIGHT BE WORRYING YOU
THAT YOU FEEL YOU CAN NOT
MANAGE ALONE**

An older child has treated you badly

You are being bullied / given a hard
time / someone is making fun of you

You feel you have been treated in a
way which you feel is unfair by a
member of staff

You think you are being picked on /
left out of things on purpose

A friend has told you something that
makes you worry about him / her

Someone has

- asked you to do something in
secret
- asked you to do something else
which you felt was wrong or
made you feel uncomfortable
- taken some of your property

You are unhappy about something
at home or in school

You are having problems with your
work

You are not feeling well



WHO TO TURN TO:

In School:

- A friend
- Your Class teacher
- A Teacher
- Ms Sanne Kuster
- Mr Sam Fitch (DSL)
- Mrs Emma Binding (DSL)
- Mrs Janet Phillips
- Mr Akif Naqvi

Out of school:

- Your parents
- A relative
- A friend
- Your brother
- Your sister
- Boarding Matron

St Andrew's International Primary School,

Blantyre, Malawi
Joaqim Chissano Road, Sunnyside, Blantyre
P.O. Box 593, Blantyre, Malawi
Email admin@standrewsmalawi.com

Tel: +265 999 970 998 / +265 999 970 999

WHO WILL LISTEN TO ME?



**St. Andrew's
International
Primary School**



If you need to speak with someone because you have a problem or a worry that you cannot manage on your own, please remember that St Andrew's International Primary School, Blantyre is a listening, caring community and we want to help you feel happy again.

WHAT TO DO:

Talk to

- A friend
- Your Class teacher
- A Teacher
- Ms Sanne Kuster
- Mr Sam Fitch (DSL)
- Mrs Emma Binding (DSL)
- Mrs Janet Phillips
- Mr Akif Naqvi

Talking to someone will usually solve your problem.

If you choose to speak with an adult, you are welcome to bring a friend with you to support you.



IF YOU ARE STILL WORRIED AND FEEL YOU NEED MORE HELP:

- Speak to any other member of staff or adult that you can trust. This could be the same person that you spoke to before or someone different.
- The person WILL LISTEN
- You will be asked to talk through the problem.
- You will be given some suggestions to try.
- You will then need to decide which suggestions to follow.
- You will be asked to come back to say if things are better.
- If you are still unhappy you may make a formal statement. This means that you write down on your own, or with someone to help you, what has happened, or what is worrying you.
- Take your statement to a member of Staff listed in this leaflet, saying that you want more help.



Often a problem is one that you do not wish to share with more than one person. We will keep your confidence where we can but, in some circumstances, it may be necessary to tell someone else in order to help you. ONLY the people who NEED to know will be told. This will be explained to you at the time.

If you feel you cannot talk to someone, then write a letter. You can seal your letter in an envelope, put the person's name on the front that you want it to go and give it to Ms Sanne Kuster or Mrs Jant Phillips.

