



**Empowering Children**  
With Disabilities

*“Children with Dreams, Parents with Hope.”*

## **Safeguarding and Child Protection Policy at Empowering Children with Disabilities (EmCD) and Nyabihu School for the Deaf.**

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## Empowering Children With Disabilities

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### 1. Aims

We aim:

To make sure that all staff are aware of their responsibility for the safety and well-being of the children in our care.

To make sure that at the beginning of each term, all pupils are reminded that they have a duty of care to themselves and each other and must report any concerns they have to a member of staff.

To make sure that appropriate action is taken quickly when safeguarding problems arise.

To make sure that all staff are trained to recognize and how to report safeguarding issues.

### 2. Definitions

**Abuse** – This is a violation of an individual’s human and civil rights by any other person or persons. Abuse can be deliberate or unintentional.

#### a. Physical

This can involve hitting, shaking, and inappropriate restraint.

#### b. Psychological

This includes emotional abuse, threats of harm, isolation, humiliation, controlling, harassment, verbal (signed) abuse, bullying.

#### c. Financial

This includes theft, misuse of property and exploitation of vocational profits from students who are working in the vocational program.



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d. Sexual

This includes forcing or enticing a young person to take part in a sexual act or to observe sexual behavior even if the person is aware of what they are doing.

e. Neglect

The persistent failure to provide the basic physical and psychological needs of an individual. Failure to provide sufficient food, clothing and shelter. Failure to protect from physical harm or to provide adequate supervision.

3. Roles and Responsibilities

Safeguarding and child protection is **everyone’s responsibility, and applies to all staff, volunteers, governors and trustees.** Appendix 5 gives the referral route at Nyabihu.

All staff will be aware of:

- The Safeguarding Policy at Nyabihu
- The definitions of abuse
- The referral processes

**Designated Safeguarding Leader (DSL)**

There will be at least two named DSL’s, one of whom **must** be present during non-school times, at the evenings, nights and weekends. If both DSL’s are absent, then the Head Teacher or Manager will be responsible.



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### **Governing Board**

The Chair of Governors will be responsible on the board for ensuring that the Safeguarding Policy is followed correctly. They will be the DSL in cases where the allegations are made against the Managers or Head Teacher at the school.

### **Head Teacher**

The Head Teacher is responsible for:

- Ensuring that all ‘staff’ are informed of the Safeguarding Policy.
- Ensuring all ‘staff’ are reminded annually of the Safeguarding policy.
- Communicating the policy and any issues to Parents (family)
- Acting as the DSL where the named DSL’s are accused of abuse

### **4. Confidentiality**

Information will only be shared when it is essential to safeguard the child or other children.

Staff will never promise a child not to tell anyone about the allegation, as this may not be in the best interests of the child.

All records will be kept securely and only designated staff will have access to it.

### **5. Recognizing abuse and taking action.**

#### **If a child makes a disclosure to you.**

Listen to them and believe them. Allow them time to ‘talk’ and do not ask leading questions.

Stay calm, and do not show if you are shocked or upset.

Explain to the child that you need to tell someone because it is serious.



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Write down the conversation as soon as you can – trying to use the child’s own words.  
Keep to facts!

Sign and date the record and pass to one of the DSL’s immediately

The DSL is then responsible for taking further action. This may involve calling a staff meeting to update all staff of potential dangers.

### **If a child makes a complaint about one of the DSL**

Do as above, but pass the information to the Head Teacher or Chair of Governors as appropriate.

### **If a member of staff is concerned about another member of staff’s behavior.**

Record your observations or accounts of what you have overheard, signed and dated.

Pass the information to one of the DSL’s.

### **If the allegation is against another child**

Record the information as above.

Pass the information to the DSL

The DSL will then:

- Investigate the allegation
- Put in place a support plan to ensure the safety of the child and the accused.
- Review the Support Plan at regular intervals (weekly at least initially)
- Discuss the issue with parents of both children as necessary ( to ensure that they will be safe when returning home)
- Inform school staff if general monitoring of the pupil/pupils is required for their continued safety.



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### 6. Mobile Phones, Cameras and Computers

Staff are allowed to bring their mobile phones to school for their own use.

Staff will not take pictures of the pupils unless this is for acceptable reasons agreed with the Head Teacher. (marketing, informing donors of child progress)

Computers will have safeguarding programs installed limiting pupils’ access to internet sites.

### 7. Record Keeping

All safeguarding discussions will be recorded in writing, signed and dated.

Non-confidential records will be available to interested parties on request.

Confidential records will be kept securely and accessible only to those directly affected or those Responsible for Safeguarding at Nyabihu.

### 8. Training

All new staff will have Safeguarding training as part of their induction.

All staff will have annual Safeguarding training to remind them of their responsibilities.

Safeguarding should be on the Agenda at every Management or Team meeting.

All trustees will receive the Safeguarding Training in order to make sure that they understand their responsibilities to the pupils at Nyabihu.

### 9. Identifying Staff

All visitors to the School site will be required to sign in at the Reception Office and will be issued with a Visitors Badge. That way, pupils will be able to identify people who should not be on the school premises.



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## APPENDIX 1: EMPOWERING CHILDREN WITH DISABILITIES CODE OF CONDUCT

Last updated: December 2023

Approved by the Board:

Next update: December 2026

The Code of Conduct should be interpreted in a spirit of transparency and common sense, with the best interests of the child, young person or adult at risk as the primary consideration. Applicable to all staff, contractors, board members, visitors and volunteers Empowering Children with Disabilities is a local Non-Governmental Organization, and therefore the Code of Conduct is developed from local and national standards, Empowering Children with Disabilities representatives are expected to uphold national law wherever they operate, as a part of the Empowering Children with Disabilities Team, you are in a position of trust and this must be taken seriously. You must always act professionally and communicate and behave appropriately. You must work with children, young people and adults at risk respectfully, fairly and equally and in a way that protects them. This Code of Conduct is to be upheld during and outside of work. Breaching the Code of Conduct is grounds for disciplinary action, up to and including dismissal. During your induction, you will be taken through this Code of Conduct, please ensure that you ask any questions that you are uncertain of or require clarifications before you sign it. You will be expected to sign the Code of Conduct within one week of commencement in post.

### NEVER:

- Condone or participate in behavior that is illegal or unsafe.
- Develop physical/sexual relationships with a child or any beneficiary of Empowering Children with Disabilities' programs or Partner Programs.
- Behave physically in a manner that is inappropriate or sexually provocative.
- Engage in or allow sexually provocative games with children or any beneficiary of Empowering Children with Disabilities programs or Partner Programs to take place.
- Do things of a personal nature that a child could do for themselves, including dressing, bathing, and grooming.



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- Pay for sexual services, of any kind, with anyone, of any age.
- Exchange money, employment, goods or services for sex, including sexual favors or indulge in any other forms of humiliating, degrading or exploitative behavior. Use physical punishment or chastisement, however acceptable or moderate it may seem. Use any language intended to belittle or humiliate children and not to abuse children in any way (including not to engage in any sexual activity with anyone below the legal age of sexual consent).
- Be alone with a single child
- Show favoritism or spend excessive amounts of time with one child.
- Request or share personal details, including social media, with any child or beneficiary of Empowering Children with Disabilities programs or Partner Programs or contact them in away way

**TRY TO:**

- Avoid placing yourself in a compromising or vulnerable position
- Be accompanied by a second adult whenever possible.
- Meet with a child in a central, public location whenever possible.
- Immediately note the circumstances of any situation which occurs which may be subject to misinterpretation by a third party.
- Avoid doing anything that could be misinterpreted by a third party.
- Be aware of the inherent power dynamic in adult-child relationships and avoid taking any advantage this may provide. Complaints and reports Empowering Children with disabilities staff are obligated to bring to the attention of the relevant manager any potential incident, abuse or concern that they witness, are made aware of, or suspect which appears to breach the Standards contained in this Code. Staff reporting concerns are protected by the Whistleblowing policy. For further information of how to report a breach of the code of conduct please see refer to the Organization’s whistleblowing policy



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## Appendix 2: Safer recruitment

Before new staff are appointed or volunteers accepted to work at the School, we will:

- Verify their identity
- Check that their work history is complete
- Obtain a Police check
- Verify their professional qualifications
- Ask for written references before interview



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### Appendix 3: Designated Safeguarding leads

- The organization’s overall safeguarding lead- Operations Manager: **Bizimana Ngabo Eric**
- School DSL - Teacher: **Hakizimana Emmanuel**
- School DSL- Teacher: **Mukansanga Valentine**
- Matron DSL: **Mukankusi Odette**



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#### Appendix 4: The referral route

All allegations will be dealt with immediately.

The referral route for all allegations will be:

1. Written report from the member of staff receiving the allegation.
2. This report to be passed to one of the DSL
3. DSL to securely file the report and decide on further action if necessary.
4. Support Plan form to be completed and filed securely.
5. Information to be shared with other staff as necessary
6. Information to be shared with pupil’s family if necessary.
7. Information to be shared with Management and Governors if necessary.

**In the event of an accusation being made against one of the DSL, at number 3 above the report will be passed to the Head Teacher.**

**In the event of the accusation being made against the Head Teacher, at number 3 above the report will be passed to the Chair of Governors.**



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## Appendix 5: The Safeguarding reporting form

<b>Cause for Concern Form</b>	
Name of child	Date of birth
Date and place of Cause for Concern	
Description of Concern. Continue on the back of this form if necessary	



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Concern reported by:	Action taken
Signature	



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## Appendix 6: Support Plan form

<b>Cause for Concern Support Plan Form</b>	
Name of student	Date of recording
Details of support plan	



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Appendix 7: Photography consent form – also to be produced in Kinyarwanda for parents and pupils

<b>Photography consent form</b>	
Name of child ..... .....	Date ..... .....
I give permission for staff at Nyabihu School for the Deaf to take photographs of  ..... for the sole purpose of advertising the school and fundraising.  These photographs are to be available for me to see at any time.	
Name – printed. .....  Signature .....	Relationship to child .....