

**ST. CONSTANTINE'S INTERNATIONAL SCHOOL**

PO Box 221, Arusha, Tanzania

Tel: +255 27 250 0396

Email: [enquiries@scis.sc.tz](mailto:enquiries@scis.sc.tz)

Web: [www.scis.sc.tz](http://www.scis.sc.tz)



# **CHILD PROTECTION POLICY**

June 2019

**TYPE OF POLICY: WHOLE SCHOOL**



## Contents Page

Statement of Intent	3
Aims	3
What is Child Abuse?	3
Signs and Symptoms of Possible Abuse	4
Transparency	5
Safe Employment Practices	5
The Role of the CPOs	5
Raising Awareness with Students	6
Raising Awareness of Staff through Induction and Training	6
Record Keeping	6
Confidentiality	6
Procedures	7
Handling Disclosures	7
Allegations against Members of Staff	7
Bullying	7
Taking, Storing and Using Images of Children	8
APPENDIX I – Staff Protection	9
APPENDIX II – Who Will Listen to Me? (Primary)	11
APPENDIX III – Who Will Listen to Me? (Secondary)	13
APPENDIX IV – Child Protection Concern Form	14



*'The curriculum needs to be delivered in a school with an ethos which empowers children; a school which allows them to voice ideas, feelings and opinions, treats them with respect, values their contribution and lets parents make a contribution to the educational process.'*

From **'Responding to Child Abuse'**

### Statement of Intent

St. Constantine's International School is in total support of the above statement and is committed to creating such a school within a safe and caring environment for all its students regardless of race, ethnicity, religion, sexual orientation or social background. In our family atmosphere, caring, respect, good manners and fair play are high on our list of priorities, ensuring that all students can develop their full potential and feel positive and confident about themselves.

St. Constantine's International School also fully recognises its responsibilities towards the Tanzanian Government's enactment of the Law of the Child Act of 2009 (LCA). This landmark legislation effectively domesticates the UN Convention of the Rights of the Child (CRC) and provides the legal framework through which the rights of the country's children can be protected and realised. The Law of the Child reflects many of the most serious challenges facing children in Tanzania today. It addresses such issues as non-discrimination, the right to a name and nationality, the rights and duties of parents, the right to opinion and the right to protection from torture and degrading treatment. Particularly, Section 13 of this act provides that no person may subject a child to 'torture or other cruel, inhuman punishment or degrading treatment including any cultural practice that dehumanizes or is injurious to the physical and mental well-being of a child'. Section 4 (1) also enshrines in Tanzanian law for the first time that a person below the age of 18 is defined as a child.

### Aims

By following our child protection procedures we:

- o Care for the child
- o Care for our school
- o Care for the community we serve
- o Raise awareness of staff regarding signs of and response to abuse
- o Ensure staff are made aware of the role of the Primary and Secondary Child Protection Officers (CPOP and CPOS) and of the guidelines in place
- o Provide support for both the staff who have experienced disclosure and for the students who have disclosed
- o Provide training for staff and encourage discussion of child protection issues in the school

### What Is Child Abuse?

**Within Tanzania's Law of the Child Act (LCA), the following definitions are provided:**

§ **Harm:** the result of any combination of physical, emotional and sexual abuse and neglect.

§ **Child abuse, ill treatment & cruelty:** behaviours by adults that intentionally or unintentionally cause actual or potential harm to a child.

§ **Torture:** punishments that are cruel or that degrade the child, even though they may be considered culturally significant, as being a form of torture.



## The NSPCC (UK) further defines child abuse as:

*“Child abuse is the term used when an adult harms a child or a young person under the age of 18 .....*

*Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.*

### The four types of cruelty:

**Physical abuse:** including the deliberate, or knowingly not prevented, hurting or injuring of a child, inflicting pain, poisoning, drowning or smothering

**Sexual abuse:** including direct or indirect sexual exploitation or corruption of children by involving them in inappropriate sexual activities to which they are unable to give informed consent, or they violate the social taboos of family roles

**Neglect:** 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. It may involve a carer or parent failing to provide safety, nourishment, warmth, stimulation, love, education, medical attention or being unresponsive to a child’s basic emotional needs.

**Emotional abuse:** repeatedly rejecting children, humiliating them or denying their worth and rights as human beings. It may feature age or developmentally inappropriate expectations being imposed on children, cause them to feel frightened or in danger, feel worthless and unloved, or valued only so far as they meet the needs of another person.

### Signs and Symptoms of Possible Abuse

*These signs are not evidence themselves but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.*

- o Repeated minor injuries that are unexplained or severe bruising / other injuries
- o Children who are dirty, smelly, poorly clothed or who appear underfed
- o Children who are left in unsafe situations, including situations of domestic violence, or drug / alcohol abuse in the home
- o Children who are constantly put down, insulted, sworn at or humiliated
- o Children who have lingering illnesses which are not attended to, deterioration in school work, significant changes in behaviour, aggressive behaviour, severe tantrums
- o An air of ‘detachment’ or ‘don’t care attitude’
- o Overly compliant behaviour
- o A ‘watchful attitude’
- o Sexually explicit behaviour (eg. Playing games and showing awareness which is inappropriate for the child’s age), continual open masturbation, aggressive and inappropriate sex play
- o A child who is reluctant to go home or is kept away from school for no apparent reason
- o Does not trust adults, particularly those who are close
- o ‘Tummy pains’ with no medical reason
- o Eating problems, including overeating, loss of appetite
- o Disturbed sleep, nightmares, bed wetting
- o Running away from home, suicide attempts
- o Self-inflicted wounds
- o Reverting to younger behaviour
- o Depression, withdrawal
- o Relationships between child and adults which are secretive and exclude others
- o Pregnancy



- o When explaining injuries parents are defensive compared to genuine accidents when parents are usually distressed or blame themselves, or explanations are incompatible eg description of minor accident in relation to a major injury

It is important that any adult who sees an injury on a child takes careful note of time, place, sequence of events, nature of injury etc. This information should be immediately reported to the relevant school Child Protection Officer for follow-up. The assessment of the plausibility of the explanation of injury should be made in consultation with medical professionals when necessary.

Although children do have a variety of accidents, the most common types of injury they sustain in everyday life are usually different from the injuries caused by abuse.

Remember this list does not cover every child abuse possibility. There may be other things in the child's behaviour or circumstances that cause worry and concern.

### Transparency

St. Constantine's International School prides itself on its open, family atmosphere where respect and mutual tolerance are a priority. Parents/guardians have an important role in supporting the school. Copies of this policy and our other policies are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential. This policy will be reviewed annually.

### Safe Employment Practices

St. Constantine's International School follows the above at the school. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff and visiting staff who have been living in Tanzania are required to provide a Tanzania Police Certificate of Good Conduct. All above persons coming from areas outside of Tanzania are required to present a police clearance certificate from their country of origin as well as the country they most recently worked in. All staff should update their Tanzania Police Certificate of Good Conduct when they leave the school.

### The Role of the CPOs

The CPOs, in conjunction with the Headmaster, will review child protection policy, reports, responses and outcomes each year, with day-to-day issues being delegated to the CPOs.

They are responsible for:

- Reviewing the procedures and their efficiency
- Ensuring any deficiencies or weaknesses of the arrangements are remedied quickly
- Approving amendments to the arrangements in the light of changing regulations or recommended best practice.

The CPOs have been trained for this role in child protection and inter-agency working. They are responsible for:

- Co-ordinating child protection action within the school
- Liaising with local agencies where possible
- Ensuring that established procedures are followed
- Acting as a consultant for staff to discuss concerns
- Bringing concerns to the attention of the Headmaster and making referrals as necessary
- Maintaining a confidential recording system, including a Child Protection Register



- Regularly attending refresher courses to ensure being conversant with best practice and reporting back at least once a year to the Board

In the event of a referral or disclosure to the CPO, CPOP or CPOS will:

- Decide the appropriate action to take
- Liaise with doctors and specialists regarding suspected cases or children's disclosures.
- If a referral is made to any further agency, the CPOP/CPOS will ensure that a written report is made of the concerns.
- Ensure that confidential records are kept securely and made available to staff with immediate responsibility for a child's welfare.
- Ensure that particular attention will be paid in monitoring the attendance and development of any student who has been identified as at risk, or who has been placed on the Child Protection Register.
- Informing the Headmaster of any allegations of child abuse through an annual review whilst maintaining confidentiality.

The designated Child Protection Officer for Primary (CPOP) is Michael Murray.

The designated Child Protection Officer for Secondary (CPOS) is Clement Nderitu.

### **Raising Awareness with Students**

At St. Constantine's International School, we prepare all of our students to make reasoned, informed choices, judgments and decisions. At the start of each school year, presentations will be made to all students so that they know who to report concerns to as well as the school's responsibility to protect and assist them. 'Who Will Listen To Me?' leaflets will be available in key areas around the school to ensure that students know the school has their safekeeping and happiness as a priority and who they can approach in school if they have any worries about keeping themselves safe.

All students in primary and secondary receive weekly Personal, Social, and Health Education (PSHE) with their class teacher. These lessons are aimed at teaching students how to care for themselves.

### **Raising Awareness of Staff through Induction and Training**

Every new member of the staff in the school receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the appropriate CPO or the Headmaster. All staff must attend refresher trainings at least every three years. The CPOs undertake to retrain to level three standard every three years and ensure that all staff are regularly updated on current practice.

### **Record Keeping**

The school's records on child protection are kept locked in the Headmaster's office and are separated from routine student records. Access is restricted to the Headmaster, the Liaison Board Member and the CPOs.

### **Confidentiality**

Staff have a professional duty to share confidential information about the protection of children with the appropriate designated officer for child protection. Staff should take care not to discuss information given in confidence outside the appropriate professional contexts. Any disclosure of any information should be carefully considered and given only on a need-to-know basis.

### **Procedures**

Any member of staff with immediate concerns about a student must inform the CPO or the Headmaster in their absence. Staff should take note of any disclosure, including the time, setting and people present, detailing what



the child said and the child's presentation and behaviour as observed. This record should be written at the time, signed and dated, with a record of all action taken.

CPOs will maintain written records of all relevant follow-up including referrals to outside agencies as necessary. After initial discussions with students, CPOs will determine if additional follow-up or observation is needed and will then determine if the student will be added to the Child Protection Register. Particular attention will be paid to the attendance and development of any student who has been identified as at risk, or who has been placed on the Child Protection Register. If a student who is on the Child Protection Register changes schools, the Headmaster will inform the new school when possible.

### Handling Disclosures

Although staff may not seek information, a student may wish to confide about having suffered some kind of abuse. The following guidelines should be helpful:

- Find somewhere quiet to talk as soon as possible
- Stay calm and reassuring
- Explain that you cannot promise to keep what you are told a secret – you may have to inform the appropriate CPO or their parents
- Listen to and be non-judgemental about what the student tells you without any demonstration of shock, and tell them that whatever the circumstances, they are not to blame
- Allow the child to talk freely but do not press for details or ask leading questions – some cases may need further investigation. It is better for the child not to have to repeat details unnecessarily
- Ask the student if he/she has told anyone else
- Reassure the child that they have been heard and explain what you will do next and to whom you will talk
- Inform and pass on your written record as soon as possible to the appropriate CPO

### Allegations Against Members of Staff

Any member of staff hearing an allegation of abuse against another member of staff, volunteer or any adult involved in the work of the school must inform the Headmaster or the appropriate CPO, who must in turn inform the Headmaster. When such an allegation is made to the Headmaster, he will establish when and where the incident is alleged to have taken place, what led up to it, who was involved and who, if anyone, witnessed it. The context in which an incident occurs is crucial to understanding whether it is more properly dealt with as a conduct or competency issue or a child protection matter. Any allegation against a member of staff will be managed in accordance with the Staff Discipline Policy. All staff are aware that any physical contact with students could be open to misinterpretation. Further guidance for staff on how to avoid potential allegations can be found in Appendix I.

### Bullying

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our students and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. Please refer to the school's Anti-Bullying Policy, which offers much greater detail on this issue.

The School recognises that the use of wireless technology and other devices can play a part in the harassment and abuse of children. This will not be tolerated and will be addressed and treated as any other allegation of abuse or bullying. Any member of staff or student of the school who has knowledge or a suspicion of such an issue should bring it to the attention of the appropriate CPO who will take immediate steps to deal with the matter. All issues involving the misuse of technology will be addressed in compliance with the ICT Acceptable Use Policy.



## **Taking, Storing and Using Images of Children**

The School has a resource bank of photographs of school events and occasions. All photographs held should portray students in a positive manner; there must not be any photographs that could be considered demeaning. This data bank is accessible only to members of staff who have passwords into the system. It is used as a record of events, visits and special occasions. Images are used in students' work (rarely) and school circulars, website, Facebook / Twitter pages and magazines more often. Parental and student consent is sought at the time of admission to the school. No outside agency of any kind is allowed access to the photo storage area, nor are the students.





## APPENDIX I

### STAFF PROTECTION – A GUIDE TO STAFF TO AVOID POTENTIAL ALLEGATIONS

At SCIS, we aim to maintain a relaxed and positive atmosphere. Staff and teachers fulfil many roles, not least that of temporary parent (*in loco parentis*). With this in mind, it is important to be aware of the risk of allegations against staff, and staff must ensure that their behaviour and actions do not place themselves:

- (i) at risk of harm to themselves
- (ii) at risk of allegations of harm to a student
- (iii) at risk of allegations of inappropriate behaviour with a student.

While we should be friendly with our students, we are not and cannot be their friends. It is more often students who will seek friendship from staff and this must be gently and sensitively discouraged. Staff members should let their line manager know of any inappropriate contacts from students e.g. letters, emails, social networking contacts, cards, presents etc. It is essential that staff maintain a suitable professional distance from students.

*If any student discloses an accusation against a member of staff then the informed staff member must discuss this with the Primary or Secondary CPO. Confidentiality cannot be offered.*

#### Communication between Staff and Students

All communication with students must be professional. Remember that any email you write can be forwarded and any picture in which you feature could be circulated widely. Staff are not permitted to accept friendship requests from current students on social networking sites such as Facebook. If staff do accept friendship request from past students, be aware of your privacy and security settings, so that no information that might bring the School into disrepute can be accessed.

Private meetings with students in your own home or at social events outside of School (that are not organised by the School) are prohibited. This includes primary boarding groups visiting their mentors' homes. The only exception to this is where teachers with children in the school are playing host to their child's friends.

Staff should be conscious of the situation when having one-on-one meetings with a student, such as for offering academic support. They may leave the door open, meeting in a public place, informing the line manager of the meeting in advance. Obviously this does not apply to boarding house staff talking to students in their houses, though it would be prudent to have another person present even in a public area if the matter under discussion is serious or very delicate.

Students' bedrooms are private areas and only residential boarding staff, Senior Leadership (or those given express permission by a member of the SLT or the *Head of Boarding and Co-curriculum*) can access those areas in connection with the fulfilment of their duties. Cleaning and maintenance staff will access the rooms during the school day only.

#### Dealing with Situations involving Students

If you have a serious disagreement with a student, make a brief written record of it and pass this to your line manager. This will offer some protection should a malicious complaint be made against you.



Staff in charge of activities or facilities where safety regulations and precautions are required must make sure that these are clearly published and should draw students' attention to them from time to time. Any accidents or unusual incidents should always be recorded on the School's Accident/Incident form.

Staff should be aware that any physical contact with a child is open to misinterpretation, and should only be used when absolutely necessary. Examples include when teaching a practical skill in sport, music or outdoor education, and even then only when there is no alternative method of instruction. It may also be necessary to have physical contact with a student to prevent the student from causing physical harm to themselves or another person. All forms of corporal punishment are forbidden on school premises.



## APPENDIX II: WHO WILL LISTEN TO ME? (PRIMARY) (Colour brochures available from CPOP)

### Some of the things that might be worrying you that you feel you cannot manage alone:

An older child has treated you badly.

You are being given a hard time or someone is making fun of you.

You feel you have been shouted at or spoken to in a way which you feel is unfair by a member of staff.

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

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

Someone has:

- asked you to do something in secret that you feel unhappy about
- 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.

You are having problems with your work.

You are not happy with your living conditions (your bed, the food etc).

You are not feeling well.

### We want to help:

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. Constantine's International School is a **listening, caring** community and we want to help you feel happy again.

### What to do:

Talk to

....A close friend

....An older pupil you respect and trust

....Mr Murray / Ms Peacock / Ms Christina / Ms Chantal

....Your boarding mentor

....School Nurse

....The Headmaster

....Your form teacher, tutor or any member of staff

A problem shared is a problem halved. Talking to someone will often solve your problem.

If you choose to speak with any 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 any person listed in this leaflet, saying that you want more help.

## Who can I turn to?

### In School:

Mr Murray

Ms Christina

Ms Chantal

Ms Peacock

The School Nurse

Your boarding mentor

Any teacher

Your form teacher

A friend

Matron

Any other adult you trust in school

### Out of school:

Your parents or guardians

A relative

A friend

### Our responsibilities:

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 any adult in school to pass on for you.



### **APPENDIX III: WHO WILL LISTEN TO ME? (SECONDARY)** *(Colour brochures available from CPOS)*

If you need to speak with someone, please remember that SCIS is a listening, caring community and we want to help you feel happy again.

#### **Some things that might be worrying you:**

An older student has treated you badly

You are being bullied.

You feel you have been treated unfairly by a member of staff.

Someone has asked you to keep a secret you are unhappy about.

Someone has asked you to do something you feel is wrong or taken your property.

You are unhappy about something at home.

You are having problems with your work.

You are not feeling well.

#### **What to do:**

Talk to a close friend, an older student, your Tutor, a teacher, a prefect, House captain, school nurse, your parents, boarding staff, relatives.

"A problem shared is a problem halved"; even talking to someone will often help.

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

If you feel you cannot talk to someone, then write a letter. You can seal the letter, put the person's name on the front that you want it to go to and give it to any member of staff to pass it on for you.

#### **Our responsibilities:**

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.



Please note:

- When completing this form, only mention the child concerned. If other children are involved, please complete separate forms for each child.
- Provide a hard copy of this form to the CPO immediately.

### APPENDIX IV - Child Protection Concern Form

**RECEIVE** – listen to what a child says but do not ask leading questions except when to show you have understood.

**REASSURE** – ensure the child is reassured that he will be safe and their interests come first.

**RESPOND** – only to ensure that the child is safe and secure.

**RECORD** – make note of what you have seen or heard and the date and the time.

**REFER** – refer to the designated CPO as soon as you have any concern for a child.

Name of Child		Year Group	
Date		Time	
Concern Identified by		Location	

#### **Circumstances in which issues came to light:**

(Include how the issues came to light, who else may have been involved, what action has been taken, if any.)

#### **What you know other than from the child:**

(Include what information has been gathered and from whom.)



**Information from the Child:**

(Include what the child has said or communicated, what the child wants or feels and how the child is at this moment – if the child has not been spoken to then this section should be completed when this has been done.)

**Was there a delay in passing on the concern? YES / NO**

If yes, please comment on the reasons for the delay:

**Additional Information:**

E.g. family background, parent(s) reactions

Please ensure a factual and true record of the incident is recorded as it may be used as evidence in court.

Signature:

Date:

Once complete, please pass this form to the Relevant CPO