Isamilo International School Mwanza (IISM) Safeguarding Policy

Safeguarding at IISM

IISM is committed to providing a safe, collaborative and caring environment for all.

Our highest priority is protecting the physical and mental health of all students in our care and this responsibility is shared by everybody. We demonstrate this through our operations, the recruitment of all adults working with / around the students in our care and the physical environment of the school.

1. Introduction

Child abuse and neglect are a concern throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. IISM endorses the *UN Convention on the Rights of the Child* and *the African Charter on the Rights & Welfare of the Child*, both of which our host country, Tanzania is a signatory. The school also recognizes the Tanzanian Child Protection regulations as stated in the "Law of the Child Act" 2009.

Schools endeavour to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both on and off-campus. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at IISM must report every suspected incident of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Tanzania, to the appropriate child protection agency in the home country, and/or to local authorities.

IISM seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, IISM makes this policy available to all parents and applicants. In addition, IISM will communicate this policy to students, provide training for all staff working at IISM and will make every effort to implement hiring practices to ensure the safety of children, and will review the policy every year for compliance and effectiveness.

In the case of serious allegations, such as the case of a staff member reported as an alleged offender, IISM will conduct a full investigation. This will follow due process, keeping the safety of the child as the highest priority.

2. Preventing

As part of our overall educational programs and specific to our shared responsibility to educate children and to ensure a safe environment in which all children can learn and grow, IISM will:

1. Ensure all adults on campus who work with/around students submit a criminal background check.

- Visitors do not need a police check, but must be supervised by somebody with prior police clearance.
- An individual's police clearance check should come from the country/ies that they have been living in for the last 12 months.
- A police clearance check should be renewed every three years.
- For professional staff, their first police clearance certificate should be paid for by themselves. All renewals will be paid for by School for staff that are remaining in the School's employ.
- Any breach of this Safeguarding Policy should be reported to the Designated Safeguarding Leads (DSL).

2. Provide a developmentally appropriate and transparent education for all grade levels to help students understand personal safety, needs and rights.

3. Annually familiarise all staff, adults working around students, secondary students and parents with the Safeguarding Policy.

4. Review this Safeguarding Policy each year.

5. Advise stakeholders on how to complete a Safeguarding Referral for any cases of child welfare concerns.

6. Guide and instruct staff at each stage of the process, including how to listen, how to respond to a student, completing forms, informing the DSL and next steps.

7. All newly employed teaching staff are required to complete the TES Safeguarding online course within the first semester of employment.

3. Recognising

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a student by inflicting harm or by failing to act to prevent harm. Students may be abused in the family or in an institutional or community setting by those known to them or by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Any student in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

There are a number of specific safeguarding concerns that we recognise our students may experience. Further information regarding the categories of abuse; physical, emotional, sexual and neglect, and indicators that a student may be being abused can be found below.

1. **Physical abuse includes (but is not limited to):**
● Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
● Creating a substantial risk of physical harm to a child's bodily functioning; and/or
● Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
● Assaulting or criminally mistreating a child as defined by either the criminal code or school policy; and/or
● Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
● Failing to take reasonable steps to prevent the occurrence of any of the above

Possible indicators:
● Unexplained bruises and welts on any part of the body
● Bruises of different ages (various colours)
● Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
● Injuries that regularly appear after absence or vacation
● Unexplained burns, especially to soles, palms, back, or buttocks

- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained lacerations, abrasions, or fractures
- Regular absences

1.1 - Domestic abuse includes (but is not limited to):
- actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. Domestic abuse represents one quarter of all violent crime. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Possible indicators:
- Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Students who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

1.2 - Sexual and gender-based violence (SGBV) includes (but is not limited to):
- Sexual and gender-based violence (SGBV) is violence committed against a person because of their sex or gender.
- Although the majority of victims and survivors of SGBV are girls and women, boys and men can also be harmed by SGBV.
- Survivors of violence may experience immediate impacts including stress, distress, shock, injury, depression, HIV or unwanted pregnancy. Longer term, violence and the threat of violence can stop individuals from going to school, being able to choose if and who they marry and from reaching their full potential

Possible indicators:
- Excessive play with their own private body parts.
- Persistent sex play with friends, toys, or pets.

- Frequent drawings that have sexual content.
- Unusual, persistent, or developmentally inappropriate questioning about human sexuality
- Quieter, more distant and withdrawn
- Wetting the bed
- Changes in behaviour
- Reluctant to look after their personal care and hygiene, dressing differently
- Swelling and soreness
- Pain when using the bathroom (possible urinary tract infection)
- Symptoms of sexually transmitted infections

1.3 - Female Genital Mutilation (FGM) is:

- a form of child abuse. It is dangerous and a criminal offence in Tanzania. We know there are no medical reasons to carry out FGM. It is often performed by someone with no medical training, using instruments such as knives, scalpels, scissors, glass or razor blades. Children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained. It is used to control female sexuality and can cause long-lasting damage to physical and emotional health.

Possible indicators:
- A relative or someone known as a 'cutter' visiting from abroad.
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A female relative, like a mother, sister or aunt has undergone FGM.
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
- A girl has an unexpected or long absence from school.
- A girl struggles to keep up in school.
- A girl runs away – or plans to run away - from home.

FGM can happen at different times in a girl or woman's life, including:
- when a baby is new-born.
- during childhood or as a teenager.
- just before marriage.
- during pregnancy.

- FGM is illegal in Tanzania under the Tanzania Law of the Child 2009. It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

1.4 - Honour-based Violence is:
- Described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- Honour based violence might be committed against people who (including but not limited to);
    - Become romantically involved with someone from a different culture or religion;
    - Want to get out of an arranged marriage;
    - Want to get out of a forced marriage;
    - Wear clothes or take part in activities that might not be considered traditional within a particular culture.
    - Separate or divorce.
    - Start a new relationship.
    - Talk to or interact freely with men.
    - Become pregnant or give birth outside of marriage.
    - Have interfaith relationships or marry outside a specified religion.
    - Have sex before marriage.
    - Marry a person of their own choice.
    - Access higher education without approval of their family.
- It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

1.5 - Forced Marriage is:
- a marriage in which one or both people do not (or in cases of people with disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

- not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Possible indicators:
- Parents removing a child from education, preventing further education or extra-curricular activities
- There may be noticeable levels of absenteeism or lateness.
- There may feel like an element of 'surveillance' and control by the family or community members.
- Significant personality changes may become evident. The victim may appear depressed, withdrawn, anxious or suicidal. There may be noticeable deterioration in the victim's self-esteem and appearance.
- The victim may run away, go missing from home or have a fear of returning home.
- The victim may talk about a family holiday abroad and may seem anxious about this.
- May fail to return home from a visit to the family's country of origin.
- Early and/or unwanted pregnancy.
- Domestic incidents or crimes at the family home. The fact that a victim was forced to marry may only reveal itself years after the marriage has taken place.
- Victims appear to be dominated - subject to financial control, no access to mobile phones, internet etc.

1.6 Self-Harm includes (but is not limited to):
- Hurting yourself or damaging your health on purpose. There are lots of different ways someone could self-harm, including: cutting or scratching, causing bruises, banging their head against a wall, punching a wall, pulling out their hair, burning themselves, falling over on purpose and breaking a bone on purpose.

Possible indicators:
- Covering up, for example by wearing long sleeves, a lot of the time, especially in summer.
- Unexplained bruises, cuts, burns or bite-marks on their body.
- Blood stains on clothing, or finding tissues with blood in their room.
- Becoming withdrawn and spending a lot of time alone in their room.
- Avoiding friends and family and being at home.
- Feeling down, low self-esteem or blaming themselves for things.

- Outbursts of anger, or risky behaviour like drinking or taking drugs.

2. Neglect includes (but is not limited to):
- Failure to provide for a child's basic needs within their own environment.
- Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision – this would include failure to provide proper adult guardianship, such as leaving children unsupervised at home for any extended period of time.
- Medical (e.g., failure to provide necessary medical or mental health treatment); and/or
- Emotional (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge the presence of child, invasion of privacy for no specific reason, violent threats, etc.)
- Affluent (e.g. always has money, snacks, material possessions, emotionally absent parents, parents who are disconnected from school life, parents absolve themselves of responsibility, hostility from parents)

Possible indicators:
- Child is unwashed or hungry
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Both parents or legal guardians are absent for an unreasonably long period of time
- Parents cannot be reached in the case of an emergency
- Obesity or other mal-nourishment
- Absenteeism
- Lack of behavioural and social parameters
- Anxiety or changes in behaviour just before school breaks

2.1 - Fabricated or induced illness (FII) is:
- a rare form of child abuse. It occurs when a parent or carer exaggerates or deliberately causes symptoms of illness in the child.
- also known as "Munchausen's syndrome by proxy" where a person pretends to be ill or causes illness or injury to themselves.

Possible indicators:
- Fabricated or induced illness (FII) covers a wide range of symptoms and

behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours include a parent/guardian or other carer who:

- Persuades healthcare professionals that their child is ill when they are perfectly healthy
- Exaggerates or lies about their child's symptoms
- Manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- Deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medicine or other substances.

3. **Sexual abuse includes (but is not limited to)**:
- Committing or allowing to be committed any sexual offence against a child as defined in the Tanzania Law of the Child Act 2009 and the school policy or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

- Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as grooming, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behaviour of the offender.
- Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report. Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Possible indicators:
- Sexual knowledge, behaviour or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital, or anus areas
- Difficulty in walking or sitting
- Refusing to change into physical education (PE) clothes, fear of bathrooms
- Child running away from home and not giving any specific complaints

- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting

3.1 - Produced sexual imagery (sexting) is:
- The practice of individuals sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given individuals the opportunity to produce, store and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.
- A person creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

- *Possible indicators:*
  - Switch to a new screen when you come near the computer.
  - Being secretive or anxious about their phones.
  - Deleting histories.
  - Overreacting when you pick up their phone.
  - Crying, isolation and a change in grades or behaviour which may be the result of public ridicule from exposure to sexting.

3.2 - Child Sexual Exploitation (CSE) is:
- a form of sexual abuse where children are sexually exploited for money, power or status. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.
- Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. IISM is aware there is a clear link between regular school absence/truanting and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.
- It may include non-contact activities, such as: involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse (including via the internet).

Possible indicators:
- Being secretive about who they are talking to and where they are going.
- Often returning home late or staying out all night.
- Sudden changes in their appearance and wearing more revealing clothes.
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women.
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong).
- Using sexual language that you would not expect them to know.
- Engaging less with their usual friends.
- Appearing controlled by their phone.
- Switching to a new screen when you come near the computer.

- The DSL will carry out an investigation using appropriate screening tools on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is or who is at risk of being sexually exploited.
- IISM is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.
- IISM includes the risks of sexual exploitation in their PSHE curriculum. During these lessons, students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.
- IISM does not tolerate any sexual relationship between an adult (faculty, staff, visitor, guest, resident, volunteer, contacted services member) and a student (regardless of age). In such a relationship consent cannot be given or accepted, and it would mean that this policy has been violated.

3.3 - Trafficking is:
- Where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for; sexual exploitation, benefit fraud, forced marriage, domestic slavery like cleaning, cooking

and childcare, forced labour in factories or agriculture, committing crimes, like begging, theft, working on cannabis farms or moving drugs.
● Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited.

Possible indicators:
● Spend a lot of time doing household chores
● Rarely leave their house or have no time for playing
● Be orphaned or living apart from their family
● Live in low-standard accommodation
● Be unsure which country, city or town they are in
● Cannot or are reluctant to share personal information or where they live
● Not be registered with a school or a GP practice
● Have no access to their parents or guardians
● Be seen in inappropriate places like brothels or factories
● Have money or things you would not expect them to have
● Have injuries from workplace accidents
● Give a prepared story which is very similar to stories given by other children.

4. **Emotional Abuse** is:
   ● is any type of abuse that involves the continual emotional mistreatment of a child. It is sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Possible indicators:
● Emotional abuse is often a part of other kinds of abuse, which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.
● There might not be any obvious physical signs of emotional abuse or neglect. And a child might not tell anyone what is happening until they reach a 'crisis point'. This is why it is important to look out for signs in how a child is acting.
● As children grow up, their emotions change. This means it can be difficult to tell if they are being emotionally abused. But children who are being emotionally abused might:
  ● Seem unconfident or lack self-assurance
  ● Struggle to control their emotions
  ● Have difficulty making or maintaining relationships

- Act in a way that is inappropriate for their age.
- The signs of emotional abuse can also be different for children at different ages.

4.1 - Cyber bullying is:
- any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles. Cyberbullying is common. Unlike other types of bullying, it can happen anytime, anywhere – a child can be bullied when you might think they are safe when they are alone in their bedroom. It can feel like there is no escape.
- Children may know who is bullying them online or someone using a fake or anonymous account may target them. Cyber bullying negatively impacts children emotionally, psychologically and socially.

Possible indicators:
- Sending threatening, blackmailing or abusive text messages
- Racism or sexism
- Making silent, hoax or abusive calls
- Creating and sharing embarrassing images or videos
- 'Trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Sending predatory messages that exploit one's vulnerabilities
- Pressuring children into sending sexual images or engaging in sexual conversations.

5. **Gang and youth violence** is:
   - child abuse where children and young people are manipulated and coerced into committing crimes.
     - **Peer group:** A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.
     - **Street gang:** "Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and

violence is integral to the group's identity."

- **Organised criminal gangs:** "A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most, crime is their "occupation.""

- It is not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

Possible indicators:
- Peer pressure and wanting to fit in with their friends.
- They feel respected and important.
- They want to feel protected from other gangs, or bullies.
- They want to make money, and are promised rewards.
- They want to gain status, and feel powerful.
- They have been excluded from school and do not feel they have a future.

6. **Faith-based abuse includes (but is not limited to)**:
- Practices relating to spirit possession and witchcraft and is often a hidden crime which is under-reported but can have significant impact on children. This may occur in many forms, including physical, emotional, sexual abuse or neglect.

Possible indicators:
- 'Honour' based violence.
- Belief in concepts of witchcraft and spirit possession.
- Sexual assault and rape used as tools of control.
- Demons or the devil acting through children or leading them astray.
- The evil eye or djinns and dakini.
- Ritual or muti-murders where the killing of children is believed to bring supernatural benefits or the use of their body parts are believed to produce potent magical remedies.
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

7. **Radicalisation and extremist behaviour** is:
- The process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.

- Extremism is defined as 'vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

- *Possible indicators:*

  Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:
  - Isolating themselves from family and friends,
  - Talking as if from a scripted speech,
  - Unwillingness or inability to discuss their views,
  - A sudden disrespectful attitude towards others,
  - Increased levels of anger or increased secretiveness, especially around internet use.

8. **Bullying includes (but is not limited to)**:
   - Behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It is usually repeated over a long period of time and can hurt a child both physically, mentally and emotionally. Bullying that happens online, using social networks and mobile phones, is called **cyber bullying (see above).** Other types of bullying include relational bullying, physical bullying, and verbal bullying.

   Possible indicators:
   - Verbal abuse, such as name calling and gossiping
   - Non-verbal abuse, such as hand signs or text messages
   - Emotional abuse, such as threatening, intimidating or humiliating someone
   - Exclusion, such as ignoring or isolating someone
   - Undermining, by constant criticism or spreading rumors
   - Controlling or manipulating someone
   - Physical assaults, such as hitting and pushing
   - Online cyber bullying

   *Note: These signs can be covert, and hidden from view, requiring fluency in the language of bullying before they are detected.

   - **Racism** - Our policy on racist incidents is set out separately in our Anti-

Discrimination Policy, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

9. **Peer on Peer Abuse includes (but is not limited to)**:
   ● Physical and sexual abuse, sexual harassment and violence, emotional harm, on and offline bullying and harassment, teenage relationship abuse.
   ● Inappropriate behaviour in group chats and/or private messages. cornering, stalking, comments about sexually traumatic experiences and leering.
   ● Unwelcome and/or uninvited touches to self or clothing.
   ● Grooming children for sexual and criminal exploitation. It is hard to say just how widespread a problem it is. But we know that there is extensive evidence of peer-on-peer abuse in the context of both sexual and criminal exploitation.
   ● Peer-on-peer abuse can and does happen in a whole range of settings that children attend. However, it often goes unseen. It might take place online, for example, or away from the school or setting.
   ● In most instances, the expected conduct of students toward each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. IISM recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'.

Possible indicators:
   ● Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
   ● Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
   ● Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.
   ● Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes

assault with injury offences.
- The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

4. Responding to disclosures from others

How should I respond to a student who reports being abused or neglected?

While it is normal to feel a little overwhelmed and confused in this situation, listening to a student who shares possible abuse or neglected information to you is one of the most important roles you can perform. Just remember, you can make a tremendous difference in the life of an abused or neglected student. While not exclusive, here are a few **DOs** and **DO NOTs** that may help ease your mind if a student shares information with you about their situation.

DO:
- ✓ Remain calm and reassuring. A student may retract information or stop talking if they sense a strong reaction
- ✓ Find a private place to talk without interruptions or risk of being overheard
- ✓ Put the student at ease by sitting near them, not behind a desk
- ✓ Ask permission before touching the student. Touch may be associated with physical or emotional pain in students who have been physically or sexually abused
- ✓ Reassure the student that they are not in trouble and have done nothing wrong
- ✓ Use the student's vocabulary when reporting, not yours
- ✓ If possible, write down exactly what the student says to you
- ✓ Let the student know what you will do: *"We need to tell the counselor. He/she knows how to help you and your family"*
- ✓ Support the student: *"I'm sorry that happened to you"*
- ✓ Do what you can to make certain the student is safe from further abuse

DO NOT:
- ✗ Press for details. You do not need to prove abuse or neglect. Simply report the case to the Deputy DSL of your school
- ✗ Ask "why" questions or interrogate. These questions require students to explain actions that they may or may not understand, or are unable to interpret properly, and this may confuse or fluster the student making it harder for them to continue
- ✗ Promise that you will not tell anyone about the student's disclosure of possible abuse or neglect

- ✗ Ask leading or suggestive questions: *"It must have hurt you a lot, didn't it?"* or *"Did your father do that to you?"*
- ✗ Make angry or critical comments about the alleged perpetrator. The student often knows, loves, or likes this person
- ✗ Disclose information indiscriminately. Keep in mind the student's right to privacy and your obligation to confidentiality
- ✗ Make the student feel different or singled out
- ✗ Investigate the case yourself
- ✗ Make judgement on whether the student is being truthful. Accept their disclosure and report it
- ✗ Put your personal feelings into your conversations: *"I am not surprised, you know how much I've been worried about your behaviours"*

Culturally and Linguistically Diverse Considerations

It is important to keep in mind cultural influences when assessing information or behaviour, and to avoid allowing personal beliefs or biases to influence decision-making. Culture shapes attitudes and ideas about acceptable student behaviour and discipline. For example, a family might have a different attitude toward nudity that is more relaxed than is typical. The same can be said for family sleeping, which is common in some cultures. Some families consider spanking an acceptable disciplinary measure, while other families find it unacceptable under any circumstances. These values can vary widely and cultural issues need to be understood. In order to work with people with various cultural identities in a way that promotes respect and dignity, it is important that you:
- ✓ Recognize any of your own pre-existing beliefs and biases and remain neutral
- ✓ Become educated about our culture(s) and understand information within the context
- ✓ Resist the temptation to classify or label people based on cultural preconceptions

5. Reporting Disclosures

What happens if I have cause to suspect that a student has suffered abuse or neglect?

The above mentioned possible indicators of abuse and neglect will be used by the stakeholder for reporting to a DSL who will determine what the next steps will be.

A referral must be made when a stakeholder has reasonable cause to suspect that a student has suffered abuse or neglect. All referrals are confidential and should be made discreetly.

Behavioural indicators in isolation do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral. All IISM employees are also required to report any suspicion of abuse or neglect, no matter how insignificant it may appear.

When safeguarding concerns require intervention:

All safeguarding concerns must be made to the DSL timeously through the agreed procedures.

Parents/Guardians will be notified in cases where their child is under 18 years of age. In cases where the notification to the parent might put the child's safety in danger, the nature of that notification will be duly considered. In cases where the student is over 18 years of age, they can choose whether their parents get notified or not.

Stages
Step 1
When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the responding adult will seek advice from the DSL.

The DSL will take initial steps to gather information regarding the reported incident and will form a school-based response team as needed to address the report. This will be done as expeditiously as possible.

In no case or situation will it be mandatory for the complainant to write a report of what happened, in order to protect them from going through the trauma that they experienced again. The complainant is encouraged to have a voice recorded testimony, however it is not mandatory and a written record by a DSL can replace it. All referrals must be recorded in writing.

The response team could include the counsellor and other individuals as the DSL sees fit. In all cases, follow up responses will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

The following procedure will be used:

1) Interview staff members as necessary and document information relative to the case.
2) Consult with school personnel to review the child's history in the school.
3) Determine the course of follow-up actions.

Step 2
Based on acquired information, a plan of action will be developed by the School-Based Response Team to assist the child and family.

Actions that may take place are:
- Discussions between the child and Counselor in order to gain more information. Depending upon the age of the child, these discussions may include drawing pictures and using dolls to elicit more information as to what may have occurred.
- In-class observations of the child by the teacher, counsellor, or administrator.
- Meetings with the family to present the School's concerns.
- Referral of the student and family to external professional counselling. In cases of severe abuse or where outside authority is deemed necessary and may result in further investigation and possible actions: Notification of the management of the sponsoring employer of the concern with the child/family, or to the welfare office at the home-of-record.
- Consultation with the National Committee and/or Consulate of the country of the involved family.
- Consultation with the school or another attorney.
- Informal consultation with local authorities

Step 3:
Actions that may take place are:

- Subsequent to a reported and/or substantiated case of child abuse or neglect: The counselor will maintain contact with the child and family to provide support and guidance as appropriate.
- Where appropriate, the counsellor will provide the child's teachers with ongoing support.
- Where appropriate, the counsellor will provide resource materials and strategies for teacher use.
- The counsellor will maintain contact with outside therapists and multidisciplinary teams to update the progress of the child in school.

All documentation of the investigation will be kept in the child's confidential counselling records file. Records sent to schools to which the student may transfer will be flagged to let the receiving school know there is a confidential file for the child. IISM will make every attempt to share this information to protect the child.

Most cases of suspected abuse or neglect will be handled by the school, such as those involving:

- Student relationships with peers.
- Parenting skills related to disciplining children at home.
- Student-parent relationships.
- Mental health issues, such as depression, low self-esteem, grieving.

Some cases will be referred to outside resources, for example:
- Mental health issues such as severe depression, psychosis, dissociation, suicidal tendencies

Cases reported for investigation and outside resources:

Severe and ongoing physical abuse or neglect.
- Sexual abuse and incest.

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:
- Local authorities.
- The consulate.
- The employer.
- The National Committee

The IISM Safeguarding Policy works for the child, for the family, and for our community. Research indicates that international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The IISM Safeguarding Policy works to respond at all three levels.

In the event that the school investigation and outcome falls short of the complainant's expectations, they will be invited to take the matter up with the law enforcement agencies in Tanzania. This is referenced in the "Investigation and Disciplinary Hearing Procedures" document.

In the event that an accusation is proven deliberately false, the School Behaviour Policies will be followed to determine sanctions. Similarly, in the event that a party wishes to appeal the decision, the protocols of the Behaviour Policy will be followed

Both the victim and the perpetrator will be offered support and talks with the counsellor.

6. APPENDICES

Appendix 1

SAFEGUARDING REFERRAL FORM

Reporting date: (DD/MM/YY) _____

Time: _____

DETAILS OF CHILD / YOUNG PERSON

Initial referral ☐   Follow-up referral ☐

First Name:		Family name:	
Age:	Sex:		Class:
Present location of the child:			
Date and time of incident/disclosure/when concern was raised:			

REASON FOR SUSPECTING ABUSE/NEGLECT AND / OR DETAILS OF DISCLOSURE *(e.g. observed injuries, observed signs of abuse and/or neglect – be specific and explain in detail)*

REPORTED BY

| **Name of person raising concern**	
Position (Designation)	
Signature	
Witness	
Individual (name of student)	
Other	

I _____understand and agree that all the information obtained from the child/young person and subsequently recorded on this form should remain confidential.

Completed form should be submitted to the Designated Safeguarding Lead (DSL) for next action.

Appendix 2

Individual's Name:

_____

Indicate on the chart below all bruises/ discolorations, skin breaks, injuries etc.

FRONT   BACK   RIGHT SIDE   LEFT SIDE
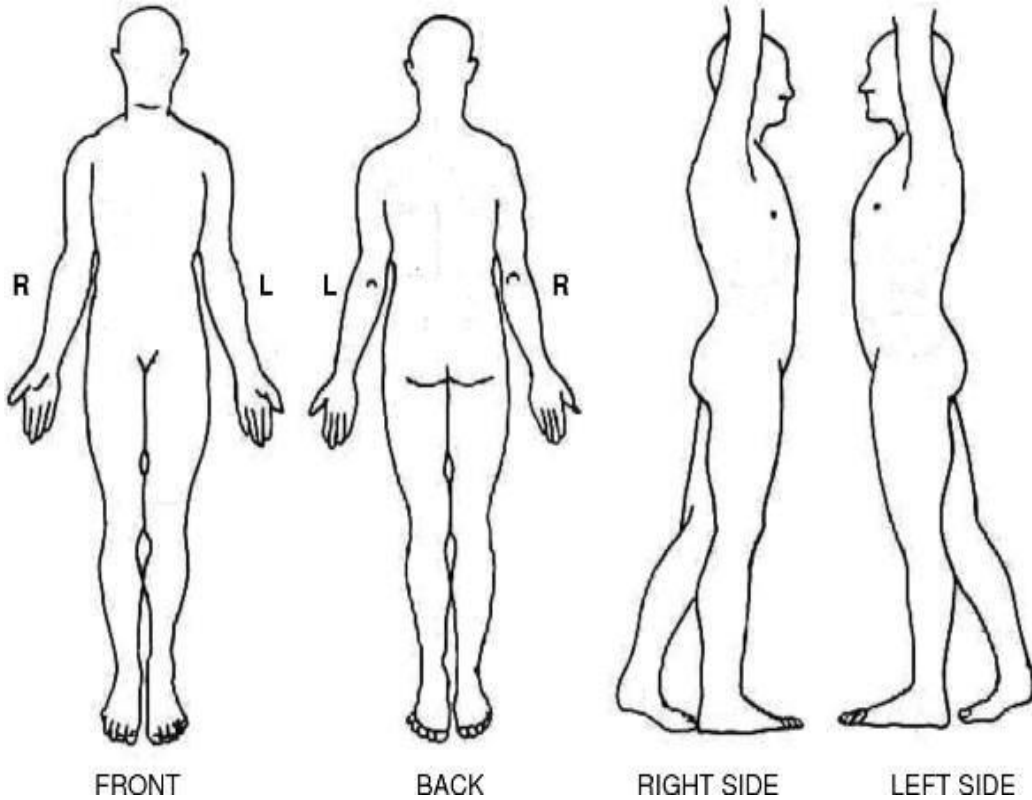
Describe below as needed, being as specific as possible (measure in cms)
If there is more than one area affected, please number them (1,2,3 etc.)

Description:

_____

___

Appendix 3 - Glossary of Safeguarding Terms

Terminology in the area of safeguarding children can be complex and changes as services are reshaped. This glossary sets out what is meant by some key terms.

Abuse and neglect
These are forms of maltreatment of a child.

Assessment
The process of defining an individual person's needs, making a judgement about the risk of harm, deciding on the help that they require and determining their eligibility for services.

Cause for concern
A reason to be worried about the health, development or welfare of a child and recognising that this cause may be preventable by seeking services for the child and/or their family.

Child
Anyone who has not yet reached their 18th birthday.

Child protection
Process of protecting individual children identified as having suffered, or at risk of, significant harm as a result of abuse or neglect.

Confidentiality
Confidentiality is the process of handling information that is identified as being of a personal and sensitive nature.

Consent
Agreement given by a person who is competent to do so.

Consultation
An opportunity to seek advice and/or information with a view to guiding practice.

Domestic Violence & Abuse
Any violence or abuse between current or former partners in an intimate relationship, wherever and whenever violence occurs. The violence or abuse may include physical, sexual, emotional or financial abuse.

Leering
Looking or behaving in a way that shows sexual interest, especially when this is not wanted.

Parent
This is a generic term that may include birth parents, step-parents and carers of children.

Partnership
The practice of working together in such a way that there is equality of respect for each participant's views with a commitment to openness and building on the strengths of everyone involved. Partnership does not mean that everyone agrees all of the time but that people have a commitment to find a way to do what is best for children.

Referral
A request for help from and/or for an individual from a public body.

Risk
The probability of something (e.g. harm to a child) happening. The harsher the damage caused by it happening and the more likely the event, the greater the overall risk.

Safeguarding and promoting the welfare of children
The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care which is undertaken so as to enable children to have optimum life chances and enter adulthood successfully.

Signposting
Signposting is a method of helping people find the services that they want without necessarily making a referral for them. It offers a better opportunity for users of services to make decisions about the range of services that they can access and which one is right for them.

Wellbeing
Section 10 of the Children Act 2004 requires local authorities and other specified agencies to co-operate with a view to improving the well being of children in relation to the 5 outcomes first set out in "Every Child Matters".

Appendix 4 – Designated Safeguarding Leads

Acting Head of School
Mr. Martin Downs
WhatsApp: +44 785 338 138
Email: headofschool@isamiloschool.org

Acting Head of Secondary School
Ms Leandi Van Vuren
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Deputy Head of Primary: Head of EYFS / KS1
Miss Emily Dodd
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Head of Primary School
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