

CHILD SAFETY OUR COMMITMENT



The congregation of the ‘Daughters’ of the Sacred Heart’ is a religious Institute of consecrated life of pontifical Right. A registered congregation under the Tanzania law with the registrar of societies. The congregation owns and manages Sacred Heart Primary School in Dar es salaam.

Recognizing that complaints of abuse may arise in relation to our day-to-day interaction with children and vulnerable adults, Sacred Heart regard it appropriate that there are desirable policy and procedures for dealing with children. The child and vulnerable adults’ protection policy, has been written to ensure that, every child and vulnerable adult whom we come into contact at Sacred Heart School as well as our Missions is protected and safe guarded.

The policy covers all people; staff, parents, volunteers, persons responsible to drop or pick pupils and visitors in our compound. The Policy ensures that none of the persons above engage in a behavior that could allow abuse, to occur or actions that could be misinterpreted by the children, their guardians or authority as constituting or leading to abuses.

SAFEGUARDING
POLICY FOR
CHILDREN AND
VULNERABLE
ADULTS
TANZANIA

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Introduction

The congregation of the ‘Daughters’ of the Sacred Heart’ is a religious Institute of consecrated life of pontifical Right. A registered congregation under the Tanzania law with the registrar of societies. The congregation owns and manages Sacred Heart Primary School in Dar es salaam.

Recognizing that complaints of abuse may arise in relation to our day-to-day interaction with children and vulnerable adults, Sacred Heart regard it appropriate that there are desirable policy and procedures for dealing with children. This child and vulnerable adults’ protection policy, has been written to ensure that, every child and vulnerable adult whom we come into contact at Sacred Heart School as well as our Missions is protected and safe guarded.

The policy covers all people; staff, parents, volunteers, persons responsible to drop or pick pupils and visitors in our compound. The Policy ensures that none of the persons above engage in a behavior that could allow abuse, to occur or actions that could be misinterpreted by the children, their guardians or authority as constituting or leading to abuses.

This policy is informed by;

- Gospel values and principles
- Tanzania Episcopal conference guidelines 2017
- Tanzania law of the child act 2009
- The united Nation convention on the right of the child UNCRC (1996)
- The constitution of the ‘Daughters of the Sacred Heart’ on issues of a child.
- Popes Apostolic letter; ‘Vos estis lux Mundi’2019

Updated and reviewed by;

Sister in charge: **Signed** **Date**

Chairman of School Committee: **Signed**..... **Date**.....

Head teacher: **Signed** **Date**

Designated Safeguard Person: **Signed** **Date**

1.0 Written policy and procedures

1.1 Policy Statement

Sacred Heart is committed to respecting the rights and dignity of all people specifically children and vulnerable adults. In particular, we have a moral responsibility and legal obligation to ensure that children and vulnerable adults entrusted to us receive the highest possible standard of care by providing a safe and enabling environment. We are committed to devising and implementing policies so that everyone accepts their responsibility to safe guard and protect the child from all form of harm and abuse. This implies following procedures to protect children and report concerns about their welfare to appropriate staff and authorities.

Sacred Heart School is committed to a zero-tolerance approach towards harm against children by ensuring that: i) the welfare of the child is paramount ii) all children, regardless of age, culture, disability, gender, language, racial, origin and religious beliefs have rights in general and in particular the right to protection from all types of abuse, ***‘Every child, matters’*** ii) all suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately iii) All staff (paid / unpaid) covered by this policy have a responsibility to report concerns to the appropriate person, normally the designated safeguarding persons or the head teacher iv) the policy can be easily seen and accessed by all staff v) all staff receive appropriate training, a reader friendly policy is disseminated to staff and beneficiaries vi) there is safe recruitment in checking the suitability of staff and volunteers vii) create awareness of child safeguarding issues and orienting pupils with skills needed to keep themselves safe viii) establish a learner friendly and safe environment for learning .

2.0 Code of conduct for the Adults working with children

All staff, new and existing are encouraged to demonstrate exemplary behavior in order to promote a child's welfare and reduce the likelihood of allegations being made.

2.1 In order to promote the best practices; all Sacred heart members, volunteers and staff are required to:

- Be responsible adults that promote an atmosphere of tolerance, respect and actively challenge extremist views that threaten this atmosphere.
- Be excellent role models, be trusted by a child, use appropriate language that empowers the child, be punctual, give clear instruction, know professional boundaries, be positive, react and respond appropriately to a variety of situations.
- Refrain from smoking, drinking alcohol and use of hard drugs.
- Be aware of the correct action to take with regard to arranging transport, giving a lift or give first Aid services.
- Be visible to others when working with children.
- Show neutrality to children regardless of their race, culture, age, gender, disability social status or religious beliefs.
- Encourage discussion and open expression among the children
- Ask permission before taking a photograph.
- Help children develop a sense of their own rights and know what to do if they are violated.
- Dress in a way which at least covers shoulders to knees in respect to local customs,
- Involve children and vulnerable adults as appropriate in conversations and making decisions which affect them.
- Maintain a safe and appropriate distance with children in your care
- Avoid unnecessary physical contact with young people. Where any form of manual/ physical support is required, it should be provided openly and with the consent of the young person.
- Ensure you work in pairs with the appropriate gender.

2.2 Sacred Heart generally regard the following as inappropriate behaviour.

they should NOT:

- Develop relationships with children that can be deemed in anyway exploitative or abusive.
- Do things of a personal nature that a child can do for herself. e.g., dressing, bathing
- Show favoritism or spend excessive amount of time with one child.
- Act in any way that are intended to shame, humiliate, belittle or degrade a child
- Use media, internet, video and photographs that are in appropriate.
- Behave physically in a manner that is sexually provocative
- Take a child home alone or spend time alone with individuals, away and out of sight from others.
- Expose children to hazardous work.
- Hit or otherwise abuse.
- Fail to act upon and record any allegations made by a child.

- Use language, make suggestions or offer advice which is inappropriate, offensive, sexual, aggressive or illegal.
- Help children change clothes in toilet if you are alone with them
- Violate confidentiality agreements or privacy
- Behave in any way that could be misinterpreted by another person.
- Allow children to use inappropriate language unchallenged

2.3 Safe recruitment procedures

Sacred Heart recognizes that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children in Sacred Heart School.

Sacred Heart School will ensure safer recruitment procedures by;

- Ensuring that interviews are conducted by more than one person and at least one member of the interviewing panel is always trained and has knowledge of child protection issues.
- Staff must provide proof of identity prior to taking up employment with Sacred Heart School.
- Selection procedures to apply to all applicants irrespective of whether their position is a part time, permanent, full-time, or voluntary.
- A self – disclosure form about any criminal record and suitability to work with young people must be completed prior to employment (good conduct certificate given by the police)
- References will include a specific enquiry as to whether there is any impediment to the staff being employed in a situation where he/she will have responsibility for the care of or substantial access to children.
- All references will be followed up by ensuring two references in writing.
- Any gaps of CVs must be explained satisfactorily.
- Employing the staff on a probation period before permanent employment
- Maintaining staff records in the file and evaluating the staff performance annually.
- Issuing a copy of Sacred Heart School safeguarding policy for teachers to sign their commitment on its implementation.
- Upon employment, the staff shall sign the contract as a commitment to the safeguarding policies and procedures.

All advertisement for staff will state; “Sacred Heart School follows a policy of Safer recruitment” In addition, the interview questions will specifically be designed to explore the candidate’s attitude towards working with children. In the event that we have to employ someone before receiving the certificate, of good conduct, additional checks on suitability will be undertaken by way of obtaining extra references both verbal and written.

Care and scrutiny will be done to assess the credibility of the certificate since a times disclosure of a criminal record is never sufficient evidence of a person’s appointment.

2.4 Staff training and induction

Sacred Heart School, undertakes to provide training sessions and to promote understanding and awareness of the child protection and safe guarding policy.

Sacred Heart will assist staff through training to;

- Analyze their own practice against established good practice, and to ensure their practice is not likely to in allegations being made.
- Recognize their responsibilities and demonstrate how to report any concerns about suspected poor practice or possible abuse.
- Respond to concerns expressed by a child
- Work safely and effectively with children
- Receive advisory information outlining good practice and informing staff about what to do it.
- Give first Aid training.

All staff sign a declaration that they have received and understood this training and comprehend the importance of the issues raised.

Inductions

All employees will be upon appointment receive an induction, during which;

- Checks will be made that self – disclosure forms have been completed
- Qualifications will be substantiated.
- The job requirements and responsibilities will be clarified
- Child protection procedures will be explained, and a copy of our safe guarding policy which includes the code of ethics and conduct and child protection policy will be given followed by signing the self- declaration form.
- The name and contact details of the designated person will be given.

2.5 MANAGING RISKS THROUGH ORGANIZING SAFE ACTIVITIES FOR CHILDREN.

Risk assessments are completed for every activity undertaken and are central to effective safeguarding of our pupils. The head teacher ensures that the correct risk assessment is given to relevant staff leading an activity who reads and understands the potential risks involved in the activity and what to do should anything happens.

2.5.1 procedures for ensuring the physical safety of children in the school

- No internal doors to classrooms will be locked whilst pupils are present in these areas.
- There will be enough lighting in and out of the class, toilets and around the buildings.
- Unsafe equipment, slippery walls, loose desks, chairs, broken glasses, loose electric wires, stairs and unsafe playground shall be taken care to ensure safety for children.
- Entry to school premises will be secured by a strong gate that is secured physically or by constant staff supervision or video surveillance. (CCTV cameras).
- Authorized visitors to the school will be logged into and out of the premises. Unidentified visitors will be challenged by staff or reported to the Head teacher or school office. Similarly, Carelessness in closing any controlled entrance will be challenged.
- The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police. so that if police stop these individuals, they can be spoken to about what they were doing and dealt with accordingly. Brief

information about the incident will be sent to Safeguarding person with a view to alerting other local schools in liaison with the police and through appropriate systems.

- Parents, care givers or relatives may only take still or video photographic images of pupils in school or on school-organized activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film.
- In places such as toilets, separate supervision of boys and girls to be adhered to. There will be a male and female teacher using the pupils' toilets to ensure gender- appropriate supervision of possible child safety concern.

2.5.2 Pupils information:

Each pupil shall be given a diary which will include the name of the child, parents, residence, and contacts of both parents, pupils code of conduct and the information of the school. In case of any emergency the child would easily be identified and assisted or the parents or school easily contacted.

2.5.3 Supervising children' activities:

Proper supervision and ultimate keenness to be provided in relation to all the events, programmes and activities organized within the school and during school trips. Activities to be organized to maximize participation, fun and learning and at the same time observing the safety of the child. Children shall not be left unattended as both male and female teachers shall be responsible of supervising the activities.

2.5.3 Safeguarding risks on information technology:

The policy on the use of email and the internet in relation to children shall be clearly stated. Use of any computer/tablet/phone/school website to send offensive emails or to receive, view or send pornography of any kind with children or any other form of offensive or inappropriate material with children will be subject to disciplinary proceedings. In case of suspicion, it shall be regarded as a child protection issue requiring immediate action in accordance with the procedures for responding to suspicions or allegations of child abuse. The school tablets used by children for digital learning to be fitted with appropriate blocking/filtering software. The staff and the parents shall receive training on how to protect the children against online abuse.

2.5.4 Child safety education:

Sacred Heart will work with partners to promote a whole healthy school approach including a focus on the curriculum through:

- Developing a school ethos, culture, spiritual, moral, social and cultural, development provision and environment which encourages a healthy lifestyle for all pupils, including the vulnerable;
- Using the full capacity and flexibility of the curriculum (the child safety club to be integrated in the school time table). Pupils shall meet weekly to receive education on self- protection.
- Providing reproductive health education as part of Personal Development.
- Providing high quality Physical Education (PE) and sport to promote physical activity;

- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health;
- Working in partnerships with parents/careers, local communities, external agencies and volunteers to support health and wellbeing of all pupils including the vulnerable.

2.5.5 Parental involvement:

It is our policy to work in partnership with parents or guardians to ensure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this policy through:

- use clear statements in our brochures and correspondence.
- liaise with community leaders in our locality to get full information of the families.
- Translate the policy into Kiswahili and avail it to any parent who requests it. The policy will also be available through the school's web site.
- Utilize the organized parents' meetings for training and discussion on the child safeguarding issues.

2.5.6 Road safety:

All pupils to be given appropriate training during inductions in the area of road safety: crossing roads safely, using pedestrian crossings and so on. All the private transport providers to be registered in the office.

2.5.7 Missing pupils:

Daily registers are kept for all lessons and activities. The class teacher and the Teacher on duty do classroom checks first thing in the morning to ensure all students are present. Missing pupils are reported to the head teacher who then follows this up by contacting the family. An attendance policy is printed in the student diary and expectations regarding attendance are covered in the student induction.

2.5.8 Fire safety:

All staff and pupils to receive periodic fire drills (at least twice per year) which includes training in the use of firefighting equipment. Fire assembly zone identified and marked. Pupils to be taught how to respond to the whistle rather than the bell. The sockets to be placed high

2.5.9 Medical:

Medical consent forms are obtained for all pupils as are personal details forms. Medical information is first relayed to the office on admission of the child. In addition to this they would provide a report in writing to the relevant teachers concerning any specific medical issues for learners in their class. In the case of a child coming to school with medicine then medication is handed to the head teacher to be kept in a secure and cool location, to be administered at the appropriate time along with the health care teacher. The school shall keep communication with parents in case a child is send home or falls sick while in school. The school shall keep the school leave out permission book to keep track of pupil's whereabouts.

2.5.10 First Aid:

Make sure that a First Aid Kit is readily available. This should be regularly checked and replenished. The health teacher and scouts to be given First Aid training

2.5.11 Food handling and Safety:

The school shall ensure that food is provided in school to all pupils. Drafting school rules that prohibit pupils to carry food, money or buying food by the road side. All the cooks shall obtain a certificate of good health from the government doctors. Pupils encouraged to take personal responsibility to observe basic hygiene of washing hands before and after meals. Five minutes shall be allocated after every break to allow pupils to wash their hands.

2.5.12 Discipline and dealing with challenging behaviour:

Disciplining of children is aimed at instilling a positive behaviour change. The staff and the pupils shall agree on rules alternative ways of discipline in case the rules shall be broken within the school. All pupils are bound to respect and uphold each other in dignity. Any form bullying is unacceptable. Sanctions must be implemented consistently, fairly and firmly and never used as a threat. Pupils shall be explained to the reason of the intended sanction.

Daughters of the Sacred Heart has put in place all this and in case of any child breaching this code, the breach will subsequently be followed with the probable punishment designed.

This will include;

Cleaning some areas assigned as per magnitude of the punishment, watering flowers, sweeping in the compound and if need be, engage the parties into counseling sessions.

It is recommended that:

- More than one person is present when challenging behaviour is being dealt with
- A record is kept in the punishment book describing the circumstances, what happened, who was involved, injury to a person or to property and how the situation was resolved
- The person with overall responsibility must be alerted to this record.

2.5.13 Supervision and support of staff: Sacred heart administration, regards it as a best practice to assess the attitudes, relationships and competencies of all her staff. Pupils shall be involved in the evaluation process where they will answer simple questionnaires regarding teachers' behaviours in confidentiality. Written reports and review of the discussion, observation and confrontations shall be filed and used as a basis for training, recognition and motivation, change of the policy or the practice. All parties must be informed that record is being kept.

3.0. HOW TO RESPOND TO CHILD PROTECTION CONCERNS, ALLEGATIONS OR SUSPICIONS OF CHILD ABUSE.

3.1 Definitions

For the purposes of these policy:

Child: any person under the age of eighteen, or who is considered by law to be the equivalent of a minor.

Vulnerable person: Any person in a state of infirmity, physical or mental deficiency, or deprivation of personal liberty which, in fact, even occasionally, limits their ability to understand or to want or otherwise resist the offence.

Child abuse: is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. Remember **P.E.N.S.**

Child safeguarding: is a term used for internal facing, business- critical policies, procedures and practices that are employed to ensure that an organization itself (institute) is a safe organization.

Physical Abuse: This is where adults physically hurt or injure a young person e.g., hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, and drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse.

Emotional Abuse: This is the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. Emotional abusive acts include restriction of movement, degrading, humiliating, bullying (cyber- bullying) and threatening scaring, discriminating, ridiculing or other nonphysical, forms of hostile or rejecting treatment.

Neglect: This occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development.

Sexual Abuse: This occurs when adults (male and female) use children to meet their own sexual needs, whatever form this may take. Showing young people pornography or talking to them in a sexually explicit manner are also forms of sexual abuse.

Cyber abuse: is the combination of emotional and sexual abuse through the use of internet, phones or other electronic media.

Bullying: repeated verbal, psychological or physical aggression that is conducted by an individual or a group against others.

3:2 Possible Indicators of Abuse

Even for those experienced in working with child abuse, it is not always easy to recognize a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

Abuse Types	Physical Signs	Behavioral signs
Sexual abuse	<ul style="list-style-type: none"> ▪ difficult walking or sitting ▪ tons, stained or bloody underclothing ▪ pain or itching in genital area ▪ Bruises or bleeding in external genitalia, vaginal or anal area. 	<ul style="list-style-type: none"> • Age – inappropriate sexual play/ activity with toys, self, others • Bizarre, sophisticated or unusual sexual knowledge • Comments such as “I don’t like uncle” • Fear of certain places e.g., Bedroom or bathroom
Physical abuse	<ul style="list-style-type: none"> ▪ Unexplained Bruises and wounds; on face, lips, mouth on chest, back, buttock, thighs ▪ cigarette burns, especially on palms, back or buttocks patterns like electric burner, iron, etc. ▪ Rope burns on arms, legs, neck or chest ▪ Cuts or scratch on mouth, lips or eyes 	<ul style="list-style-type: none"> • Is wary of adults or of an individual • Is violent to animals or other children • Is dressed inappropriately to hide bruises or other injuries • May be extremely aggressive or extremely withdrawn • Cannot recall how the injuries occurred or gives inconsistent explanations.
Neglect	<ul style="list-style-type: none"> ▪ Consistent hunger, poor hygiene, inappropriate dress ▪ Consistent lack of supervision, especially in dangerous activities or long periods ▪ Inappropriate dress for the weather ▪ Extremely dirty or un bathed ▪ Inadequately supervised or left alone for unacceptable periods of time ▪ Malnourished ▪ May have severe nappy rash or other persistent skin disorders or rashes resulting from improper care of lack of hygiene ▪ Unattended physical problems or medical needs ▪ Abandonment 	<ul style="list-style-type: none"> • Demonstrated severe lack of attachment to other adults • Poor school attendance or school performance • Poor social skills • May steal food • Is very demanding of affecting or attention • Has no understanding of basic hygiene
Emotional abuse	<ul style="list-style-type: none"> ▪ Bed – wetting or bed dirtying that has no medical cause ▪ Frequent inner complaints (e.g., headaches, nausea, abdominal pains) ▪ Prolonged vomiting or diarrhoea ▪ Has not attained significant developmental milestones ▪ Dressed differently from other children in the family ▪ Has poor physical living conditions compared with other children in the family 	<ul style="list-style-type: none"> • Suffering from several developmental gaps • Severe symptoms of self – destructive behavior – self harming, suicide attempts, engaging in drug or alcohol abuse • Over obedient; too well – mannered; too neat and clean • Displays attention seeking behaviors or displays extreme embarrassment in play • When at play, behavior may model or copy negative behavior and language used at home.
Exploitation	<ul style="list-style-type: none"> ▪ Going missing for periods of time or regularly returning home late ▪ Skipping school or being disruptive in class ▪ Appearing with unexplained gifts or possessions that can’t be accounted for ▪ They may also show signs of unexplained physical harm, such as bruising and cigarette burns. 	<ul style="list-style-type: none"> • Is wary of adults or of an individual • Is violent to animals or other children extremely aggressive or extremely withdrawn. • Poor school performance • Absenteeism

3.3. procedure for responding and handling a concern, an allegations or disclosure by a child.

We may become aware of possible abuse in various ways. We may see it happening, we may get information through the suggestion box or through open discussion with children, we may suspect it happening because of signs such as those listed above, it may be reported to us by someone else or directly by the young person affected.

Care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more trauma to the child and/or compromising a criminal investigation during the disclosure phase. Ideally, a child

making a disclosure should be taken immediately to the Designated Safeguarding Person. In the event that this is not immediately possible, these notes will help you in handling the disclosure.

Do:

1. Stay calm and listen carefully without displaying shock or disbelief and do not ask intrusive or leading questions.
2. Give time to the person to say what they want.
3. Reassure and explain that they are not to blame and that they are doing the right thing.
4. Make no promises that cannot be kept particularly in relation to secrecy; making it clear that you will have to discuss this with someone.
5. Explain the referral procedures to the person.
6. Take into account the child or persons' age, culture, level of understanding and use of language.

Don't:

- Try to deal with it yourself
- Make statements about your belief or otherwise, of the information given.
- Gossip with colleagues about what has been said to you.
- Make a child repeat a story unnecessarily.

3.4: Procedure for reporting concerns, allegations or disclosure

Record (Designated Safeguarding Person)

The school shall **have two Designated safeguarding persons (Female and male)** to whom all concerns, suspicions, disclosure or allegations of abuse must be referred to immediately. The DSP will listen, record and make a follow up/discuss with relevant staff to determine the next course of action and timelines as per the type of abuse.

Report

Make some very brief notes at the time and write them up in detail as soon as possible. Do not destroy your original notes in case they are required by Court. Record the date, time, place, words used by the child and how the child appeared to you - be specific. Record the actual words used; including any swear words or slang. Record statements and observable things, not your interpretations or assumptions - keep it factual. The victim can be asked to write down the allegations as well as recording with the consent of the victim. Whenever possible and practical, take notes during the conversation. Always ask permission to do this and explain the importance of recording all information. Where it is not appropriate to make notes at the time (e.g., if it is a child making a disclosure), make a written record as soon as possible afterwards and in any case before the end of the day. The child can also be asked to put in writing the allegation.

Record the time, date, location (or if the matter has been communicated by letter or telephone), and persons present. The record should be signed and dated by the author. The record would also normally include:

Accurate identifying information as far as it is known. This should include the name and address of the person who has raised a concern (as well as their date of birth, and parents'/care givers'/ names and address where the person who has raised a concern/allegation is a child)

- The name of the individual against whom the concern/allegation is being raised and any other identifying information.

- As much information as possible about the circumstances that led to the concern/allegation being raised, why is the person worried about the welfare and safety of the child or children.
- Dates when the concern arose, or when the incident occurred
- Circumstances in which the concern arose, or the incident occurred
- Any explanation offered to account for the risk, injury or concern
- The child's own statement using the words they used to describe the events or incident, if possible. Do not make assumptions about the intended meaning of words used.
- Details of any action already taken about the incident/concern/allegation.

Include details which to you may seem irrelevant. It may prove invaluable at a later stage in an investigation.

All original records, including rough notes, child's written descriptions, must be passed immediately to the relevant Designated officer. Any copies of records retained must be kept secure and confidential.

If after investigation, the designated safeguarding person finds reasonable grounds for concern must proceed in one of the following ways:

- 1. If no child protection concerns-apply internal disciplinary procedures and measures,**
- 2. If there is a child protection concern- inquire, investigate and if serious refer to external or apply set internal procedures for perpetrators if applicable and offer victim support.**
- 3. If serious child protection concerns (Criminal)-Report to the civil authorities'/District social welfare officer.**

The best interests and welfare of a child is a prime importance to Sacred Heart. In case of a proven or suspected abuse, every effort will be made to assist the child in coping with any trauma or guilt he or she may be experiencing. This may include psychological counseling or another form of assistance deemed necessary and appropriate.

Where possible referral to the police or social services should be confirmed in writing within 24 hours and the name of the contact who took the referral should be recorded.

Generally, an employee accused of the abuse of a child will be temporarily suspended during the course of the investigation. The employee should be informed that charges have been made against him or her and given an opportunity to respond. Furthermore, as a result of these charges, DSH might initiate an internal investigation.

The employee will be encouraged to participate in the investigation by providing information and the names of witnesses to be interviewed. At the conclusion of the investigation, the employee will be informed of the results of the investigation and what corrective action, if any will be taken.

In the event if an allegation is proven to be untrue, or even fabricated, appropriate steps will be taken for follow-up with the person who has been accused, the child, and the person who did the reporting. All information concerning the incident and investigation will be documented in writing. A copy of the confidential report of the investigation and conclusion will be kept in the person file.

CHILD PROTECTION REFERRAL FLOWCHART

REPORT: A suspected or actual child abuse incident is reported by a child/peer, staff, parent/guardian, teacher or a staff member.

RECORD: Incident is logged in/reported to Designated CPO/DSO (or as per the safeguarding policy). **LISTEN:** Please note if there are concerns about the immediate safety of a child. Follow up or discuss with relevant staff members to determine the next course of action (Pathway) and timelines as per the type of abuse.

RESPOND

RESPONSE 1: No child protection concerns

RESPONSE 2: Child protection concerns

RESPONSE 3: Serious child protection concerns (Criminal)

Child involved receives initial counselling at school.

Apply internal procedures for suspected incidences.

Inquire, investigate and action, if serious refer external

IMMEDIATE external referral is required

Apply set internal procedures for perpetrators if applicable and offer victim support

RECORD: Record ALL observations, interventions, decisions, actions and communications including time, date and sign record. Apply lesson to improve organizational responses.

- Regardless of pathway, follow up should be done to the extent possible by the relevant person(s). This may include and not limited to your organization DSO/CPO, leadership, child's caregivers etc.
- You **MUST** inform the victim and alleged perpetrator of the decision made.

Key contacts:

School's designated CP office:.....	0752905515
Congregational office:	0762282003
One Stop Centre/Medical facility:.....	0655116541
Psychosocial/counselling external:.....	0628627756
Social worker/local office:	0717135710
Nearest police station:	0717408509
Legal aid (NGO/CBO) WLAC hotline:	0800 780 100

Child helpline: 116



Police
hotline :
116

One Stop Centre

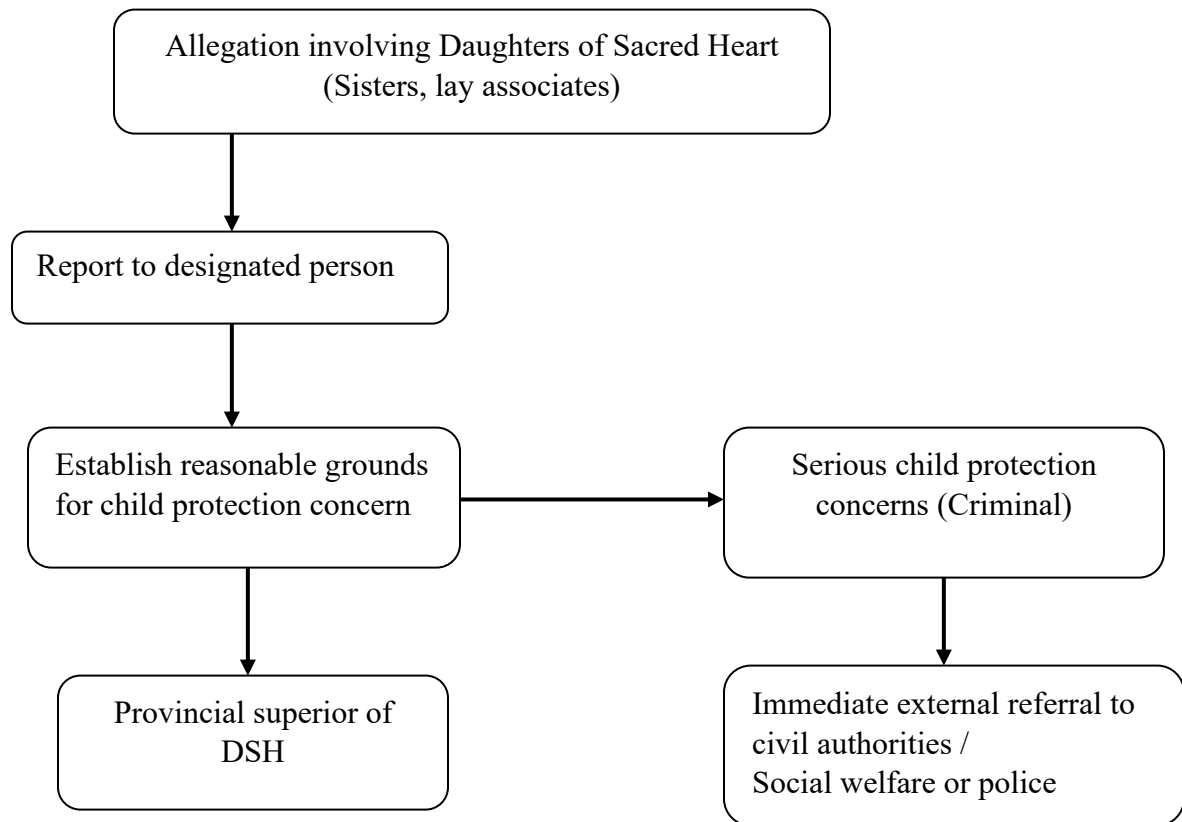
Geographies without a One Stop Centre available, access the nearest medical facility.

One Stop Centre: Offers all services in one place
Police Gender and Children desk/Nearest station: Open a case file and be issued PF3



Institutions must ensure urgent medical attention is provided for serious cases like sexual abuse. Confidentiality, Timeliness and Best interest of the child must be adhered to at all times.

3.5 Reporting flow chart 2.



4:0 Responsibility for ensuring good safeguarding practices

4:1 The role of the Designated Safeguarding person

The person handling the disclosure will follow the principle of T.E.D. – Tell me, explain to me, describe to me.

- To receive all concerns relating to the safeguarding of children, including any disclosure or allegation of child abuse and to take responsibility for the management of the response to that concern or disclosure from the start to the time civil procedures commence. This includes referral to the relevant statutory bodies.
- Record; file and safe guard all the reports of the children
- To liaise with the sister in charge/ Provincial superior; local authority and the entire safeguarding school committee
- Providing advice, information and support to other staff on safeguarding issues.
- Induction of staff and volunteers; training on safeguarding policy
- The DSP will take a written statement from all parties involved.
- All contact between the child concerned and the alleged abuser should cease with immediate effect.
- The DSP will speak to the person concerned to advise them of the allegations and advise them that no further contact is permitted.
- The DSP will take appropriate action which may involve contacting civil authorities, / parents, suspending the member of staff concerned (or student) pending an investigation
- If the sister in charge or the Head Teacher is the subject of the suspicion/allegation, the initial report must be made to the Designated Safeguarding Person (DSP), who will decide whether or not to refer the allegation to Social Services and inform the 'Daughters of the Sacred Heart' Provincial Superior.

Name and contacts of Designated Persons;

1. Name: Angelika Rweyemamu

Mobile Number: 0752905515 email Address: angelika1984@yahoo.com.

2. Name: Kiangi Cuthbert

Mobile Number: 0652 609233 Email Address: kiangicuthbert@gmail.com

Website address: sacredheart.sc.tz

4:2 Roles of the Safeguarding advisory team

- Ensures protection Policy and procedures is evaluated, reviewed made available to staff and parents.
- Ensure the staff, parents, partners are aware of safeguarding policy and procedure
- Providing advice, information and support
- Networking with partners and agencies
- As a good practice, the DSP will provide termly report to the management outlining details of any safeguarding issues that have arisen during the term and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.
- Also, as a good practice, the nominated chairperson of the school will meet on a regular basis with the DSP to monitor the school's safeguarding arrangements and both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

4.3 The role of parents

Parents can play an important role in responding to violence in schools. Such roles include instilling positive discipline, self-regulations, safe parent-child attachment and reducing exposure to VAC between caregivers at home.

Parents are encouraged to:

- Support their children (if they have been victims of bullying).
- Take violent incidents seriously.
- Allow schools to take responsibility for dealing with VAC in school in line with the school rules and regulations.
- Take their child's distress seriously, and reassure them that the matter will be dealt with.

When facing incidents of VAC, parents should not:

- Show disproportionate reactions, especially if they are of negative or aggressive nature.
- Contact the parents of the perpetrator. This can lead to retaliatory VAC.
- Encourage their children to use VAC against the child that bullies them. This can make things worse, and, inappropriately, puts the responsibility for the VAC on the victim.
- Use VAC to discipline children.

4.4 The role of teachers:

Teachers play an important role in responding appropriately to VAC that happen in Sacred Heart School. Primarily by modelling positive behaviour and teaching life skills.

Teachers should:

- React immediately to cases of VAC.
- Refer to school rules
- Offer support to the victim
- Offer guidance to bystanders
- Lead by example with non-violent behaviour and model by stander practices
- Impose immediate sanctions in line with the school rules and regulations
- Understand how traumatic experiences and neglectful or abusive home lives can negatively affect children's behaviour and support troubled children with their wider issues rather than penalize them for bad behaviour
- Understand the role that they as teachers have in building safe, trusting relationships with children outside of the home.

4.5 Schools support to teachers;

- Encourage and strengthen the culture of openness and whistle blowing on VAC
- Sacred heart shall offer opportunity to teachers to discuss how they manage cases of VAC in a confidential environment.
- Provide a safe and confidential place where teachers can discuss their own experience with VAC and be offered support from experts from outside.
- Offer training in positive coping strategies and self- help

5.0 Communication

The approved Daughters of Sacred Heart policy is made available to members and all those who work with them.

- i. The DSH policy and contact details are publicly displayed on the school notice board and published on the school website to increase access to the policy by the parents and other stakeholders.
- ii. Contact name and details of the DSP displayed in every class, along the corridors.
- iii. Details on how and to whom concerns or allegations are reported.
- iv. Particularly targeted are parents, and care givers who DSH will ensure that information and education sessions are held with them to heighten awareness on safeguarding.
- v. In all communications about our apostolates both locally and internationally, we shall be sensitive to the use of photographs/ videos of children.
- vi. Contact details of social child welfare, nearest medical facility, police and telephone helplines available, known and displayed in the school.

6.0 Access to advice and support

- i. The school has developed a network of contacts which include; congregational office, local church priest, social worker, medical facility, nearest police office, legal aid WLAC hotline and C-sema hotline 116.
- ii. Contact lists of support organizations and relevant authorities are available on request in the congregation/ school.

SACRED HEART PRE & PRIMARY SCHOOL TEMEKE DISTRICT DAR ES SALAAM REGION

SERVICE PROVIDER	PHYSICAL ADDRESS	TYPES OF SERVICES OFFERED	CONTACT /CONTACT PERSON	DISTANCE FROM SCHOOL	COSTs
School Child protection Team	Sacred Heart Pre & Primary School, Buza area	Listening to children Counselling Spiritual support/guidance Referrals to other service providers	Designated Safeguard Protection Officer 1. Angelika Rweyemamu Contact: 0752905515 2. Kiangi Cuthbert Contact: 0652609232	Within school setting	Free services
Temeke hospital: is located in Temeke Dar es Salaam, Tanzania. Address of Temeke District Hospital is Temeke, Tanzania.	Physical Address: Temeke District Hospital is Temeke, Tanzania. Temeke District Hospital P.o.Box 45232 Dar es Salaam	Service: Health, education and counselling services which are provided by Medical Doctors	can be contacted at +255 758908110 +255758908110	8.9 Km Via Chihota street and Sungwi street	Free
POLICE GENDER AND CHILDREN DESK: Situated at police stations. the function of the unit is to address all offences related to gender-based violence.	Physical Address: Chang'ombe Temeke	Service: Prosecution of the case, issuing PF3.	Contact A/INSP Meshack 0713254922	8.9 Km Via Chihota street and Sungwi street	Free
Social Welfare Offices (SWO)	Buza Ward executive office	Education and counselling services which are provided by SWO	Agrikola Kusare SWO- Contact 0766365608	2 Km	Free
Judicial one stop Centre	Physical Address: Chang'ombe Temeke	Legal Aid, Counselling which are provided by legal aid providers and SWO in office No.2, 3, and 4 at Temeke one stop Judicial Centre	Assistant Registrar Mary Moyo Contact 0787407890	8.9 Km Via Chihota street and Sungwi street	Free
WARD EXECUTIVE OFFICE: a Local Government Authority (LGA) structure at ward level responsible to adjudicate matters pertaining to development and disputes in community.	Physical address: Buza ward	Services: reconciliation, education and security and safety of community.	Ward Executive officer- Hulda Ulomi Contact 0784707048	2 Km	FREE
Makangarawe Youth Centre	Physical address: Buza Makangalawe	Legal assistance Court representation Awareness raising	Peter Komba 0756782119	4 Km	FREE

7:0 Implementing and monitoring the standards

- i. The congregation works tirelessly to provide a safe environment for those children, young people and adults who are under their care.
- ii. The DSP is responsible for implementation of the programme, reporting to the congregational leaders
- iii. On a day-to-day basis the leader (superior) will have a supervisory role and will be responsible for ensuring the commitments made in the policy are followed
- iv. A yearly internal review of the policy will include monitoring and evaluating the effectiveness of the policy.
After some time, the review will be carried out by an external facilitator and will review all aspects of the implementation of the policy
 - Staff knowledge and awareness
 - Check for any updating/ changes to the policy as appropriate
 - Implementation of training programme for sisters, staff and community
 - DSP feedback on their role and its effectiveness
 - Review of monthly reports from the DSP
 - Review of record keeping and security of information held
 - Consultations with key stakeholders as to the benefits of the policy

8:0 COMMITMENT FORM SAMPLE

I confirm that I have been inducted on Sacred Heart Pre & Primary School safeguarding children document. The contents of this document have been disseminated to me and I have had an opportunity to ask questions and seek clarification on points that were not clear to me.

I am now aware of my obligation to act in accordance with the requirements of this document including reporting instances of abuse or suspected abuse of children that may take place.

I understand the consequences if I fail to act on all matters reflected in this document.

NAME: WITNESSE'S NAME:

SIGNATURE: DATE:

9:0 Appendices

9.1 Appendix 1 CHILD PROTECTION RECORDING FORM

About the disclosure/ concern

Date of disclosure/ concern:

Time of disclosure/ concern

How was information received? (*Attach any written information to this form*)

Telephone letter email person

Details of person making disclosure/ raising concern

Name

Address

Tel Mobile

Email

Relationship to child or alleged victim

Details of child or alleged victim

Code

Address

Tel Mobile

Ethnic origin

Language (*is interpreter/ signer needed?*)

Disability

Special needs

1. Parent/ care taker details (*where appropriate*)

Name

Address

Tel Mobile

Are they aware of the allegation, suspicion or complaint? Yes No

Details of alleged perpetrator

Name

Address

Tel Mobile

Relationship to child/ victim (*parent/priest/teacher, etc*)

Position

Address at time of incident (s)

Current contact with children, if know

Any additional information

2. **Details of concern, allegation or complaint** (include dates/ times and location the incident(s) occurred, witnesses, if known. Do the child/ victim know this referral is being made?)

Action taken

Has the matter been referred to civil authorities? Yes No

If yes: Date Time

If no: Explain why

Who was it referred to? Name

Designation:

Address:

Tel E-mail

Has the matter been referred to a member of the congregation? Yes No

If yes: Date Time

If no: explain why

Who was it referred to? Name

Designation:

Address:

Tel: E-mail

Next steps

What actions were agreed and by whom when the matter was referred onto civil/congregational authority?

Are there any immediate child protection concerns? If so please record what they are and state what actions have been taken by whom to address them

Designated Officer Details

Date from sent:

Details of person completing the form

Name

Tel Mobile

E- Mail

Position

2 Form completed: Date

Signed

Appendix 2: TRAINING / INDUCTION FORM

Date	Objectives	Activities	Target group	Trainer	Resources	Recommendation

Appendix 3 RISK ASSESSMENT FORM

Activities	Risk Identified	Action taken/ policy to manage the risk	Future actions /policies /procedures to manage the risk	Who to do	Time frame	Comments

Appendix 4 Check list for providing evidence of implementation of policy

Sacred Heart School shall strive to keep the following documents as an indicator for compliance;

Standard 1: Policy

- An informed and approved policy reflecting the laws of children and commitment statement to preventing and responding appropriately to harm to children
- Policy translated into Kiswahili
- Policy publicized through wall paintings, posters

Standard 2: People

- A copy of training plans, course attendance
- Lists for contacts for specialist advice and information
- Codes of conduct
- Samples of employment contracts
- Guidelines for adult – to – child behavior and child to child behavior
- Recruitment process
- Induction documentation
- Children awareness and training child safeguarding club in place

Standard 3: Procedures for responding to allegations

- Copy of written procedures
- Flow chart indicating steps in reporting process
- Name and duties of Designated Safeguarding person
- Forms for recording details
- A dated risk assessment and risk mitigation
- Financial resources allocated

Standard 4: Accountability

- Regular reports to school leadership
- Review at regular intervals
- Day to day monitoring and progress, performance and lessons noted and reported
- External audit done and internal
- Action plan for implementing the standards
- Summary of the number of incidents of abuse and number of complaints

Appendix 5 INTERNATIONAL AGREEMENT ON RIGHTS OF STUDENTS

1. Definition of a student: any person from 0 – 18 years old
2. The right of not to be segregated: students have the right of not to be segregated in the national level, family level, religious level and ethical level.
3. The right of the interest of the student: students have to be given freedom of choice. If possible they should be given the priority to things they are interested of.
4. The right to be defended in their rights: all governments must do anything possible in order to defend the rights of student.
5. The rights understand: the government has to make sure that all students get good upbringing from their parents so that they grow and learn how to live well.
6. The right to live: every student has the right to live. The government has to make sure that it defends living and life of students.
7. The right to registration and identification: every student has the right to be identified by name and his/her nationality. The government has to make sure that it registers all students legally.
8. The right to protect the identification of a student: the government must respect and take care of the identification of the student in order to protect his/her dignity of name and nationality.
9. The right of not to be isolated: the government has to make sure that all students live in the hands of their parents, unless the parents die or the student is isolated.
10. The right to live in the family: the government has to make sure that all students live in their families. When it happens that the students live far from their parents they have the right to visit both parents.
11. The right of not to be kidnapped. The government has to make sure that all students are protected against kidnapping and to be exiled or places they use to live.
12. The right to respect their thoughts: Every student has the right to say or to speak what she/ he thinks without breaking the law.
13. The right to expression: students have the rights to be given the freedom of expression and to get right information legally.

14. The right of religion: every student has the right to worship in any denomination of a region which she/ he likes. Also she/ he have the freedom to respect the religion of his/ her parents or to choose any other religion which she/ he like.
15. The right to cooperate: students have a right to be free to cooperate. They have the right to meet together and enjoy their interests.
16. The right to confidentiality: each student has the right of their secrets to be confidential, the law must protect the secrets of the student, whether to the family level or where he/ she live.
17. The right to get information or new: every student has the right to get the right information media such as radio, television and magazine.
18. The right to know the responsibility of parents: all parents must fulfill their responsibility to their students accordingly. The government must make sure that the parents are responsible to bring development to their students.
19. The right to protected from all abuses: the government is responsible to make sure that all students are not abused in any way.
20. The right not to be offended at family level: all students who seem that they are not well brought up well, the government should intervene or take that responsibility.
21. The right to family planning: it is very important for the parents to plan for students so that even their future is planned.
22. The right ot be accommodated, if refuge. If a student is in danger or looking somewhere for refuge, the parents, guardians, or government have the responsibility to accommodate him or her.
23. The right to equality for disabled students: all disabled student and non disabled students are supposed to be treated equally.
24. The right to get good health and get good health services. All students has a right to live healthy, the government are responsible to build health centre that will help the students to get health service in a low cost, students to live in a clean environment, clean and safe water, and get good food.
25. The right get all services during sickness: if the students are sick and he/she is getting health service very far he/she is supposed to be supported by defense and security
26. The right to defense from the community: students are supposed to be protected, the government should be able to prepare budget for child protection.
27. The right to live good life. Every student has a right to live good life like to good accommodation, food and clothing so as to be physically fit, intellectually fit, mentally and socially fit.
28. The right to get education: every student has a right to get education, the primary education has to be free, secondary education has to rich every students, discipline in schools should be encouraged so as to bring up good citizen.
29. Right to rich expectation of education: education is the source of development of every person, so if a student is given education, it helps him or her to improve his or her gift be self reliant, also it helps to improve the right of students.
30. The right to be included in decision making it: students has a right to use language, tradition and religion, even if he/she comes from lower class of the society
31. The right to play, to rest and to participate in tradition: every student has the right to play, to rest and to participate in his/her tradition.
32. Right of not to be given hard work: the government must make follow up that there is no child employment, because it affect the health of the students intellectually and physically
33. The right to be protected from using drugs: the government must make sure that students are protected from using drugs without being instructed and avoid drug abuse.
34. The right for sexual abuse: the government should make sure they protect the students from sexual abuse.
35. The right of not being kidnapped: the government must make sure that student are not kidnapped or sold to any place.

36. The right of not to be oppressed or exploited: the government must make all effort to protect any exploitation or oppression to any student.
37. The right to make agreement: the students must not be touché red or punished too much, suspension can be used as punishment, students are not supposed to be imprisoned with elders.
38. The right of not be forced to do something: the government must make sure that all ovals are removed, like not to force students to be forced to join army during war.
39. The right to respect all rights: students must respect all their rights and know how to get them, the government must make sure that all rights of students are clear are protected
40. The right to be informed about their rights: the government must make sure that all students are informed about all their rights.