

Safeguarding and Child Protection policy



**MONTI
INTERNATIONAL
SCHOOL**

Approved by:		Effective Date:	
Last reviewed on:		Next Review Date:	
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1. PURPOSE AND SCOPE

1.1 Purpose Statement

This policy establishes a comprehensive framework for protecting children from all forms of harm and abuse within Monti International School. It ensures compliance with Tanzanian Child Act provisions, CAIE safeguarding requirements, and international best practices. The school is committed to creating and maintaining a culture where children are safe, respected, heard, and protected from harm in all its forms.

1.2 Scope

This policy applies to all individuals associated with Monti International School, including:

- All staff members (teaching and non-teaching, permanent and temporary)
- Volunteers and unpaid workers
- Contractors and service providers
- Visitors to school premises
- Students and their families
- External activity providers

Coverage extends to all school activities, including:

- On-site activities during school hours
- Off-site educational visits and trips
- School-sponsored events and activities
- Online learning environments
- Extended school services and clubs

2. DEFINITIONS AND TERMINOLOGY

2.1 Core Definitions

Child: Any person under 18 years as defined by Tanzanian Child Act 2009 and UN Convention on Rights of the Child

Safeguarding: Protecting children from maltreatment, preventing impairment of health/development, ensuring safe and effective care, and taking action to enable best outcomes

Child Protection: Activities to protect specific children who are suspected to be suffering or likely to suffer significant harm

2.2 Types of Abuse

Physical Abuse: Deliberately hurting a child causing injuries such as bruises, broken bones, burns, or cuts

Emotional Abuse: Persistent emotional maltreatment causing severe adverse effects on development, including:

- Conveying worthlessness or inadequacy
- Imposing age-inappropriate expectations
- Causing frequent feelings of fear or danger

Sexual Abuse: Forcing or enticing children into sexual activities, including:

- Physical contact (penetrative and non-penetrative)
- Non-contact activities (viewing/producing sexual images)
- Online sexual exploitation

Neglect: Persistent failure to meet basic physical and/or psychological needs

Child-on-Child Abuse: Abuse by one or more children against another child, including:

- Bullying and cyberbullying
- Physical violence
- Sexual violence and harassment
- Upskirting and image-based abuse
- Initiation-type violence

Online Abuse: Harm experienced by children through digital platforms, including:

- Cyberbullying and online harassment
- Sexual exploitation and grooming
- Exposure to harmful content
- Identity theft and fraud

2.3 Key Roles

Designated Safeguarding Lead (DSL): Senior staff member with lead responsibility for safeguarding and child protection

Deputy Designated Safeguarding Lead (DDSL): Trained deputy to support DSL and provide cover during absence

Safeguarding Governor: Board member with specific oversight responsibility for safeguarding arrangements

3. POLICY PRINCIPLES AND COMMITMENTS

3.1 Core Principles

Monti International School operates on the following principles:

Child-Centred Approach: The child's welfare is paramount in all decisions and actions

Inclusive Practice: All children have equal protection regardless of background, ability, or circumstances

Preventative Focus: Proactive measures to create safe environments and build resilience

Early Intervention: Swift action when concerns arise to prevent escalation

Collaborative Working: Partnership with families, agencies, and community partners

Cultural Sensitivity: Respect for diverse backgrounds while maintaining safeguarding standards

Continuous Improvement: Regular review and enhancement of safeguarding practices

3.2 School Commitments

The school commits to:

- Maintaining a zero-tolerance approach to abuse
- Creating an environment where children feel safe to speak out
- Ensuring all staff are competent in safeguarding responsibilities
- Implementing robust recruitment and vetting procedures
- Providing comprehensive safeguarding education
- Working collaboratively with external agencies
- Maintaining accurate and secure safeguarding records
- Regular monitoring and evaluation of safeguarding effectiveness

4. GOVERNANCE AND LEADERSHIP

4.1 Roles and Responsibilities

Board of Governors

- **Ultimate accountability** for safeguarding arrangements
- **Strategic oversight** of policy implementation
- **Annual review** of safeguarding effectiveness
- **Resource allocation** for safeguarding requirements
- **Appointment** of Safeguarding Governor

Safeguarding Governor

- **Lead responsibility** for Board oversight of safeguarding
- **Regular meetings** with DSL (minimum termly)
- **Annual safeguarding report** to full Board
- **Challenge and support** to senior leadership
- **Liaison point** for external safeguarding reviews

Principal

- **Operational responsibility** for safeguarding implementation
- **Appointment and support** of DSL and deputies
- **Ensuring staff competence** through training and supervision
- **Case management** of allegations against staff
- **Liaison with external agencies** as required

Designated Safeguarding Lead (DSL)

- **Lead responsibility** for safeguarding and child protection
- **Coordination** of all safeguarding matters
- **Staff guidance and support** on safeguarding issues
- **Liaison with external agencies** including social services and police
- **Maintenance of safeguarding records** and case tracking
- **Training coordination** for all staff
- **Policy development and review**
- **Safeguarding education** program oversight

Deputy Designated Safeguarding Lead

- **Support to DSL** in all safeguarding matters
- **Cover during DSL absence** with full authority
- **Specialist responsibility** for specific areas (e.g., online safety, SEND)
- **Case management** for assigned cases
- **Training delivery** to staff and students

All Staff

- **Individual responsibility** for child welfare
- **Vigilance** for signs of abuse or concerning behaviour
- **Immediate reporting** of concerns to DSL
- **Appropriate response** to disclosures
- **Professional conduct** maintaining appropriate boundaries
- **Participation** in safeguarding training
- **Contribution** to safe school environment

4.2 Safeguarding Team Structure

The school maintains a trained safeguarding team comprising:

- 1 × Designated Safeguarding Lead (DSL)
- 2 × Deputy Designated Safeguarding Leads
- 1 × Safeguarding Governor
- 1 × Senior Mental Health Lead (where applicable)

Team members receive specialist training and meet monthly to review cases and policy implementation.

5. IDENTIFYING AND RESPONDING TO CONCERNS

5.1 Recognising Abuse

Physical Indicators

- Unexplained injuries, burns, or marks
- Injuries inconsistent with explanation
- Untreated injuries or inadequate medical care
- Bruises in unusual locations or patterns

Emotional and Behavioural Indicators

- Significant changes in behaviour or performance
- Withdrawal, depression, or aggression
- Age-inappropriate sexual knowledge or behaviour
- Fear of specific individuals or situations
- Regressive behaviour or self-harm

Neglect Indicators

- Poor hygiene or inappropriate clothing
- Frequent hunger or tiredness
- Unattended medical needs
- Lack of supervision appropriate to age

Online Abuse Indicators

- Secretive behaviour around technology use
- Unexpected gifts or money
- Withdrawn behaviour after online activity
- Excessive time online or mood changes after use
- Knowledge of adult topics inappropriate for age

5.2 Specific Safeguarding Concerns

Child-on-Child Abuse

The school recognises that children can abuse other children and maintains a zero-tolerance approach to:

- Bullying and cyberbullying
- Physical violence between peers
- Sexual harassment and violence
- Discriminatory behaviour
- Initiation-type activities

Children who may be particularly vulnerable

- Children with Special Educational Needs and Disabilities (SEND)
- Children from ethnic minorities or with English as additional language
- Children experiencing family difficulties or trauma
- Children with mental health needs
- Looked-after children and care leavers
- Children involved in criminal exploitation

Online Safety

Comprehensive approach to digital safeguarding including:

- Education about online risks and safe behaviour
- Robust filtering and monitoring systems
- Clear reporting procedures for online concerns
- Staff training on digital safeguarding
- Parent/guardian guidance on online safety

5.3 Reporting Procedures

Immediate Response Protocol

1. **Ensure immediate safety** of the child
2. **Listen carefully** without leading questions
3. **Reassure the child** they have done the right thing
4. **Record facts accurately** as soon as possible
5. **Report immediately** to DSL or DDSL
6. **Follow up** with written report within 24 hours

Emergency Situations

- **Immediate danger:** Contact police (Local emergency number)
- **Medical emergency:** Contact emergency services and parents
- **Critical incidents:** Notify DSL, Principal, and relevant authorities

Reporting Pathways

- **Staff to DSL:** All concerns reported immediately
- **DSL to agencies:** External referrals as required
- **Students:** Multiple reporting options including anonymous systems
- **Parents:** Clear guidance on reporting concerns
- **External parties:** Defined procedures for agency referrals

6. CASE MANAGEMENT AND INTER-AGENCY WORKING

6.1 Case Management Process

Initial Assessment (Within 24 hours)

- **Information gathering** from all relevant sources
- **Risk assessment** using standardised tools
- **Decision on level of intervention** required
- **Consultation with external agencies** where appropriate
- **Safety planning** for immediate protection

Investigation Procedures

- **Fact-finding** while preserving evidence
- **Interview protocols** for children and staff
- **Documentation standards** for all actions
- **Regular review** of case progress
- **Multi-agency coordination** where required

Case Closure and Follow-up

- **Outcome evaluation** against safeguarding objectives
- **Lessons learned** review for policy improvement
- **Continued monitoring** where appropriate
- **Support provision** for all affected parties

6.2 Multi-Agency Coordination

External Partners

- **Police:** Criminal investigations and emergency response
- **Social Services:** Child protection assessments and support
- **Health Services:** Medical assessments and treatment
- **Educational Psychology:** Assessment and support services
- **Community Organisations:** Additional support services

Information Sharing Protocols

- **Legal framework** for information sharing
- **Consent requirements** and exceptions
- **Data protection** compliance
- **Inter-agency agreements** and protocols
- **Record keeping** standards

7. SAFER RECRUITMENT AND STAFF DEVELOPMENT

7.1 Recruitment Procedures

Pre-Employment Checks

- **Enhanced background checks** where available
- **Identity verification** with multiple documents
- **Qualification verification** with issuing institutions
- **Employment history** verification including gaps
- **References** with specific safeguarding questions
- **Medical fitness** assessment
- **Right to work** verification

Interview Process

- **Safeguarding questions** in all interviews
- **Values-based recruitment** assessing commitment to child welfare
- **Scenario-based questions** testing safeguarding knowledge
- **Panel composition** including safeguarding-trained members

7.2 Training and Development

Induction Training (All Staff)

- **Safeguarding overview** and school procedures
- **Recognising abuse** and concerning behaviour
- **Reporting procedures** and documentation
- **Professional boundaries** and appropriate conduct
- **Online safety** awareness
- **Cultural sensitivity** in safeguarding

Role-Specific Training

DSL and Deputies:

- **Advanced safeguarding training** (updated every 2 years)
- **Case management** and investigation skills
- **Inter-agency working** and coordination
- **Trauma-informed practice**
- **Legal frameworks** and compliance

All Teaching Staff:

- **Classroom management** for safeguarding
- **Curriculum delivery** of safety education
- **Recognising academic** indicators of abuse
- **Supporting disclosure** and reporting

Support Staff:

- **Role-specific risks** and responsibilities
- **Appropriate boundaries** with children
- **Recognising signs** of abuse and neglect
- **Reporting procedures** and documentation

Ongoing Development

- **Annual refresher training** for all staff
- **Quarterly safeguarding updates** and briefings
- **Specialist training** for emerging issues
- **External training** opportunities
- **Competency assessment** and validation

8. SAFEGUARDING EDUCATION AND PREVENTION

8.1 Student Education

Age-Appropriate Curriculum

- **Personal safety** and body autonomy
- **Healthy relationships** and boundaries
- **Online safety** and digital citizenship
- **Recognising abuse** and seeking help
- **Consent and respect** in relationships
- **Cultural diversity** and inclusion

Delivery Methods

- **Dedicated lessons** within curriculum
- **Assembly programs** and awareness campaigns
- **Peer education** and support systems
- **Interactive workshops** and activities
- **External speaker** programs

8.2 Parent and Community Engagement

Parent Education

- **Safeguarding awareness** sessions
- **Online safety** guidance and support
- **Recognising signs** of abuse
- **Supporting children** who disclose
- **Cultural sensitivity** in safeguarding

Community Partnerships

- **Local organisation** collaboration
- **Professional services** integration
- **Community awareness** programs
- **Cultural and religious** leader engagement

9. DIGITAL SAFEGUARDING AND ONLINE SAFETY

9.1 Digital Infrastructure

Technical Safeguards

- **Robust filtering systems** for inappropriate content
- **Monitoring software** for detecting risks
- **Secure networks** with appropriate access controls
- **Regular security updates** and maintenance
- **Incident response** capabilities

Online Learning Environment

- **Secure platforms** for remote learning
- **Privacy settings** and access controls
- **Appropriate supervision** of online classes
- **Clear guidelines** for online behaviour
- **Reporting mechanisms** for online concerns

9.2 Digital Education

Student Digital Literacy

- **Safe online behaviour** and digital citizenship
- **Privacy settings** and personal information protection
- **Recognising online risks** and grooming
- **Reporting mechanisms** for online concerns
- **Appropriate use** of social media and technology

Staff Digital Competence

- **Professional use** of technology and social media
- **Recognising online risks** to students
- **Appropriate boundaries** in digital communication
- **Reporting procedures** for online concerns
- **Data protection** and privacy compliance

10. SUPPORTING VULNERABLE CHILDREN

10.1 Special Educational Needs and Disabilities

Additional Vulnerabilities

- **Communication barriers** affecting disclosure
- **Dependency on caregivers** increasing vulnerability
- **Social isolation** and limited support networks
- **Specific targeting** by potential abusers

Support Measures

- **Individualised support plans** for safeguarding
- **Alternative communication methods** for reporting
- **Enhanced supervision** and monitoring
- **Specialised training** for staff
- **Collaborative working** with external specialists

10.2 International Students

Specific Considerations

- **Cultural differences** in understanding abuse
- **Language barriers** affecting communication
- **Separation from family** support systems
- **Immigration status** concerns

Support Framework

- **Cultural orientation** and safeguarding education
- **Multilingual resources** and support
- **Peer support** and buddy systems
- **Regular welfare checks** and monitoring
- **Liaison with families** where appropriate

11. RECORD KEEPING AND INFORMATION MANAGEMENT

11.1 Documentation Standards

Record Requirements

- **Factual and objective** information only
- **Date, time, and location** of all incidents
- **Names of individuals** involved and present
- **Verbatim quotes** where possible
- **Actions taken** and decisions made
- **Signatures and dates** of all entries

Storage and Security

- **Secure filing systems** with restricted access
- **Digital encryption** for electronic records
- **Backup procedures** for data protection
- **Access logs** for monitoring
- **Retention schedules** according to legal requirements

11.2 Information Sharing

Legal Framework

- **Data protection** legislation compliance
- **Information sharing** agreements with agencies
- **Consent requirements** and exceptions
- **Confidentiality** principles and limits

Sharing Protocols

- **Need to know** basis for information sharing
- **Appropriate channels** for different types of information
- **Written agreements** for ongoing cases
- **Regular review** of shared information
- **Secure transmission** methods

12. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

12.1 Monitoring and Evaluation

Regular Reviews

- **Monthly safeguarding team** meetings
- **Termly case reviews** and analysis
- **Annual policy review** and updates
- **Quarterly training** evaluation
- **Bi-annual external audit** of procedures

Key Performance Indicators

- **Reporting rates** and response times
- **Training completion** and competency levels
- **Incident resolution** and outcomes
- **Student feedback** on safety perceptions
- **Staff confidence** in safeguarding procedures

12.2 Continuous Improvement

Review Mechanisms

- **Case study analysis** for learning
- **Staff feedback** and suggestions
- **External best practice** review
- **Regulatory guidance** updates
- **Research and evidence** integration

Implementation of Changes

- **Systematic approach** to policy updates
- **Staff consultation** and engagement
- **Phased implementation** of new procedures
- **Impact assessment** of changes
- **Regular monitoring** of effectiveness

13. EMERGENCY PROCEDURES AND CRISIS MANAGEMENT

13.1 Emergency Response

Immediate Dangers

- **Assessment of immediate risk** to child safety
- **Emergency services** contact procedures
- **Medical emergency** response protocols
- **Police involvement** criteria and procedures
- **Parent notification** requirements and timing

Crisis Management

- **Incident command structure** and responsibilities
- **Communication protocols** with stakeholders
- **Media management** and public relations
- **Support services** for affected parties
- **Business continuity** planning

13.2 Support Services

Student Support

- **Counseling services** for affected students
- **Peer support** programs and systems
- **Academic support** during difficult periods
- **Referral pathways** to external services
- **Long-term monitoring** and follow-up

Staff Support

- **Employee assistance** programs
- **Professional supervision** and support
- **Debriefing sessions** after incidents
- **Training and development** opportunities
- **Workload management** during investigations

14. COMPLIANCE AND LEGAL FRAMEWORK

14.1 Regulatory Compliance [ENHANCED]

Requirement	Tanzanian Law	International Standards	Policy Section
Child definition	Child Act 2009, Sec. 4	UN CRC Article 1	Section 2.1
Abuse definitions	Child Act 2009, Sec. 9	WHO Standards	Section 2.2
Reporting duties	Child Act 2009, Sec. 95	CAIE Standards 1.3	Section 5.3
Staff vetting	Child Act 2009, Sec. 100	CAIE Standards 3.2	Section 7.1
Record keeping	Child Act 2009, Sec. 99	Data Protection Act	Section 11
Training requirements	Education Act, Sec. 35	CAIE PD Standards	Section 7.2

14.2 Legal Framework

Primary Legislation

- **Tanzania Child Act 2009:** Core child protection framework
- **Tanzania Education Act:** Educational safeguarding requirements
- **Tanzania Constitution:** Fundamental rights and protections
- **Employment and Labour Relations Act:** Staff conduct and discipline

International Standards

- **UN Convention on Rights of the Child:** International child rights framework
- **CAIE Safeguarding Standards:** Cambridge educational requirements
- **Keeping Children Safe in Education:** UK best practice guidance
- **WHO Child Maltreatment Guidelines:** Health sector guidance

15. IMPLEMENTATION PLAN

15.1 Phase 1: Foundation (Months 1-2)

- **DSL and Deputy appointments** with appropriate training
- **Safeguarding Governor** appointment and briefing
- **Policy approval** by Board of Governors
- **Initial staff briefings** on policy changes
- **System setup** for new reporting mechanisms

15.2 Phase 2: Training and Rollout (Months 3-4)

- **Comprehensive staff training** program delivery
- **Student education** program launch
- **Parent information** sessions and materials
- **Community engagement** and awareness activities
- **External agency** relationship establishment

15.3 Phase 3: Embedding and Monitoring (Months 5-6)

- **Quality assurance** system implementation
 - **Regular monitoring** and evaluation procedures
 - **Case review** and learning processes
 - **Policy refinement** based on early experience
 - **Annual planning** for continuous improvement
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APPENDICES

Appendix A: Reporting Forms and Templates

- Child Protection Concern Form
- Incident Report Template
- Disclosure Recording Sheet
- Risk Assessment Framework

Appendix B: Emergency Contact Details

- Local Police and Emergency Services
- Social Services Departments
- Healthcare Facilities
- Educational Support Services

Appendix C: Training Materials and Resources

- Staff Training Modules
- Student Education Resources
- Parent Guidance Materials
- Professional Development Framework

Appendix D: Inter-Agency Agreements

- Information Sharing Protocols
- Referral Procedures
- Joint Working Arrangements
- Service Level Agreements

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- **Prepared by:** Safeguarding Review Team
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