

# INTERNATIONAL SCHOOL OF LUSAKA

## SAFEGUARDING & CHILD PROTECTION POLICY



Learning Today, Leading Tomorrow

**Last Update** | Nov 2023

## NOTE TO OUR COMMUNITY | FROM THE HEAD OF SCHOOL



Dear Parents,

I am writing to inform you of a matter that is of professional interest to me and is one that I hope is of utmost importance to all of you. I would like you to know that the International School of Lusaka Board of Governors has adopted a Safeguarding and Child Protection Policy to guide our staff and families in matters related to the health, safety, and care of children in attendance at our school. I am required by this policy to send this letter to parents at the beginning of each school year. Thus, with this letter not only am I fulfilling my assigned duties, I also have

the opportunity to write to you about this important aspect of the school programme.

The ISL Safeguarding and Child Protection Policy is based on Zambian and International law, namely The Children's Code of the Republic of Zambia, and on the United Nations Convention on the Rights of the Child of which Zambia is a signatory. The following key articles from the U.N Convention on the Rights of the Child are important and we wish to draw your attention to them:

### **Article 19 Protection From Abuse and Neglect**

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

### **Article 34 Sexual Exploitation**

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Additionally, the following articles from the Children's Code Act No. 12 of 2022 of the Republic of Zambia are particularly important in informing our processes and policies and we wish to highlight them:

### **Part II Article 5 Right to Survival and Development**

A child has an inherent right to life, dignity, and respect and it is the responsibility of the State and the family to ensure the survival and development of the child.

### **Part II Article 10 Right to Education Act No 23 of 2011**

1. A child's right to education provided under the Education Act, 2011, shall be directed at -
  - a. Developing the child's
    - i. Personality, talents, skills, and mental and physical abilities to the child's fullest potential;

- ii. Respect for human rights and fundamental freedoms enshrined in the Constitution;
    - iii. Respect for the child's parents, cultural identity, language and values, and;
    - iv. Respect for the natural environment and ecosystem; and
  - b. Preparing the child for responsible life in society, in the spirit of tolerance, peace, equality of sexes and friendship.
2. A child has a right to religious education, subject to appropriate parental guidance.
3. The State and the parents of a child shall ensure the education of the child.

By enrolling your child at ISL, you agree to work in partnership with the school and abide by the policies adopted by the ISL Board of Governors. All of us at ISL want you to know that we genuinely value our partnership with you in providing for the safety and care of your children. ISL has therefore endorsed this Child Protection Policy that defines the standards by which all ISL students should be treated.

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

- Provide age-appropriate lessons for all year levels to help students understand personal safety, needs and rights.
- Provide parent materials to help you better understand our programmes and policy.
- Ensure all parents not only understand our policy but agree to our safeguarding procedures and sign an agreement to this end.
- Train faculty to recognize and report issues of abuse and neglect.
- Ensure that all staff and other adults that work with children read the policy and sign an agreement to abide by the Child Protection policy as part of their employment agreement.

We will work to ensure that ISL students are safe and knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn free of fear in a safe and supportive environment.

Thank you for your support of the school's efforts and we invite you to contact the school counsellor or principal regarding any specific questions you may have.

Yours sincerely,

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Dr. Liam Hammer  
Head of School

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## **INTRODUCTION | ABOUT OUR POLICY**

This policy sets out ISL's procedures and guidelines for safeguarding and child protection. This policy is aligned with the requirements of the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISL is committed to creating a safe and secure environment where children and young people feel protected, respected, and supported.

## **WHO WE ARE | OUR VALUES**

### **ISL's Mission Statement**

ISL is committed to the development of internationally-minded citizens who aspire to make the world a better place.

### **Statement of Intent**

The primary responsibility for care and protection of children rests with parents. However, the school recognizes that the responsibility is then shared with the school when the parents entrust the school with the child's care during school days, trips, and events.

ISL aims to provide a holistic educational programme which supports the development of each student in a safe and inclusive environment. This Child Protection Policy supports Article 3.1 of the Convention of the Rights of the Child, which states that, "in all actions concerning children...the best interests of the child shall be a primary consideration". We are committed to preventing child abuse and protecting children within our community.

This Child Protection document outlines the actions that will be taken to ensure that students are protected from all forms of abuse and provided with a safe environment in which to learn and grow.

## **DEFINITION | DEFINING SAFEGUARDING & CHILD PROTECTION**

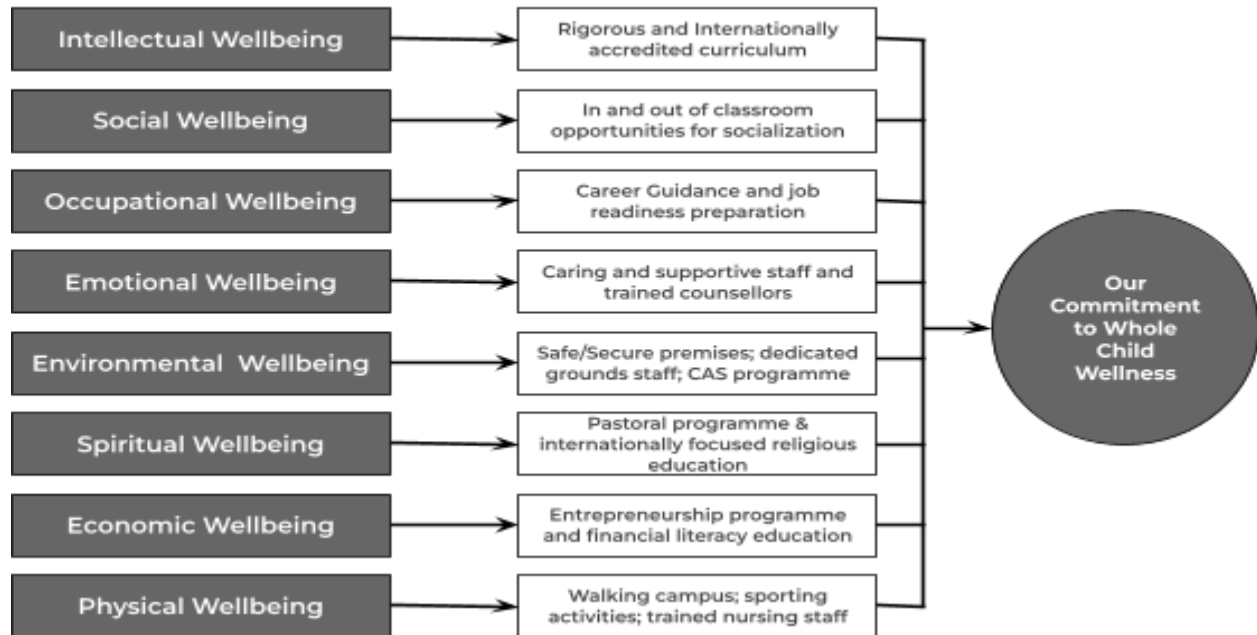
At ISL a child is defined as any enrolled student of the school, or any visiting student from another school, or a friend or sibling of a student who is also under the age of 18.

ISL defines safeguarding and child protection as ensuring that children:

- Are protected from abuse and neglect.
- Feel safe, secure, and respected at home, in the community, and at school.
- Receive support in dealing with any issues they may face.

## OUR COMMITMENT | WHOLE CHILD WELLBEING

At ISL we are committed to the development of internationally-minded citizens who aspire to make the world a better place. This commitment comes with an intentional focus on ensuring the holistic development of each child through our curriculum, extra-curricular activities, and overall support of our students.



## ABUSE AND NEGLECT | DEFINED

Definitions of abuse are complex and based in various cultures of child-rearing behaviours, as well as gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the needs of the more powerful person, such as a member of the family, a teacher, or a friend.

### NEGLECT DEFINED

Neglect is failure to provide for a child's basic needs within their own environment. Neglect may be:

#### Physical Neglect

Examples of physical neglect could include:

- Intentional failure to provide necessary food or shelter.

- 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 Neglect**

Examples of medical neglect could include:

- Failure to provide necessary medical treatment.
- Failure to provide mental health treatment.

### **Emotional Neglect**

Examples of emotional neglect could include a pattern of actions, such as:

- Inattention to a child’s emotional needs.
- Failure to provide psychological care.
- Permitting the child to use alcohol or other drugs.
- Verbal humiliation.
- Refusing to acknowledge the presence of a child.
- Violent threats, etc.

**HOW CAN I IDENTIFY NEGLECT?**

Some of the indicators of neglect are as follows:

- 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 guardian are absent from Lusaka for any period of 24 hours or greater
- Parents do not respond to contacts by school in the case of concern
- Child is frequently late to school or late to be picked up from school

### **ABUSE DEFINED**

Abuse is a violation of a person's human and civil rights by any other person. It is where someone does something to another person, or to themselves, which puts them at risk of harm and impacts on their health and wellbeing:

#### **Physical Abuse**

Examples of physical abuse could include actions such as:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, loss or impairment of any bodily function, death;
- 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 experience of pain and/or mental suffering;

- Assaulting or criminally mistreating a child as defined by either the criminal code of Zambia, the Child Protection Code of Zambia or school policy;
- 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;
- Failing to take reasonable steps to prevent the occurrence of any of the above.

### Emotional Abuse

Examples of emotional abuse may include actions such as:

- Rejecting or ignoring a child completely.
- Using degrading language or behaviours towards a child.
- Responding to the child's attempts to interact with emotional detachment.
- Humiliating, threatening or encouraging them to develop behaviors that are self-destructive.
- Preventing the child from interacting socially with other children or adults.
- A child seeing or hearing the ill-treatment or serious bullying (including cyber bullying) of another.
- Causing children to feel frequently frightened or in danger.
- The exploitation or corruption of children.

### HOW CAN I IDENTIFY PHYSICAL ABUSE?

Some of the indicators of abuse are as follows:

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, stick, 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 laceration, abrasions, or fractures

### Sexual Abuse

Sexual abuse is committing or allowing to be committed any sexual offence against a child as defined in either the criminal code of Zambia and/or school policy, or intentionally touching, either directly or through clothing, of the genitals, anus or breasts of a child for other than hygiene or child care purposes. Sexual abuse may involve physical contact, including:

- Assault by penetration or non-penetrative acts (such as masturbating, kissing, rubbing and touching outside of clothing).



- It may also include non-contact activities such as: watching sexual activities, encouraging children to behave in sexually inappropriate ways, involving children looking at or in the production of sexual images.
- Grooming a child in the preparation for abuse (including via the internet).

Sexual abuse has some different characteristics to child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse generally involves planning with results that are more insidious. However, sexual abuse may be opportunistic and although most often adult on child, it may also be child on child.

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 or even detect.

Some victims, through the process of grooming, are taught that the sexual acts are a form of "love", may tend to love their offender and present as happy and well-adjusted children with no negative symptoms because of their perception of being loved. It is important to note that working with the sexual offender cannot be done by school counsellors.

### **Self-Harm**

Self-harm is more common than often recognized. Around 10% of young people self-harm at some point, and this figure is likely to be an underestimate. Self-harm may include overdose (self-poisoning), hitting, cutting, burning, pulling hair, picking skin, head banging, and self-strangulation.

It is important to be mindful that while self-harm is much less common in primary school-age children, it is increasingly becoming more common among children of all ages. Some of the behaviours noted include shallow cuts, hair pulling, head banging, and deliberate self-grazing or scratching.

Self-harm in younger children is often linked to family difficulties.

### **Harm to Others**

Commonly viewed primarily through the lens of bullying, peer harm amongst children is also on the rise. This can take the form of bullying in its various forms, and can also lead to acts of aggression and violence amongst students. It is important to take note of things such as solitary/isolated behaviour, verbal or written threats of violence, fixations on death, violence, or other destructive activities.

## SUSPECTED HARM TO CHILD | REPORTING PROCEDURE

### WHAT TO DO WHEN THERE IS A REASON TO BELIEVE ABUSE OR NEGLECT HAS OCCURRED

The indicators of abuse and neglect described above will be used by the staff member as a guideline for reporting to the counsellor. The counsellor will then determine if the case needs further attention or not.

A report must be made when a staff member has reasonable cause to believe that a child has suffered abuse and/or neglect. All reports are to be handled with complete confidentiality!

Where there is cause to suspect that child abuse, neglect, self-harm or any other harm is being inflicted on a child, it is the responsibility of the staff member to report his or her concerns to the Designated Safeguarding Lead (DSL), or in the absence of the DSL to the Deputy Designated Safeguarding Lead (DDSL), counsellors, any member of the academic leadership team, or the pastoral coordinator), **immediately**. Where immediate reporting is not possible, a report must be made within 24 hours of the incident. In **all** cases, the relevant principal will be notified.

It is the responsibility of the DSL to inform the relevant principal and Head of School of the suspected case of child abuse, neglect or harm.

**All staff, faculty, and administrators are mandated to report incidences of abuse, neglect and/or harm.**

The following steps should be taken in the case of suspected abuse, neglect and/or harm, or should disclosure of any of the aforementioned be made:

#### STEP 1 INFORMATION GATHERING

The process of gathering information following a disclosure or suspected abuse should focus exclusively on the FACTS and avoid focusing on the FEELINGS. When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher will seek advice from the Designated Safeguarding Lead (DSL) IMMEDIATELY. The counsellor will notify the school-based response team, and then take initial steps to gather information regarding the reported incident. The response team will include the counsellor, principal, school nurse (if needed), and other

individuals as the DSL or principal sees fit. In all cases, follow-up activities 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 and/or family as necessary and document information relative to the case.
2. Consult with school personnel to review the child's history in the school.
3. a) If the report is substantiated, inform the Safeguarding and Child Protection Team **IMMEDIATELY**, generate a report, and share the report with the Team.  
b) If report is unsubstantiated, enter case into secure Counsellor notes.

## **STEP 2** FAMILY CONSULTATION

Based on acquired information and initial report, a plan of action will be developed by the Safeguarding and Child Protection Committee to assist the child and family. Actions that shall take place are:

- Counsellor and Principal (and others as deemed necessary) meet with family, present the School's concerns, review the Safeguarding and Child Protection Policy, and establish an action plan.
- On-going observations of the child by the Teacher, Counsellor, or Pastoral Head.

### **Possible follow-up actions include:**

- Referral of the student and family to external professional Counselling services
- Ongoing counselling support provided by the school counsellor
- Consultation with the school's legal advisor
- Report to local authorities, as per the law of the People's Republic of Zambia (see Annex II for detailed procedure for reporting to local authorities)
- Local authorities may contact sponsoring employer regarding allegations
- Local authorities may consult the consulate of the country of the involved family.

## **STEP 3** FOLLOW UP PROCEDURES

Subsequent to a reported and/or substantiated case of child abuse or neglect:

- The counsellor will maintain contact with the child and family to provide support and guidance as appropriate.

- The counsellor will provide the child’s teachers and the principal with ongoing support including materials and strategies for.
- The counsellor will maintain contact with outside therapists to update the progress of the child in school.
- Follow up meeting with principal and counsellor to evaluate progress, debriefing on progress.
- Additional follow up actions by Zambian police and child protective services may be required (see Annex II on Legal Procedures for additional information).

All documentation of any investigation or concerns will be kept in the child’s confidential file. In cases such as these where the child is also moving to a new school, ISL has the responsibility to relay potential safety concerns to the new school. Refer to the Safeguarding and Child Protection procedures for a comprehensive



breakdown of steps to be taken, all relevant documentation to be completed, and referral channels.

### **DESIGNATED SCHOOL OFFICIALS | SAFEGUARDING TEAM**

In addition to the Safeguarding Team, ISL has a Safeguarding Committee who act as Safeguarding and Child Protection advocates within the ISL community. This

Safeguarding Committee is made up of volunteers from the following community groups:

Teachers	Parents	Students	Admin	Board
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Applications for the Safeguarding Committee or Expressions of Interest should be submitted at the end of each academic year for consideration for the following academic year. All Committee members will be provided with priority consideration for professional development opportunities around Safeguarding and Child Protection, inclusion in policy review and updates, and resources for community advocacy.

## **LOCAL & INTERNATIONAL LAW | OUR LEGAL OBLIGATIONS**

ISL's Safeguarding and Child Protection policies and procedures are governed by both the law of the Republic of Zambia as well as International Law and best practice. The primary laws that govern ISL's practices are as follows:

The Children's Code Act 2022, which can be read in its entirety [here](#) and the Convention of the Rights of the Child, which can be downloaded [here](#).

At ISL, we take our responsibility to protect the safety and well-being of our students very seriously. As such, all staff members are required to report any suspected incidents of child abuse, neglect, harassment, or exploitation.

In the event that a staff member reports a potential case of child abuse and/or neglect, immediate action will be taken. Our Designated Safeguarding Lead (DSL) will receive and investigate all reports of potential child protection violations. The Principal and Head of School will be notified immediately and all the necessary steps will be taken to handle the matter appropriately.

It is important to note that all reports of potential child protection violations will be treated with the utmost seriousness and sensitivity. Our school administration will take all necessary actions to protect the child in question and to ensure that any perpetrators are held accountable for their actions - this may include notifying local authorities.

Our school recognises that the failure to report suspected child protection violations is not only a breach of the law but also a violation of our ethical and professional

standards. As such, we take this responsibility very seriously and are committed to providing a safe and nurturing environment for all of our students.

## **RECRUITMENT | OUR VETTING PROCESS**

Background checks are completed for any new recruit or for individuals who are external service providers. Medical checks are completed annually for teachers interacting with students below the age of 7 as per requirements of the Lusaka City Council.

All recruitment advertisements and our website will include a statement about our commitment to Safeguarding and Child Protection.

To ensure that our students are safe and secure, we prioritise recruiting and retaining employees who have been vetted through a child protection lens, are committed to upholding safe practices, and have the knowledge and skills to maintain safe learning environments. Furthermore, all employees sign a code of conduct that explicitly refers to child protection and participate in regular child protection training to stay informed and updated on best practices.

We take this commitment very seriously and thoroughly check references for all candidates before offering them a position. Our Human Resources Manager confirms that the reference check process has been successfully completed and only then do we proceed with a job offer.

Hiring managers will undergo Safeguarding recruitment training not less than every three years.

## **STAFF DEVELOPMENT | OUR TRAINING AND SUPPORT**

Our school recognises that training and education are crucial for safeguarding and child protection. Therefore, we have established the following training requirements for all staff:

- Each year, all staff will be made aware of our school's policies and procedures regarding child protection. The school will provide regular, mandatory child protection training that covers identifying signs of abuse or neglect, responding to safeguarding concerns, and reporting procedures (A record of attendance will be made and signed).
- The Designated Safeguarding Lead (DSL) will undergo training in safeguarding children not less than every two years. This training will cover

recognising and responding to signs of abuse or neglect, child protection legislation, and best practices in safeguarding.

- The Principal and all staff will undergo training in safeguarding not less than every three years. This training will cover recognising and responding to signs of abuse or neglect, child protection legislation, and best practices in safeguarding.
- Temporary and voluntary staff who work with children will be made aware of the policy and receive training on our school's safeguarding procedures and practices.

## **SECURITY AND FACILITIES | OUR CAMPUS SAFETY**

Ensuring the safety and security of students is of utmost importance to us at ISL. In order to provide a secure and safe environment for students, the school has effective campus security measures in place.

The school commits to taking proactive steps to ensure that access to the campus is controlled and monitored at all times. We have security guards present and access to the school premises is limited to authorised individuals only. Visitors are required to register and wear visitor badges while on campus. Students are only allowed to leave campus early if they have written parent permission which has been previously communicated to the administration.

School staff are trained to challenge anyone who does not have a valid reason for being on campus or who appears to be acting suspiciously.

Additionally, the school should conduct regular safety drills, including fire and lockdown drills, to make sure that students and staff are prepared for any emergencies that may arise.

The school also has a clear and concise emergency response plan in place. This plan is regularly reviewed and updated to keep it effective and up-to-date. The plan includes procedures for responding to a range of emergencies, such as natural disasters, medical emergencies, and acts of violence.

The school maintains a Health, Safety and Environment (HS&E) noticeboard in the staffroom that contains information about emergency plans, names of first aid trained teachers, students with medical conditions and phone numbers of emergency departments and appropriate personnel.

## **EDUCATIONAL CONTENT | OUR CURRICULUM**

The curriculum at ISL includes a PSHE component that is specifically focused on equipping our students with the necessary tools to navigate various aspects of life. This includes the following breakdown of course content to address safeguarding and child protection and to develop autonomy and agency:

These lists below are examples of the topics that may be taught each year during PSHE or other appropriate areas in the curriculum.

### **EARLY YEARS & PRIMARY CONTENT**

- Respecting Others By Telling The Truth
- Ubuntu - I am Because You Are
- Goals For Life
- What Makes A Good Friend?
- Healthy Vs Toxic Friendships
- Friendship - Dealing With Conflict
- Am I A Good Friend
- Stinking Thinking - Jumping To Conclusions
- Stinking Thinking - Fight Back With Positivity
- Stinking Thinking - Labelling
- Celebrating Neurodiversity
- Dealing With Worry
- Choices Have Consequences
- Standing Up For Yourself
- Managing Anger
- Knowing Your Value

### **SECONDARY CONTENT**

- Healthy Living
- Belonging Vs Fitting In
- Healthy Relationships
- Understanding Consent
- Self-Advocacy/Personal Safety
- Ubuntu/Living together in a Community
- Entrepreneurship/Economic education
- Planning For The Future
- Career Goals
- Life Goals



## **EXTRA-CURRICULAR | ACTIVITIES AND FIELD TRIPS**

We have implemented a policy outlining measures to ensure the safety and well-being of our students during extracurricular activities and school trips. This policy is designed to minimise risks associated with these activities and to provide a framework for emergency response in case of unexpected events.

Internal policy mandates that all extracurricular activities and school trips must be conducted under the supervision of qualified staff members who have undergone background checks and child protection training. A risk assessment must be completed for each trip. The number of students per staff member should follow Zambian regulations, international expectations, and be reasonable to ensure that adequate attention is given to each student according to age and the level of risk. We also require that each trip includes a first-aid-trained staff member, and a fully equipped first-aid kit and a list of emergency contacts for each student on the trip.

Additionally, we maintain an up-to-date emergency response plan, which outlines procedures to follow in case of unforeseen events, including accidents or natural disasters. Our plan ensures that our staff members are well-equipped to deal with emergencies promptly and effectively. All staff members are required to undergo regular training on the emergency response plan, including practising emergency drills and identifying potential hazards.

## **POLICY UPDATES | REVIEW PROCESS**

The DSL will ensure that ISL Child Protection policy and procedures will be reviewed and updated annually

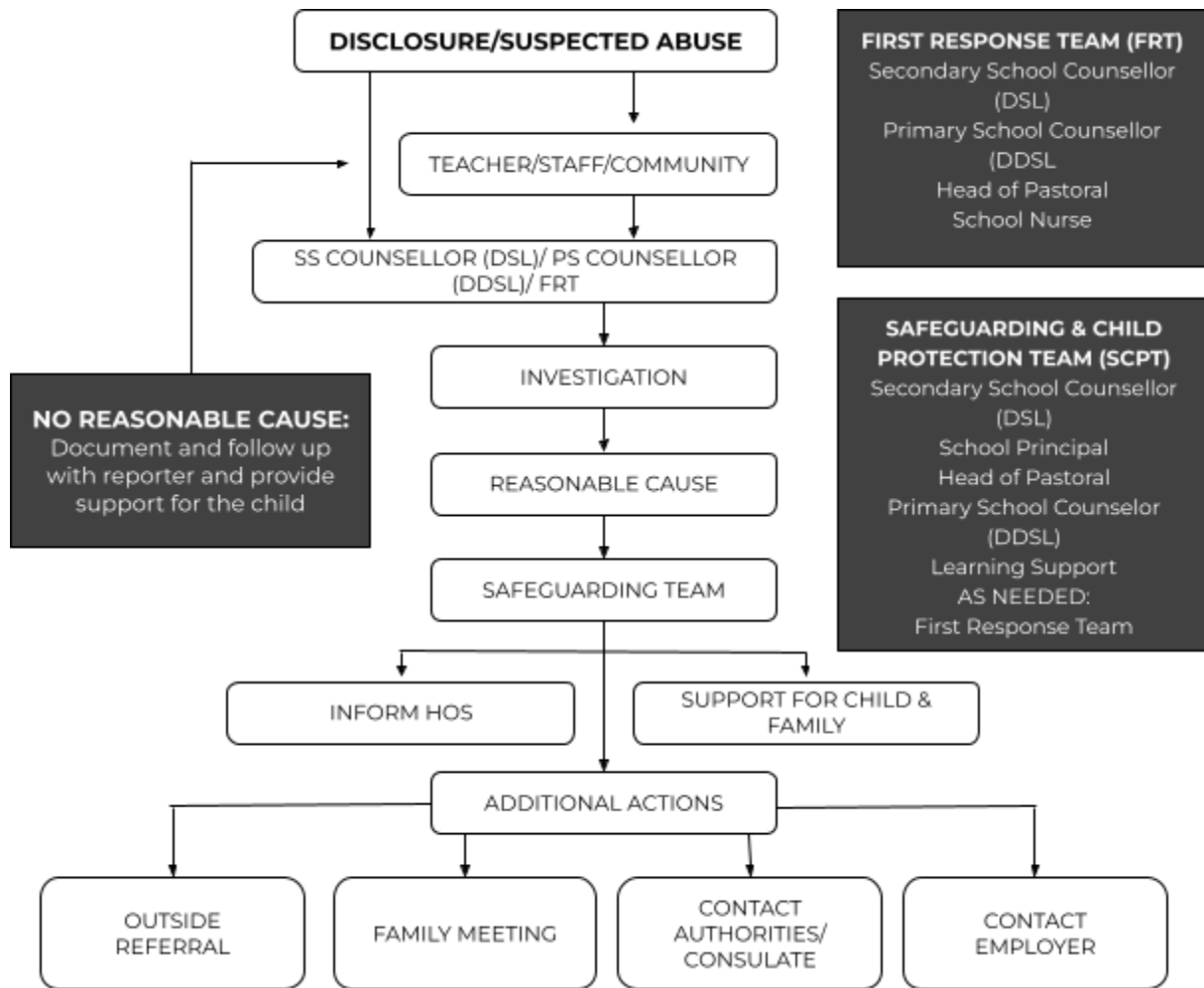
# ANNEXES

## ANNEX I | REPORTING & MANAGEMENT PROCEDURES

Table 1.1 Reporting Responsibilities

RESPONSIBILITY	RESPONSIBLE PARTY(S)	REPORTS TO	DIRECT REPORT
Overall Responsibility	Head of School	Board	Principals
Reporting Cases to HOS	Principal	HOS	DSL
Reporting Cases to Authorities	HOS Principal DSL	Board HOS Principal	Principal DSL Safeguarding and Child Protection Team
Reporting Suspected Cases to DSL	All Faculty, Staff and Community	DSL	

## 1.1 SUSPECTED ABUSE PROCEDURE



The detailed steps of this procedure are laid out in the policy and can be viewed there.

## 1.12 SUSPECTED ABUSE FROM PRINCIPAL OR HOS

In the case that the suspected abuse is from the school Principal, the following actions will be taken:

### STEP ONE: DISCLOSURE

If a disclosure is made to the DSL that there is suspected abuse related to the actions or inactions of the principal, the DSL will receive all complaints and will take them directly to the Board Chair **immediately** WITHOUT informing the principal in question.

## **STEP TWO: INFORMATION GATHERING**

The DSL in collaboration with the Board Chair will further investigate the allegations **immediately** before taking any further action. Steps will, however, need to be taken to ensure access to the child by the Principal is restricted during this process. Once they have verified the allegations made against the Principal, they will proceed with further actions.

## **STEP THREE: INFORM RELEVANT PARTIES**

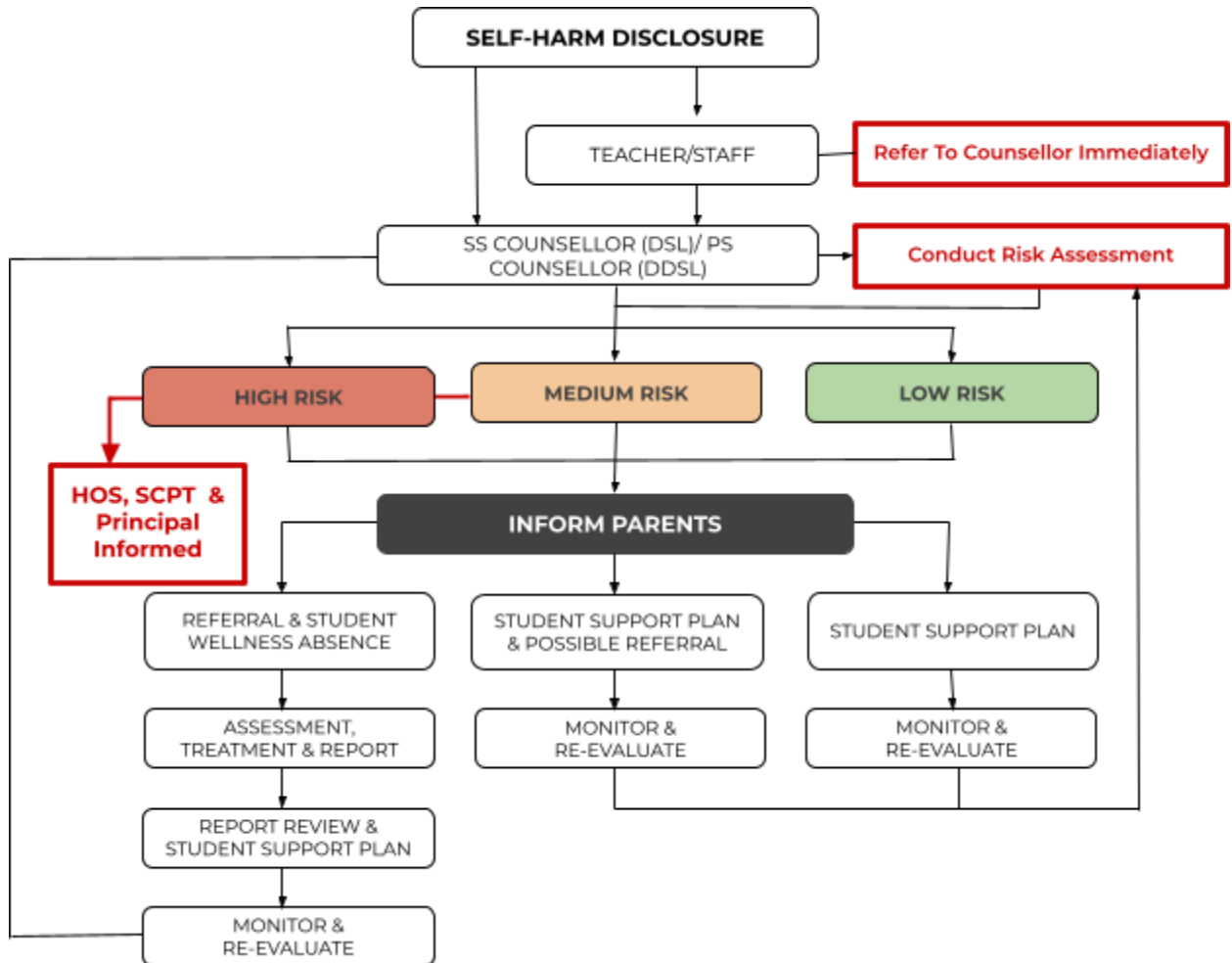
Once the relevant information has been gathered, the DSL in collaboration with the Board Chair will inform the parents of the child and the safeguarding team.

## **STEP FOUR: ACCESS RESTRICTION & FURTHER REPORTING**

The Board Chair will then meet with the Principal to inform them of the allegations and the necessary steps to be taken. Access to the school and students will then be restricted. The relevant authorities will also be contacted in line with legal requirements and verification of the allegations and additional disciplinary actions will be taken by the Board depending on the outcome of the investigations.

## STEP FIVE: CASE REVIEW AND FURTHER ACTIONS

Once the case has been resolved, the Board will review the Principal's employment contract and take appropriate action depending on the outcome of the case. The Safeguarding Team will work with the student and the parents to ensure a safe environment for the child should they return to the school.



## 1.2 SELF-HARM PROCEDURE

Self-Harm is a serious safety concern for students and should be handled with care and sensitivity. Teachers and staff members should be trained to identify the signs of self-harm, which may include unexplained cuts, bruises, or burns, wearing long sleeves or pants even in warm weather, and withdrawing from social activities. Below are the detailed steps in ISL's safeguarding procedures as it pertains to supporting students who may be engaging in self-harm behaviours:

### STEP ONE: DISCLOSURE

If a teacher or staff member suspects that a student is engaging in self-harm, or if a student discloses that they are engaging in self-harming behaviours they should inform the school counsellor of their concerns immediately. If the disclosure or concern comes from the school counsellor they will immediately take the following steps in the procedure.

### STEP TWO: RISK ASSESSMENT

The school counsellor will approach the student in a non-judgmental and supportive manner. They should express their concern and let the student know that they are there to help. They will then assess the severity of the situation and whether immediate medical attention is necessary. If the student has caused significant harm to themselves, emergency services should be contacted. The risk assessment will determine the needs of the students based on whether they are high risk, medium risk or low risk and will guide the actions to be taken next.

### STEP THREE: INFORM RELEVANT PARTIES

The school counsellor will immediately inform the appropriate Principal and Safeguarding Team on all cases that are medium or high risk. Parents of students will be informed at this stage also regardless of the risk level. Exceptions to this will be made in any case where disclosing this information to the parents would put the child at greater risk of further harm. In such a situation, the appropriate external support personnel will be engaged to further support the child. It will be the responsibility of the principal to inform the head of school in collaboration with the school counsellor on all cases that are of a medium to high risk level.

### STEP FOUR: SUPPORTIVE ACTION BASED ON RISK LEVEL

ACTION PHASE	HIGH RISK	MEDIUM RISK	LOW RISK
	In rare cases when the school has serious concerns about the safety of	The student will be referred for additional support from an external	The student will be managed by the school counsellor and other school

<p style="text-align: center;"><b>PHASE 1</b></p>	<p>the child if they remain at school then the student will immediately be handed over to parents and referred for professional support as needed and will be required to take a leave of absence from school until such a time as their external support team and the school's Safeguarding Team determine it is safe for the student to return.</p>	<p>services provider. The student will also receive support from the school counsellor and other school support as needed. A <b>Student Support Plan</b> will be developed in collaboration with the school counsellor, SCPT, parents and professionals. This will include a <b>Safety Plan</b>.</p>	<p>support as needed. A <b>Student Support Plan</b> will be developed to best help manage the student's needs. This will include a <b>Safety Plan</b>.</p>
<p style="text-align: center;"><b>PHASE 2</b></p>	<p>Student is to be fully assessed and treatment provided by the appropriate professional. This is to be followed by a <b>Comprehensive Report</b> from the treating professional, to the school counsellor, once it is determined that the student is fit to return to school.</p>	<p>Continue providing student with support and monitor their progress. All interventions are to be appropriately documented and stored in the student's confidential file. A <b>Re-evaluation</b> of the student's needs and <b>Risk Assessment</b> is to be conducted at the time stated in the <b>Student Support Plan</b> or as presented by any external support provider and further action taken as needed.</p>	<p>Continue providing student with support and monitor their progress. All interventions are to be appropriately documented and stored in the student's confidential file. A <b>Re-evaluation</b> of the student's needs and <b>Risk Assessment</b> is to be conducted at the time stated in the <b>Student Support Plan</b> and further action taken as needed.</p>

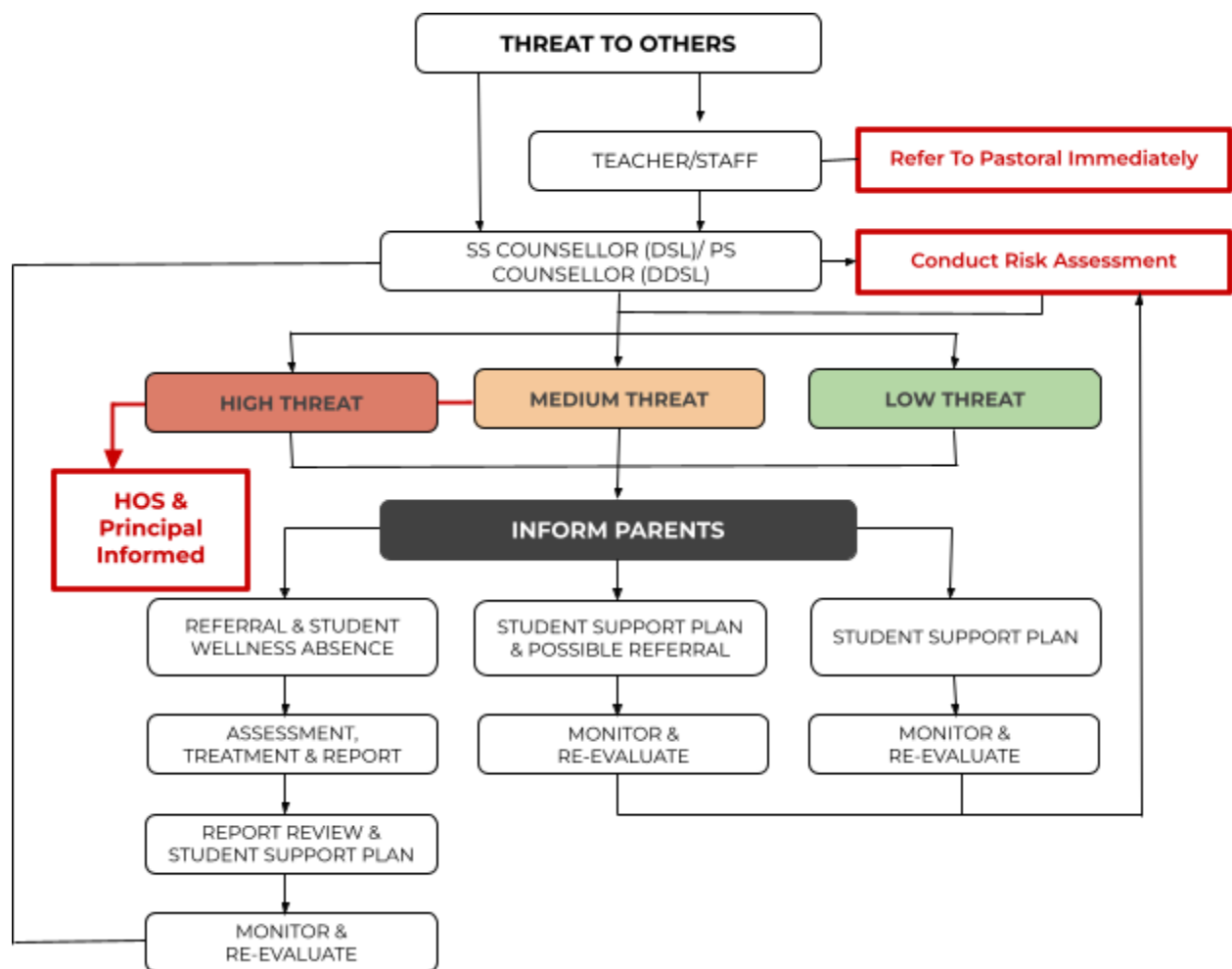
PHASE 3	<p><b>BEFORE</b> the student is to be readmitted to school, a <b>Comprehensive Report</b> is to be received and evaluated by the Safeguarding Team and a re-entry <b>Student Support Plan</b> is to be developed and agreed upon and signed by the school, student and the student's parents.</p>		
PHASE 4	<p>Continue providing student with support and monitor their progress. All interventions are to be appropriately documented and stored in the student's confidential file. A <b>Re-evaluation</b> of the student's needs and <b>Risk Assessment</b> is to be conducted at the time stated in the <b>Student Support Plan</b> or as presented by any external support provider and further action taken as needed.</p>		



### NOTE: CONFIDENTIALITY

It is important to respect the student's privacy and maintain confidentiality when dealing with self-harm. However, information should be shared with appropriate parties on a need-to-know basis to ensure that the student receives the necessary support.

### 1.3 HARM TO OTHERS PROCEDURE



Harm to others can pose a very serious safety concern for the community and can lead to an unsafe environment. It can take the form of physical and/or psychological threats, and/or harm to others and can have serious ramifications. As such, all potential threats to others should be handled with both urgency and care for everyone involved. Teachers and staff members should be trained to handle potentially harmful or threatening behaviours and be fully aware of the process of reporting and managing such incidents. Below are the detailed steps in ISL's safeguarding procedures as it pertains to supporting students who may pose a threat of harm to others:

### STEP ONE - DISCLOSURE

If a teacher or staff member sees, hears, or suspects that a student poses a threat of harm to another student, teacher, or other community member, they should inform the school counsellor of their concerns **immediately**. If the disclosure or concern comes from the school counsellor, they will immediately take the following steps in the procedure.

### STEP TWO - RISK ASSESSMENT

The school counsellor will inform the Pastoral Head of the concern and will then approach the student in a non-judgmental and supportive manner. They should express their concern and let the student know that they are there to help. Given the nature of the concern, restorative action may also need to be taken from the Pastoral Head based on the level of the offence. The school counsellor, in collaboration with the Pastoral Head, will then assess the severity of the situation and what further actions will be required. If the student has caused significant harm to another, the school nurse should immediately be informed and emergency medical services should be contacted. The risk assessment will determine the needs of the students based on whether they are high risk, medium risk or low risk and will guide the actions to follow.

### STEP THREE - INFORM RELEVANT PARTIES

The school pastoral and counsellor will immediately inform the appropriate Principal and Safeguarding Team on all cases that are medium or high risk. Parents of students will be informed at this stage regardless of the risk level. It will be the responsibility of the principal to inform the head of school in collaboration with the school counsellor on all cases that are of a medium to high risk level.

### STEP FOUR - SUPPORTIVE ACTION BASED ON RISK LEVEL

ACTION PHASE	HIGH RISK	MEDIUM RISK	LOW RISK
PHASE 1	When the school credibly believes that the safety of others cannot be assured then the student will immediately be handed over to parents and be referred for professional support as needed	The student will be referred for additional support from an external services provider. The student will also receive support from the school counsellor and other school support as needed. A <b>Student</b>	The student will be managed by the school counsellor and other school support as needed. A <b>Student Support Plan</b> will be developed to best help manage the student's needs. This will include a <b>Safety</b>

	and will be required to take a leave of absence from school until such a time as their external support team and the school's Safeguarding Team determine it is safe for the student to return.	<b>Support Plan</b> will be developed in collaboration with the school counsellor, SCPT, and professionals. This will include a <b>Safety Plan</b> .	<b>Plan.</b>
PHASE 2	Student is to be fully assessed and treatment provided by the appropriate professional. This is to be followed by a <b>Comprehensive Report</b> from the treating professional, to the school counsellor, once it is determined that the student is fit to return to school.	Continue providing student with support and monitor their progress. All interventions are to be appropriately documented and stored in the student's confidential file. A <b>Re-evaluation</b> of the student's needs and <b>Risk Assessment</b> is to be conducted at the time stated in the <b>Student Support Plan</b> or as presented by any external support provider and further action taken as needed.	Continue providing student with support and monitor their progress. All interventions are to be appropriately documented and stored in the student's confidential file. A <b>Re-evaluation</b> of the student's needs and <b>Risk Assessment</b> is to be conducted at the time stated in the <b>Student Support Plan</b> and further action taken as needed.
	<b>BEFORE</b> the student is to be readmitted to school, a <b>Comprehensive Report</b> is to be received and		

<p><b>PHASE 3</b></p>	<p>evaluated by the Safeguarding Team and a re-entry <b>Student Support Plan</b> is to be developed and agreed upon and signed by the school, student and the student's parents.</p>		
<p><b>PHASE 4</b></p>	<p>Continue providing student with support and monitor their progress. All interventions are to be appropriately documented and stored in the student's confidential file. A <b>Re-evaluation</b> of the student's needs and <b>Risk Assessment</b> is to be conducted at the time stated in the <b>Student Support Plan</b> or as presented by any external support provider and further action taken as needed.</p>		

**1.4 FAMILY INTERVENTION**

If you have concerns about a child's safety and well-being, it may be necessary to intervene and take action to protect the child. Here is an outline of a family intervention plan that you can adapt to your specific situation:

**STEP 1 - GATHER INFORMATION:** Gather as much information as possible about the child's situation, including any concerns or allegations of abuse or neglect. Speak

with the child if possible, as well as any other individuals who may have relevant information, such as teachers, neighbours, or other family members.

**STEP 2 - DEVELOP A PLAN:** Based on the information you have gathered, develop a plan for intervening in the situation. This may involve contacting child protective services or law enforcement, seeking a court order to remove the child from the home, or arranging for the child to receive medical or mental health treatment.

**STEP 3 - PLAN THE INTERVENTION:** Once you have a plan in place, it is important to plan the intervention carefully. This may involve coordinating with other professionals, such as social workers, therapists, or law enforcement officers.

**STEP 4 - MEET WITH THE FAMILY:** Schedule a meeting with the family to discuss your concerns and the reasons for your intervention. Be clear and direct about your concerns, but also be compassionate and non-judgmental.

**STEP 5 - OFFER SUPPORT AND RESOURCES:** Offer the family support and resources that can help them address the issues that led to the intervention. This may include counselling, parenting classes, or other services that can help the family improve their situation.

**STEP 6 - MONITOR PROGRESS:** Monitor the family's progress and ensure that they are complying with any requirements or recommendations that have been made. Stay in regular contact with the family and other professionals involved in the case. Remember that intervening in a family's situation can be difficult and emotional. It is important to approach the situation with compassion, but also with a commitment to ensuring the safety and well-being of the child. Work closely with other professionals and agencies to ensure that the best interests of the child are always the top priority.

## **1.5 SAFETY PLAN**

If you are concerned that a child is engaging in self-harm, it is important to take their safety seriously and to seek help from a mental health professional or a medical professional immediately. Here is a safety plan that may be helpful:

**STEP 1 - CREATE A SAFE ENVIRONMENT:** Ensure that any potentially harmful objects or substances are removed from the child's environment. This could include things like sharp objects, medications, or anything that the child may use to hurt themselves.

**STEP 2 - ESTABLISH A SUPPORT SYSTEM:** The child should have a designated support system that they can reach out to if they feel like harming themselves. This could include a trusted adult, a therapist, a hotline, or a friend.

**STEP 3 - DEVELOP A SAFETY PLAN:** Work with the child to develop a safety plan that outlines what they can do if they feel like hurting themselves. This could include things like calling a trusted friend, engaging in a distracting activity, or going for a walk.

**STEP 4 - MONITOR THE CHILD'S BEHAVIOUR:** Keep a close eye on the child's behaviour and mood. If you notice any signs that they may be at risk of harming themselves, take action immediately.

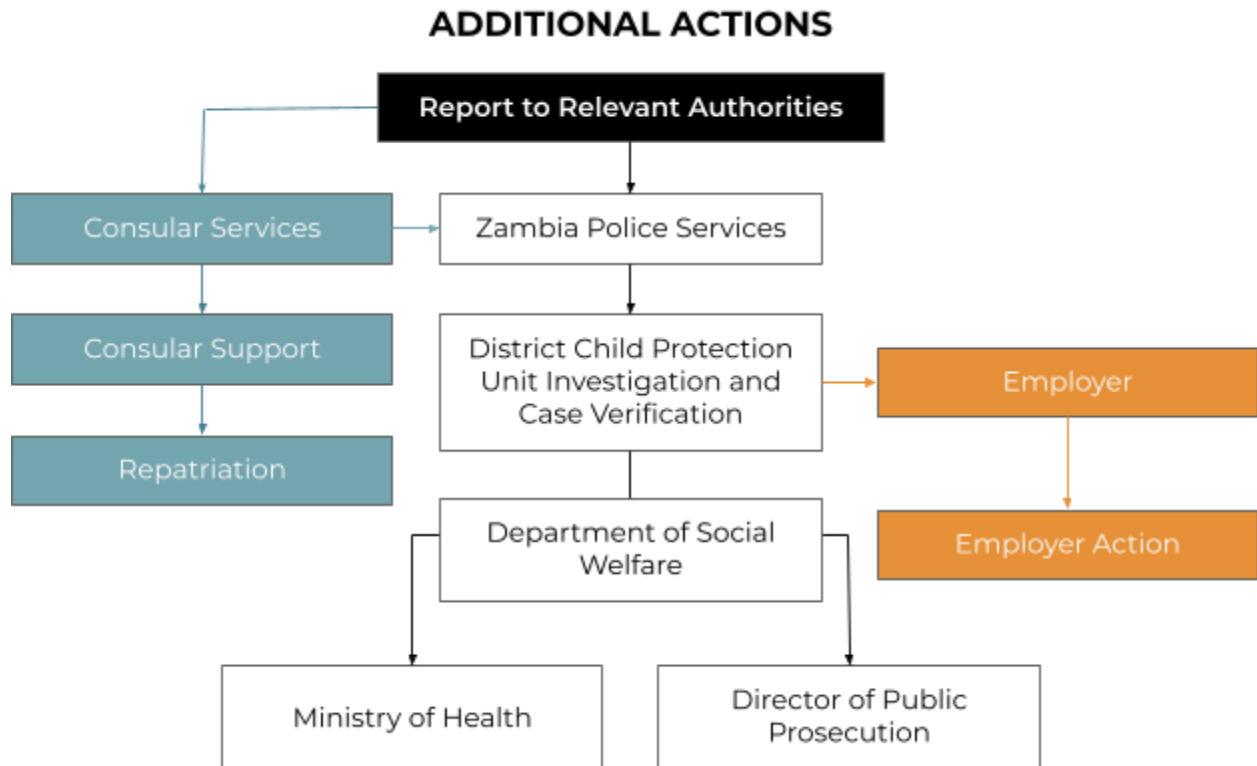
**STEP 5 - SEEK PROFESSIONAL HELP:** It is important to seek help from a mental health professional or a medical professional who can provide appropriate treatment and support for the child.

Remember that self-harm is a serious issue, and it is important to take it seriously. By creating a safety plan and seeking professional help, you can help the child to stay safe and get the help they need to overcome this challenge.

## ANNEX II | LEGAL PROCEDURES

### LEGAL PROCEDURES

The following are the legal procedures that can be taken in safeguarding and child protection cases where required:



### REPORTING TO AUTHORITIES PROCEDURE

Once a child protection case has been verified through the information gathering and school actions or there is a verified incident of abuse and/or neglect, it is the responsibility of the DSL in collaboration with the Principal and Head of School to report this issue(s) to the relevant authorities. Self-harm cases do not need to be reported to the local authorities UNLESS they are occurring in conjunction with other child protection concerns (abuse, neglect, etc). Cases of Harm to Others need only be reported to the local authorities if one or all of the following apply:

- A. Significant physical harm and/or death has occurred as a direct result of the actions of the perpetrator.
- B. Minor harm has occurred but it is verified that significant harm was intended by the perpetrator.
- C. It is verified that significant harm to others was intended but was intervened (the alleged perpetrator had means, opportunity, and CLEAR intent e.g. a student is found to be in possession of a weapon and has apparent intent on using it on an identified person(s)).

In any of the above cases the following steps should be followed in reporting to the relevant authorities.

**STEP 1.1 REPORT TO ZAMBIA POLICE SERVICES:** A report must be made with the Zambia Police Department (Victims Support Unit).

The next step is to report to the District Child Protection Unit (DCPU) who constitute an investigation and a report/due diligence.

**STEP 1.2 REPORT TO CONSULAR SERVICES:** A report to consular services will be required if the child in question is a foreign citizen. Consular services for the family's home country can be contacted and direction will be provided on the next steps and support given. ISL should maintain an up-to-date list of countries represented in its student body as well as their consular services contact details.

**STEP 2.1 DISTRICT CHILD PROTECTION UNIT FOLLOW-UP:** This report will be passed on to the District Child Protection Unit for further action and child protection support. The DCPU will then verify the details of the case and verify that a crime has indeed been committed against a child. This may require engagement with several other government agencies (ie Ministry of Health, Department of Social Welfare, etc) to ensure appropriate support and care are given to the child and due diligence is maintained. Engagement from the school, with this department may be required in supporting the child.

**STEP 2.2 CONSULAR SUPPORT:** In some cases, consular services will provide support to the family as they go through the Zambian legal system in the management of the case.

**STEP 2.3 REPORT TO EMPLOYER:** In cases verified by DCPU of child abuse and/or neglect **ONLY**, should a report be made to the employer of the perpetrator.

**STEP 3.1 DEPARTMENT OF SOCIAL WELFARE:** At this stage the Department of Social Welfare will take on the verified case and work in collaboration with the Ministry of Health and or the Director of Public Prosecution in order to take further action on the case. Further engagement with these offices by the school may be required.

**STEP 3.2 REPATRIATION:** In some cases repatriation to the country of origin may be initiated by consular services.

**STEP 3.3 EMPLOYER ACTION:** In some cases, the employer of the perpetrator will take action related to the employment of the accused. No involvement should be required from the school at this juncture.



## ANNEX III | RECRUITMENT PROCEDURES

### FACULTY/TEACHER RECRUITMENT

**STEP 1 - REFER TO POLICY:** Refer to ISL's recruitment policy above that outlines the school's commitment to safeguarding and the steps that will be taken to ensure that all staff members are suitable to work with children as a recruitment baseline.

**STEP 2 - ADVERTISE VACANCIES:** Advertise job vacancies in a variety of different locations to attract a diverse pool of candidates. The advertisement should include information about the school's commitment to safeguarding and the requirements for the position.

**STEP 3 - REVIEW APPLICANTS:** Review all applications and CVs thoroughly to ensure that candidates meet the required qualifications and experience for the position. Look for any gaps in employment or unexplained absences. Also pay attention to frequent changes in employment status as an area for potential investigation.

**STEP 4 - CONDUCT INITIAL INTERVIEWS:** Conduct initial interviews with shortlisted candidates to assess their suitability for the position. Ask questions about their experience working with children, their understanding of safeguarding policies, and how they would handle specific safeguarding scenarios.

**STEP 5 - REQUEST REFERENCES:** Request at least two references from previous employers or supervisors. Contact the references and ask specific questions about the candidate's experience working with children, their safeguarding knowledge, and their character.

**STEP 6 - CONDUCT BACKGROUND CHECKS:** Conduct background checks on all successful candidates. This should include a criminal record check, a check of the candidate's employment history, and a check of their professional qualifications. Additionally, where insufficient information is available from a background check, consider the use of a psychometric assessment to further determine the personality traits of potential candidates.

**STEP 7 - MAKE AN OFFER:** Once all background checks are complete and the candidate is deemed suitable for the position, make a formal offer of employment. The offer should be conditional on the candidate completing any outstanding safeguarding checks or training.

**STEP 8 - PROVIDE SAFEGUARDING TRAINING:** Provide all new staff members with comprehensive safeguarding training. This should include information about the school's safeguarding policies, how to recognize signs of abuse, and what to do if abuse is suspected.

**STEP 9 - MONITOR, REVIEW AND UPDATE POLICIES:** Monitor the effectiveness of all policies and procedures and regularly review and update the school's safeguarding policies and procedures to ensure that they are up to date and in line with current best practices.

**STEP 10 - MONITOR STAFF BEHAVIOUR:** Monitor staff behaviour and take swift action if any concerns are raised about their conduct. This includes reporting any

allegations of abuse to the relevant authorities and conducting a thorough investigation in any allegations of inappropriate conduct.

By following these steps, ISL hopes to ensure that they recruit staff members who are committed to safeguarding and are suitable to work with children.

## **VOLUNTEER VETTING PROCEDURES**

**STEP 1 - REFER TO POLICY:** Refer to ISL's recruitment policy above which outlines the school's commitment to safeguarding and the steps that will be taken to ensure that all staff members are suitable to work with children as a baseline.

**STEP 2 - OBTAIN RELEVANT INFORMATION:** Obtain necessary information about volunteers and visitors before they begin their work or visit the school. This includes their name, address, contact information, and details about the nature of their work or visit.

**STEP 3 - APPROVAL OF PLACEMENT:** The safeguarding team to review the need for the proposed placement and get approval for the volunteer(s) placement from management and any relevant stakeholders.

**STEP 4 - CONDUCT RISK ASSESSMENT:** Conduct a risk assessment to identify any potential risks that volunteers or visitors may pose to children. This should include checks against relevant records such as sex offender registers or criminal records.

**STEP 5 - PROVIDE TRAINING:** Provide specific safeguarding and child protection training to volunteers and visitors before they begin their work or visit the school. This should include information on the school's policies and procedures, the signs of abuse, and how to report any concerns.

**STEP 6 - SUPERVISION:** Ensure that volunteers and visitors are adequately supervised and do not have unsupervised access to children. Ensure that they are always working in the presence of a designated safeguarding and child protection staff member.

**STEP 7 - ACCESS CONTROL:** Ensure that visitors are not allowed to move around the school without supervision or permission. Visitors should only be allowed in areas of the school that are relevant to their work or visit.

**STEP 8 - RECORD KEEPING:** Maintain accurate records of all volunteers and visitors who work or visit the school. These records should include their name, the nature of their work or visit, the dates and times of their visit, and any relevant contact information.

**STEP 9 - REPORTING:** Ensure that all volunteers and visitors are aware of their responsibility to report any concerns they may have about the safety or welfare of a child. Ensure that they know who to report their concerns to and how to do so.

## **SUPPORT STAFF**

**STEP 1 - ROLE SPECIFICATION:** The job description and person specification for any support staff role should include specific safeguarding and child protection responsibilities and requirements. (I.e, support staff working in bathrooms/toilets used by children should understand the unique safeguarding requirements for the role, etc) This should include a clear statement that all staff have a responsibility to safeguard and promote the welfare of children and young people.

**STEP 2 - APPLICATION AND SHORTLISTING:** The application process should include a declaration of any criminal convictions or cautions, and any previous disciplinary action taken against the applicant. The application form should also request details of two referees, one of whom should be the applicant's most recent employer. These referees should be contacted and asked specific safeguarding and child protection questions related to the applicant.

**STEP 3 - INTERVIEW:** During the interview process, the applicant should be asked specific safeguarding and child protection questions to ensure that they have a clear understanding of the school's safeguarding policies and procedures. They should also be asked about any previous experience working with children and young people. Where an external organisation is used in the recruitment of support staff, they should be well equipped to interview candidates being selected for roles at ISL OR a designated representative from the school should be present.

**STEP 4 - DOCUMENTATION:** Before an offer of employment is made, the successful candidate should be required to provide a range of documentation including proof of identity, qualifications, and a Disclosure and Barring Service (DBS) check. If the candidate has lived or worked overseas, an international police check should also be obtained.

**STEP 5 - INDUCTION:** All new support staff should receive a thorough induction which includes specific training on the school's safeguarding policies and procedures. This training should cover the identification of signs of abuse and neglect, the process for reporting concerns, and the school's whistleblowing policy.

**STEP 6 - SUPERVISION & MONITORING:** All support staff should receive regular supervision, which includes a review of their safeguarding responsibilities. Line managers should also be vigilant for any signs of concerning behaviour from colleagues and report any concerns in line with the school's safeguarding

## **ANNEX IV | STAFF DEVELOPMENT PROCEDURES**

The following staff development procedures are to be followed in line with ISL's Safeguarding and Child Protection commitment:

1. **ANNUAL TRAINING:** Every year, all staff will be made aware of our school's policies and procedures regarding child protection. The school will provide regular, mandatory child protection training that covers identifying signs of abuse or neglect, responding to safeguarding concerns, and reporting procedures.
2. **DSL TRAINING:** The Counsellor will undergo training in safeguarding children not less than every two years. This training will cover recognising and responding to signs of abuse or neglect, child protection legislation, and best practices in safeguarding.
3. **CONTINUED PROFESSIONAL DEVELOPMENT:** The Principal and all staff will undergo training in safeguarding not less than every three years. This training will cover recognising and responding to signs of abuse or neglect, child protection legislation, and best practices in safeguarding.
4. **VOLUNTEER TRAINING:** Temporary and voluntary staff who work with children will be made aware of the arrangements in this policy and receive training on our school's safeguarding procedures and practices.

## **ANNEX V | SECURITY AND FACILITIES PROCEDURES**

Here are some general procedures that ISL could follow to ensure campus security:

1. **DEVELOP A COMPREHENSIVE SECURITY PLAN:** A clear and comprehensive security plan that outlines all security procedures and protocols should be in place. This plan should cover areas such as access control, visitor management, emergency response, and communication.
2. **IMPLEMENT ACCESS CONTROL MEASURES:** Limiting access to the campus is an important part of campus security. ISL could use measures such as ID cards, security personnel, and surveillance cameras to control access to the campus.
3. **CONDUCT REGULAR SECURITY ASSESSMENTS:** Regular security assessments can help identify vulnerabilities and risks on campus. These assessments should be conducted by qualified security personnel and should cover all areas of the campus.
4. **TRAIN STAFF, STUDENTS AND PARENTS ON SECURITY PROCEDURES:** All staff and students should be trained on security procedures and protocols. This training should cover areas such as emergency response, reporting suspicious behaviour, and identifying potential threats.

5. **ESTABLISH AN EMERGENCY RESPONSE PLAN:** An emergency response plan should be established and communicated to all staff and students. This plan should cover procedures for responding to various emergency situations, such as a fire, natural disaster, or active shooter.
6. **MONITOR AND RESPOND TO SUSPICIOUS BEHAVIOUR:** Security personnel should be trained to identify and respond to suspicious behaviour on campus. This could include monitoring social media for threats and identifying potential warning signs of violent behaviour.
7. **COLLABORATE WITH LOCAL LAW ENFORCEMENT:** It is important to establish a good relationship with local law enforcement agencies. They can provide assistance in responding to emergency situations and can also provide guidance on security procedures.

## 1.1 ACCESS CONTROL

- i. **SECURITY STATIONS:** All access points in and out of the school are to be manned by trained security personnel. These security personnel are to adhere to safety protocols at all times including the following:
  - a. All designated security personnel are to report to their station for their assigned shift and receive a handover from the previous shift.
  - b. All designated security personnel are to remain at their stations at all times and monitor access to campus.
  - c. Any incidents are to be reported to security management immediately for action (see “**Incident Reporting Procedure**” for further information).
  - d. Designated security personnel are to patrol the campus perimeter at all times and take note of any suspicious behaviour or attempts to access campus by unauthorised individuals as well as monitor for any unauthorised attempts by students to leave campus. Any noted attempts are to be reported to security management immediately and logged in an incident report.
  - e. Designated security personnel are to patrol the campus grounds and take note of any suspicious behaviour/conduct and are to report any suspicious behaviours to security management IMMEDIATELY and log in an incident report.
  - f. A log book is to be completed on each shift outlining any incidents that occurred during the shift with reference to the corresponding incident reports
- ii. **ACCESS CARDS:** All persons entering ISL’s campus are required to visibly display their school issued access card at all times. Security personnel should take note of all access cards BEFORE allowing access

to anyone on campus. Anyone not holding an access card MUST be cleared by security management prior to being given access to the campus.

- iii. **BLOCKED ACCESS:** Anyone with blocked access is to be prohibited to enter campus grounds at all times. Access can only be granted to such persons IF access is granted and a valid access card is issued and presented to campus security.
- iv. **TRAINING:** Security personnel are to receive adequate training around safeguarding and child protection to ensure the optimal safety of all students and members of the ISL community.

### **SECURITY INCIDENT REPORTING PROCEDURES**

The following steps should be taken following an incident for reporting purposes:

1. **INFORM SUPERVISOR:** The first step following any incident is to report it to the security supervisor/manager. The supervisor is to be informed immediately in person or over the phone of any incidents that occur.
2. **FOLLOW GUIDANCE:** The supervisor will then provide guidance on how to handle the reported incident. This guidance is to be followed except where to do so would cause harm to anyone involved.
3. **COMPLETE INCIDENT REPORT FORM:** Once the incident has been appropriately handled, an Incident Report Form is to be completed and filed in the appropriate location.
4. **HANDOVER:** Where necessary, a handover of the relevant information from a shift, and specifically information regarding any incidents are to be given to any personnel reporting for duty following the incident.

## **ANNEX VI | CURRICULUM PROCEDURES**

The following procedures are to be followed in line with ISL's Safeguarding and Child Protection commitment in regards to the school's curriculum and learning outcomes:

**STEP 1 - ASSESS NEED:** The school should assess the overall education needs of students around safeguarding and child protection information. A thorough assessment of the school's curriculum as it relates to the development of safeguarding knowledge amongst its students, development of autonomy and agency should be key in deciding what content the curriculum should house.

**STEP 2 - DEVELOP AGE AND GRADE APPROPRIATE CONTENT:** The school will then create content for each age group to help develop these areas in students ensuring students are well equipped with knowledge around personal safety, healthy relationships, and online safety.

**STEP 3 - IMPLEMENT CURRICULUM:** The school will then teach the relevant content to at the age and grade appropriate level during PSHE classes, and embedded in other subject areas where safeguarding material can be readily applied.

**STEP 4 - MONITORING, REVIEW, AND EVALUATION:** The school will commit to regularly monitoring the effectiveness of these classes through assessments, surveys, and questionnaires to determine the degree of understanding gained by the students as a result of the curriculum content. Necessary adjustments will be made to accommodate changes in safety needs, global and cultural changes connected to health and safety, and the needs of the student body.

## **ANNEX VII | EXTRA-CURRICULAR ACTIVITIES PROCEDURES**

The following procedures are to be followed during extra-curricular activities in line with ISL's Safeguarding and Child Protection commitment:

**STEP 1 - REFER TO POLICY:** Refer to the safeguarding policy that applies to all extra-curricular activities at the school. Understand ISL's expectations for staff and volunteers, and familiarise yourself with the procedures for identifying and reporting safeguarding concerns.

**STEP 2 - CONFIRM BACKGROUND CHECK ELIGIBILITY:** Ensure that all staff members and volunteers involved in extra-curricular activities are subject to a thorough background check. This can include criminal record checks, reference checks, and verification of qualifications.

**STEP 3 - PROVIDE TRAINING:** Provide training to all staff members and volunteers involved in extra-curricular activities on the school's safeguarding policy and procedures. This training should cover topics such as identifying signs of abuse, responding to concerns, and reporting procedures.

**STEP 4 - RISK ASSESSMENT:** Conduct a risk assessment for each extra-curricular activity, taking into account factors such as the age and ability of the students, the nature of the activity, and any potential hazards.

**STEP 5 - OBTAIN PARENTAL CONSENT:** Obtain written parental consent for all students participating in extra-curricular activities, clearly outlining the nature of the activity and any associated risks.

**STEP 6 - SUPERVISION:** Ensure that all extra-curricular activities are adequately supervised by trained staff members or volunteers. The level of supervision required will depend on the nature of the activity and the age of the students involved.

**STEP 7 - RELEASING STUDENTS:** Ensure that all staff members and volunteers involved in extra-curricular activities are aware that no child, under any circumstance, should be released to anyone other than a parent, legal guardian or known individual verified by the child's parents/legal guardians. In the event that a staff member does not know the individual collected a child from an extra-curricular activity, that staff member must contact the school administration to confirm the identity of the individual attempting to collect the child. NO EXCEPTIONS are to be made to this.

**STEP 8 - REVIEW AND EVALUATION:** Regularly review and evaluate the school's safeguarding procedures for extra-curricular activities to ensure that they remain effective and up-to-date. This could include gathering feedback from staff members, volunteers, and parents, as well as reviewing any incidents or near-misses that occur.





## **ANNEX VIII | POLICY UPDATE PROCEDURES**

The policy update procedures are to be followed in line with ISL's Safeguarding and Child Protection commitment:

## **ADDITIONAL RESOURCES | SAFEGUARDING RESOURCES**

### **CONTACT INFORMATION**

#### **Child Protection Response Unit**

Under the Ministry of Gender and Child Development  
Office of the President  
Department of Child Development  
Provincial Administration  
P. o. Box 34430  
Lusaka

**Contact Person:** Mr. Dominique Silubanji  
Assistant to the Child Provincial Coordinator  
Cell # 0967-952024  
Email: [lskprov@zamnet.zm](mailto:lskprov@zamnet.zm)

#### **Zambia Police & Department of Social Welfare Child Protection Unit**

Phone: 0979300715  
0955300003  
0977452680

**Child Line**( <http://www.lifelinezambia.org.zm>): Childline Zambia is a Toll Free Telephone counselling and guidance service. This service aims at promoting child protection and is accessible for both child callers and those calling on behalf of children.

Call For Free Childline 116

#### **Children in Need Network (CHIN)**

[www.chinzambia.org](http://www.chinzambia.org)  
+260 211 227160  
Plot No. 13 Mungulube Rd, off Makishi Road, Northmead, Lusaka

#### **Offers Counselling Services:**

YMCA of Zambia  
Contact Person: Ms. Annie Ngwira (National General Secretary / General Director)  
PO Box 37549, Lusaka  
+260 126 3131  
[zambiaymca@iconnect.zm](mailto:zambiaymca@iconnect.zm)

## INFORMATION LINKS

The following links give an insight into Child Protection Measures in Zambia.

[http://www.sos-childrensvillages.org/getmedia/7ba549de-ad9e-4bba-a7c7-  
ea700476c8fe/ZAMBIA-FINAL-to-upload.pdf](http://www.sos-childrensvillages.org/getmedia/7ba549de-ad9e-4bba-a7c7-<br/>ea700476c8fe/ZAMBIA-FINAL-to-upload.pdf)

<https://www.lusakatimes.com/2014/10/12/government-review-children-policies-wina/>

<http://resourcecentre.savethechildren.se/sites/default/files/documents/4444.pdf>

The following links may be helpful in creating/implementing curriculum:

Australia:

[http://www.decd.sa.gov.au/teachingandlearning/files/links/acnews\\_issue\\_11\\_web\\_fina  
l.pdf](http://www.decd.sa.gov.au/teachingandlearning/files/links/acnews_issue_11_web_fina<br/>l.pdf)

[http://www.bbcactive.com/BBCActiveIdeasandResources/VideosResourcesforChildP  
rotectionTraining.aspx](http://www.bbcactive.com/BBCActiveIdeasandResources/VideosResourcesforChildP<br/>rotectionTraining.aspx)

Canada:

<https://www.protectchildren.ca/app/en/overview>

Ireland:

[http://www.curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13e  
d1e2de8c18d2/PSEC06\\_SPHE\\_curriculum.pdf](http://www.curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13e<br/>d1e2de8c18d2/PSEC06_SPHE_curriculum.pdf)

<http://www.staysafe.ie/>

Ireland:

[http://www.dcy.gov.ie/viewdoc.asp?fn=/documents/child\\_welfare\\_protection/childfi  
rst.htm](http://www.dcy.gov.ie/viewdoc.asp?fn=/documents/child_welfare_protection/childfi<br/>rst.htm)

United Kingdom:

<http://www.nspcc.org.uk/>

USA:

<https://www.childwelfare.gov/pubs/usermanuals/educator/>

<http://www.cfchildren.org/second-step>

**SAFEGUARDING DOCUMENTS**

The following are documents that are to be used in the reporting process:

**INCIDENT REPORT**

The following report is to be completed by security personnel following any incidents that may occur during their shift.

**Security Personnel Name:** ..... **ID#:** .....

**Date of Incident:** ..... **Time of Incident:** ..... **Supervisor Contacted:** Yes/No

**Type of Incident (Please circle all that apply):**

Unapproved Access      Attempt to Leave Premises      Unregistered Vehicle  
Suspicious Behaviour      Vandalism      Violence      Injury (Accident)      Injury  
(intentional)      Other (please specify):.....

**Persons Involved:**

Name: ..... Contact Info: .....  
Name: ..... Contact Info: .....  
Name: ..... Contact Info: .....  
Name: ..... Contact Info: .....  
Name: ..... Contact Info: .....  
Name: ..... Contact Info: .....

**Actions Taken:**

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\_\_\_\_\_  
**Full Names (Security Personnel)**

\_\_\_\_\_  
**Signature (Security Personnel)**

\_\_\_\_\_  
**Full Names (Witness)**

\_\_\_\_\_  
**Signature (Witness)**

## **Sample Safeguarding Reporting Form (Confidential)**

This form should be used to record concerns regarding children and vulnerable persons. Please hand write this form.

All the information must be treated as confidential and reported to the Designated Safeguarding Lead. The form must be deposited with the Designated Safeguarding Lead in person. If the Designated Safeguarding Lead cannot be found, it must be deposited with the Deputy Designated Safeguarding Lead in person.

The reporting form must be deposited within 24 hours of a reported concern. The form should be completed immediately following disclosure but after all necessary emergency actions have been taken.

### **Your details (The person completing the form)**

Name (title/first/last):

Position:

Telephone:

Work email:

### **Details of the person affected**

Name (first/last):

Male/female:

Year/class:

Date and time of incident:

Date and time of report:

### **Details of the incident/concern:**

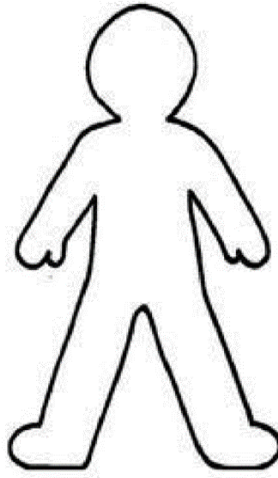
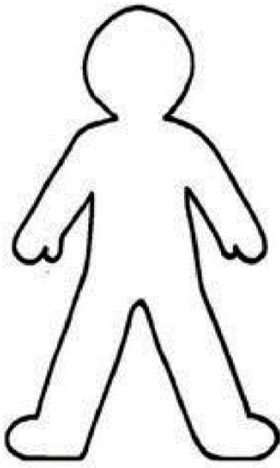
Please describe in detail using only **facts** and where possible/applicable, in the child's own words (What, Where, When, Who). Add extra sheets if required.

**Details of any injuries/bruises/marks:**

Please indicate on the body map below and describe the nature of injury

Front

Back



**Any other potential witnesses and or relevant information:**

I have completed this form and provided information that is factual and have not provided my own views or opinion on the matter.

Print Name:

Signature:

Date:

## ISL SAFEGUARDING AND CHILD PROTECTION PARENT CONSENT FORM

In keeping with ISL's commitment to partner with parents and the community in ensuring we maintain a safe and secure environment, we ask that all parents agree to partner with us and adhere to our policies and procedures around Safeguarding and Child Protection. In signing this form you are agreeing to our Safeguarding and Child Protection Policies and Procedures as explicitly stated in our ISL Safeguarding and Child Protection Policy, and give consent to ISL management and the Designated Safeguarding personnel to take any necessary and appropriate actions in managing any Safeguarding and Child Protection concerns.

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

## **STAFF SAFEGUARDING GUIDELINES**

The following guidelines are to be followed by all staff in order to ensure the safety of the students and ensure staff are protected from allegations of misconduct:

- No staff member is to be alone with a child for any reason,
- When meeting with a child to discuss performance, both the child and the teacher should be visible to at least one other person either through a window, door, or within the room itself,
- When aiding a younger child to use the bathroom, two teachers are to be present at ALL times (this is applicable ONLY in the case of young children who are unable to use the restroom unaided, and is to have the prerequisite of written consent from parents stating that they approve for their child to be aided when using the restroom).
- No staff member should be in the restroom while a student is using the facilities unless it is a medical emergency in which case there should be more than one staff member present to aid the unwell child,
- Staff members are under no circumstances to have any physical of the following physical contact with a child:
  - Spanking or hitting
  - Hugging
  - Holding Hands
  - Kissing (even in greeting)
- Staff members are to avoid the use of inappropriate language with students. It is important that this may have some significant cultural implications and should be evaluated through a cultural lens when assessing the appropriateness of the use of specific language (ie, swearing, using pet names/words (dear, love, honey), demeaning language, etc).
- Staff should not give children lifts in their personal vehicles or in any unauthorised vehicle unless prior consent has been provided by the child's parents.



**SAFEGUARDING PROCEDURE DEVIATION FORM**

By completing this form, the undersigned is confirming that they have actively chosen to deviate from the stated Safeguarding procedures and assumes complete responsibility for said deviation from procedures.

**Name of person completing the form:** .....

**Position in relation to the student** (i.e. teacher, form tutor, counsellor): .....

**Student(s) involved:** .....

**Tutor Group/Class:** ..... **Date:** ..... **Day of the week:** .....

**Time:** ..... **Adults/students present:** .....

**Reason for deviating from safeguarding procedures** (please explain in full below why the safeguarding procedures are not being followed):

Responsible Party Name: ..... Position: .....

Signature: ..... Date: .....

Authorising Party Name: ..... Position: .....

Signature: ..... Date:.....

Witness Name: ..... Position: .....

Signature: ..... Date: .....

## LIST OF SERVICE PROVIDERS

Below is a list of resources related to safeguarding.

Nosiko Situmbeko  
Social Worker  
+260 97 7576342

Nancy Katati  
Vice Consul British High Commission (UK citizens only)  
+260 967 328 299  
[nancy.katati@fcdo.dov.uk](mailto:nancy.katati@fcdo.dov.uk)

Rex Hamukuta (Police)  
Special Victims Unit  
+260 97 7378752

Below is a list of mental health service providers:

MNK Psychotherapy and Wellness Center  
Plot 407b and 109 Independence Avenue  
Woodlands, LUSAKA  
+260976556280  
[mnktherapy@gmail.com](mailto:mnktherapy@gmail.com)

Renaissance  
8655 Kudu Rd  
Kabulonga, LUSAKA  
+260973090988  
+260211269724  
[info@renaisense.net](mailto:info@renaisense.net)  
[www.renaisene.net](http://www.renaisene.net)

Extend Care & Consultancy  
36c Lake Road  
PO Box 37267  
[extendlusaka@gmail.com](mailto:extendlusaka@gmail.com)  
+260965008622  
+260966672798

Eleveight Wellness Solutions  
Mukuyu Rd off Leopards Hill Rd  
New Kasama, LUSAKA

+260963635830

[info@eleveightws.com](mailto:info@eleveightws.com)

[www.eleveightws.com](http://www.eleveightws.com)