

Name of Policy: Safeguarding and Child Protection Policy	Last updated by: SMT
Cross-references in the following sections: Code of Conduct ; Disciplinary Framework ; Transformation & Diversity Policy ; Bullying and Peer on Peer Abuse Policy	Date of most recent update: Dec 6, 2021

Policy:

The International School of Cape Town fully recognises its responsibilities for child protection as prescribed by the United Nations Convention on the Rights of the Child. (For particular reference, refer to Article 1: definition of the child, Article 3: best interests of the child, Article 4: the protection of rights, Article 12: respect for the views of the child and Article 18: parental responsibilities; state assistance. Learners should be made aware of their rights (Article 42). Section 28(2) of the *Constitution* emphasises the paramountcy of the best interests of the child. Similarly, the *Children's Act* built on this constitutional provision by expanding upon what the best interests of the child are and provides that in all matters pertaining to the care, protection and wellbeing of a child the best interest of the child will be of paramount importance.

The school recognises and accepts that the best interests of the child is of paramount importance as outlined in Section 28(2) of the Constitution and aims to work in partnership with children and families to maintain the overall welfare of the child. The International School of Cape Town is aware of UK safeguarding policies and adapts them to the local context in conjunction with implementing Western Cape Ed Dep's regulations and guidelines, and these form part of the school's ethos in that every child, regardless of their individual circumstances or background, should have plenty of access to support throughout their minority.

Our policy applies to all staff, parents, learners and volunteers working in the school. There are five main elements to our policy which follow those outlined in [Education Development Trust's Global Safeguarding Policy](#):

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Providing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support for learners who have been abused (and/ or allegedly abused) in accordance with a child protection plan that is done in consultation with the child concerned and their parent(s)/ guardian(s).
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school should, therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the Physical, Social and Health Education (PSHE) and Life Skills curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The school endeavours to follow the procedures set out by the Western Cape Education Department (WCED) “**Abuse No More**” (WCED Policy) and take account of guidance issued to:

- Ensure we have a designated senior person(s) (Designated Safeguarding Officer and Designated Safeguarding Lead) for child protection who has received appropriate training and support for this role. At ISCT this role is held by the school counsellors and details surrounding responsibilities are included in their job description.
 - The Designated Safeguarding Lead (DSL) shall be required to either be registered as a healthcare professional with the Health Professions Council of South Africa (HPCSA) or a social worker with the South African Council for Social Service Professions (SACSSP). The DSL shall ensure that they are up-to-date with their Continuous Professional Development requirements and ethical training and attend at least one training course per year focused on child protection and safeguarding within a school context.
 - The Designated Safeguarding Officer (DSO) - the School Principal should attend at least one training course every two years focused on child protection and safeguarding within a school context.
 - Key Stage Heads act as Deputy Safeguarding Leads and will be involved in discussions and implementation of support where appropriate.
- Ensure every member of staff (including temporary and support staff and volunteers) and the governing body knows the name of the designated senior person(s) responsible for child protection and their role. This is achieved through the staff handbook, staff training and posters throughout the school grounds.
- Ensure all staff and adults working with children on the school premises understand their responsibilities in being alert to the signs of abuse and neglect and how to refer any concerns to the Designated Safeguarding Lead responsible for child protection. Additionally, the school expects all teaching staff to complete safeguarding training courses every two years and will hold a refresher session led by the DSO and DSLs in the first term of every new school year for all staff.
- Ensure that students are aware of who the DSLs are and how to contact them if they have any concerns. This is done through the student handbook, assemblies, PSHE lessons and information posters placed in all bathrooms and around the school.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by sharing this policy on the school website. Additionally, the DSO and DSLs will be introduced in the school newsletter in the first term of each new school year.
- As per Government regulations, the DSL should notify the Department of Child Development if there is an unexplained absence of more than two days of a learner who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and supervision.
- The DSL will keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main learner file, and in locked locations and secure online files. These files are kept locked in the DSL's office in a separate filing cabinet. Keys for this cabinet are kept by the DSL, DSO and Deputy Principal
- Follow Education Development Trust's procedures for managing safeguarding allegations made against school staff in accordance with the Global Safeguarding Policy and procedures.
- Ensure safe recruitment practices are always followed which includes background checks, police clearance certificates issued no older than 6-months prior to the date of the interview, following up with references and investigating any gaps in a person's CV.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk of harm and abuse. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school endeavours to support the learner through:

- The content of the curriculum in PSHE lessons.
- The school ethos promotes a positive, supportive and secure environment and gives learners a sense of being valued.
- The school code of conduct, bullying policy and disciplinary framework are aimed at supporting vulnerable learners in the school. The school will ensure that vulnerable learners understand what behaviours are unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaise with external therapists assisting the child and with other agencies that support the learner such as Child Welfare Services and the Family Violence, Child Protection and Sexual Offences (FCS) unit of the South African Police Service (SAPS).
- When a learner on the child protection register, with an active investigation, leaves the school, their information shall be transferred to the new school timeously and that the new school counsellor/ DSL is informed. If there is not an active case open, information can only be shared with new parties with the express consent of the child and their parent(s)/ guardian(s).

Communication with Parents

The primary responsibility for safeguarding and the protection of children rests with parents/carers who should feel confident about raising any concerns they have in relation to their child. As part of the ongoing work to foster good relationships with parents, the school aims to help parents understand the school's responsibility for the welfare of all the children and young people in its charge.

In cases involving individual minors, parents will be notified of the school's concerns at the earliest appropriate opportunity. The school will always protect the best interests of the child, and in cases of suspected abuse, may refer cases directly to investigative agencies.

Where a group of students is involved, the parents of all relevant parties will be notified so that information is shared appropriately whilst maintaining confidentiality, and a response agreed that safeguards and protects each child involved.

Professional Confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. In child protection situations the school is **mandated by law** to share information with agencies to ensure that individuals receive the right support and advice. The only purpose of confidentiality in this respect is to benefit the child.

A member of staff should never guarantee confidentiality to a learner nor should they agree with a learner to keep a secret. Where there is a safeguarding concern, this should be reported as soon as possible as it may require further investigation by appropriate authorities. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Information that forms part of any therapeutic intervention which a child accesses within the school and/or externally shall only be shared when deemed necessary and in the best interest of the child. All information shared with a member of staff in this manner must be kept confidential.

Definitions of Abuse

The following is a summary of the main types and typical symptoms of child abuse. The symptoms are covered in more detail in the WCED "**Abuse No More**" protocol. Symptoms must **not** be viewed in isolation. If there are any doubts about these symptoms, these should be discussed with the school counsellor (DSL), DSO, or Key Stage Heads. The following procedure should be applied if there is any suspicion of some form of child abuse:

- **Physical abuse:** Deliberately physically hurting a child. It might take a variety of different forms including hitting, biting, pinching, shaking, throwing, poisoning, burning, scalding, drowning or suffocating a child. New legislation within South Africa ruled that the common-law defence of "reasonable chastisement" is no longer in line with the Constitution and the use of physical discipline is illegal.
- **Neglect:** Neglect is often the most difficult form of abuse to accurately evidence due to aspects relating to 'hidden harm'. Neglect is ultimately the failure to

provide for a child's basic care needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. e.g. the child does not grow and/or loses weight, is pale and emaciated, withdrawn and/or does not reach developmental milestones within the normal age-range.

- **Sexual Abuse:** Occurs when others use or exploit children sexually for their own gratification, gain or gratification of others. Sexual abuse may involve physical contact, including assault by penetration or non-penetrative acts. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including e-technology, social media, etc.). Sexual abuse is not only perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. Disclosures relating to sexual abuse are reported directly to investigative authorities.
- **Emotional abuse:** The persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may also involve bullying - including online bullying through social networks, online games or mobile phones, by a child's peers. Symptoms of emotional abuse may include bedwetting, soiling and continual complaints of headaches, nausea, and/or stomach pain for which there is no physical cause. Emotional abuse is also inherent in all other forms of abuse and maltreatment.

Domestic Violence: It is important to recognise that many children will be living or have lived in home environments where domestic violence is a factor, and these environments have a profoundly negative effect on a child's emotional well-being as well as putting them at risk of significant harm.

Gender-based Violence (GBV - [link](#)): The United Nations (UN) Declaration on the Elimination of Violence against Women describes GBV as follows: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life. Violence against women shall be understood to encompass, but not be limited to, the following: physical, sexual and psychological violence occurring in the family [and in the community], including battery, sexual abuse of female children, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution and violence perpetrated or condoned by the State.

Peer-on-Peer Abuse (POPA - [link](#)): Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. Peer-on-peer abuse can take various forms, including (but not limited to):

serious bullying (including cyber-bullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence. Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.

Please refer to ISCT’s [Bullying and Peer-on-Peer Abuse Policy](#).

Child Sexual Exploitation (CSE) involves exploitative contexts or situations where young people receive something (e.g food, mobile phone credit, accommodation, gifts, drugs, money, or in some cases simply affection) as a result of engaging in sexual activities. CSE can take many forms, ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs or groups. What marks exploitation, is an imbalance of power in a relationship. For example, the perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. It is important to note that some young people who are being exploited do not display outward signs of abuse.

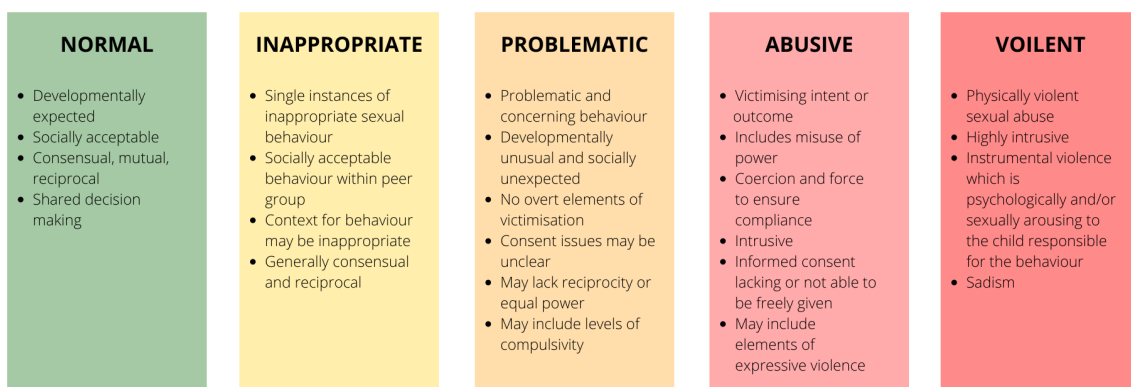
Female Genital Mutilation (FGM): There is currently no acknowledgement by the government that FGM exists in South Africa. Within the South African legal context, The Promotion of Equality and Prevention of Unfair Discrimination (Equality Act) outlaws discrimination of any person on grounds of gender and culture, including FGM. Under Section 12(2), the Children’s Act explicitly prohibits genital mutilation or circumcision of female children.

Sexual Behaviours Continuum Model: Page 12 & 13, [Farrer Peer-on-Peer Abuse](#)



SEXUAL BEHAVIOURS CONTIUUM MODEL

A guide for reporting purposes



Hackett's Continuum of Sexual Behaviours in Children (Farrer, 2019)

Statement on Preventing Radicalisation: The school works within the curriculum to promote tolerance and respect for diverse views while challenging prejudice of any kind. We are an inclusive school that values fostering a sense of belonging for our children. Whilst we accept that “extremism” is a global threat, South Africa has not been identified as having an active radical group operating in its territory. Given that the school is governed by South African laws and regulations, there is currently no legal duty to implement prevention strategies in this regard. Should the need arise to address radicalisation, the school should adhere to local policies and guidance, in addition to working collaboratively with members of the school community.

Preventative Measures

Processes undertaken annually to safeguard the whole school community and student body.

ISCT should:

(1) Conduct a risk assessment every few years to determine the risks to which its students are or may be exposed, and assess and monitor those risks. ([Link to template can be found here](#)).

The risk assessment should consider:

- the nature and level of risk of the different variants of peer-on-peer abuse within the school,
- the makeup of the student body, including specific characteristics that might affect their vulnerability to peer-on-peer abuse such as, for example, gender, age, learning difficulties, special educational needs and/or disabilities, sexual orientation and/or religious belief,
- which of these students are affected, or are more at risk of being affected, by peer-on-peer abuse,
- any trends, and
- the various sociocultural contexts to which those students are associated including, for example, their peer group (both within and outside the school), family, the school environment, their experience(s) of crime and/or victimisation in the local community, and their online identities - which may impact on their behaviour and engagement in school.

This risk assessment:

- is a proactive assessment of the general risks facing the student body. It is distinct from any risk assessment(s)/ safety plan(s) that may be required following a concern or allegation of peer-on-peer abuse,
- should inform the bullying policy, as well as the subsection on peer-on-peer abuse,
- should feed into and inform the governors’ oversight of safeguarding, and any safeguarding risk register(s) that they may choose to put in place.

(2) Conduct an annual safeguarding evaluation and put in place action plans to address any identified risks and keep these under regular review. ([Template found at this link](#))

Appropriate Approach and Response

Schools should adopt a zero-tolerance policy towards all forms of peer-on-peer abuse, and ensure that no form of any such abuse (no matter how 'low level' it may appear) is ever dismissed as a joke or banter. Schools should identify and handle cases sensitively, appropriately, and promptly. They should ensure that they have effective policies, procedures and practices in place to prevent, identify, and appropriately respond to cases of peer-on-peer abuse.

Robust safeguarding policies and procedures which are effectively implemented, training for staff on identifying and managing cases (see further below), and providing resources to staff to assist in the consistent identification and recognition of abuse, are key. In order to provide an appropriate response to peer-on-peer abuse, schools:

(i) should pose themselves a number of questions on gender and other equality issues that can help to inform the nature of the phenomena; and

(ii) may need to consider gender issues including, for example, the extent to which girls access STEM subjects (if the school is a mixed provision), or the extent to which aggressive behaviours are displayed by boys, and how boys are responded to differently.

Procedure and Dealing with a Disclosure

Dealing with disclosure and reporting the incident

Disclosure of abuse can be a very traumatic experience for both the complainant and the school counsellor or teacher assisting the child and must be handled as sensitively as possible. It is the responsibility of all members of the school community to report any safeguarding concerns or disclosures. In cases involving sexual abuse, Section 54 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007, (Act 32 of 2007) (i) - (vii) mandates that knowledge, reasonable belief or suspicion of a sexual offence against a child is required to be reported immediately to the School Counsellor /Designated Safeguarding Lead, who in turn notifies the relevant authorities, DSO and Deputy Safeguarding Leads.

Section 3 of the WCED policy document (pp 4-20) provides guidance on how to handle disclosure.

At the point of disclosure, it is preferable to minimise the role of the teacher and to hand it over to the Designated Safeguarding Lead.

The DSL is to document all information gathered from the learner and to use guidelines in the policy document to ensure there is sufficient information to warrant disclosure. This will also help should the South African Police Services (SAPS) require a sworn statement in a criminal case.

Staff are to refer to the ISCT flow Chart of referral in abuse or neglect cases on display in both Staff rooms and outlined in this policy.

Procedures and principles that must be applied by teachers/staff members/volunteers during or after disclosure.

- Speak to the child. Sensitively gather information without implicating any person and in a non-intrusive manner i.e. don't come right out and ask but try to glean information in a way that makes the child feel at ease to talk without feeling they are betraying a trust.
- Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records must be dated and signed and will include the action taken. Refer to Addendum A: "Record of Concern". *Please refer to Addendum B.*
- If a child discloses that they have been physically assaulted and states that there is a marking on their body (e.g. bruise, pinch or hand mark), avoid asking the child to display this to you openly, especially if you are the only adult with the child at the time of disclosure. A child may show you a marking from an assault without prompting and as with any disclosure, ensure that information is gathered sensitively, recorded and safeguarding concerns are reported to the Designated Safeguarding Lead.
- The DSL will document the information in a file (e.g. information from the learner, information from other learners and/or parents, and reports from parents and teachers).
- Treat this information as highly confidential (all information gathered must be placed on a separate file and stored in a strong room or safe). This information must not be discussed with other teachers, staff, learners, or parents.
- Report suspicions to the DSL, school counsellor/ social worker or to the principal, who will then follow the procedures outlined in the WCED policy document.

Please do not use the guidelines as a checklist during a discussion with the child concerned. The complainant must be given the opportunity to speak spontaneously.

Procedures and principles that must be applied by the Designated Safeguarding Lead/ School Counsellor/ School Social Worker during or after disclosure.

Step 1: Ensure the safety of the learner (in collaboration with the SAPS, especially in cases of sexual abuse, and the school counsellor who shall ensure that the learner will not have direct contact with the alleged offender).

Step 2: Explain to the learner that all the information will be treated in confidence, but there is an obligation to report the case (when it is assessed and deemed to be either abusive or violent [refer to Hackett's continuum]) to other role-players such as the Department of Social Development, Child Welfare and/or the SAPS. The roles that the various parties will play as well as the procedures that will be followed are laid out in steps 3 – 9.

Step 3: The school principal should be informed (unless he or she is implicated). No detailed information about the alleged abuse needs to be disclosed at this stage.

Step 4: The relevant role-players provided in the list below should be contacted within three days after the incident in order to decide on the process of intervention. If there is any uncertainty about who to contact, contact the school social worker or the **WCED Safe Schools Call Centre at 0800-45-46-47**. Other contact numbers are provided on [page 33 of WCED policy document](#).

- The local welfare organisation;
- The school psychologist;
- The Child Protection Unit;
- The SAPS in the residential area of the complainant;
- Labour Relations, when employees are the alleged offenders;
- The complainant's parent(s) (with the consent of the complainant, if she or he is over 14), provided that they are not the alleged offenders;
- The Child Protection Centre;
- The Department of Health and the Department of Social Services;
- The school nurse (if available), or (if applicable) the ELSEN school nurse.

Step 5: A confidential report and Form 22 should be compiled by the Designated Safeguarding Lead/School Counsellor with the assistance of the teacher and/or school principal for the social worker and the SAPS. Confidentiality should be maintained by following the procedures provided on page 27 of the WCED policy document.

Step 6: A meeting with the relevant role-players mentioned in Step 4 should be convened in order to draw up a plan of action to indicate the responsibilities of each participant in the interview process. The school principal must then report the case or incident to the Head: Specialised Support Services at the relevant Education Management and Development Centre (EMDC).

Step 7: The Designated Safeguarding Lead/School Counsellor or Designated Safeguarding Officer/ School Principal will follow up with all the role-players, document the process and inform them of the progress. He or she will also pass the information onto the Head: Specialised Support Services at the relevant EMDC.

Step 8: At all times, the learner and her/his parent(s) should be kept informed of the steps taken by the role-players and the outcome of the investigation.

Step 9: The learner's emotional, mental and physical health should be regularly monitored by the School Counsellor or school principal and discussed with his or her parents. If necessary the learner should be referred for further professional help.

Step 10: DSO records incidents on the Safeguarding and Child Protection incident log along with actions taken, lessons learned and when the case is closed, the date of closure.

Dealing with alleged offenders

The following guidelines refer to situations where the alleged offender is another learner, a teacher or school employee, or a school principal.

What to do when a learner is the alleged offender:

- Follow steps 1 – 9 above to assist the alleged learner offender. This should be seen as an attempt to prevent the alleged offender from committing further abuse. Steps on page 7 of the WCED Abuse No More Protocol shall implement the following additional procedures if necessary:
- Contact the alleged offender's parents, inform them of the incidents and discuss a plan of action for support and intervention.
- Refer the alleged offender for emotional support and therapy if necessary.
- The alleged offender should be dealt with through the school's disciplinary procedure and Code of Conduct policy (If the offence falls within Level 3 of the Bullying Policy or Disciplinary Framework, the school principal will refer the matter to the governing body of the school).

Guidelines from Abuse No More Protocol and [Peer-on-Peer Abuse Toolkit pg 19-21 \(Farrer & Co.\)](#) regarding the management of disciplinary measures against a learner being the alleged perpetrator

- (a) School policies must make provision for the transgression(s).
- (b) The disciplinary process, aligned with the [Regulations Relating to Disciplining, Suspension and Expulsion of Learners at Public Schools in the Western Cape](#) (Provincial Gazette 6939, dated 11 December 2011, can only take place if there has been a transgression of the school's Learner Code of Conduct or other legislation.
- (c) In a situation where the learner victim and the alleged learner offender are at the same school, the alleged perpetrator is placed on precautionary suspension for 7 days, awaiting a disciplinary hearing. (d) The disciplinary hearing should take place according to a prescribed procedure, in the Regulations as referred to in subparagraph 3.4(b). *The alleged learner victim, with parental consent, is encouraged to take a leave of absence until investigations have started and the level of risk is determined. The alleged perpetrator and victim's learning will both be supported during their physical absence from school.*
- (e) The individual's right to a fair and reasonable hearing should be honoured.
- (f) These principles should also apply to the way in which arguments are presented.
- (g) In deciding the most appropriate sanction, take into consideration: (i) The age and developmental phase of the learner; (ii) Learner's disciplinary record and willingness to change; (iii) Learner's regret and willingness to put the offence right; and (iv) Recommendations from professional service providers supporting the alleged learner offender. 8 Abuse No More Protocol of the Western Cape Education Department
- (h) Both the learner victim and the alleged learner offender have the right to legal representation should they choose to have such representation.
- (i) Always remember to act in the best interest of the child.
- (j) A safety plan and risk assessment will be put in place before students return to school. [\(Template can be found here\)](#)
- (k) Consideration will be given to support any students (and, where appropriate, staff and parents) who know about and/or may be affected by the alleged behaviour and refer to external agencies/ professionals where appropriate.

What to do when a teacher or school employee is the alleged offender:

The parent, teacher or employee to whom the disclosure was made should inform the DSL and/or the DSO. The DSO will inform the chief executive (CE) of Education Development Trust and the Corporate Safeguarding Adviser (CSA) in line with the Global Safeguarding Policy. Thereafter, the chair of the governing body will be informed and consulted with.

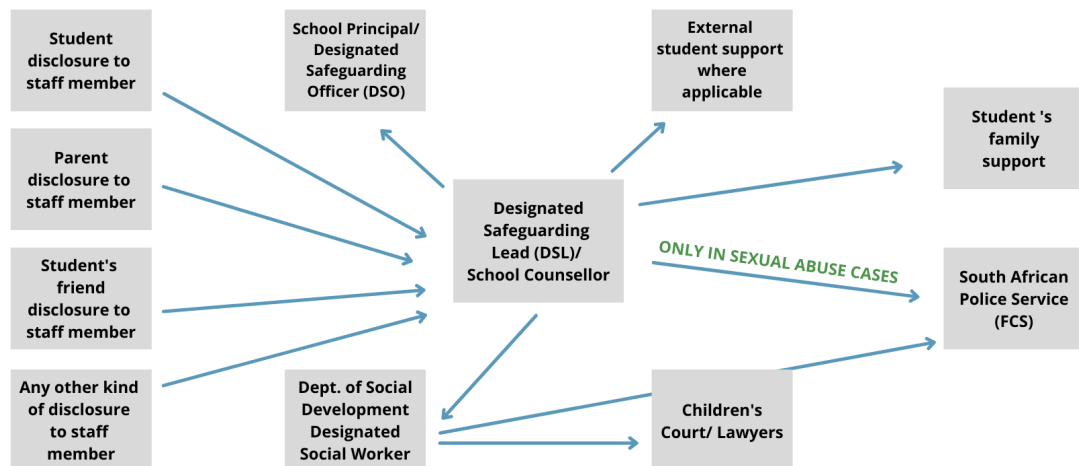
What to do when the school principal is the alleged offender:

The employee to whom the disclosure was made should refer to the Whistleblowing Policy as instances of abuse are deemed a ‘qualifying disclosure’, or the employee themselves can report it according to the process outlined herein.

Please refer to [ISCT’s Whistleblowing Policy here](#)



FLOWCHART OF REFERRAL IN CHILD ABUSE OR NEGLECT CASES



UPADTED NOVEMBER 2021

Resources and Links for further information: Please make use of the following resources and links:

The United Nations Convention on the Rights of the Child:

http://www.unicef.org/crc/index_30160.html

Abuse No More Protocol of the Western Cape Education Department:

<https://www.westerncape.gov.za/text/2014/October/amended-abuse-no-more-protocol.pdf>

Childline South Africa:

<http://www.childlinesa.org.za/>

Child Care and Protection Services of the Western Cape Government:

<https://www.westerncape.gov.za/service/child-care-and-protection-services>

Cape Town Child Welfare:

<http://www.helpkids.org.za/>

National Society for the Prevention of Cruelty to Children (NSPCC):

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

Peer-on Peer Abuse Toolkit (Farrer 2019):

<https://drive.google.com/file/d/1LrfMqdbdN9q2PXxcAtiLg1KXcMvIC2HJ/view>

Last revised: 06/12/2021

Trust review by CSA 29/11/21

Associated Policies and Documents

- Student Code of Conduct - [Link](#)
**Staff Code of Conduct is included in the staff handbook*
- Bullying and Peer on Peer Abuse Policy - [Link](#)
- Transformation & Diversity Policy - [Link](#)
- Disciplinary Procedure for Students - [Link](#)
- Whistleblowing Policy - [Link](#)
- Education Development Trust's Global Safeguarding Policy - [Link](#)

ADDENDUM A

Employee Safeguarding Declaration From

The Safeguarding Declaration must be signed by all school employees and a copy retained in their personnel file (hard copy on file or uploaded to the school's database system, as applicable). A copy must be provided to the employee for their records.

I state that I understand, and will abide by, the contents of the International School of Cape Town's Child Protection Policy and Education Development Trust's Global Safeguarding Policy at all times.

Name:

ID/Passport Number:

Role:

Line Manager:

Signature:

Date:

ADDENDUM B

Record of Concern

Pupil's Name:		
Date of Birth:		
Student Name:		
Key Stage and Year:		
Is the pupil aware this form is being completed?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
If not, why not:		
If yes, pupil reaction:		
Your name:		
Date:		
Time:		
Signature:		

Concern	Date:
Please describe the issue fully including dates, names, reported allegations, observations of behaviour, injuries etc:	
*** Body Map attached on the final page to record any visible physical marks.	

Signed:	Date:
The following section is to be completed by the Designated Safeguarding Team members only.	
Initial Actions:	Date:
Signed:	Date:
Follow-up Actions:	Date:
Signed:	Date:
Conclusions/Outcome:	Date:
Signed:	Date:

Body Map - please circle any areas that have visible marks on and record a brief description - e.g. colour of a bruise.

