

ISZ CHILD PROTECTION AND  
SAFEGUARDING HANDBOOK  
**2020/21**

---



NURTURE, EMPOWER, LEAD

## Introduction

The International School of Zanzibar (ISZ) is committed to protect children from harm. It is the policy of ISZ to safeguard the welfare of all children by protecting them from different forms of abuse including physical, emotional and sexual harm. ISZ is committed to provide a safe and inclusive learning and working environment for all its members. Children should feel comfortable and secure while engaged in any of ISZ programmes or activities. Staff should at all times show respect and understanding for individual's rights, safety and welfare, and conduct themselves in a way that reflects ISZ's ethos, procedures and principles.

ISZ recognises the importance of a Child Safeguarding Program. Every member in the ISZ community accepts and recognises the responsibility to develop awareness of issues, which cause children and young people any kind of sexual, physical or emotional harm.

### Definition:

*"All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."*

- **World Health Organization**

Therefore, we will endeavour to safeguard children and young people by:

- Adopting child protection guidelines through a code of behaviour for staff;
- Sharing information about child protection and good practice with children, parents and guardians, staff and volunteers;
- Providing effective management for staff through supervision, support and training;
- Sharing information about concerns with professionals related to ISZ who can provide knowledge to staff, parents and children appropriately;
- Following carefully the procedures for recruitment and selection of staff;
- We are also committed to reviewing our policy and good practice on an annual basis;
- It is expected that all who work or volunteer at ISZ are committed to safeguard children whom they are in contact with.

## Procedures

ISZ is committed to safeguard children through the following means:

1. Awareness: Ensuring that all staff and those who work at ISZ are aware of the problem of child abuse and the risks to children.
2. Prevention: Ensuring, through awareness, good practice and procedures, that staff and those who work at ISZ minimise the risks to children.
3. Reporting: Ensuring that all ISZ community members are clear on what steps to take where concerns arise regarding the safety of children.
4. Responding: Ensuring that action is taken to support and protect children where concerns arise regarding possible abuse.

## **Awareness: Ensuring that all staff and those who work at ISZ are aware of the problem of child abuse and the risks to children.**

### **Information and communication**

- Proper and professional communication is essential in any organisation. In ISZ every effort will be made to assure that, should individuals have concerns, they will be listened to and taken seriously.
- It is the responsibility of the management to ensure that information is available to, and exchanged between all (staff, students, parents etc.) those involved at ISZ. Some information is confidential and should only be shared on a strictly need- to-know basis.
- ISZ will act to ensure staff, students, parents and guardians have information about how, and with whom, they can share their concerns, complaints and anxieties.
- School provides parents, staff and students with a common definition of child abuse (physical, neglect, sexual and emotional). See Appendix 1.

### **Staff and volunteers:**

- Staff and volunteers will receive annual training, in types of abuse, signs/symptoms, prevention, policies and laws, reporting procedures, children's protection curricula, local authority and resources.
- Child Protection procedures and policy are distributed annually to staff and volunteers.
- Staff and volunteers will sign a copy of the ISZ Code of conduct at the beginning of every school year.
- When sharing information, ISZ personnel will be sensitive to the level of understanding and maturity, as well as to the level of responsibility, of the people with whom they are sharing.

### **Children:**

- Children have the right to be informed of their rights regarding their safety and wellbeing. Especially any information that could make them feel safer.
- The school has created a Vertical Child Safeguarding curriculum written and will be taught to students annually, that includes strategies to recognize inappropriate behaviors, respond assertively and to report incidents to school personnel and/or family members.
- The students "Ready to learn contracts" are publicized and implemented.
- ISZ will act to ensure that children can get information, about how, and with whom, they can share their concerns, complaints and anxieties.
- Children should be aware of the procedures and the rights of privacy in case of disclosure (reporting).

### **Parents and guardians:**

- Parents and guardians are aware of and embrace the Child Safeguarding policy and its ethos and values.
- Child Safeguarding procedures and policy are distributed annually to parents and

guardians.

- ISZ will provide annual training sessions about Child Safeguarding for parents and guardians.
- A full copy of the Child Safeguarding Policy is published on the School website.
- The names of Child Protection Team members are communicated to the school community (Appendix 3).
- Parents should be aware of how to act and behave during a possible disclosure.
- Parents should be aware of the procedures and the right of privacy in case of disclosure (Appendix 2).

## **Prevention: Ensuring, through awareness and good practice, that the staff, volunteers, children and parents at ISZ minimise the risks of abuse and neglect for children.**

### **Management:**

- The Educational Leadership Team will lead by example and evaluate the policy annually.

### **Staff and volunteers are committed to:**

#### Information and communication

- Use appropriate language with children and challenge any inappropriate language used by a young person, child or adult working with young people.
- Staff are only allowed to post things or write things on social media, emails etc. if it has a professional interest, the student has agreed and has signed the annual photo/video consent form.
- Take videos or photos (permission required), or write stories about children in a respectful manner. The videos and photos will not have any sexual connotation, they will not make children feel ashamed, or put children at risk.
- Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to a child or young person.
- Professionalism
- Treat children and young people with respect and dignity.
- Always listen and take children seriously when they talk about abuse.
- Value encourage and praise each child.
- Recognise the unique contribution each child can make.
- Make sure children always feel safe at school.
- Be aware of the power, influence and boundaries you possess and uphold as a staff or volunteer.
- Vigilant follow up as staff members (ex. if a student takes too long in the washroom).
- Children have the right to privacy. Staff and volunteers ensure that private information about a child will be kept safe.

### **Relationships**

- Staff who are involved in relationships with other members of staff or of the school community should ensure that their personal relationships do not affect their role within ISZ or the work of ISZ.
- ISZ volunteers will be informed about the child safeguarding policy and will need to follow the working knowledge of ISZ procedures. Each volunteer will receive an updated copy of the Child Safeguarding policy and will have to sign the code of conduct.

### **Protecting staff and volunteers from vulnerability.**

Interaction between adults and children at ISZ should always be appropriate.

Staff and volunteers will:

- Actively supervise students and generally take all reasonable steps to ensure the safety and well-being of students under their supervision.
- Avoid situations or do not spend excessive amounts of time alone with a child. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference. If privacy is needed, ensure that other staff are informed of the meeting and its whereabouts.
- Staff should try to always be visible to others in their contact with children.
- The privacy of children in situations such as toileting, showering and changing clothes should be respected. Adult staff and volunteers should preserve their own privacy in these situations also.
- Avoid touching areas that are normally covered by swimming suits.
- Avoid jokes, comments of a personal sexual nature, inappropriate physical contact, gestures are not appropriate behaviour for an adult staff member or volunteer.
- Not engage in sexually provocative or rough physical games.
- Never allow ourselves to be drawn into inappropriate attention seeking situations such as tantrums or crushes.
- Never do things of a personal nature for a child or a young person that they can do for themselves.
- Have the duty of restraining a child if he/she is harming himself or others.

### **Safe recruitment:**

The School leadership follows clear procedures to ensure the safe recruitment and selection of staff. Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.

All faculty staff members (local and overseas hires) must:

- Provide Criminal history/background records.
- Provide References
- Have a personal interview with the school leadership team.

No contractors, vendors and service providers operating on-site during school operating hours

will be left with unsupervised access to students.

### **Curriculum**

- Children are taught the Child Safeguarding Policy.
- The school will annually teach students the Child Safeguarding Curriculum, that includes strategies to recognize inappropriate behaviors, respond assertively and how to report incidents to school personnel and/or family members.

### **Parents and guardians:**

Parents and guardians follow the same definition and policy as ISZ on Child Safeguarding  
Parents and guardians will:

- Be encouraged to participate in their children's education at all times.
- Be expected when on campus, to interact with the students in an appropriate way in line with the Child Safeguarding Policy of the school. Inappropriate interaction between a parent and their child or another parent's child on the school campus and facilities will be reported to the CPT.
- The Child Safeguarding procedures and policy are distributed annually.

ISZ will provide annual training for all community members. The training will include:

- Signs and symptoms of abuse.
- Statistics of incidence and prevalence.
- Awareness of risks to which students are exposed – globally and locally.
- Vulnerabilities of international school students growing up in international communities.
- How to talk with your children – prevention strategies and empowering children.
- Handling disclosure and reporting as a parent.
- Cyber-bullying

### **Reporting: Ensuring that all ISZ community members are clear on what steps to take where concerns arise regarding the safety of children.**

A report must be made when a staff member has reasonable cause to believe that a child has suffered abuse or neglect using the Incident Report Form. All reports of abuse and neglect must be made to the Child Support Team within 24 hours for immediate response. If the child does not want to go home or he/she is fearful of returning to the situation, this should be considered an emergency (see Appendix 2).

The Child Protection Team ensures confidentiality for any case that is under investigation.

The indicators of abuse and neglect (see Appendix 1) will be used by the staff member as a guideline for reporting to the Child Protection team, who will determine if the case needs further attention. If yes, report to Administration a Child Safety Concern and complete the [Staff- Child](#)

## [Safety Incident Report Form](#)

Students are encouraged to report incidents for which they themselves or others may be the victims. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to the Child Protection Team.

### **Responding: Ensuring that action is taken to support and protect children where concerns arise regarding possible abuse.**

#### **Responding to child disclosure**

Faculty/staff will receive training on the procedures for handling disclosure in order to protect the integrity of what the child is disclosing.

#### **Procedures for reporting allegations or suspicious abuse.**

Step 1: Report to Administration a Child Safety Concern and complete the [Staff- Child Safety Incident Report Form](#). Safety planning is put into place.

Step 2: Convene the Child Protection Team (See Appendix 3), assign a case manager; review the Tanzania National Law on Child Protection and report to the local authorities; gather further information.

Step 3: Case Manager will investigate the allegation and fill in the Child Protection Team - Child Safety Incident Report Form

Step 4: Child Protection team will determine any further action to be taken.

The response team will include the members of the Child Protection Team plus possibly some teachers and professionals. Follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained:

- 1) Interview staff members as necessary and document information relative to the case.
- 2) Consult with school personnel to review the child's history at the school.
- 3) Determine the course of follow-up actions including, if needed Safety Planning for the child.

Follow up actions:

#### a) Minor Cases.

Most minor cases of suspected abuse or neglect will be handled by the Child Protection Team, such as those involving student relationships with peers, parenting skills related to disciplining children at home, student-parent relationships, mental health issues such as mild depression, stress, low self-esteem and grieving.

Serious allegations will involve the consultation of a Community-based Multidisciplinary Team and reporting to outside resources severe depression, severe and/or ongoing physical, verbal

and emotional abuse or neglect, sexual abuse and/or incest.

Based on acquired information, a plan of action will be developed to assist the child and family. In case of serious allegations the following actions will be taken:

- Reporting to the social services where the law requires it.
- Reporting to the police authorities where the law requires it.
- Potential consultation with the consulate of the country of the involved family (where applicable).

The Child Protection Team will maintain contact with the child and family to provide support and guidance as appropriate. The Child Protection Team will maintain contact with outside therapists and professional.

### **If the suspected offender works for the school**

Formalize detailed procedures and forms for how to respond as well as guidelines to protect teachers from false allegations.

When a child discloses about inappropriate behaviors of school personnel, the school must respond no differently than if the alleged offender is a family member. Teachers have daily access to children and the emotional and physical safety of a child is determined by the access of the offender to the child, thus disclosure of teacher offenses must be handled immediately and with seriousness.

The integrity of the school is dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the school to prevent and deter any abuse (neglect, sexual, emotional or emotional), as well as provide procedures for the resolution or prosecution of cases of abuse.

### **Handling disclosures of teacher offenders:**

- Depending on severity of the allegation, ISZ will immediately place the teacher on forced leave.
- ISZ will inform the child's parents immediately.
- The Child Protection Team will investigate the incident immediately. Depending on severity, the Child Protection Team will determine who will investigate, the school-based support team or the community-based multidisciplinary team.
- Further actions are then taken based on the development of the case.



## Resources and Credits

- American International School of Lagos: Child Protection at AISL. [https://www.aislagos.org/uploaded/photos/Policies/AISL\\_Child\\_Protection.pdf](https://www.aislagos.org/uploaded/photos/Policies/AISL_Child_Protection.pdf) [Accessed 12.04.17]
- Association of International Schools in Africa: Child Protection Handbook, 2016. <http://www.icmec.org/wp-content/uploads/2017/03/AISA-CP-Handbook-2016.pdf>
- International School of Paris Child Protection Policy - Version 1.2, September 2016 [https://www.isparis.edu/uploaded/Documents/policy\\_documents/Child\\_Protection\\_Policy\\_1.2.pdf](https://www.isparis.edu/uploaded/Documents/policy_documents/Child_Protection_Policy_1.2.pdf) [Accessed 11.04.17]
- Marymount International School, Paris, Child Protection Policy, [http://www.marymount.fr/uploaded/About/Careers/Child\\_Protection\\_Policy.pdf](http://www.marymount.fr/uploaded/About/Careers/Child_Protection_Policy.pdf) [Accessed 05.04.17]
- Save the Children, Policy on Child Safeguarding (“Child Safeguarding Policy”), 2016 [http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/SCUS%20CHILD%20SAFEGUARDING%20POLICY%20\(W-ATTACHMENTS\)%20\(11%2005%2015\)%20DOC.PDF](http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/SCUS%20CHILD%20SAFEGUARDING%20POLICY%20(W-ATTACHMENTS)%20(11%2005%2015)%20DOC.PDF) [Accessed 03.05.17]
- United Nations Human Rights (1989), Conventions on the Rights of the Child, <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> [Accessed 05.04.17]
- World Health Organisation (Ed.2016) Fact sheet N.150 Child maltreatment, <http://www.who.int/mediacentre/factsheets/fs150/en/> [retrieved 12.04.17]

## **Appendix 1: Definition of Abuse:**

“All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

*World Health Organization*

### **Physical Abuse**

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as, cutting and suicide ideation).

### **Signs of physical abuse**

- *Bruises, burns, sprains, dislocations, bites, cuts*
- *Improbable excuses given to explain injuries*
- *Injuries which have not received medical attention*
- *Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.*
- *Repeated urinary infections or unexplained stomach pains*
- *Refusal to discuss injuries*
- *Withdrawal from physical contact*
- *Arms and legs kept covered in hot weather*
- *Fear of returning home or of parents being contacted*
- *Showing wariness or distrust of adults*
- *Self-destructive tendencies*
- *Being aggressive towards others*
- *Being very passive and compliant*
- *Chronic running away*

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child’s emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of

ill-treatment of a child, though it may also occur alone.

### **Signs of emotional abuse**

- *Physical, mental and emotional development is delayed*
- *Highly anxious*
- *Showing delayed speech or sudden speech disorder*
- *Fear of new situations*
- *Low self-esteem*
- *Inappropriate emotional responses to painful situations*
- *Extremes of passivity or aggression*
- *Drug or alcohol abuse*
- *Chronic running away*
- *Compulsive stealing*
- *Obsessions or phobias*
- *Sudden under-achievement or lack of concentration*
- *Attention-seeking behavior*
- *Persistent tiredness*
- *Lying*

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

### **Signs of sexual abuse**

- *Pain or irritation to the genital area*
- *Vaginal or penile discharge*
- *Difficulty with urination*
- *Infection, bleeding*
- *Sexually transmitted diseases*
- *Fear of people or places*
- *Aggression*

- *Regressive behaviors, bedwetting or stranger anxiety*
- *Excessive masturbation*
- *Sexually provocative*
- *Stomach pains or discomfort walking or sitting*
- *Being unusually quiet and withdrawn or unusually aggressive*
- *Suffering from what seem physical ailments that can't be explained medically*
- *Showing fear or distrust of a particular adult*
- *Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person*
- *Refusal to continue with school or usual social activities*
- *Age inappropriate sexualized behavior or language*

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

### **Signs of neglect**

- *Medical needs unattended*
- *Lack of supervision*
- *Consistent hunger*
- *Inappropriate dress*
- *Poor hygiene*
- *Inadequate nutrition*
- *Fatigue or listlessness*
- *Self-destructive*
- *Extreme loneliness*
- *Extreme need for affection*
- *Failure to grow*
- *Poor personal hygiene*
- *Frequent lateness or non-attendance at school*
- *Low self-esteem*
- *Poor social relationships*
- *Compulsive stealing*
- *Drug or alcohol abuse*

## **Bullying**

Bullying is repetitive, targeted behaviour over a long period of time which can hurt a child both physically and emotionally - such as name calling, hitting, pushing, spreading rumors, threatening, or undermining someone. It can happen anywhere - at school, at home, or online. Bullying that happens online, using social networks and mobile phones, is called cyber bullying. A child can feel there is no escape because it can happen wherever they are, at any time day or night.

### **Signs of Bullying**

- *Verbal abuse, such as name calling and gossiping*
- *Non-verbal abuse, such as hand signs or text messages*
- *Emotional abuse, such as threatening, intimidating or humiliating someone*
- *Exclusion, such as ignoring or isolating someone*
- *Undermining, by constant criticisms or spreading rumors*
- *Controlling or manipulating someone*
- *Racial, sexual or homophobic derogatory comments*
- *Physical assaults, such as hitting and pushing*

### **Cyber Bullying**

Cyberbullying is becoming increasingly common. Unlike other types of bullying, it can happen anytime anywhere - a child can be bullied when you might think they are safe like when they are alone in their bedroom. It can feel like there's no escape. Children may know who's bullying them online or someone using a fake or anonymous account may target them. Cyber bullying negatively impacts children emotionally, psychologically and socially.

#### **Cyber Bullying Includes:**

- *Sending threatening or abusive text messages*
- *Homophobia, racism or sexism*
- *Making silent, hoax or abusive calls*
- *Creating and sharing embarrassing images or videos*
- *'Trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games*
- *Excluding children from online games, activities or friendship groups*
- *Setting up hate sites or groups about a particular child*
- *Encouraging young people to self-harm*
- *Voting for or against someone in an abusive poll*
- *Creating fake accounts, hijacking or stealing online identities to embarrass a young person or*

*cause trouble using their name*

- *Sending explicit messages, also known as sexting*
- *Pressuring children into sending sexual images or engaging in sexual conversations*

### **Unmitigated Child Abuse**

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and lifetime health and well-being, especially if the children do not get appropriate support to help them cope with the trauma. The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

### **Long term impact of child abuse**

- *Poor educational achievement*
- *Inability to complete responsibilities*
- *Inability to live according to plan/ability*
- *Inability to care for self*
- *Inability to coexist, cooperate or work with others*
- *Lack of self-confidence, prone to addiction*
- *Inability to express love / or accept love*
- *Prone to mental health problem*
- *Low self-esteem, depression and anxiety*
- *Post-traumatic stress disorder (PTSD)*
- *Attachment difficulties*
- *Eating disorders*
- *Poor peer relations, self-injurious behavior (e.g., suicide attempts)*

**In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential offenders:**

### **Signs of offenders (students)**

- *Unusual interest in sex, sexualizing inanimate objects and activities*
- *Does not stop sexual misbehavior when told to stop*
- *Uses force and coercion in social situations*

- *Unusual intensity when discussing sex and sexuality*
- *Socializes with children much younger*
- *Gives gifts, requires secrecy in relationships*

**Signs of offenders (adults)**

- *Has “favorite” student or child*
- *Attempts to find ways to be alone with children*
- *Inappropriate language, jokes and discussions about students/children*
- *Sexualized talk in the presence of students/children*
- *Gives private gifts or has private chats on facebook/internet*

## **Appendix 2: Guideline for responding to a Child's Disclosure (for staff and parents)**

### **DO:**

- If a child asks to speak with you, try to find a neutral setting where you can have a quiet conversation with few interruptions
- Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm.
- If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting your school-based Child Protection Team or the Community-based Multidisciplinary Team. Do not take the child home with you!
- Respect the child's confidence. Share with the Child Protection Team, but limit information from and with other staff
- Explain to the child that you must tell someone else to get help.
- Try to let the child know that someone else also will need to talk with him/her and explain why.
- Empower the student as much as possible allowing the child a part in the process.
- Contact a member of the Child Protection Team as soon as possible, and not more than 48 hours from the disclosure

### **DO NOT:**

- Do not let a child swear you to secrecy before telling you something. You may need to report it, which the child will view as breaking your trust with them.
- Do not lead the child in telling. Allow the child to speak without interruption. Listen, let him/her explain in his/her own words. Don't pressure for a great amount of detail.
- Do not make judgmental or disparaging comments about the abuser - it is often someone the child loves or with whom he/she is close. Alleviate feelings of guilt and isolation, while passing no judgement
- Do not make promises to the child that things will get better
- Do not confront the abuser.

### **How to carry the conversation of a First Disclosure:**

- Ask open ended questions
- Follow up with questions for clarification
- Avoid leading questions
- Gather enough information to know that there is a concern but don't make the child relive the experience.



## **Appendix 3: Child Protection Team**

The Child Protection Team will consist of:

- Teachers representative from different levels within the school (i.e. early years, primary and secondary, etc.)
- A member of the Learning Support Team
- Administrator – Head or designated principal according to need

### **The role of a school-based Child Protection Team (CPT) is to ensure that there is a**

comprehensive Child Protection Program (CPP) in place at the school and to annually monitor the effectiveness of the program. Specific tasks include:

- Ensure a comprehensive Child Protection Program is in place for school.
- Work within the school's existing structures to ensure development and adoption of a Child Protection curriculum that will meet the needs of the school.
- Ensure that child protection curriculum is taught and assessed annually.
- Support teachers in implementing Child Protection Curriculum.
- Ensure/guide Professional Development for training for all staff including teachers and volunteers regarding the Child Protection Program.
- Ensure/guide parent evening education programs to support understanding of the objectives and goals of the CPP policy and curriculum.
- Ensure systems are in place and monitored to educate and involve all school volunteers in the child protection program.
- Serve as a resource group in working with cases requiring child protection - assist reporting and follow-up disclosures to the multidisciplinary team or where appropriate.
- Providing a group and venue where concerns can be discussed/assessed for suspected maltreatment to support teachers.
- Providing emergency/after-hours contact points.
- Conducting annual review and internal audit of compliance and quality/effectiveness and analysis of policies and procedures.

The school-based child protection team will meet at least twice annually. The first meeting is to plan for the school year. Preparation planning items for the successful teaching of personal safety lessons include:

- Discuss readiness of the teachers to teach personal safety.
- Plan for the parent meeting to introduce the topic and any letters to parents.

- Preparation/familiarization/inventory of the personal safety materials including forms to use.
- Review personal safety protocols and guidelines.
- Schedule future school-based support team meetings.
- Review scheduling of the local multidisciplinary team meetings.

The second school-based support team meeting will be conducted when all the lessons are completed. The team will assess implementation and make recommendations for implementation for the next school year. The team will also assess teacher readiness and qualifications, including which teachers may need additional training.