



**DAR ES SALAAM INDEPENDENT SCHOOL
P.O. BOX 32391 DAR ES SALAAM**

CAMBRIDGE REGISTRATION NUMBER TZ016

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CHILD PROTECTION POLICY

DEFINITIONS

According to the World Health Organisation, “Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that result in actual or potential harm to the child’s health, development or dignity. Within this broad definition, five subtypes can be distinguished: physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation.”

AN IMPORTANT NOTE TO PARENTS

Dear Parents,

We are committed to ensuring the protection of all of our students and that is why, as a school, we have decided to adopt a Child Protection Policy.

The Policy sets out definitions for child abuse and outlines preventative measures as well as **guidelines for the school’s response in case of suspected abuse.**

With this policy, DIS is committed to setting up procedures to verify the previous employment for any new job applicants as well as to ensure all members of the DIS community are informed and educated regarding symptoms of child abuse.

We hope you share our commitment and will work with us to ensure our children are safe and knowledgeable about their rights and responsibilities. Your support of our efforts is important.

If you have any specific questions, please contact the Principal or the Heads of Primary / Secondary. Thank you in advance for working with us on this important initiative.

Catherine Shindika
School Principal

The Dar es Salaam Independent School (DIS) Child Protection Committee publishes *DIS Child Protection Policy*, an official DIS publication, with support from administrators, counsellors, parents and teachers. This publication is adapted from *Child Protection Policy, Braeburn School (Kenya & Tanzania)*; *Child Protection and Safeguarding Policy, Centre of English Studies, Wimbledon (UK)*; *Child Protection at IST, International School of Tanganyika, Dar es Salaam (Tanzania)*, *School Security Policy – Tanzania Government June 2019*

WHO IS COVERED BY THIS POLICY?

All adults who have any form of contact with young persons aged under 18 are covered by this policy. This is a Child Protection and Safeguarding Policy.

Safeguarding – generally ‘looking after’ the welfare of young people in our care.

Child Protection – protecting children from direct and/or harmful behaviour.

Young learners – students in our care under the age of 18.

Dar es Salaam Independent School Child Protection and Safeguarding Policy:

Updated and reviewed by:

Updated and reviewed by the School Management in collaboration with the School Committee and School Board.

Signed by the Principal: _____ Date: _____

Date of update/review: August 2023

FOREWORD

The Dar es Salaam Independent School (DIS) endorses the United Nations Convention on the Rights of the Child, of which our host country, Tanzania, is a signatory. We believe that every child has the right to be protected from harm and all forms of abuse.

The Tanzania Child Act (2009) provides for the reform and consolidation of laws relating to children, to stipulate the rights of the child and to promote, protect and maintain the welfare of a child to give effect to international and regional conventions on the rights of the child; to provide for affiliation, foster care, adoption and custody of the child; to further regulate employment and apprenticeship; to make provisions concerning a child in conflict with the law and to provide for related matters^[1].

CHILD PROTECTION AT DAR ES SALAAM INDEPENDENT SCHOOL

The Dar es Salaam Independent School believes that every child has the right to be protected from harm and all forms of abuse, including physical, sexual and emotional abuse as well as domestic violence and neglect. The School also believes that no child bears the responsibility for the abuse perpetrated on him or her by another. If a child is harmed, he or she has the right to treatment and support.

INTRODUCTION

This policy is one of several DIS policies. As part of the ethos of DIS, we are committed to:

- Maintaining children's welfare as we believe 'Every Child Matters';
- Providing an environment in which children feel safe, secure, valued and respected; are confident to talk openly and be sure of being listened to;
- Providing suitable support and guidance so that children have a range of appropriate adults whom they feel confident to approach if they are in difficulties;
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision-making so that students have a range of contacts and strategies to ensure their protection and understand the importance of protecting others;
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
- Ensuring all staff receive up-to-date training and support and can recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication;

1. <http://citizenshiprightsafrika.org/wp-content/uploads/2016/09/Tanzania-Child-Act-21-2009.pdf>

- Monitoring children who have been identified as “in need” including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals; and
- Developing effective and supportive liaisons with other agencies.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

1. ROLES AND RESPONSIBILITIES

1.1.The School

DIS is responsible for ensuring that all action taken is in line with current child safeguarding procedures in Tanzania. The child protection process is incorporated within a comprehensive policy and framework for all children in need. The role of the school within this framework is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, be suffering, or are at risk of suffering significant harm. The school may also have a role in the provision of services to children and their families.

All staff, (including management, teachers, teaching assistants, support staff and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, and the name and contact details of the designated person.

All directors, teachers and non-teaching staff, as well as visitors to our campuses, have a role to play about:

- Protecting children from abuse;
- Promoting the welfare of children;
- Preventing children from being harmed.

All teaching staff and non-teaching staff will receive training and guidance every year and will be kept up to date with amendments and developments when necessary. It will be mandatory for all staff to complete a child protection briefing and training within the first term of employment.

The role of the school in situations where there are child protection concerns is to recognise and refer and where applicable investigate.

1.2.Key Personnel

Designated Child Protection Officers (DCPO)

The **DCPO (Secondary & Middle School)** is:

Head of Secondary School,

Mr Jafar Byamagero

Contact details:

+255 746 346 393 - Mbweni Campus Mobile

+255 626 648 543 - Personal Mobile

The Deputy Head, Behaviour and Admission,

Mr Gerson Fungo

+255 719 955 711

The **DCPO (Lower & Upper Primary)** is:

Head of Primary School,

Mrs Anna Msangi

Contact details:

+255 772 111 228 - Mikocheni Campus Mobile

+255 788 161 601 - Personal Mobile

+255 754 325 224 - Personal Mobile

Deputy Head, Behaviour and Admissions,

Mr Jackson Mtulla

+255 788 141 422

The **DCPO (Early Years)** is the Coordinator,

Mrs Jennifer Chusi

Contact details:

+255 754 099 138 - Personal Mobile

1.3. The Designated Child Protection Officer is Responsible for:

- Coordinating child protection activities within the respective campuses;
- Liaising with other agencies (Department of Social Welfare, and / the Police);
- Ensuring that locally established procedures are followed including reporting and referring processes;
- Acting as a consultant for staff to discuss concerns;
- Making referrals as necessary;
- Maintaining a confidential recording system;
- Managing and monitoring the school's part in child care;
- Organising training for all school staff with the support of the Quality Assurance Manager;
- Liaising with other professionals;
- Transferring records when a child changes schools;
- Informing the Principal of any allegations of child abuse.

1.4. The Principal is Responsible for:

- Ensuring that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- Allocating sufficient time and resources to enable the Head of Schools and other staff members to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;

- Ensuring that all staff feel able to raise concerns about poor or unsafe practices and that such concerns are handled sensitively and by the school's whistle-blowing procedures which are found in the Teachers' Handbook and the Employment Manual;
- Ensuring that child safety and welfare are addressed through the curriculum.

Principal

The **Principal** of the school is: Mrs Catherine Shindika

Contact details:

+255 772 111 228

The Principal has overall responsibility for child protection and will be informed of any allegations of child abuse and will be kept informed of all communications with outside agencies.

Parents

The school will undertake to share any concerns with and support parents/carers. However, the school is required to give priority to the safety of the Child.

2. POLICY OBJECTIVE

The objective of the DIS Child Protection Policy is to provide children and young people with appropriate safety and protection whilst in the care of DIS and to allow all staff to make informed and confident responses to specific child protection issues.

2.1.Children's Rights

Anyone under the age of 18 is legally considered to be a child in Tanzania.

- All children have rights. No one has the right to take away a child's right to be safe.
- All children have a voice.
- All children have the right to say 'no' if any person tries to do something to them that they feel is wrong.
- All children have the right to be protected against bullies and bullying.
- All children must feel they can confide in an adult about any incident that frightens or confuses them or makes them unhappy.
- All children must be assured that if they go to an adult for help, they will be listened to seriously and supported.

All children have the right to be treated with respect and to be safeguarded from harm.

2.2.Associated Strategies and Safeguards

At Dar es Salaam Independent School we have strategies to address safeguarding issues. These include:

- Health and Safety procedures
- Risk Assessments
- Safe recruitment procedures including the need for Criminal Record Bureau (criminal background) checks
- Career / Educational Plans
- Strong Home/School Links including through the Parents-Teachers Association (PTA) represented by the School Committee and the School Board.
- Students' Council
- Clubs
- Complaints Procedures
- Anti-Bullying Policy
- Good role modelling from staff
- Encouraging all children to take on responsibilities and roles to ensure their safety and the safety of others.

3. PROCEDURES FOR EVALUATING POTENTIAL RISKS

Recording forms and body maps are included in the appendix of this Child Protection Policy.

3.1.Recognition and categories of abuse

All staff in the school will be made aware of the definitions and signs and symptoms of abuse. There are five categories of abuse. These are:

1. Physical abuse
2. Sexual abuse (including Child sexual exploitation)
3. Emotional abuse
4. Neglect
5. Exploitation

3.2.Concerns to be aware of within the wider context of abuse include:

- Psychological abuse
- Discriminatory abuse
- Domestic violence (including forced marriage)
- Radicalisation and extremism
- Female genital mutilation (FGM)
- Bullying (including cyber-bullying)
- Sexting

- Predatory behaviour

Further information and guidance on these can be found in the appendices.

3.3. Signs and Symptoms

The signs and symptoms below could help flag if a child's safety is at risk:

- Repeated minor injuries that are unexplained;
- Children who are dirty, smelly, poorly clothed or who appear underfed;
- Children who have lingering illnesses which are not attended to, deterioration in school work, significant changes in behaviour, aggressive behaviour, severe tantrums;
- Overly compliant behaviour;
- A 'watchful attitude';
- Sexually explicit behaviour (e.g., playing games and showing awareness which is inappropriate for the child's age), masturbation, aggressive and inappropriate sex play;
- A child who is reluctant to go home or is kept away from school for no apparent reason;
- Does not trust adults, particularly those who are close;
- 'Tummy pains' with no medical reason;
- Eating problems, including over-eating, and loss of appetite;
- Disturbed sleep, nightmares, bed wetting;
- Running away from home, suicide attempts;
- Self-inflicted wounds;
- Reverting to younger behaviour;
- Depression, withdrawal;
- Relationships between children and adults which are secretive and exclude others;
- Pregnancy;
- When explaining injuries parents are defensive compared to genuine accidents when parents are usually distressed or blame themselves, or explanations are incompatible e.g., description of a minor accident about a major injury.

These signs are not evidence in themselves but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. **Abuse is not easy to diagnose, even for experts.**

A professional who sees an injury on a child must take careful note of the time, place, sequence of events, nature of injury etc. The assessment of the plausibility of the explanation should be a medical judgment – other professionals should not make this decision.

Although children do have a variety of accidents, the most common types of injuries they sustain in everyday life are usually different from the injuries caused by abuse.

4. RESPONDING TO CONCERNS

Concern for a child may come to the attention of staff in a variety of ways, for example, through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person, however insignificant this might appear to be, should **discuss this with the DCPO as soon as is practically possible**. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is made as early as possible.

If a child discloses abuse to a member of staff, they should:

- Allow the child or young person to disclose at their own pace and in their way;
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback);
- Not ask leading questions or probe for information that the child or young person does not volunteer;
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk;
- Record the conversation as soon as possible;
- Inform the DCPO.

4.1.Record-keeping

Staff can play a vital role in helping children in need or at risk by effective monitoring and record-keeping. Any incident or behavioural change in a child that gives cause for concern should be recorded on the Child Protection incident form which will be provided by the DCPO's office. Records must be factual and reflect the words used by the child or young person. Opinions should not be given unless there is some form of evidence base which can also be quoted. Records must be signed, with the date and time at which statements were taken. It is important to remember that the disclosure is confidential and disclosure to any other member of staff should only be on a 'need to know' basis.

4.2.Information to be Recorded

- Child's name and date of birth
- Child in a normal context, e.g. behaviour, attitude, (has there been an extreme change?)
- The incident(s) which sparked concern with date(s) and times(s)
- A verbatim record of what the child or young person has said.
- If recording bruising/injuries, indicate position, colour, size, shape and time on the body map.
- Action taken

The details above are vital to the information-gathering process and do not constitute an investigation. Written information should be passed to the DCPO. The Senior Management should always be kept informed of any significant issues.

4.3.Storage of Records

The DCPO will ensure that records relating to concerns for the welfare or safety of children are stored securely and are separate from pupil records, with a front sheet listing dates and a brief entry to provide a chronology. Where children leave the establishment, the DCPO will ensure their child protection file is copied for the new establishment. This should be transferred separately from the main pupil information and addressed to the Designated Person for Child Protection in the new establishment marked private and confidential. Originals should be stored securely. Information will be shared on a strict need-to-know basis and in line with child protection policy guidance.

4.4.Referrals to Outside Agencies

It is the responsibility of the DCPO to decide when and if to make a referral to outside agencies. To help with this decision s/he must choose to consult, within 24 hours of a disclosure or suspicion of abuse, with the Principal of DIS. Issues discussed during consultations may include the urgency and gravity of the concerns for a child.

In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child at the earliest possible stage and in the event of this becoming necessary, a referral to Children’s Social Services will be sought.

If a child is referred, the DCPO will ensure that other relevant staff are informed of this. If after consultation with the DCPO staff feel that appropriate action is not being taken in respect of their concerns for a child, they should refer directly to the Principal.

4.5.Children Subject to a Child Protection Plan

The DCPO will inform staff who have direct pastoral responsibility for children and young people who are the subject of a child protection plan. These children must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DCPO (in the DCPO’s absence the Deputy DCPO.)

4.6.Children with Special Educational Needs and Disabilities (SEND)

We recognise that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore, adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported to other pupils. We will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated DCPO will work with the School counsellor to identify pupils with particular communication needs.

5. CONCERNS INVOLVING PEER-ON-PEER ALLEGATIONS

Allegations Against Students

The School has put in place safeguards to reduce the likelihood of peer-on-peer allegations. There is an established ethos of respect, friendship, courtesy and kindness with a clear Code of Conduct which sets out the School's expectations and consequences for unacceptable behaviour together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum, especially through PSHE, the mentorship programme and other class time activities. However, we recognise that despite this we need to be extra alert to peer-on-peer abuse.

Occasionally, allegations may be made against students by others in the school, which are safeguarding them. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. All forms of abuse can be perpetrated by a child's peers and all pupils must understand the meanings of the terms bullying and the different characteristics of abuse. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

- A report is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- Certain actions of a serious nature, possibly including a criminal offence;
- Certain incidents/actions that raise risk factors for other pupils in the school;
- Certain behaviours/actions that indicate other pupils may have been affected by this student;
- Certain factors/incidents that indicate young people outside the school may be affected by this student.

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation (including social media references)

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to attend inappropriate parties or movie dates
- Photographing or videoing other children performing indecent acts

Child sexual abuse is a subject many people find very difficult to talk about. It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. It is important not to criminalise behaviour that is a perfectly normal and a healthy part of growing up, in the context of Tanzania's age of consent (18 years).

However, the idea that children can sexually abuse others is still very hard for us to accept. The presence of one or more of the following points to situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children;
- One of the children is significantly more dominant than the other;
- One of the children is significantly more vulnerable than the other e.g., in terms of disability, confidence, and physical strength;
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy.

Any peer-on-peer allegation must be referred to the DCPO immediately, using the child protection procedures set out above. Where a concern regarding peer-on-peer abuse has been disclosed to the DCPO(s) advice and guidance will be sought from outside agencies. Working with external agencies will usually be a response to unacceptable behaviour, for example, if a pupil's behaviour negatively impacts the safety and welfare of other pupils. Appropriate safeguards will be put in place to promote the well-being of the pupils affected, and the victim and perpetrator will be provided with support to prevent any recurrence of improper behaviour.

If a student must be interviewed by an outside agency, about allegations of abuse, the School will ensure that, subject to the advice received, parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of students whose parents are abroad, the DCPO and/or counsellor will be requested to provide necessary support to the student.

6. SAFE EMPLOYMENT PRACTICES

All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff and visiting staff are checked with the Criminal Records Bureau (CRB) and/or the Tanzania Police Certificate of Good Conduct (TPCGC).

7. CONCERNS INVOLVING MEMBERS OF STAFF

All staff need to be aware that they must report concerns about the conduct of a colleague that could place a child at risk. When in doubt consult others.

If a child or his/her parent volunteers to a member of staff information about abuse by another member of staff, the person receiving the information should immediately write down the information given and inform the Designated Child Protection Officer.

When such an allegation is made, it will be established:

- When and where the incident is alleged to have taken place;
- What led up to it;
- Who was involved and who, if anyone, witnessed it.

Teachers are particularly vulnerable to accusations of abuse but even though such allegations may be false, malicious or misplaced, reporting must be instantaneous and the informant assured of that.

The Designated Child Protection Officer will liaise with the Principal to consider initially whether there is sufficient substance in an allegation to warrant investigation. If the allegation refers to the DCPO or the Principal then the Designated Director will be informed to progress the investigation. In cases of serious harm, an outside agency will be informed immediately.

7.1.Risk of Accusation

Staff should be aware that they are at risk of accusations of abuse. All sports coaches will be given clear guidelines on acceptable conduct whilst undertaking their duties by the PE Coordinator. All one-to-one meetings with children should be conducted in school office areas or classrooms where the doors remain open with other staff nearby as a safeguard to all. Adequate regard for transparency and lack of secrecy should be ensured.

Staff should not communicate electronically with children other than for matters related to school only. Staff should not drive any student in their vehicle, without express permission from the parents and Headteacher.

All staff may make a public interest disclosure in the interests of child safety at any point and may approach the DCPO or the Principal, with any concerns they may have regarding Child Protection. Any such disclosure, known as whistle-blowing, will not entail recrimination on behalf of the staff member making such a disclosure.

7.2.Code of Practice

All school staff should take care not to place themselves in a vulnerable position regarding child protection. It is always advisable for interviews or work with individual children or parents to be conducted in the presence of other adults. Physical intervention should only be used when the child is endangering themselves or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Code of Conduct and any

physical interventions must be in line with the agreed policy and procedure in which appropriate training should be provided.

All school staff should work towards providing an environment and atmosphere for children to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

During the induction week of each new academic year, having received training from the DCPO, all staff are required to read and sign a Code of Ethical Good Practice.

7.3. Supervision and Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DCPO.

All newly qualified teachers and classroom assistants have a mentor or coordinator with whom they can discuss concerns, including child protection.

The DCPO can put staff and parents in touch with outside agencies for professional support if they so wish.

7.4. Monitoring and Review

All school personnel and governors will have access to a copy of this policy and will have the opportunity to consider and discuss its contents before the approval of the Board of Governors is formally sought.

The policy forms part of our school development plan and will be reviewed annually by the School Management. Should any deficiencies or weaknesses in our policy be highlighted at any time, an immediate review will take place and the revised procedure will be issued with immediate effect.

All staff will have access to this policy and will sign to confirm that they have read and understood its contents and will adhere to the policy.

8. CONFIDENTIALITY AND INFORMATION SHARING

The School will keep all child protection records confidential, allowing disclosure only to those who need the information to safeguard and promote the welfare of children. The School will cooperate with police and social services to ensure that all relevant information is shared for the protection investigations in line with the appropriate laws of Tanzania.

9. OUTSIDE AGENCIES

- **Child Welfare Society, Tanzania**
- **Police Emergency - 111/112**
- **Dar es Salaam Area Police – 0715 009976**

RECOGNISING ABUSE

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are five categories of abuse: physical abuse, emotional abuse, sexual abuse, neglect and exploitation.

1. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Sexual exploitation is a form of child abuse which involves children receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5. Exploitation

Child exploitation refers to the use of children for someone else's advantage, gratification or profit. This often results in unjust, cruel and harmful treatment of the child.

In addition to the definitions above, the following terms are important in the wider context of safeguarding and child protection:

Psychological Abuse: Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation, or withdrawal from services or supportive networks.

Discriminatory Abuse: Including racist and sexist abuse or harassment or harassment based on disability, faith abuse or other forms of harassment, slurs, and similar treatment.

Domestic Violence/Teenage Relationship Abuse: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged under 18 who are, or have been, intimate family partners or family members regardless of gender. The abuse can encompass but is not limited to psychological, physical, sexual, financial or emotional. This can include forced marriage for which further information can be found in

Radicalisation/Preventing Violent Extremism: The process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

Female Genital Mutilation (FGM): Involves procedures that include the partial or total removal of female genital organs for cultural or other non-therapeutic reasons. The practice

is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

Bullying (including Cyberbullying): Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Sexting: When someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text.

REFERENCES:

1. <https://www.icmec.org/wp-content/uploads/2016/08/New-Standards-for-Child-Protection-Adopted-by-School-Evaluation-Agencies-2.pdf>
2. <https://www.cambridgeinternational.org/about-us/our-standards/safeguarding/child-protection/>
3. <https://aifs.gov.au/resources/policy-and-practice-papers/what-child-abuse-and-neglect>