



# TERERAI TRENT INTERNATIONAL SCHOOL

CHILD PROTECTION POLICY

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SCHOOL

“There can be no keener revelation of a society’s soul than the way in which it treats its children.” – Nelson Mandela, May, 1995.

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## 1. Introduction

Terera Trent International School is committed to safeguarding and promoting the welfare of all students. Every child has the right to learn in a secure environment where they can grow, and thrive without fear or harm or abuse. This policy serves as a framework for staff, learners, and the broader school community to understand their roles on preventing and collaboratively responding to child protection concerns. It is guided by the principles of transparency, accountability and respect; as well as the rights of children provided for firstly in international and regional instruments on the rights of children namely the UNCRC and the African Charter on the Rights and Welfare of the Child (ACRWC)

## 2. Scope and Accountability

This policy applies to all staff, administrators, volunteers, contractors, visitors, and any individual who interacts with students on or off school premises, including during school-related activities and online interactions.

### 2.1 The Principal

The Principal is responsible for the implementation of the child protection policy. The principal will oversee and coordinate all child protection matters in the school, taking appropriate action to equip all parties involved have the necessary training to carry out their responsibilities in order to uphold the policy. Regular child protection training is provided to staff and students. This policy is reviewed annually to ensure effectiveness, legal compliance, and continuous improvement.

The Principal will address child protection matters and will refer matters to appropriate authorities, keeping a meticulous record of all reported cases.

### 2.2 Staff members

All staff members have the responsibility to create a safe, supportive and secure environment for the learners. They will report any child safety concerns to the Principal. Staff members should be familiar with child protection laws, attend relevant training sessions.

### 2.3 Learners

All learners should treat fellow learners, staff, and visitors with dignity, respect, and kindness at all times. Learners are expected to adhere to the school's code of conduct, adhere to the Responsible Use Agreement on technology, cooperate in investigations and report any concerns following the correct reporting procedure. Students are educated about their rights, personal safety, respectful relationships, and how to seek help. The school encourages students to speak up and assures them they will be listened to and supported.

### **3. Code of Conduct**

- 3.1 All adults must maintain professional boundaries with students at all times. Physical, emotional, verbal, or sexual abuse, harassment, discrimination, or inappropriate relationships are strictly prohibited.
- 3.2 Members of staff and learners will follow their respective code of conduct. Each learner will receive a copy of the school's rules and regulations they are expecting to follow.
- 3.3 All members of staff, stakeholders and agencies will know about the school's child protection policy. It will be communicated to all parties through meetings, campaigns, posters, workshops and trainings. The vision behind the policy will be displayed in suitable public places throughout the school.
- 3.4 There is total prohibition of corporal punishment to any child, minor or vulnerable person.
- 3.5 No discriminatory or degrading behavior towards any child, minor or vulnerable person.

### **4. Safe Recruitment and Vetting**

- 4.1 The school follows safe recruitment practices, including background checks, reference verification, and suitability assessments for all staff and volunteers before engagement.
- 4.2 Members of staff will submit verified copies of their referees in their CVs as well as certified identification documents.

### **5. Recognition of Abuse and Neglect**

- 5.1 Staff are trained to recognize signs of physical, emotional, sexual abuse, neglect, bullying, and online exploitation, and to respond appropriately and sensitively.
- 5.2 Learners must be made aware of their child rights and responsibilities through assembly presentations, curriculum inclusion and campaigns.

### **6. Reporting and Response Procedures**

- 6.1 Tererai Trent International School acknowledges the existing reporting procedures and protocols as guided by the ZCBC Child Protection Policy (2012), and the ZCBC and CRMC<sup>2</sup> Procedural Protocol for dealing with allegations of misconduct.
- 6.2 In addition to these procedure, any concern or allegation regarding a student's safety must be reported immediately to the school Principal and Senior teacher.

- All reports are taken seriously and handled promptly and confidentially. The Principal will address child protection matters and will refer matters to appropriate authorities, keeping a meticulous record of all reported cases.
- 6.3 The principal and senior teacher will make follow-up reports on recorded cases.

## 7. Confidentiality and Information Sharing

- 7.1 Information related to child protection concerns is shared only on a need-to-know basis and in accordance with legal and ethical requirements, prioritizing the child's best interests.

## 8. Online Safety and Digital Protection

- 8.1 The school promotes safe use of technology and protects students from cyberbullying, online grooming, and exposure to inappropriate content. Staff must use school-approved platforms for digital communication with students.
- 8.2 Learners' access to internet is limited to supervised periods.
- 8.3 There is a Responsible Use Agreement in place, communicated with all stakeholders in the school.

## 9. Ramifications of Misconduct.

- 9.1 where an allegation of Child Protection and Safeguarding Violation is made, the accused person(s) will be immediately removed from the school premises pending the outcome of all investigation.
- 9.2 Any disclosure of abuse from a child, minor or vulnerable person, and any reports of suspected abuse will be recorded promptly.
- 9.3 All documented reports will be kept in a safe and secure location on the school premises and will only disclosed on a need to know basis.
- 9.4 Where there is disclosure or report of an allegation of Child Protection or Safeguarding violation, Tererai Trent International school reserves the right to carry out disciplinary procedures and action in accordance with the laws and constitution of Zimbabwe.

## 10. Child Protection Policy Statement

Tererai Trent International School is fully committed to safeguarding and promoting the welfare, safety, and dignity of all learners. We recognise that every child has the fundamental right to grow, learn, and develop in a safe, supportive, and protective environment free from abuse, neglect, exploitation, discrimination, and harm.

The school adopts a zero-tolerance approach to all forms of physical, emotional, sexual, and psychological abuse, as well as bullying, harassment, and exploitation. We are dedicated to creating a culture of vigilance, accountability, and transparency where child protection is everyone's responsibility.

All staff, volunteers, contractors, and partners are expected to uphold the highest standards of professional conduct and to actively promote the wellbeing of learners at all times. The school commits to safe recruitment practices, ongoing child protection training, clear reporting procedures, and prompt action in response to any concerns or allegations.

Learners are encouraged and empowered to speak up about any situation that makes them feel unsafe, knowing they will be listened to, supported, and treated with respect and confidentiality.

Through strong partnerships with parents, guardians, and relevant authorities, Tererai Trent International School strives to ensure a secure and nurturing environment where every child can thrive academically, socially, and emotionally.

## 11. Definitions of Various Forms of Abuse

### 1. Physical Abuse

**Definition:** The intentional use of physical force that causes, or could cause, injury or harm to a child.

**Examples:** Hitting, slapping, kicking, burning, shaking, choking, or using objects to cause harm.

### 2. Emotional (Psychological) Abuse

**Definition:** Persistent behaviour that harms a child's emotional development, self-worth, or mental wellbeing.

**Examples:** Constant criticism, humiliation, threats, rejection, intimidation, isolation, or exposure to domestic violence.

### 3. Sexual Abuse

**Definition:** Any sexual activity involving a child where consent is not or cannot be given. This includes contact and non-contact acts.

**Examples:** Sexual touching, rape, sexual assault, exposing a child to pornography, grooming, or making sexual comments toward a child.

### 4. Neglect

**Definition:** The failure to provide for a child's basic physical, emotional, medical, or educational needs.

**Examples:** Lack of food, shelter, clothing, medical care, supervision, or failure to ensure school attendance.

### 5. Bullying

**Definition:** Repeated aggressive behaviour intended to hurt, intimidate, or harm another person, involving a power imbalance.

**Examples:** Name-calling, spreading rumours, physical aggression, social exclusion.

#### Cyberbullying (a form of bullying)

**Definition:** Bullying that takes place using digital devices or online platforms.

**Examples:** Sending threatening messages, sharing embarrassing images, online harassment.

## 6. Sexual Exploitation

**Definition:** The abuse of a position of vulnerability, trust, or power for sexual purposes, often involving exchange (money, gifts, favours).

**Examples:** Forcing or persuading a child to engage in sexual acts in return for goods, protection, or opportunities.

## 7. Child Labour / Economic Abuse

**Definition:** Exploiting a child for work that is harmful to their health, development, or education.

**Examples:** Forcing a child to work long hours, hazardous labour, or work that prevents school attendance.

## 8. Grooming

**Definition:** A process where an adult builds trust with a child to manipulate, exploit, or abuse them, often gradually and secretly.

**Examples:** Giving gifts, isolating the child, secret communication, gradually introducing inappropriate behaviour.

## 9. Discriminatory Abuse

**Definition:** Abuse based on a child's race, gender, disability, religion, nationality, or other personal characteristic.

**Examples:** Harassment, exclusion, or unfair treatment based on identity.

## 10. Domestic Violence Exposure

**Definition:** When a child witnesses or is exposed to violence between caregivers or family members, which can cause emotional and psychological harm