

PEAS CHILD PROTECTION IMPLEMENTATION GUIDELINES



Owner: PEAS

Applicable to: All PEAS staff

Related documents: PEAS Child Protection Policy
PEAS Adult Safeguarding Policy
PEAS Whistleblowing Policy
PEAS Code of Conduct

Primary Contact:



PEAS CHILD PROTECTION FOCAL POINTS (CPFP): NAMES AND CONTACTS

It is the responsibility of the Child Protection Lead to ensure that these details are kept up to date and distributed to all schools and PEAS offices following any changes.

It is the responsibility of the Headteacher to print this and display it on the school notice board and in the staff room.

Location	CP Role	Position	Name	Contact details
PEAS Country Central Office	PEAS Country Child Protection Lead	Education Manager		
	PEAS ZM Child Protection Officer	Education Specialist		
PEAS Country Regional Office	PEAS Country Child Protection Regional Lead	Regional Programme Manager		



EXECUTIVE SUMMARY: MYTHS AND REALITIES OF CHILD PROTECTION

Myth: Child Protection is just one of many things school staff should think about.

Reality: At PEAS, Child Protection is paramount. There are no circumstances under which the health and safety of the children and young people at PEAS' schools should not be top priority.

Myth: If a staff member is a great teacher, they should have a second chance.

Reality: PEAS has a zero-tolerance approach to any breach of the Child Protection policy. That means that **anyone who breaks the Child Protection Policy or Guidelines will be formally reprimanded or dismissed** according to the level of the incident.

Myth: If a staff member follows the policy, it is none of their business if someone else does not.

Reality: Every PEAS staff member has committed to reporting a Child Protection incident to their Child Protection Focal Point (or whistle-blow to another person in authority). Otherwise they will have committed a Failure to Report. **Failure to Report will also lead to the individual being formally reprimanded or dismissed according to the level of the incident.**

Myth: Schools should investigate alleged incidents first in case there is no truth in the matter.

Reality: The investigation of Child Protection incidents of Level 2 and above are always undertaken or supported by PEAS Country Office staff. This means **that within 24 hours of becoming aware of a potential incident, school staff must alert the Education Lead at the Country Office.** A delay in reporting may be considered a Failure to Report.

Myth: The staff member involved can carry on teaching until we know if they are guilty.

Reality: In cases of Level 3 and above, any staff member potentially involved will **be immediately put under Investigatory Suspension.** This is not only to prevent further incidents but also to protect that individual from being further accused and not fairly treated during the investigation.

Myth: Sometimes it is not necessary to implement the policy because there are other priorities in school, like exams are approaching or the person is needed for community engagement.

Reality: The only **circumstances** in which the above rules will not be enforced in a zero-tolerance manner is that in which enforcement would lead to the significant risk of the injury or loss of life of PEAS students or staff. **No other school priority may take precedence over Child Protection.**

Myth: All the evidence should be collected before too many people are involved.

Reality: Not only can the Country Office provide valuable guidance on the case, **PEAS is legally committed to inform the UK Charities Commission and its partners immediately on any Child Protection Incident being reported.** Failure to do so could lead to all of PEAS being closed down completely.



ACRONYMS

CPC	Child Protection Committee
CPFP	Child Protection Focal Point
CP	Child Protection
CPIGs	Child Protection Implementation Guidelines
CPP	Child Protection Policy
CSOs:	Civil Society Organisations
CSV	Child Survivor or Victim
DEBS	District Education Board Secretary
NGO	Non-Government Organisations
SMT	Senior Man Teacher
SWT	Senior Woman Teacher
VAC	Violence Against Children
VACiS	Violence Against Children in Schools
VSU	Victim Support Unit



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1. INTRODUCTION AND BACKGROUND

Key points:

- PEAS has a zero-tolerance policy to any form of child abuse committed by members of PEAS staff or associates
- All PEAS staff and associates have a responsibility to be alert to child protection issues and will take steps to prevent, report and respond to these incidents.
- This document provides additional guidance to support the implementation of the PEAS Child Protection Policy
- All PEAS staff and associates are required to sign the PEAS Child Protection Policy (see [Appendix 1](#)). At the school level, the SLT must ensure the signed copy is stored in the employee's file. At country level, it is the responsibility of the HR lead to ensure this is kept on file.
- It is applicable to all stakeholders, including PEAS staff (school and office), parents, community members, contract workers, volunteers and visitors.

Supporting documents:

- *PEAS Global Child Protection Policy*, see [Appendix 1](#).

1.1. Context

PEAS schools are committed to actively safeguarding children from harm. We take our responsibility to promote child safe practices and protect children from harm, abuse, neglect and exploitation in any form seriously. Child protection applies to the safety of a child in all aspects of their lives, both within and outside of school and is related to the whole spectrum of their needs.

All PEAS staff and associates are required to sign the PEAS Child Protection Policy (see [Appendix 1](#)), and have a responsibility, through the charities' work with children, to be alert to child protection issues that students may face at any time and will take steps to prevent, report and respond to these incidents. Any such incidents will be investigated with full confidentiality for the child and alleged abuser.

We have a zero-tolerance policy to any form of child abuse committed by members of PEAS staff. This includes corporal punishment. If any person is found to have abused a child within the organisation or by association with it, we will seek their dismissal from their post and will report the incident to the necessary authorities. For those external to the organisation, all allegations will be reported to the necessary authorities and PEAS' contract with them will be immediately terminated.

Our decisions and actions in response to child protection concerns will be guided by the principle of 'the best interests of the child'.



1.2. Purpose

The purpose of this document, the **PEAS Child Protection Implementation Guidelines (CPIG)**, is to provide clear guidance on how to effectively implement the **PEAS Child Protection Policy (CPP)**.

The guidance is for anyone working with or associated with PEAS, including teachers, parents, governors, School Directors, Child Protection Focal Persons in Schools, Regional Offices and Country Offices and all other PEAS staff, volunteers and associates.

The CPIG should be read in conjunction with each school's rules and regulations and the CPP.

1.3. Key Principles

The following principles underpin PEAS' approach to Child Protection:

- **Equity** - PEAS adheres by the non-discrimination against any child highlighted by the UN Convention on the Rights of the Child Article 2 which emphasizes that no child should be treated unfairly on any basis such as gender, religion, tribe, family, language, opinion and economic status
- **Respectful of the child** - When adults are making decisions that affect the child's welfare, the child should be provided with opportunities for his or her views to be heard independently of their parents/carers.
- **In the best interests of the child** - PEAS will be guided by the principle of 'the best interests of the child.' This must be the primary concern in making decisions that may affect them.

1.4. Stakeholders

The Child Protection Policy (see [Appendix 1](#)) applies to everyone working for PEAS, at a PEAS school and anyone who has contact with the school/children. This includes:

1. **PEAS school staff** at all levels; teachers, administration staff, guards, cleaners and all other permanent and support staff employed at the school.
2. **PEAS staff at all levels:** anyone working for PEAS, including those who do not come into direct contact with children such as office staff.
3. **Associates:** all persons who are associated with PEAS, such as volunteers, members of the Board of Governors, PTA members, suppliers, evaluators, contract workers, and all government officials who work with PEAS.
4. **Visitors:** all visitors to the school, such as PEAS staff who do not work in the school, parents, journalists, photographers, donors and other visitors that may go to the school.



2. CATEGORISING INCIDENTS

PEAS has a comprehensive Levels Matrix, which allows anyone reporting a Child Protection incident to identify its severity and take appropriate action. See matrix below (Table 1)

Level	Description	Example	Report To
1	Individual incidents which schools are able to respond to and resolve without support. Incidents that take place outside of schools that the school does not have control over but is required to report to local authorities.	<ul style="list-style-type: none"> - Bullying - Escapism - Absenteeism - Evidence of corporal punishment at students' homes 	Head Teacher or Senior Leadership Team
2	Incidents which schools need PEAS' support to respond to, either because they affect multiple students, involve a complex set of stakeholders, or may have an impact on the school's reputation.	<ul style="list-style-type: none"> - Evidence of pestering behaviour from community members towards students on their way to and from school - A lack of discipline in school leading to bullying of multiple students - Staff member reported as being too strict on students 	PEAS Country Child protection lead within 24 hours
3	Incidents involving criminal activity, or physical or sexual abuse perpetrated by staff or students. This type of incident would have an impact on PEAS' reputation.	<ul style="list-style-type: none"> - One-off case of sexual abuse by staff member - Sexual relationship between two students - Use of corporal punishment - Organized violent student or teacher strike 	PEAS Country Child protection lead within 24 hours (and on to UK) Police in cases involving criminal activity
4	Major incidents that have potentially life-threatening consequences for students. Widespread incidents that involve abuse or criminal activity impacting multiple students.	<ul style="list-style-type: none"> - Repeated sexual abuse by single perpetrator - Widespread use of corporal punishment - Any abuse involving school leaders or where school leaders are aware and have not reported - Disease epidemic. 	Country Director Police in cases involving criminal activity
5	Serious incidents that could have an immediate impact on PEAS operations/reputation and/or could have been prevented through proper compliance with PEAS policies and guidelines.	<ul style="list-style-type: none"> - Death of a student due to infrastructure collapse - Widespread sexual abuse (particularly if there has been a deliberate or negligent failure to report) 	CEO and Trustees via the Country Director Police in cases involving criminal activity

Table 1: Child Protection Incidents Levels Matrix



3. REPORTING

Key points:

- Any allegation or suspicion of a Child Protection incident should be taken seriously by members of staff, including anonymous disclosures. At school level it should be reported to the CPFP (Headteacher) who will classify it (using the above matrix) and take the necessary next steps.
- All Child Protection Incidents that are classified as Level 2 or above should be reported to the PEAS Child Protection Lead **within 24 hours** of a PEAS member of staff becoming aware of an allegation. This should be a phone call with basic details.
- All Level 3 incidents require the CPFP or Senior Man or Woman Teacher to complete Part 1 of the *Child Protection and Adult Safeguarding Reporting Form* within 2 days and submit to the PEAS Child Protection Lead. Following this, they then have 14 days to conduct an investigation and fill in Part 2 of the Reporting Form, with support from PEAS Central or Regional Office.
- It is mandatory for the School Management to report incidents of a criminal nature to the local authorities and provide evidence for this.

Supporting documents:

- *Child Protection and Adult Safeguarding reporting form*, see [Appendix 2](#).
- *Child protection reporting framework*, see [Appendix 3](#).

3.1. When to report?

Every individual who comes into contact with a child under PEAS' protection is responsible for immediately reporting a Child Protection concern if they discover one, or even have unconfirmed suspicions. This concern could occur in a number of ways, including but not limited to:

- A child openly confiding in that individual about a form of child abuse that they have been victim of, witnessed, or heard about.
- Witnessing an exchange of an unusual and/or suspicious nature between a child and another child or an adult.
- Witnessing a situation that might put a child's safety at risk.
- Noticing evidence of mental abuse or trauma of a child, such as a child behaving in a way that is not usual for them or which demonstrates that they are openly frightened.
- Noticing evidence of physical abuse of a child, such as a visible injury.
- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.



- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.

3.2. What to report to police?

It is **mandatory** for the School Management staff to report all following incidents to police:

- a) Death of a learner,
- b) A missing learner,
- c) Planned or unplanned strike,
- d) All cases of corporal punishment
- e) Serious illness or injury to any student,
- f) Allegations of inappropriate sexual behaviour,
- g) Allegations of suspected sexual, physical or verbal/emotional abuse
- h) Circumstances that pose a threat to the health, safety or welfare of individuals such as disasters resulting in an emergency like a fire, weather changes, and community unrest.

Upon reporting any incident to the police, the School Management staff must obtain and log the crime reference number. This must be shared with the PEAS Regional and Country Office as part of the incident report (part 2 of the Child Protection and Adult Safeguarding Reporting Form, see [Appendix 2](#))

The District Education Board Secretary (DEBS) should also be informed of all instances of teachers carrying out any form corporal punishment or any suspected involvement in sexual, physical or verbal/emotional abuse that results in their dismissal.

3.3. How to make a report?

Step 1: If the information is gathered directly from a child, provide a safe and friendly place to talk

- Ensure that the conversation takes place in a friendly environment where the student is comfortable to speak and where discretion and privacy can be assured. It is important that the staff member stays calm but take the disclosure seriously. Listen quietly, carefully and patiently.
- Let the child explain to you in his or her own words what happened, but don't ask leading or open questions. Do not assume anything. You should offer reassurance that they were right to tell someone, and they did nothing wrong and advise them that you will inform the designated Child Protection Focal Point and assure them that they will get back to them as soon as possible, with a timeframe.
- Do not promise confidentiality to the child. You must explain that you are required to pass this on, but only to members of staff who will be able to support the child and who will treat the issue with a high level of sensitivity.



Step 2: Record

- Make some very brief notes at the time and write them up in detail as soon as possible. Record the date, time, place, words used by the Child Survivor or Victim (CSV) and how he or she appeared to you – be specific. Record the actual words used, statements and any other observable things such as body language and appearance, not your interpretations or assumptions- keep it factual.

Step 3: Establish the form of abuse

- Based on the information gathered in these initial interactions, classify the incident using the Level Matrix in [Section 2](#). If necessary, report to the PEAS Central or Regional Office and to the authorities, if appropriate.

Level	Report author	Recipient (Zm)	Reporting Requirements
Level 1	Incident report not required.		School SLT should share incidents with Regional Team during regular visits, and contact Education Lead and Regional Team for advice, in particular where challenges continue.
Level 2	CPFP or Senior Man or Woman Teacher	Child Protection Lead in the PEAS Regional or Central Office	<p>The CPFP should immediately notify the PEAS ZM Child Protection Lead by phone and tell them basic details of the alleged incident. This must be <u>within 24 hours of any PEAS staff member became aware of the potential incident.</u></p> <p>The CPFP should fill in Part 1 of the Child Protection and Adult Safeguarding Reporting Form (see Appendix 2) within 2 days of incident being reported.</p> <p>The CPFP should fill in Part 2 and send this to the PEAS Child Protection Lead following investigation within 14 days of incident being reported.</p>
Level 3	CPFP or Senior Man or Woman Teacher (with support from the Child Protection Lead in the PEAS Regional or Central Office)	Country Director	Reporting is as above, except the Education Specialist will immediately share information about the alleged incident with PEAS UK.



Level 4	CPFP or Senior Man or Woman Teacher (with support from the Child Protection Lead in the PEAS Regional or Central Office)	Country Director Director of Country Operations	
Level 5	Director of Country Operations	CEO & Trustees	Reporting is as above, except that the Country Director or Deputy Country Director will take lead role in preparing the report including being physically present in the school.

Step 4: Gather More Information

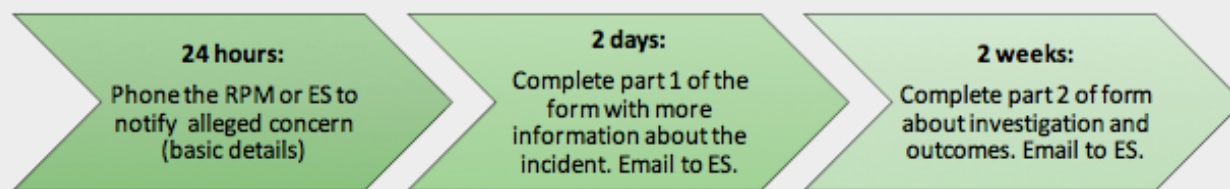
- The Head teacher should collect more information from other people that witnessed the violence or who knew about the abuse. An investigation, led by school leadership team and the PEAS Country Child Protection Lead, is to take place where the confidentiality of all parties involved is respected as appropriate.

Step 5: Reporting and documentation

- All documents relating to child protection will be retained in a 'Child Protection' file, separate from a student's main file. This will be locked away and only accessible to the Director, Head teacher and PEAS Country Child Protection Lead. The outcome of this will indicate what action is to be taken.
- The *Child Protection and Adult Safeguarding Reporting Form* will be used to record the disclosure (See [Appendix 2](#)). The Reporting Form is to be made available to all staff members in a central space, such as the staff room. All records will be signed and dated and submitted to the Child Protection Focal Point (or Head Teacher).
- The lead person will then produce a comprehensive report on the incident which will be shared at the Regional and Country office to inform the necessary people on the progress of case and next action steps (including whether external agencies need to be informed or whether medical care should be sought). The staff should maintain appropriate confidentiality.
- All reporting deadlines must be met. For all level 3 and above incidents, this means reporting to the PEAS Child Protection Lead immediately (by phone call) with basic details so the PEAS UK team can be told of any incidents or allegations within 24 hours of a PEAS staff member becoming aware.



For all Level 3 and above incidents:



3.3.1. How to deal with an anonymous disclosure

It is the responsibility of the Head Teacher and Child Protection Focal Point to take all anonymous disclosures seriously. These might be from students in the suggestion box, for example.

1. Any anonymous disclosure will be passed on to the designated Child Protection Focal Point, who will work with the Director and Child Protection Committee to decide next steps (including whether external agencies need to be informed or whether medical care should be sought), as well as **report the disclosure to PEAS centrally** (refer to the reporting steps in [3.3 above](#))
2. If a credible allegation involves abuse by any staff member, the staff member will be suspended from work pending the outcome of investigations in order to ensure the child's safety at all times.
3. The PEAS CPP states clearly that any allegation by a member of staff must be reported without delay to the Child Protection Focal Person or the Senior Woman or Man Teacher.
4. In case the CP Focal Person(s) is the subject of an allegation, then the referral is to be made to the School Director, who contacts the Board of Governors and the PEAS Child Protection Leads, who are then responsible for taking charge of managing the allegation.
5. An investigation, led by SLT and the Child Protection Focal Point (having informed and consulted the Child Protection Committee and PEAS Child Protection Leads), is to take place where the confidentiality of all parties involved is respected as appropriate. The outcome of this will indicate what action is to be taken.
6. Where possible, investigators will talk to parents, **unless** doing so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
7. If required, the Director may refer to the District's Probation and Social Welfare Officer or Victim Support Unit.
8. A report of the findings of the investigation must be communicated to PEAS Country Education Department immediately (immediately via phone, to be followed by a written submission) prior to further action being taken.

3.3.2. How to deal with witchcraft allegations from staff or students



- While PEAS recognises it cannot prohibit *belief* in witchcraft, it will not tolerate any manifestations of this belief within school, by any staff, student or visitor, which could be potentially harmful to a student within the school.
- In the unlikely event of an accusation of witchcraft, the procedures outlined in this document will, if necessary, be followed in order to protect the rights and safety of the accused child.
- Furthermore, alternative methods of dispute-resolution will be sought, including entering into dialogue with and between the students or individuals involved, to ascertain the reasons underlying such accusations.

3.3.3. Confidentiality and Record Keeping

- All information regarding child abuse and neglect should be shared only within a small team considering the interests of the child. The assurance of confidentiality should not be given to a third party who imparts information.
- The records created shall be regarded as highly confidential and placed in a secure location by the PEAS Child Protection Lead. If, following investigation of an allegation, it is decided not to take any further action, it is essential that this decision is recorded and explained.
- Where action is considered necessary following investigation of an allegation, a written report with substantiated recommendation is essential.



4. RESPONDING TO AN INCIDENT

Key points:

- The first response to an incident should always be to ensure the safety of the child and other children in the school.
- The response following this should include reporting the incident (within the timeframes laid out in the above section), connecting the child to necessary support services and carrying out an investigation
- If it is alleged that a PEAS member of staff has breached the CPP, the member of staff must be temporarily suspended and must not report to school/the office whilst the investigation takes place. If the investigation finds that a breach has taken place, there are clear consequences laid out in [4.3 below](#).
- All investigations must be carried out with sensitivity and seek to maintain the confidentiality of the child survivor or victim as much as possible.
- It is vital that the CPFP or Senior Man or Woman Teacher record all evidence collected during the investigation and response process.
- Referral plans should be created by the school to prepare for, and help prevent, child protection incidents. This will set out how local and national support services will be utilised in the event of a child protection incident.
- The CPFP or Senior Man or Woman teacher should follow up on every incident to ensure the child survivor or victim is supported.

Supporting documents:

- PEAS response level to child protection incidents, see [Appendix 4](#).

First stage: following an incident it is crucial to immediately ensure the safety of the child.

Second stage: connect the child to the necessary support services such as health, education, justice and family support needed for the child's recovery.

Responding to child abuse in the PEAS network rests on partnerships between multilateral, national, civil society and private sectors, as well as communities, families and guardians who will provide consistent, coordinated and timely responses.

4.1. Steps followed in response to a Child Protection concern

All the steps outlined below come **after the reporting stage**. This reporting does not need to be a fully evidenced report, but rather the report of a concern or suspicion being raised, i.e. the potential for an



incident having taken place. It should therefore, where possible, be a verbal report made by phone to expedite the start of the response below.

This is to ensure that appropriate guidance is available throughout the process, and also because PEAS is legally committed to informing partners at the very beginning of the Child Protection Response process.

Step 1: Make the school safe

- While supporting the victim is a priority for the school, the first question should be whether the alleged incident means that there might be an immediate risk to other students at the school.
- If this is the case, the Child Protection Lead (for levels 3, 4 or 5) or the Head Teacher (for levels 1 or 2) should remove the threat to the safety of children in the best way they see fit.
- This might be by placing an individual under Investigatory Suspension (in which case it should be made clear this is investigatory only and not a disciplinary measure), by cancelling certain school events, by removing certain students from the school, or in extreme circumstances, by temporarily closing the school.
- N.B. This must be done within 24 hours of the report being filed for incidents of Level 3 and above, which is why the Child Protection Lead must be notified within 24 hours of any concern being raised.

Step 2: Protect and support the victim

- The next step is to ensure that the victim of the incident is appropriately supported. This could be done through many ways and the Child Protection Lead or Head Teacher will need to consider the options that are right for that particular student. Options might include counselling, parental support, professional healthcare support, or engaging peers to create a support network.
- N.B. Initial (if not all) steps must be taken to support the victim within 24 hours of the report being filed for incidents of Level 3 and above, which is why the Child Protection Lead must be notified within 24 hours of any concern being raised.

Step 3: Undertake an investigation

An investigation should be undertaken, in the following way:

- Anonymity and protection of the victim and any whistle-blowers should be prioritised
- The investigator should be informed of the key facts that the Report Recipient will require in order to effectively report the incident internally and externally and should ensure they are included in questioning



- The investigator should be objective in the matter, and for incidents of Level 3 and above, always be someone outside of the school staff
- The investigator should endeavour to balance the need for a comprehensive set of witness accounts with the need to minimize publicizing the incident, and as such interview a small but where possible unbiased set of potential witnesses.
- The investigator should involve trusted and objective school staff in interviews with students where appropriate in order to reassure the child as much as possible
- The investigator should maintain absolute confidence during the investigation, and not share findings with others in the school, until the investigation is complete
- Once the investigation is complete, the findings should be shared with School Leaders, the Child Protection Lead, the Report Recipient as defined in the Reporting section above, and the Country Office HR Coordinator for Schools to take forward to action

Step 4: Implement disciplinary steps

- All disciplinary steps must be taken in close collaboration with the Country Office HR Coordinator and be in line with [4.3 below](#). PEAS has a Zero Tolerance approach to Child Protection offences, and will implement the relevant disciplinary measure in all situations.
- The only occasion where disciplinary measures may be delayed will be at times in which a significant danger is posed to student safety and delay is the only option to reduce risk.

Step 5: Agree and implement referral plan

- While some steps of the referral may have been decided as part of Step 1, there should be a further discussion following the implementation of disciplinary action to ensure that all relevant Referral has taken place. See [4.4 below](#).

Step 6: Communicate outcome of investigation more widely where appropriate

- On completing the investigation and carrying out the required steps to implement any disciplinary measures (in an appropriately confidential way through HR processes), the Child Protection Lead will then support the School Leaders in identifying the level of school and community communication required.
- It can sometimes seem easier to avoid distressing the community by sharing an update on a Child Protection concern. However, prioritising Child Protection may mean sharing information more widely. For example, if a perpetrator of sexual abuse has been found guilty, carefully sharing the risk with parents may be the only way of ensuring that any child who might have been a victim of abuse comes forward and is supported.
- Together, the Child Protection Lead and the School Leaders will decide the best course of action to balance the reputation of any existing victims with the benefits of community awareness.



Step 7: Implement learnings

- As part of the investigation report, there should be clear learnings and suggested actions for the school to take forward to prevent a similar Incident taking place in the future. School Leaders must agree and sign off an action plan, and ensure that responsibility is correctly delegated to ensure all actions are taken as a school improvement priority.

Step 8: Follow-up to ensure actions have been taken and outcome has been achieved

- Before the incident is considered closed by the Country Office Child Protection Team, a timeline for the follow-up actions must be agreed. This follow-up may be undertaken by the Child Protection Lead, the Inspections Team or the Regional Team. This must be agreed as the Investigation Report is finalized. For full details of follow-up, see [4.5 below](#).

4.2. Procedures to support a child survivor or victim when they return to school

- During investigations the child survivor or victim may be exempted from attending school to avoid further harm. Meanwhile s/he should be offered counselling by a professional counsellor or the Senior Man or Woman Teacher to ensure s/he is ready return back to school.
- The school community, particularly the friends and classmates, also need to be counselled on how best to support the child survivor or victim in returning to school. Whether it is necessary to share some information with the group will be dependent on the situation and should be decided in collaboration with the child survivor or victim and parent. It is important to keep in mind the confidentiality aspect.
- The subject teachers may also need to be guided by the class teacher or Headteacher on how they can provide extra time and support to the child survivor or victim in order to “catch up” with the rest of the class.
- The school staff, especially the Senior Man and Woman Teacher, Class teacher and Subject teachers, need to closely monitor the child survivor or victim(s) to detect any behavioural changes and constantly provide CP support services such as guidance and counselling.
- The Child Protection Focal Points will continue to monitor the number of incidents being reported through monthly reports, and will ensure that the relevant documentation has been correctly filed and stored during the annual inspection and spot checks.

4.3. Response where investigation finds a staff member has broken the policy

Although **all** Child Protection issues are taken seriously, there are some which will result in **instant dismissal** if, following a fair and transparent investigation, a disciplinary hearing finds compelling evidence that the alleged perpetrator guilty.



PEAS is not fulfilling the role of the police or court, and our actions are based on the best interest of the child. It is therefore **not necessary to prove guilt**, however the CPFP, HT and Child Protection Leads should clearly document what led them to any decision, including any supporting evidence attached.

These are as follows:

Offence	Consequence
Sexual relations with a student or anyone aged under 18	Instant dismissal following a disciplinary hearing, reporting the culprit to the relevant education authority, and to the police if a crime is suspected.
Instigating children or fellow staff to rebel against the school system or strike	Instant dismissal following a disciplinary hearing, reporting the culprit to the relevant education authority and to the police if a crime is suspected.
Directly or indirectly involved in carrying out an abortion for a girl.	Instant dismissal following a disciplinary hearing, reporting the culprit to the relevant education authority, and to the police if a crime is suspected.
Engaging in sexually provocative games or inappropriate physical contact with children, or making suggestive comments to children, even in jest.	Instant dismissal following a disciplinary hearing and reporting the culprit to the relevant education authority.
Attending school under the influence of alcohol or other substances that can impair judgment.	Instant dismissal following a disciplinary hearing
Drinking alcohol or using any other substances in a way that adversely affects their ability to do their job or affects the reputation of the organisation;	First Offence: Final Written Warning Second Offence: Dismissal following a disciplinary hearing
Behaving in a way that threatens the security of children, including through potentially harmful traditional, spiritual or cultural practices, and / or spiritual abuse.	Instant dismissal following a disciplinary hearing.
Using any form of <u>Corporal Punishment</u> (including hitting a child or any form of degrading punishment to discipline a student)	Instant dismissal following a disciplinary hearing, reporting the culprit relevant education authority, and to the police if a crime is suspected.

Extorting money from students/carers i.e. deliberately obtaining money from students/carers without legitimate cause, particularly through force, intimidation, or undue power	Instant dismissal following a disciplinary hearing and reporting the culprit to the relevant education authority.
Allowing an unrelated child to visit or stay at your home without parental consent	Instant dismissal following a disciplinary hearing and reporting the culprit to the relevant education authority.

4.4. Referral Plans

A referral plan lays out details about how service providers, schools and communities can work together to respond to child protection issues. This is key to ensure child survivors or victims are supported and to reduce the potentially damaging effects of abuse or neglect.

Referral plans should be drawn up so that when a Child Protection incident does occur, the school and community already know what steps to take. The key to an effective referral plan is accessibility as well as the availability of a range of support systems and services. In addition, it is also important for different actors to be aware of their own role, responsibilities and limitations when it comes to specific child protection concerns.

When child abuse concerns or violations of children's rights do arise, the Child Protection Focal Points should provide information to children, parents and/or guardians about the services that are available in the area, how to access these and what to expect.

4.4.1. Importance of a Referral Plan

- The presence of referral plans and guidelines can reduce risks and help to prevent additional violations of children's rights.
- A referral plan helps to facilitate timely access to the most relevant services in the correct order and can help to minimize or mitigate the negative effects of abuse or neglect on children.
- A referral plan provides important steps to be followed correctly and systematically by all duty bearers.
- It also provides guidelines to the Headteacher and other Focal Points on how to conduct awareness campaigns targeting children, teachers and parents on what to do and where to go when child protection concerns occur.

4.4.2. Key Actors and Levels of Referral Pathways



Level 1 and 2 incidents: Headteacher, parent or guardian refers the child survivor or victim or the parent to the Probation Officer, Community Development Officer, and Welfare officer, Local Council / Local Council Court and/or the police (Victim Support Unit) as appropriate.

Level 3, 4 and 5 incidents: The Headteacher must refer all capital offences such as sexual abuse, child trafficking, corporal punishment, and severe bodily harm to the police.

The police may also refer the case to, and seek support from, specialised service providers for further assessment if necessary. These include; medical care, counselling, security, safety, legal support or Courts of Law.

4.4.3. Types of Referral Pathways

Referral pathways generally try and consider how children can access: -

- a) **Psychosocial Support:** A professional counsellor may be approached to provide assistance and advise the parents or Headteacher on how to support a child. Child victims who have suffered from abuse, violence or neglect may require some form of psychosocial support, either in the short term or over a more prolonged period of time, depending on each individual case.
- b) **Medical Services:** The child survivor or victim may need to access medical support within a specific time period, depending on the nature of the accident or if evidence needs to be collected.
- c) **Legal Support:** In cases of child abuse, violence and neglect, there may be a need to access legal support, especially in cases of a criminal nature in which there is a requirement to report crimes to the police.
- d) **Alternative Care or Protection:** There may be circumstances when the child survivor or victim may need temporary accommodation, security and safety services, which might be provided by the school. This is to be carried out in order to protect the child survivor or victim from further harm or exposure to additional risks. However, no staff member should provide accommodation to a student in their home. In instances where it is difficult to find a solution, the school must consult the PEAS Country Child Protection Leads.
- e) **Police support:** Based on the findings in the report, if a case is beyond the school's capabilities or responsibilities, the Head teacher should submit the report to the police and the District's Probation and Social Welfare Officer for further investigation. This should only be done after



making an assessment to ensure that the child survivor or victim is not at risk of significant harm, and consent from either the parent or guardian has been obtained.

Steps of Referral

Following referral plans correctly is important, therefore the duty bearer (the CPFP or Senior Man or Woman Teacher) referring the child survivor or victim should take the following steps.

Step 1: Determine the service provider required for the case

Identify an appropriate support service such as the police, a professional counsellor or take a child to the health centre that has the capacity to meet the needs of the child survivor or victim.

Step 2: Contact actors and provide a referral form

To ensure timely access to relevant services, the school team should identify a key contact person within each of the support services in order to maximize the efficiency of the referral process. They will then be responsible for communicating with the school and providing feedback to the necessary people on the child survivor or victim.

Step 3: Follow up progress of the child survivor or victim and case

The CPFP or Senior Man or Woman Teacher should also regularly check on the child survivor or victim to ensure that the recommended services are provided. A given case needs to be monitored carefully and the situation managed well. This might require a multi-sectional approach where several service providers are involved to be put together information and lead the case management process.

Step 4: Documentation of evidence for Child Protection Cases/ Concerns

After getting updates and feedback from the designated service providers, the case needs to be documented well and proper guidelines should be put in place to support the child. The data should be sensitively used to create awareness campaigns both within and outside of the school, detailing where to go to report an incident and which services can be accessible to a child survivor or victim.

Step 5: Monitor the Child's Recovery

The CPFP or Senior Man or Woman Teacher should follow-up the progress of the child survivor or victim's recovery to ensure that he or she is receiving the recommended support services and that the services provided are effective.

4.4.4. Confidentiality

All information gathered around the referral pathway of a child survivor or victim should be highly confidential. The Head teacher should make it clear that the interests of the child are paramount.



4.5. Follow-up

Every member of the community has the mandate to track the child protection concern or case. Such members include the Head Teachers, Child Protection Committees, parents, District Education Officers, Probation and Community Development Officers, Health workers, the Police, Victim Support Unit, Community and Religious leaders, Student leaders and Local Councillors.

The formal follow-up process below is only applicable for incidents of Level 3 and above. Follow up is important for the following reasons:

- Ensuring that the right response is given for the safety and protection of the child and that the child is continually monitored to ensure that they are receiving the support they require and that any potential stigma, either within the school or outside, is minimized.
- Ensuring the support services are appropriate and accessible for the child survivor or victim's recovery.
- Ensuring the perpetrator faces the Disciplinary Committee and is appropriately disciplined in terms of reprimand e.g. receiving a written warning letter or dismissal, and that appropriate reports have been sent to relevant education government officials (at district, provincial or national level where appropriate) and/or the police.
- Ensuring that the incident has been reported to the right level of authority within PEAS, and, where necessary, to the UK Charities Commission, UK DfID, and other donor partners.
- Ensuring learnings are turned into actions and measures are put in place to prevent further incidents occurring wherever possible.

4.5.1. Formal follow-up process

Step 1: Consultation - The Child Protection Lead will interview the school and Country Office staff to ensure that the Response Plan has been fully followed, including:

- Support for the victim within the school, the community and from external referral pathways
- Disciplinary action against the perpetrator
- Reporting to PEAS and external partners and agencies
- Learnings and suggested preventative actions implemented

Step 2: Reporting - The Child Protection Lead will write a brief email summarizing their findings during follow-up. This will be sent to the recipient of the original report within the timeframe set during the initial Response Plan. This email will also be filed along with the case file.



Step 3: Further action The Child Protection Lead will ensure that Regional Teams implement any further action where the report highlights that action within the Response Plan has not been sufficient, either because the Response Plan has not been effectively implemented or because it has not had the desired outcome and must be adjusted.

Step 4: Repeated follow-up The Child Protection Lead and the report recipient will agree a timeframe for any further action to be implemented and a plan for tracking the final implementation actions and deadlines.



5. ROLES AND RESPONSIBILITIES

Summary:

- PEAS has put in place Child Protection Focal Points (CPFP) at the school level, as well as in the PEAS teams.
- It is important to take into account the primary rights and duties of parents, legal guardians or other individuals who are legally responsible and exercise custody over the child.
- The Education Act 2011 defines the roles and responsibilities of all stakeholders including ensuring the safety and discipline of teachers and students.

Supporting documents:

- *Child protection school structure diagram: roles and responsibilities, see [Appendix 5](#).*

5.1. PEAS Central and Regional Office

Stakeholder	Roles and responsibilities
The Country Office	<ul style="list-style-type: none">- The primary contact for Child Protection concerns at the Country Office is the Education Lead, whose photo and contact details should be visibly displayed in every school- Develop and design policy and guidelines for the prevention of violence against children in schools- Conduct a nationwide information dissemination;- Devise programs, campaigns and activities;- Formulate a system of standard reporting of cases;- Perform disciplinary jurisdiction- Abide by the Child Protection Policy- Demonstrate a duty of care to the children with whom you work- Report concerns of abuse of children- Take seriously, and respond swiftly and appropriately to, all suspicions and allegations of abuse while maintaining confidentiality.
The Regional Office	<ul style="list-style-type: none">- Encourage and support advocacy campaigns;- Coordinate and share information on child protection issues across the region and between school Child Protection Focal Persons;- Advise Child Protection Focal Persons on networking, creating linkages and advocating to promote the advancement of child protection nationally;- Organize and conduct capacity building activities for the members of the Child Protection Committee



	<ul style="list-style-type: none"> - Monitor and evaluate the implementation of safety programs in the schools - Exercise disciplinary jurisdiction; - Give recommendation to the Country office.
Human Resources Department	<ul style="list-style-type: none"> - Provide training for Head teachers and other PEAS staff on how to record and manage disclosure and how to advise and support children to find help, including counselling. - Provided refresher courses at regular intervals. - Support the school management and the Child Protection Focal Points in conducting investigations into any raised concerns or allegations of abuse.

5.2. PEAS School Level

At school level, the Head teacher, Child Protection Committee, Senior Woman/Man Teacher and the Class teachers directly handle CP incidents.

Stakeholder	Roles and responsibilities
The Head Teacher / SLT	<ul style="list-style-type: none"> - Take measures to ensure safety and protection of the learner within the school environment is observed. - Security lights, school fence and security personnel, fire extinguishers placed in strategic places and engaging the community leaders/members in zero tolerance of violence against children campaign - Ensure that the school adopts a child protection policy, procedures and monitor compliance - Ensure that all students or learners, school personnel, parents, guardians or custodians, and visitors are made aware of the CPP - Enforce school rules and regulations by which the school is governed and the consequences of violating these rules are known to the learners. - Avail training for all staff so that they are aware of duties/ roles and responsibilities roles through awareness campaigns, life skill training, guide and counsel children that encounter cases of abuse, - Enforce disciplinary measures and proceeding according to the existing laws - Maintain a record of all incidents and proceedings; - Keep the regional or Country office informed and coordinate with the appropriate PEAS offices and external child protection entities/ organisations. - Provide a written monthly report to the Education manager regarding child protection. - Make referrals to Social Services, the legal arm or Education Manager where appropriate.

The Senior Man/Woman Teacher	<ul style="list-style-type: none"> - Support, mentor, coach and instruct children by setting a good example; - Conduct disciplinary proceedings in cases of offenses committed by staff members and students - Have special parental authority and responsibility over the child while under their supervision, to all authorized activities whether inside or outside the school premises. - Give children in their custody advice, guidance and counsel, companionship and understanding; from acquiring habits detrimental to their health, studies and morals; - Represent them in all matters affecting their interests; - Inculcate the value of respect and obedience; - Are aware of their roles and responsibilities roles to be able to support children in life skill training, guide and counsel children that encounter cases of abuse, - Enforce disciplinary measures and proceeding according to the existing laws - Maintain a record of all abuse incidents and proceedings; - Report cases of abuse to the Head teacher/ Director or seek support from designated personnel or agencies, - Make referrals to the, Head teacher, the Education Lead or the community support services or where appropriate
The Child Protection Committee	<ul style="list-style-type: none"> - Initiate information dissemination programs and organize activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse; - Implement and monitor school-based reporting and referral systems. Identify, report to the appropriate office cases involving child abuse, exploitation, violence, discrimination and bullying and refer to appropriate local authorities; - Provide advice, guidance and counselling to the appropriate school stakeholders; - Monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and - Ensure that the children's rights are heard, respected and upheld in all matters.
Class teacher	<ul style="list-style-type: none"> - be vigilant to any signs of abuse and/or neglect of the children in their class - carry out frequent awareness raising activities and discussions so that students feel empowered, are aware of their rights and feel comfortable to speak to the teacher about a concern or suspicion

5.3. Family Level



Individual	Roles and Responsibilities
A Child	<ul style="list-style-type: none"> - Comply with the school's regulations, as long as they are in harmony with their best interests. - Be aware of their rights and responsibilities at all times, - Respect with high regard the rights and welfare of other people regardless of opinion, status, gender, ethnicity, religion, as well as everyone's moral and physical integrity, - Report cases of abuse to the relevant stakeholders and seek support from designated personnel or agencies,
The Family	<ul style="list-style-type: none"> - Offer parental guidance and counselling to their children - Educate themselves on children's rights and violence against children and procedures on the handling of the different cases of abuse, - Encourage children to report their experiences at school including any form of abuse to relevant teachers, student leaders, local councils, police and any other stakeholders they feel comfortable with. - Provide the much-needed support to children especially to girls to check on the sexual abuse and exploitation of girls by big boys, teachers and other men in the community under the disguise of providing material support to girls. - Guide and caution children against strangers and relatives who are potential perpetrators of abuse

5.4. Community Level

The Community	<ul style="list-style-type: none"> - Advocate for children's rights. - Empower children to report cases of abuse/ violence and perpetrators of violence. - Hold discussions to identify and educate community members on the negative cultural and religious norms and practices that perpetuate abuse against children. - Advocate for positive changes in religious and cultural practices to eliminate violence against children.
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	<ul style="list-style-type: none"> - Have collective “eyes on the children” and identify children at risk of abuse and report such cases to relevant institutions such as community development/ probation/welfare officers. - Strengthen community support mechanism to protect children in school against abuse and violence. - Ensure proper functionality of community services for the perpetrators of abuse/ violence against children - Have the mandate to report community member who are abusing children through, for example child labour, corporal punishments, inter- generational relationships and early marriages and expose a perpetrator of violence against children.
Visitors to the school	<ul style="list-style-type: none"> - Report any disclosures or suspicions immediately to the Child Protection Focal Point at the school, or the Education Lead at the Country Office - Visitors to the school should not act on the information they have received other than to report it to the relevant person at PEAS. - Where appropriate, PEAS staff should always endeavour to follow up with visitors who have reported a concern to update them on any action taken to further investigate their concern.

6. PREVENTION OF CHILD PROTECTION INCIDENTS

Summary:

- PEAS believes the best approach to preventing Child Protection incidents is through building awareness and understanding.
- Recruitment processes will include reference to the Child Protection Policy. This includes statements in any job adverts and reference checks.
- The PEAS Country Child Protection Lead will organise training on child protection issues at the Central and Regional office level, as well as for the SLT and Senior Man and Woman Teacher on an annual basis.
- The CPFP and Senior Man or Woman Teacher will carry out awareness training for staff, students and parents throughout the year.
- Parental or guardian consent will be gained before taking photos of students
- Parents will be sensitised on the risks of students renting private accommodation and will submit information to the school detailing how they will ensure adult supervision.

Supporting documents:

- *Use of visual images – parent/guardian consent form, see [Appendix 6](#).*
- *Student tenant agreement, see [Appendix 7](#).*

6.1. Prevention through awareness

At PEAS, we believe that the best approach to preventing Child Protection Incidents is through building awareness and understanding. We build awareness of five key things:

1. Importance of Child Protection as a human right and a key enabler to learning and child development
2. The importance of good Child Protection practises to a child's academic achievement and progress
3. High potential impact of PEAS schools and staff in their communities being role models for exemplar Child Protection
4. Consequences for those who break the Child Protection policy or allow others to do so without speaking up
5. PEAS open and transparent culture, which protects anyone who speaks up in good faith to support our schools to become safe places for all our students

There are many ways in which PEAS schools build awareness and ensure Child Protection is a central and well embedded part of school life. Some of the formal approaches include:

- Recruitment
- Training



- PEAS Country Policy on Student Tenants
- Obtaining parental consent for use of visual images

Further details on each of these are listed below.

6.2. Recruitment

The PEAS HR lead is responsible for ensuring the following steps are covered during the recruitment and appointment of new staff. Where a country team has no HR lead, the lead-recruiter is responsible.

- When advertising posts, PEAS' commitment to child protection will be highlighted through the following statement at the end of all adverts: **'PEAS has a strict Child Protection Policy. All staff are expected to abide by this.'**
- Applicants will be required to state within their application letter/form whether they have a criminal conviction.
- CVs are checked for any gaps in education or employment that are unaccounted for and candidates are to be asked about this during their interview.
- During the interview process, interviewers will use value-based questions to gauge interviewees' commitment to child protection. For example, this may include asking them to discuss their response to a situation where a student is misbehaving.
- When recruiting for Directors, PEAS will check CVs and conduct appropriate background checks, including with former employees, to ascertain candidates' past and current behaviour towards children and attitudes towards child protection, including zero tolerance of the use of corporal punishment.
- Candidates will be asked to disclose if they have any criminal convictions and sign that they do not. Local police check before recruitment where possible (e.g. where such records are kept by police) will be undertaken.
- Two references are to be collected before hiring any staff, including one from their last employer. These will be collected by telephone and records of phone references will be kept on file. Telephone referees will be required to submit a written reference after the phone call. Referees will be specifically asked to comment on how candidates behave towards children and their suitability in working with children (see reference form in the SLT handbook)

6.3. Training

The PEAS HR lead is responsible for ensuring that all new staff receive training on the PEAS Child Protection policy and sign the policy during their induction. Where a country team has no HR lead, the line-manager is responsible.



6.3.1. Training for Country Office Staff

- All new staff members should receive induction training on the PEAS Child Protection Policy. This will involve reading the policy and discussing the policy with either the HR lead or the PEAS Child Protection Lead in the PEAS Regional or Central Office.
- All new staff members should sign the PEAS Child Protection Policy during their induction period and the signed acknowledgement should be kept in their personal HR file.
- Refresher training (delivered internally) will be provided for PEAS staff members on an annual basis or as specifically requested by PEAS managers on behalf of their teams.
- All staff including, all site contractors' staff, will receive training and updates and reminders of responsibility, policies and procedures every year.
- The Child Protection Lead will undertake training of all staff or will arrange appropriate training of all school staff.
- Staff information and training will be provided in a variety of forms on a regular basis. This will include: procedures and referrals and self- protection issues, 'disclosures' and keeping Children Safe in school.

6.3.2. Training for School Staff

All PEAS Schools will be committed to in-service training for its entire staff.

- All staff will receive basic child protection awareness training and annual refresher training. The School Director, Head teacher, SWT and SMT will also attend relevant child protection training courses provided by the PEAS Country Child Protection Lead.
- When new staff or volunteers start at the school, they are to be briefed on the school's Child Protection Policy and Code of Conduct and given copies of these policies. Thereafter, they will receive induction training on the PEAS Child Protection Policy and the Child Protection Implementation Guidelines which will be organised by the HR Manager (or line-manager where there is no HR Manager in a country office). This training may be delivered by the PEAS Country Child Protection Lead where requested by the HR lead.

6.3.3. Managing Donor and Partner Visits

- All international visitors to PEAS schools are required to have a pre-trip briefing which involves the signing of the PEAS Child Protection Policy and PEAS Policy on the use of Visual Images and Case Studies'.
- Visitors to schools must be accompanied by a PEAS member of staff.

6.4. Policy on student tenants



PEAS is aware that some students travel long distances to PEAS' schools and occasionally will privately rent accommodation nearer the school (referred to as student tenants). However, PEAS schools will not enrol student tenants in cases where there is no adult supervision. This is because it puts the safety of the student at risk and means the school is unable to fulfil its child protection responsibilities.

It is the responsibility of the headteacher to ensure that all parents have been briefed on the dangers of students renting private accommodation and have provided information to the school, through the Student Tenant Policy form (see [Appendix 7](#)), on how they are ensuring adequate adult supervision if their child/ward is renting privately.

The Headteacher and senior man/woman teacher will centrally store this information on the School's Student and Staff database and ensure this group of students is monitored.

6.5. Use of visual images and case studies

PEAS uses visual images (photographs and video footage) as an important part of its marketing, fundraising, monitoring, evaluation and reporting work. In our use of visual images, both photographic stills and video, PEAS' overriding principle is to maintain respect and dignity in our portrayal of children, families and communities.

PEAS support the United Nations Convention on the Rights of the Child which makes the best interests of the child a primary consideration (Art. 3), stating that every child has the right to privacy (Art. 16) and protection from all forms of exploitation (Art. 36). Whilst we acknowledge that images are an essential element in portraying our work to the general public and other constituencies and for raising funds, we strive to maintain the dignity of everyone with whom we work and will not use images that are disrespectful or demeaning.

These guidelines should be used by PEAS staff members and any non-PEAS visitors to schools.

6.5.1. Adherence to the Policy on the Consent and Use of Images

In our use of visual images, PEAS adheres to the following principles: -

1. Seeking consent from individuals

- We will always ask permission from the individual when taking photographs, video footage or case study information
- Consent for taking and using photographs and case studies will be sought from parents or guardians using the Photo Consent Form (see [Appendix 6](#)) or from the children directly when they are of sufficient age and understanding



- Wherever possible, we explain to the subject the likely use of the images
- We never take pictures of people who say they don't want to be photographed

2. We do not communicate information which would enable an individual to be identified and located

- The names of children and families will be changed
- Never would a child's full name and contact details be published
- We indicate that names have been changed in order to protect children's' identities

3. We aim to provide a balanced portrayal of reality

- We avoid stereotypes (e.g. 'Western expert helps helpless victim')
- We show people helping, and working for, themselves, not as victims

4. We use images truthfully

- We do not manipulate the subject in a way which distorts the reality of the situation (e.g. we do not ask them to cry or act for the camera)
- Case histories/descriptions are not fabricated, although they may be adapted or edited to preserve the dignity and confidentiality of the subject
- We do not use an image of one thing and describe it as, or imply it is, an image of another (e.g. we do not use an image of one project to illustrate the work of another)
- Where possible, we use a balance of images (e.g. positive and negative) to reflect the reality of a situation
- If we use an image in a general way (e.g. illustrating a project similar to the one being described) we make this clear in the caption
- We do not use an image in a way which deliberately misinterprets the true situation
- If an image represents an exceptional situation, we do not use it in a way which suggests it is generally true
- We aim to be confident that, to the best of our knowledge, the subject would regard the image and its use as truthful if s/he saw it

5. We maintain standards of taste and decency consistent with our values

- We do not use images which are erotic, pornographic or obscene
- We do not make gratuitous use of images of extreme suffering
- We are sensitive to the concerns and advice of local staff and partner organisations in our gathering and use of visual material

6. We maintain high technical standards



- We aim to use only high-quality images
- We may use digital manipulation of images, or video editing, for creative or iconic effect, but not in a way which deliberately and misleadingly distorts the reality of the situation depicted

7. We will maintain a suitable Photo Library.

- Images will be current and appropriate
- All images will be kept centrally and fully documented
- Old images will be archived
- Records should be kept of when photographs have been used in publications to avoid using the same image to depict differing situations

Practice Guidance for Visitors and Associates not Directly Employed by PEAS

- Photographers, visitors and non-PEAS staff involved in collecting images or information from PEAS schools should sign the PEAS Child Protection Policy and adhere to the 'PEAS Policy on the Use of Visual Images and Case Studies'
- Photographers should be accompanied by a local staff member and/or a representative of a partner organisation whenever possible
- Photographers sent to the field will be asked to undergo a background check, if practically possible
- Any photographs taken of PEAS beneficiaries or projects should be approved by PEAS for usage in the public domain (to be approved by the PEAS Communications Manager)

7. MONITORING AND EVALUATION OF CHILD PROTECTION IN PEAS SCHOOLS

Summary:

- The CFPF and Senior Man and Woman Teacher are responsible for setting up strong record keeping systems at the school-level to record incidents, log details of investigations and evidence, and monitor the progress of serious cases.
- Existing Monitoring and Evaluation tools, such as the perception survey, will be used to track school progress in the area of child protection.

The PEAS Regional Education Officers, the Regional Programme Managers, the Child Protection Lead and any other Programme team member are to assess the child protection progress in a given school, and the progress made by the department as a whole.

7.1. Monitoring and Evaluation Standards



1. Serious incidents are notified, followed-up, monitored and reviewed in a timely manner and all recommendations and actions are implemented to ensure that outcomes effectively inform practice at all levels.
2. There is a robust system for the review of serious incidents to ensure that the best outcomes are achieved for children.
3. Child protection services in the school are monitored for compliance with the national laws, PEAS child protection policy, code of conduct, the school rules and regulations.
4. The school has systems to monitor the progress of individual serious incident cases evaluated to ensure that they are carried out in line with all PEAS requirements. Such include the School Leadership team holding meetings at regular specified intervals to discuss overall progress in case planning.
5. Action plans are put in place following the evaluation and these are implemented in accordance with the timeframes outlined in the review.
6. The school ensures the prompt and effective dissemination and implementation of the recommendations and the lessons learned are used to inform the development of best practice and improve school service provision.

7.2. Monitoring and Evaluation of CP Focus Areas and Performance Indicators

PEAS, with the support of the M&E department, regularly collects data from every school in the network on a termly basis. The information from the school is analysed and reviewed in order to feed into the dashboard which highlights how each school performs in the area of child protection among others. The dashboard also identifies the emerging issues for each school and areas of improvement for the organisation to focus on.

Below are the key child protection focus areas that are monitored and evaluated, and where relevant the method of data collection.

- Awareness and knowledge on child rights and responsibilities geared towards a violence free learning environment (perception surveys)
- Capacity of the schools to report, track, refer and respond to child abuse in school (education department through reviewing monthly and termly reports and during one to one conversations)
- Reporting child abuse in school (schools' adherence to the reporting timelines stipulated in Section 3)
- Following up on child abuse incidences
- Referral of CSV to appropriate service provider
- Responding to child abuse in school



APPENDIX 1. PEAS GLOBAL CHILD PROTECTION POLICY AND ATTESTATION FORM

PEAS CHILD PROTECTION POLICY¹

INTRODUCTION

Children have the right to protection from all forms of physical or mental violence, injury or abuse, neglect, maltreatment or exploitation, including sexual abuse (UN Convention on the Right of the Child [1989], Article 19). As an international child-centred organisation, PEAS has a commitment to promoting the rights of all children².

This policy sets out the common values and principles of Child Protection held by PEAS and describes the rules that PEAS staff and associates must abide by and steps that will be taken to meet our commitment to protect children. This policy extends to students of PEAS schools, including those who are over the age of 18 whilst enrolled.

PEAS expects that all of its employees and associates³ have the child's best interests at the heart of their involvement with PEAS. This policy applies to everyone working for or associated with PEAS.

OUR STATEMENT OF COMMITMENT TO KEEPING CHILDREN SAFE

PEAS is committed to keeping children safe from harm and ensuring that children's rights to protection are fully realised. We take very seriously our responsibility to promote child-safe practices and protect children from harm, abuse, neglect and exploitation in any form.

Our decisions and actions in response to child protection concerns will be guided by the principle of 'the best interests of the child'.

OUR COMMITMENT TO KEEPING CHILDREN SAFE

Our Child Protection principles:

- All children have equal rights to be safe and to be protected from abuse.
- All children have an equal right to fulfil their potential.
- PEAS will not discriminate against any child and will challenge any inequality.

¹ The PEAS Child Protection Policy draws from the Child Protection Policies of Plan International, Save the Children and the Keeping Children Safe Coalition but reflects on the views of PEAS

² A child is defined as any person under the age of 18 years as is the case in the UNCRC

³ An 'associate' of PEAS is defined as anyone who is contractually working with or for PEAS, is a volunteer or is a visitor/guest of PEAS. This includes but is not exclusive to media, donors, board members, partner organisations, contractors, consultants or anyone brought into contact with children or child-sensitive data whilst working for/ with or visiting PEAS. Where international posts are accompanied, the post holder's accompanying dependents are also classified as 'associates'.



- PEAS has a commitment to protecting children with/for whom we work.
- PEAS will be guided by the principle of ‘the best interests of the child’.
- Child abuse is never acceptable.
- Everybody has a responsibility to support the protection of children.

How we will uphold these values and principles:

PEAS will protect children from abuse through the following means:

- **Awareness:** We will ensure that all PEAS staff and associates are aware of the need to keep children safe and the problem of child abuse.
- **Prevention:** We will ensure that all staff and associates minimise risks to children through awareness and good practice.
- **Reporting:** We will ensure that all staff understand the procedure when concerns arise regarding the safety of children.

If a legitimate concern about suspected child abuse is raised, which proves to be unfounded on investigation, no action will be taken against the reporter. However, appropriate sanctions will be applied in the cases of false and malicious accusations of child abuse.

- **Responding:** We will ensure that action is taken to keep children safe where concerns arise regarding possible abuse.

How we will ensure that our commitments are met:

- All PEAS staff and associates will sign up to and abide by the Child Protection policy and PEAS Code of Conduct (Appendix 1)
- The PEAS Child Protection policy will be available and accessible to all PEAS staff, associates and students
- Recruitment procedures will include checks on suitability of working with children
- All PEAS staff will learn about the Child Protection policy, procedures and issues as part of their induction
- All PEAS students will learn how to identify child abuse, to understand the rights of the child and to report any concerns
- All PEAS staff at secretariat and school level will be trained in the relevant procedures for preventing, reporting and responding to possible child abuse.

CHILD PROTECTION POLICY- RULES FOR STAFF

It is important for all PEAS staff and associates in contact with children to:

- Be aware of situations that may present risks to children, and manage these
- Plan and organise the work and the workplace so as to minimise risks to children
- As far as possible, be visible to others when working with children



- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- Talk to children about their contact with staff or others and encourage them to raise any concerns
- Take all Child Protection allegations, reports or concerns seriously and act on concerns quickly according to PEAS procedures
- Empower children - discuss their rights, what is acceptable and unacceptable, and what they can do if there is a problem.

In general, it is inappropriate to:

- Spend excessive time alone with a child/children with whom you are working away from others
- Take a child/children with whom you are working with to your home, especially where they will be alone with you.

PEAS staff and associates must never:

- Hit or otherwise physically assault or physically abuse children
- Develop physical/sexual relationships with children
- Develop relationships with children which could in any way be deemed exploitative or abusive
- Act in ways that may be abusive or may place a child at risk of abuse.

PEAS staff and associates *must* avoid actions or behaviour that could be construed as poor practice or potentially abusive. For example, they should never:

- Use language, make suggestions or offer advice that is inappropriate, offensive or abusive
- Behave physically in a manner that is inappropriate or sexually provocative
- Have a child/children with whom they are working to stay overnight at their home unsupervised
- Sleep in the same room or bed as a child with whom they are working
- Do things for children of a personal nature that they can do for themselves
- Condone, or participate in, behaviour of children that is illegal, unsafe or abusive
- Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- Discriminate against, show differential treatment, or favour particular children to the exclusion of others
- Engage in sexual relationships with PEAS beneficiaries (including those who are aged 18 or over)

Any PEAS staff member who contravenes the above will be subject to PEAS disciplinary action. Any PEAS associate who contravenes the above will risk sanctions up to and including the termination of all relations including contractual and partnership agreements with PEAS.

REPORTING AND RESPONDING TO CHILD PROTECTION CONCERNS



Every member of PEAS staff must report all Child Protection allegations, reports or concerns according to reporting procedures laid out in the 'PEAS Child Protection Implementation Guidelines'. Delays and failure to report immediately or withhold information will be subject to PEAS disciplinary action.

All reported cases should be taken seriously, and an investigation led locally, by a staff member who has undergone PEAS CP training.

Any action taken in response to the alleged abuse must be based on the best interests of the child. The child's views must be taken into account with respect to further action on the alleged abuse and they must be provided with the information required to make an informed decision on this. The objective of any response made by PEAS must be to protect the child from further harm and to support them both academically and emotionally.

PERSONAL CONDUCT OUTSIDE OF WORK

PEAS is committed to ensuring that PEAS employees apply high standards of behaviour towards children within both their professional and private lives.

The ability of PEAS to achieve its aims is linked to its reputation. Members of PEAS staff are perceived as PEAS representatives both inside and outside of working hours. All PEAS staff are, therefore, responsible for upholding the PEAS Child Protection policy and Code of Conduct both within and beyond their work.

IMPLEMENTING, MONITORING AND SANCTIONS

The PEAS Board of Trustees is ultimately accountable for this policy. The CEO, and Country Directors and senior managers of PEAS are responsible for its implementation.

The monitoring and adherence of this policy is made through the mandatory tracking of the 'Child Protection Policy Implementation Guidelines'.

Breaches of this policy and failure to comply with these responsibilities may incur the following sanctions:

- Disciplinary action leading to possible dismissal
- Termination of all relations including contractual and partnership agreements with PEAS
- Appropriate legal or other such action

Attestation of Commitment to the PEAS Child Protection Policy

I, _____ (name), have read, understood and agree to abide by the contents of PEAS's Child Protection policy.

Name: _____

Sup./Mgr Name: _____



Signed: _____

Signed: _____

Date: _____

Date: _____

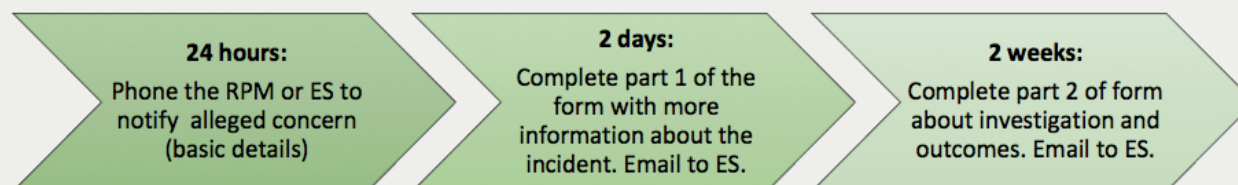


APPENDIX 2. CHILD PROTECTION AND ADULT SAFEGUARDING INCIDENT REPORTING FORM

REPORTING CHILD PROTECTION OR ADULT SAFEGUARDING INCIDENTS

- All **Level 1 incidents** must be included in the termly report.
- All **Level 2 incidents** require communication to the PEAS Country Child protection lead in the central office **within 24 hours** of the school becoming aware of a concern.
- All **Level 3 and above incidents** must be communicated to the PEAS UK office within 24 hours of a PEAS member of staff (school or office staff) becoming aware of a concern. **This means the PEAS Country Child protection lead must be notified by phone immediately, as soon as a concern is reported.**
- The immediate report, over the phone should include information regarding the:
 - Type of alleged incident
 - Time that PEAS staff first become aware of the concern
 - Date/time/location of alleged incident
 - Basic details about alleged victim and perpetrator - age, grade, gender, role
 - What actions have been taken to immediately protect alleged victim
- Following immediate notification over the phone to the regional or central office, please complete **PART 1** of this template within 2 days of being notified of the alleged concern.
- Once you have concluded your investigation and established any corrective actions and lessons learned, please complete **PART 2** and e-mail it to the PEAS Country Child protection lead. This must be completed within 2 weeks of learning about the alleged incident.
- Incident level classification information can be found on the final page of this document. If you are unsure about the level of the incident, please get in touch with the PEAS Country Child protection lead as soon as possible for guidance.

For all Level 3 and above incidents:



INSTRUCTIONS FOR COMPLETING THE FORM:

- This form should be used to report concerns in accordance with PEAS' Child Protection Policy.
- You should attempt to fill in as much of the form as possible.
- Leave blank those areas for which you have no knowledge.
- If you are raising a general concern about behaviour that you have observed, please make this clear.
- Distinguish between what you know personally or observed and what was told to you by someone else (i.e. hearsay).
- If more space is necessary, use additional paper and attach to this form
- The information in this form is **CONFIDENTIAL** and should only be shared with those people who need to be informed of the details of an alleged incident.

PART 1

Details of incident/concern	
No. of victims involved (if applicable)? <i>(specify whether children or adults and provide names)</i>	
Date incident took place (if applicable)?	
Location of incident?	
Who reported the concern? <i>(Provide name and describe by role or function)</i>	
How was the concern/incident reported?	
Has the incident been reported to the relevant authorities? <i>This might be the police or victim support unit, depending on the nature of the incident. If no, briefly explain why</i>	
If yes, confirm date and where to:	



Status of victim(s)?	
What happened? <i>Please provide as much detail about the incident/concern as possible including relevant dates</i>	
What immediate actions have been taken by the project? <i>Provide as much detail as possible including the project's investigation procedures, responsibilities and timescales.</i>	

Part 1 Completed By:	Role/Title:	School or Office:	Date:



PART 2

Follow-up, outcome, corrective action & lessons learned	
<p>What steps have been taken to protect the alleged victim (adult or child)?</p>	
<p>What steps have been taken to investigate the concern?</p> <p><i>How was the investigation conducted?</i></p> <p><i>What parties were consulted?</i></p>	
<p>If appropriate, what steps have been taken to discipline the perpetrator?</p>	
<p>What was the outcome of your investigation?</p> <p><i>Include any follow up actions taken.</i></p> <p><i>Include actions taken by the school, PEAS ZM office and PEAS UK office</i></p>	

<p>What have you learned from this incident?</p> <p><i>Include lessons both in relation to your policy and your procedures.</i></p>	
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Part 2 Completed By:	Role/Title:	Organisation:	Date:



APPENDIX 3. CHILD PROTECTION REPORTING FRAMEWORK

This classification of CP incidents provides guidance for those involved in reporting CP incidents. Given the nature of CP incidents, an element of professional judgement will be used and, if in doubt, the incident will be reported up the chain.

Level	Report author	Recipient	Description
Level 1	Incident report not required.		<p>Summary description: Individual incidents which schools are able to respond to and resolve without support. Incidents that take place outside of schools that the school does not have control over but is required to report to local authorities.</p> <p>Life/death: not life threatening Health/illness: no impact on student health Student strike: no group strike Abuse: community-based abuse; individual cases of bullying Reputational risk: no risk to school/organisation reputation</p>
Level 2	CPFP or Senior Man or Woman Teacher	PEAS Child Protection Lead	<p>Summary description: Incidents which schools need PEAS support to respond to. These incidents may have an impact on the school's reputation.</p> <p>Life/death: not life threatening Health/illness: no impact on student health Student strike: non-violent strike Abuse: community-based abuse impacting multiple students; widespread bullying Reputational risk: potential risk to school reputation</p>

Level 3	CPFP or Senior Man or Woman Teacher (<u>always</u> with support from PEAS Country Child Protection Lead)	PEAS Child Protection Lead	<p>Summary description: This type of incident includes criminal activity and physical or sexual abuse perpetrated by staff or students. This type of incident would have an impact on PEAS' reputation.</p> <p>Life/death: not life threatening Health/illness: impact on student health Student strike: violent strike by students Sexual Abuse: individual cases of physical/sexual abuse by PEAS staff, teachers, non-teaching staff or students Reputational risk: potential risk to PEAS reputation</p>
Level 4	CPFP or Senior Man or Woman Teacher (<u>always</u> with support from PEAS Country Child Protection Lead)	Country Director	<p>Summary description: Major incidents that have potentially life-threatening consequences for students. Widespread incidents that involve abuse or criminal activity affecting multiple students.</p> <p>Life/death: Death of student (s) within the school Health/illness: Epidemic Abuse: School based sexual or physical abuse which is endemic/widespread Reputational risk: potential risk to PEAS global reputation</p>
Level 5	Country Director	CEO and Trustees	<p>PEAS CEO and Trustees will receive a quarterly report on all major CP incidents (level 3 and level 4) as part of the regular board papers.</p> <p>Where there is a level 4 or 5 incident, which could have an immediate impact on PEAS operations/reputation, the Trustees will receive a specific incident report in between board meetings.</p>



APPENDIX 4: PEAS RESPONSE LEVEL TO CHILD PROTECTION INCIDENTS

At PEAS, **all** child protection issues are taken seriously. Teachers who breach the Child Protection Policy shall be liable to sanctions specified in the CP disciplinary procedures, HR procedures and the Country Public Service Standing Orders, the disciplinary actions specified in the Education Service Commission Regulations and Administrative instructions issued from time to time.

Level of offence and details	Sanctions
<p>LEVEL 1: Individual incidents committed by staff and schools are able to respond to or resolve without support of the regional or Country office. The case should be recorded in the incident book and a copy put in the teacher's file. The culprit interfaces with the Child Protection Committee who determine the sanction to be given.</p> <p>Level 1 offences include a staff at school/regional or Country office doing any of the following;</p> <ol style="list-style-type: none">1. Individual based bullying,2. Theft3. Discriminate against or favour particular children to the exclusion of others,4. Stealing items or property of significant value,5. Minor damage to school property.	<ol style="list-style-type: none">a) warning or reprimand;b) disciplinary suspension from duty;c) Instant Dismissald) withholding incremente) making good of the loss or damage of public property /assets;



<p>LEVEL 2: These are incidents/cases that are handled within the school context by the school Head teacher, SWT/SMT or Child Protection Committee.</p> <p>These incidents may have an impact on the school's reputation; therefore, schools need to seek PEAS support from the PEAS Country Child Protection Focal Lead so as receive appropriate response to the case brought forward.</p> <p>Such incidents include:</p> <ol style="list-style-type: none"> 1. Attending school under the influence of alcohol or other substances that can impair judgement Instant dismissal 2. Drinking alcohol or using any other substances in a way that adversely affects their ability to do their job or affects the reputation of the organisation, 3. First Behaving in a way which threatens the security of children, including potentially harmful traditional, spiritual or cultural practices, or spiritual abuse. 4. Extorting money from students or parents in guise of school authority, 5. Fighting / group fighting with a staff or student or community member, 6. Using children for domestic chores, 7. Found trespassing in the dormitories of the opposite sex at awkward hours) 	<ol style="list-style-type: none"> a) warning or reprimand; b) suspension of increment; c) withholding increment or deferment of increment; d) making good of the loss or damage of public property/assets; e) dismissal following a disciplinary hearing
<p>LEVEL 3: These are cases criminal in nature and should be referred to the police or local authorities after making consultations with the Regional and country office.</p>	<ol style="list-style-type: none"> a) For all cases in this category, the culprit shall be forwarded to the police b) He or she will be immediately suspended as investigations are being conducted.

<p>1. Physical abuse particularly corporal punishment (may involve caning, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</p> <ul style="list-style-type: none"> - Serious assault or violence that could lead to death or serious injury, - Arson or serious vandalism <p>2. Emotional abuse: This may involve ill-treatment of another name calling,</p> <ul style="list-style-type: none"> - Serious verbal assault causing children frequently feel frightened or in danger, <p>3. Sexual abuse:</p> <ul style="list-style-type: none"> - Physical penetration which includes defilement/rape, sexual assault, allowing a child to visit or stay at a teacher's house, - Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, - and sexual harassment which involves making sexual advances / suggestive remarks, providing money or gifts. <p>4. Neglect this may include persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the</p>	<p>c) If implicated, he or she shall be summarily dismissed following a disciplinary hearing and name forwarded to the Ministry of Education and Sports for de-registration.</p>
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<p>serious impairment of the child's health or development. This includes</p> <ul style="list-style-type: none"> - Failure to protect a child from physical and emotional harm or danger; - Failure to provide adequate supervision - Fail to ensure access to appropriate medical care or treatment. It may also include neglect of, - or unresponsiveness to a child's basic emotional needs. <p>5. Instigating children or fellow staff to rebel against the school system or strike</p> <p>6. Directly or indirectly involved in carrying out an abortion for a girl.</p> <p>7. Possession of a firearm</p> <p>8. Possession or selling drugs such as marijuana, home brew and other illicit substances.</p> <p>9. Non- reporting of Level 3 cases (those criminal in nature.)</p> <p>Sexual abuse</p> <ol style="list-style-type: none"> 1. Spending excessive time alone with children especially one of the opposite sex, 2. Being abusive or using insulting remarks. 3. Using language, making suggestions or offering advice that is inappropriate to the child, 4. Doing things for children of a personal nature, 5. Condoning, or participating in behaviour with children that is illegal, unsafe or abusive, Embarrassing, humiliating, belittling or degrading children in any form, 	
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I,, have read the **response level to child protection offences and sanctions** and by signing below I hereby agree to abide by the child protection disciplinary procedures.

Staff name:

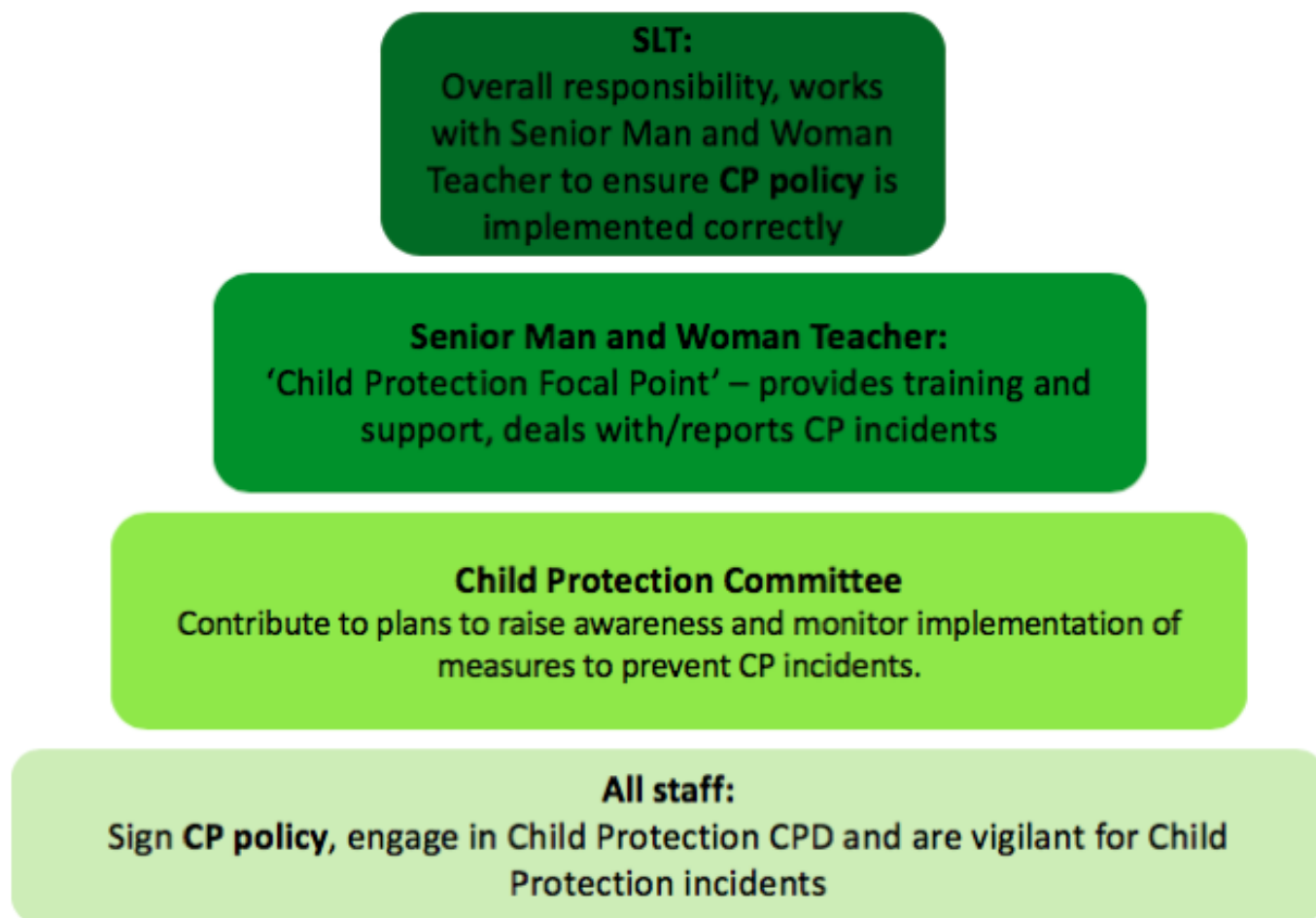
School Head teacher:

Signature:

Date:



APPENDIX 5: CHILD PROTECTION SCHOOL STRUCTURE DIAGRAM: ROLES AND RESPONSIBILITIES



APPENDIX 6. USE OF VISUAL IMAGES – PARENT/GUARDIAN CONSENT FORM

PEAS Photo Consent Form

As a parent or guardian of a PEAS student, please complete and sign this form if you are happy for PEAS to take photographs or videos of your child. These may be shared with the general public and partner organisations to promote the work of PEAS.

Please use this form to indicate to PEAS whether or not you give your consent for PEAS to use images of your child. **Please return this form to the school by 4 February 2019.**

Your child's name: _____

Your name: _____

PEAS school name: _____

Are you a: parent ☐ or guardian ☐ ? (tick the box)

Do you agree to give your consent for visual images (photographs and video footage) of your child to be used by PEAS, *for the duration that your child attends a PEAS school?*

Yes ☐ or No ☐ (tick the box)

If you do not give your consent, please give us a brief explanation for why:

.....

.....

.....

.....

Your Signature: _____

Date: _____

Conditions of use

1. This form is valid for the period of time your child attends this school. The consent will automatically expire after this time.
2. We will not use the full name (which means first name **and** surname) of any child on our website or in any printed publications.
3. We may use group or class photographs or footage with very general labels, such as “a science lesson”.
4. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

Please note that the press are exempt from data protection laws and may want to include the names and personal details of children and adults in the media.



APPENDIX 7. STUDENT TENANT AGREEMENT

PEAS' Student Tenants Policy and Parental Declaration

Please return this form to the school by XXXXXX

1. Purpose and definitions:

- 1.1. To provide information to parents and schools regarding PEAS' position on student tenants.
- 1.2. To receive information from parents if their child is a student tenant.
- 1.3. The term 'student tenant' refers to any student at a PEAS school, who is renting private accommodation.

2. PEAS' Position

- 2.1. PEAS schools will not enrol student tenants in cases where there is no adult supervision. This is because it puts the safety of the student at risk and means the school is unable to fulfil its child protection responsibilities.
- 2.2. PEAS schools will enrol student tenants when clear provisions have been made to ensure adequate adult supervision.

3. School responsibilities:

- 3.1. PEAS schools will ensure that all teachers are made aware of which students are student tenants and are especially alert to child protection issues within this group.
- 3.2. PEAS schools will work with the community and school to sensitise them to the risks and issues around students renting private accommodation and promote their safety.
- 3.3. PEAS schools will provide a forum to listen to student tenants' concerns through the school council.

4. Parent responsibilities:

- 4.1. Parents must declare if their child is a student tenant and provide information on what adult supervision is in place.
- 4.2. If the school discovers a student is renting private accommodation without adult supervision, the student will not be allowed to attend class until adult supervision has been organised.

Name of student tenant:

Grade: ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Gender: ☐ Male ☐ Female

Reason for using private rented accommodation:

Student's
address:

Please
explain how your child will be supervised by an adult whilst in rented accommodation:

I confirm that the information on this form is true to the best of my knowledge:

Signed (parents/guardian): _____ Date: _____

