



Safeguarding Policy

The policy and procedures have been divided into five sections. Along with the details of the organisation and a statement of intent and commitment to safeguarding, the policy covers the following sections:

Section 1	Resource Centre / Office
Section 2	Recognising and responding appropriately To an allegation or suspicion of abuse
Section 3	Prevention
Section 4	Pastoral Care
Section 5	Practical guidelines
Appendix 1	Leadership safeguarding statement
Appendix 2	Good Practice Guidelines
Appendix 3	Safeguard Poster

SECTION 1

Details of the place of organisation

Name of Place of Organisation: Makomborero Zimbabwe

Address:

[REDACTED]
[REDACTED]

Tel Number:

[REDACTED]

Email Address: admin@makomborero.info

Membership of Organisation: Trust

Zimra Number:

[REDACTED]

Trust Registration Number:

[REDACTED]

Insurance Company: Brokesure

The following is a brief description of Makomborero Zimbabwe and the type of work / activities we undertake with young adults.

Makomborero Zimbabwe is a local registered Zimbabwean Charitable Trust. We are passionate about education and seeing all students' access good quality education – being given a chance to reach for their dreams. We started operating in 2011 and were founded by Mark and Laura Albertyn. We work in 6 areas in our community.

Internal Scholarships

This is the main area of our work. We recruit from high density (township) and rural schools around Zimbabwe and receive roughly 500 applications per year. Each applicant goes through our intense testing process which includes one on one interviews, home visits and fun interactive subject specific testing. We also take into account whether we feel they could emotionally cope with such a drastic transition. The final 8 are offered a two year scholarship with us in our Resource Centre to attend school at one of three private schools (St Georges, Gateway and Hellenic). The schools generously give us these academic scholarships and provide uniforms, exam fees and any other extras. We run a Life Skills programme that addresses an array of issues and we see students blossom during the time in the house. We really do feel like a family and for many of our students are their only real family. We see students begin to believe in their dreams, see that they are of worth and value as a person and really see how they can impact their communities, without necessarily having money to do so. Our students all generally achieve outstanding A-levels results and many go on to get international scholarships or attend local Zimbabwean Universities. We have a total of between 16 and 18 students per year in our Resource Centre. To date, 106 students have been taken into the internal scholarship programme.

External Students

We offer a further 10-16 scholarships to those students who did well in our testing but we feel would not necessarily make the adjustment to a private school or just didn't quite make it. We pay for them to do their A-levels and offer some Life Skills support and give them access to a text book library. We try and integrate them as much as possible with our internal students. Each student also receives a solar light for them to do their school work with in the evenings. We have awarded 98 external scholarships to date.

University Grant Scheme

We set up a University Grant Scheme 7 years ago to help our Makomborero Zimbabwe graduates. This was for our students who were unable to secure international or local scholarships. The Grant scheme is set up to enable our students to access a student loan for the duration of their studies at two local universities in Zimbabwe. The idea is that this loan is paid back once they are in employment, hopefully making this a sustainable programme.

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All students' academics are monitored and they check in with us regularly, attending mentoring sessions and enjoying shared meals together. We currently have 25 students on our grant programme – with 8 having graduated. Many of our students are mentored by doctors and other professionals to help them on their journey.

Giving Back to the Community

At Makomborero we believe strongly in teaching our students the value of giving back to their communities, even if they have no money! We put on Revision schools in the schools we recruit our students from during the August school holidays, using our students to help with Maths, Science and Team building workshops. These are very special times for our students, realising their potential for giving back. We also travel into the rural areas and paint the black boards of rural schools. This is a fairly inexpensive contribution to a school but it can make a huge impact!

We have noticed that our students gain confidence in giving back and so many of them have set up incredible projects in their communities, addressing very real problems but at very little cost to them. This is heart-warming and is the essence of Makomborero Zimbabwe.

Mobile Science Laboratory

We launched our Mobile Science Laboratory in 2017. This Mobile Laboratory gives lab time to Form 3 students who are not able to put their theoretical knowledge into practice, due to lack of resources at their schools. We run two sessions each Saturday and have a 10 week programme that covers all Biology experiments and some basic Physics. It has been a wonderful opportunity to build relationships with these students and see light bulbs go off in their heads as they connect their learning with hands on application. The Lab is a 20 foot container that has been converted into a fully kitted out laboratory that can be moved around from site to site in the high density (township) areas of Harare. This project has the potential to impact hundreds of student's lives.

Girl Child Mentorship Programme

We set up our Girl Child Mentorship Programme in 2018 to help address the current crisis that poorer communities are facing with the Girl Child hardly able to access education past Form 2. This is due to numerous factors and we hope to play a small part in turning this trend around.

We ran a Pilot Girl Child Mentorship Programme with 10 girls in the Mufakose area in 2018 and due to the success have grown this to two mentorship groups of 20 girls in 2019 and 30 girls in 2020. We work with Form 2 girls (14 years old) who are facing various challenges – physical, physiological, financial, cultural etc. that could hinder them from entering Form 3 and starting them on their journey to complete their O' Levels. The programme is multifaceted and deals with personal growth, coming to terms with their story and walking confidently in their story, finding out what their talents and gifts are, creating a safe place to be open and real, to find inner healing and learn a practical skill. The programme has been written by Laura Albertyn and a team of past Makomborero young ladies. These young ladies run the programme each Saturday and it has been a great source of hope and inspiration for these Form 2 students. With time we would like to see this programme being run in many high density areas.

NDEIPI Business Training – ONE Hope Initiatives in partnership with Makomborero Zimbabwe

Ndeipi is an entrepreneurial, small business training course focusing on changing the response to the question 'Ndeipi?' (What's up?) from 'Hapana' (Nothing!).

In a country where there is over 90% unemployment, poverty and debt are major problems leading to homelessness, alcohol abuse, crime, prostitution, poor health and feelings of helplessness. It is a commonly held belief that people are unable to do anything about their situation as they are viewed by investors as a high risk group. With little experience in managing money they will often fail to pay back loans, or generate an income because of the social and economic situations they are facing.

Nedipi teaches participants that they can earn an income using the resources that they already have, rather than needing a big loan or donation. Each participant will receive training in income generation and how to manage money, and US\$1 (or equivalent). It is a small amount to demonstrate what can be done with so little whilst reducing risk to the lender. On completion of the course participants are awarded a certificated if they have pitched their business, repaid their loan and taught and empowered another person with a micro loan.

We are excited for what these sessions will hold for our families and know that this programme will play a vital role in lifting these families out of the cycle of poverty and empower them to help generate an income. Makomborero Zimbabwe families have benefited from Ndeipi in the past but not in this exclusive programme set up especially for Makomborero.

Our commitment

As a Trust we recognise the need to provide a safe and caring environment for young adults. We acknowledge that young adults can be victims of physical, sexual and emotional abuse, neglect and racism. We accept the UN Universal Declaration of Human Rights and the International Covenant of Human Rights, which states that everyone is entitled to “all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or social origin, poverty, birth or other status”. We also concur with the Convention on the Rights of the Child which states that children should be able to develop their full potential, free from hunger and want, neglect and abuse. They have a right to be protected from “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of the child.” We have also included our Equality, diversity and inclusion statement. As a Trust we have therefore adopted the procedures set out in the safeguarding policy. We are committed to build constructive links with statutory and voluntary agencies involved in safeguarding.

The Trust undertakes to:

- Endorse and follow all national and local safeguarding legislation and procedures, in addition to the international conventions outlined above.
- Provide on-going safeguarding training for all its workers and will regularly review the operational guidelines attached.
- Support the Safeguarding Coordinator(s) in their work and in any action they may need to take in order to protect young people.
- Makomborero Zimbabwe is committed to encouraging equality, diversity and inclusion among our employees, volunteers and students; and eliminating unlawful discrimination.

SECTION 2

Recognising and responding appropriately to an allegation or suspicion of abuse

Understanding abuse, neglect and racism

Defining child abuse or abuse against a young adult is a difficult and complex issue. A person may abuse by inflicting harm, or failing to prevent harm. Children and young adults in need of protection may be abused within a family, an institution or a community setting. Very often the abuser is known or is a trusted relationship with the child or young adult.

In order to safeguard those in our care and organisation we adhere to the UN Convention on the Rights of the Child and have as our starting point as a definition of abuse, Article 19 which states:

1. *Parties shall take all appropriate legislative, administrative, social and educational measures to protect the young adult from all forms of physical or mental violence, injury, or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the young adult.*
2. *Such protective measures should, as appropriate, include effectiveness procedures for the establishment of social programmes to provide necessary support for the young adult and those who have the care of the young adult, as well as for other forms of prevention and for identification,*

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reporting, referral, investigation, treatment and follow-up of instances of young adult maltreatment described hereto, and, as appropriate, for judicial involvement.

Also for adults the UN Declaration of Human Rights with particular reference to Article 5 which states:

“No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.”

Detailed definitions, and signs and symptoms of abuse, as well as how to respond to a disclosure of abuse, are included here in our policy.

Equality, diversity and inclusion statement

The purpose of this statement is to:

- provide equality, fairness and respect for all in our employment or on our board as a Trustee, whether temporary, part-time or full-time; and all our volunteers
- provide equality, fairness and respect for all students under our care, internal or external, including any students attending short term programmes run by Makomborero Zimbabwe such as Girl child or Mobile science lab
- not unlawfully discriminate because of the Prevention of discrimination Act 1998, Disabled persons Act, Zimbabwe gender commission Act protected characteristics of age, disability, gender, creed, marriage, pregnancy and maternity, race (including colour, nationality, tribe, and ethnic or national origin), religion or belief, political opinions
- oppose and avoid all forms of unlawful discrimination. For employees, this includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities Makomborero Zimbabwe takes seriously its responsibility to take proactive steps to ensure that as an organization, we are not engaging in, condoning or allowing racial discrimination or harassment to occur. Obligations in this regard range from collecting numerical data in appropriate circumstances, reviewing policies, practices and decision-making processes for adverse impact and having in place and enforcing anti-discrimination and anti-harassment policies and training programs, to name just a few.

Definitions of abuse and racism

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a young adult. Somebody may abuse or neglect a young adult by inflicting harm, or by failing to act to prevent harm. They may be abused in a family or in an institution or community setting, by those known to them, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a young adult. Physical harm can be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a young adult.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a young adult such as to cause severe and persistent adverse effects on the young adult’s emotional development. It may involve conveying to young adults that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the young adult opportunities to express their views, deliberately silencing them or “making fun” of what they say

or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on young adults. These may include interactions that are beyond the young adult's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young adult participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing young adults frequently to feel frightened or in danger, or the exploitation or corruption of young adults. Some level of emotion abuse is involved in all types of maltreatment of a young adult, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a young adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young adult is aware of what is happening. The activities may involve physical contact, including assault by penetration, (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing and touching outside of clothing. Sexual abuse may also include non-contact activities, such as involving young adults in looking at, or in the production of sexual images, watching sexual activities, encouraging young adults to behave in sexually inappropriate ways, or grooming a young adult in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young adults.

Neglect

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

Online Abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse through these platforms.

Racism

Racism is prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised. Racism can be individual, systemic or institutional and societal. Racial discrimination can be impacted by skin colour, ethnic origin, place of origin, ancestry and creed. In addition, race can overlap or intersect with other grounds such as sex, disability, sexual orientation, age and family status to create unique or compounded experiences of discrimination. Racial discrimination can occur through stereotyping and overt prejudice or in more subconscious, subtle and subversive ways.

Segregation - Racially motivated groups e.g people sitting or working on projects according to race. This can be caused by the victims' reluctance to mix with people of a different race or a person(s) intentionally segregating an individual or group.

Stereotyping - Language such as 'they' and 'us'. Reference to particular customs and cultures of a person or group in a derogatory way.

Hostility – Verbalised accusations and harsh judgements based on a person's choices or ways that are influenced by their culture e.g mocking someone for not drinking on a work lunch or poking fun at their accent. Creating an environment that is uncomfortable for someone who is of a different race or culture.

Over criticism - Unfair criticism of quality of work by team leaders, co-workers, other students or volunteers.

Signs and Symptoms of abuse

The following signs could be indicators that abuse has taken place but should be considered in context of the young adult's whole life.

Physical Abuse

Injuries not consistent with the explanation given for them
Injuries that occur in places not normally exposed to falls, rough games, etc
Injuries that have not received medical attention
Reluctance to change for, or participate in, games or swimming
Repeated urinary infections or unexplained tummy pains
Bruises on babies, bites, burns, fractures etc which do not have an accidental explanation*
Cuts/scratches/substance abuse*

Sexual Abuse

Any allegations made concerning sexual abuse
Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
Age-inappropriate sexual activity through words, playing or drawing
A young adult who is sexually provocative or seductive with adults
Inappropriate bed-sharing arrangements at home
Repeated urinary infections or unexplained tummy pains
Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
Eating disorders – anorexia, bulimia*

Emotional Abuse

Changes or regression in mood or behaviour, particularly where a young adult withdraws or becomes clinging.
Depression, aggression, extreme anxiety
Nervousness, frozen watchfulness
Obsessions or phobia
Sudden under-achievement or lack of concentration
Inappropriate relationships with peers and/or adults
Attention seeking behaviour
Persistent tiredness
Running away/stealing/lying

Neglect

Under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, Inadequate care, etc

Online Abuse

Refer to Emotional and Sexual Abuse for signs and symptoms.

Racism

Racism can manifest itself as emotional, physical, online or even sexual abuse. If any of the symptoms associated with these are presented, it is important to determine whether there is racial motivation.

How to respond to a student wishing to disclose abuse or racism

Effective listening

Ensure the physical environment is welcoming, giving opportunity for the young adult or vulnerable adult to talk in private but making sure others are aware the conversation is taking place. It is especially important to allow time and space for the person to talk. Above everything else listen without interrupting.

- Be attentive and look at them whilst they are speaking. Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used.
- Try to remain calm, even if on the inside you are feeling something different.
- Be honest and don't make promises you can't keep regarding confidentiality.
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.
- Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille, etc.

Helpful Responses

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

Don't Say...

- Why didn't you tell me before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- I am shocked, don't tell anyone else.

Safeguarding awareness

The Trust is committed to on-going safeguarding training and development opportunities for all workers, developing a culture of awareness of safeguarding issues to help protect everyone. All our workers will receive induction and undertake recognised safeguarding training on a regular basis.

The Trust will also ensure that young adults are provided with information on where to get help and advice in relation to abuse, discrimination, bullying, racism, or any other matter where they have a concern.

Responding to allegations of abuse or racism

Personalised

Under no circumstances should a worker carry out their own investigation into an allegation or suspicion abuse. Follow procedures as outlined below:

- The person in receipt of allegations or suspicions of abuse should report concerns as soon as possible to [REDACTED] (hereafter the “Safeguarding Co-ordinator”) who is nominated by Makomborero Zimbabwe Trustees to act on their behalf in dealing with the allegation or suspicion of neglect or abuse, including referring the matter on to the statutory authorities.
- In the absence of the Safeguarding Co-ordinators or, if the suspicions in any way involve a Safeguarding Co-ordinator, then the report should be made to another Safeguarding Co-ordinator. If the suspicions implicate all the Safeguarding Co-ordinators, then the report should be made in the first instance to the Deputy Chairman of the Trust.
- Where the concern is about a young adult the Safeguarding Co-ordinator should contact Childline.
- Where required the Safeguarding Co-ordinator should then immediately inform the insurance company.
- Suspicions must not be discussed with anyone other than those nominated above. A written record of the concerns should be made in accordance with these procedures and kept in a secure place.
- Whilst allegations or suspicions of abuse will normally be reported to a Safeguarding Coordinator, the Safeguarding Co-ordinator should not delay referral to the Police or taking advice from Childline.
- The Trust will support the Safeguarding Co-ordinator in their role, and accept that any information they may have in their possession will be shared in a strictly limited way and on a need to know basis.
- It is, of course, the right of any individual as a citizen to make a referral to the safeguarding agencies or seek advice from Social Services or Childline, although the Trustees hope that the members of the organisation will use this procedure. If, however, the individual with the concerns feels that the Safeguarding Co-ordinator has not responded appropriately, or where they have a disagreement with the Safeguarding Co-ordinator(s) as to the appropriateness of a referral they are free to contact an outside agency direct. We hope by making this statement that the Trust demonstrates its commitment to effective safeguarding and the protection of all those who are vulnerable.

The role of the Safeguarding Co-ordinator is to collate and clarify the precise details of the allegation or suspicion and pass this information on to statutory agencies who have a legal duty to investigate or advise appropriate action and make sure that this is implemented.

Detailed Procedures where there is a concern about a young adult:

Allegations of physical injury, neglect or emotional abuse

If a young adult has a physical injury, a symptom of neglect or where there are concerns about emotional abuse, the Safeguard Co-ordinator/Deputy will:

- Contact Childline for advice in cases of deliberate injury, if concerned about young adults's safety or if a young adult is afraid to return home.
- Not tell the parents of carers unless advised to do so, having contacted Childline.
- Seek medical help if needed urgently, informing the doctor of any suspicions.
- For lesser concerns, (e.g. poor parenting), encourage parents/carer to seek help, but not if this places the young adult at risk of significant harm. If this is not appropriate, set in place a safe haven for the young adult in the Resource Centre addressing the family issues as a trust.
- Where the parent/carer is unwilling to seek help, offer to accompany them. In cases of real concern, if they still fail to act, contact Childline direct for advice.

Allegations of sexual abuse

In the event of allegations or suspicion of sexual abuse, the Safeguarding Co-ordinator/Deputy will

- Contact Childline for advice.

Allegations of abuse or racism against a person who works with young adults

If an accusation is made against a worker, (whether a volunteer or paid member of staff) whilst following the procedure outlined above, the Safeguard Co-ordinator will need to liaise with Childline and the member of staff will be suspended from work immediately until the investigation is complete and the Trust have formulated a suitable course of action.

SECTION 3

Prevention

Safe Recruitment

The Trust will ensure all workers will be appointed, trained, supported and supervised. This includes ensuring that:

- There is a job description/person specification for the post
- Those applying have completed an application form and self-declaration form
- Those shortlisted have been discussed at interview
- Safeguarding has been discussed at interview
- Written references have been obtained, and followed up where appropriate.
- Qualifications where relevant have been verified
- Suitable training is provided for the successful applicant
- The applicant has completed a probationary period
- The applicant has been given a copy of the organisation's safeguarding policy and various other policies, as well as a Staff Handbook.
- A police check has been undertaken and where applicable 1st Aid Course completed.

Management of Workers – Code of Conduct

As a Trust we are committed to supporting all workers and ensuring they receive support and supervision. It is unacceptable for those in a position of trust to engage in any behaviour which might allow a sexual relationship to develop for as long as the relationship of trust continues between the young adults in Makomborero Zimbabwe's care or to operate with racial prejudices.

SECTION 4

Pastoral Care

Supporting those affected by abuse

The Trust is committed to offering pastoral care, working with statutory agencies as appropriate, and support to all those who have been affected by abuse; who have contact with or are part of Makomborero Zimbabwe.

Working with offenders

When someone attending the organisation is known to have abused children, or is known to be a risk to young adults the Trust will not allow such persons to work with Makomborero Zimbabwe. Known sex offenders will not be able to volunteer or spend time with our students or be at the Resource Centre. Makomborero Zimbabwe will endeavour to make sure they can get as much background checks on a person as possible to prevent such a scenario from happening.

SECTION 5

Practice Guidelines

As an organisation for young adults, we wish to operate and promote good working practices. This will enable workers to run activities safely, develop good relationships and minimise the risk of false accusations.

A general code of conduct for workers and specific good practice guidelines for every activity we are involved in and these are included within Appendix 2.

Working in Partnership

The diversity of organisations and settings means there can be great variation in practice when it comes to safeguarding young adults. This can be because of cultural tradition, belief and religious practice or understanding, for example, of what constitutes abuse. We therefore have clear guidelines in regards to our expectations of those with whom we work in partnership. We will discuss with all partners our safeguarding expectations and have a partnership agreement for safeguarding.

Good communication is essential in promoting safeguarding, both to those we wish to protect, to everyone involved in working with young adults and to all those with whom we work in partnership. This safeguarding policy is just one means of promoting safeguarding.

Signed by:

Date:

APPENDIX 1

Trustee Safeguarding Statement

The Trustees of Makomborero Zimbabwe (hereafter the “Trust”) recognise the importance of its work with young adults in need of protection and its responsibility to protect everyone entrusted to our care.

The following statement was agreed by the Trust on: _____

This Trust is committed to the safeguarding of young adults and ensuring their well-being.

Specifically:

- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse neglect and racism of young adults (those under 18 years of age) and to report any such abuse that we discover or suspect.
- We believe every young adult should be valued, safe and happy. We want to make sure that young adults we have contact with know this and are empowered to tell us if they are suffering harm.
- All young adults have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise that we all have a responsibility to prevent the physical, sexual, physiological, financial and discriminatory abuse and neglect of young adults and to report any such abuse that we discover or suspect.
- We recognise the personal dignity and rights of young adults and will ensure all our policies and procedures reflect this.
- We believe all our young adults should enjoy and have access to every aspect of life at the Resource Centre unless they pose a risk to safety of those we serve.
- We undertake to exercise proper care in the appointment and selection of all those who will work with young adults.
- Encourage equality, diversity and inclusion in the workplace and within all student environments
- Create working, learning and living environments free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff, volunteers and students are recognised and valued.
- This commitment includes training employees, volunteers and students about their rights and responsibilities. Responsibilities include staff conducting themselves to help the organisation provide equal opportunities in employment, volunteer recruitment and student selection and prevent bullying, harassment, victimisation and unlawful discrimination.
- All employees, volunteers and students can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their time at Makomborero Zimbabwe, against fellow employees, volunteers, students, contractors, suppliers and the public.
- Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by employees, volunteers, students, contractors, suppliers, visitors, the public and any others in the course of the organisation’s work activities.

We are committed to:

- Respecting the rights of young adults as described in the UN Convention on the Rights of the Child.
- Ensuring that workers adhere to the agreed procedures of our Safeguarding Policy.
- Keeping up to date with national and local developments relating to safeguarding
- Following any organisational guidelines in relation to safeguarding young adults in need of protection.
- Supporting the Safeguarding Co-ordinators in their work and in any action they may need to protect young adults.
- Ensuring that everyone agrees to abide by these recommendations and the guidelines established by this organisation.
- Supporting parents and families.
- Nurturing, protecting and safeguarding young adults.
- Supporting, resourcing, training, monitoring and providing supervision to all those who undertake this work.
- Supporting all in the place of the Trust affected by abuse.

We recognise:

- Childline is contacted for advice and the Trust work with the Safeguarding Co-ordinators on investigating all allegations or suspicions of abuse where there are concerns about a young adult and implement the necessary action to be taken.
- Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency.
- Safeguarding is everyone's responsibility.

We will review this statement and our policy and procedures annually

If you have any concerns for a child or vulnerable adult then speak to one of the following who have been approved as safeguarding co-ordinators for this church.

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Adult and Young Adult Safeguarding Coordinator

██

Adult and Staff Safeguarding Coordinator

A copy of the full policy and procedures is available from Makomborero Zimbabwe office or Safeguarding Officer.

Signed by leadership of Makomborero Zimbabwe

Signed: _____

Date: _____

GOOD PRACTICE GUIDELINES FOR WORKING WITH YOUNG ADULTS

GOOD PRACTICE FOR MAKOMBORERO STAFF, VOLUNTEERS AND TRUSTEES

The Trust should, as far as possible, ensure safe access to, and use of, its facilities and activities.

As far as possible all small-group activities should take place in an open environment. This may involve sharing space, leaving doors ajar, or using rooms with glass-panelled doors.

Staff/Volunteer/Trustee should not meet with students one on one in secluded areas. Male Staff/Volunteer/Trustee should not touch female staff or pupils inappropriately.

Staff/Volunteer/Trustee should knock to enter the bedrooms and should not be in a bedroom with a young adult on their own.

Staff/Volunteer/Trustee should be aware of where First Aid Kits are available – Resource Centre and office. All Staff/Volunteer/Trustee who have regular/ongoing contact with young adults need to have attended a 1st Aid Course. A record of 1st Aid Administered should be kept.

When groups are taken for residential trips, care should be taken to ensure that sleeping arrangements are appropriate. All bedrooms/dormitories should be single gender and Staff/Volunteer/Trustee should not share sleeping accommodation with young adults unless this is deemed necessary for the welfare of the young adult. At no time should a worker share a room with only one young adult. In cases where Staff/Volunteer/Trustee will be sharing rooms with a young adult, parental consent should be obtained in writing prior to the trip.

You should treat all young adults with dignity and respect in your attitude, language and actions regardless of race, colour or creed.

You should avoid any physical contact which could be considered sexually aggressive.

You should respect the privacy of young adults in a way befitting their age when they are showering, toileting etc.

You should never engage in intrusive touching of a young adult in any form.

You should be aware of any excessive attention-seeking behaviour from young adult, especially any behaviour which is physical or overtly sexual and should not be drawn into such situations. Consult your supervisor as soon as any such situation develops.

Physical punishment should NEVER be used on any young adult in your care. You should learn how to use positive discipline. Seek help if you have problems with discipline and control.

Reviewed June 2020

There may be occasions when it is necessary to restrain a young adult to ensure the physical safety of the young adult or of other young adults or Staff/Volunteer/Trustee. Such restraint should only be used in emergency, should last for as short a time as possible, should use only the minimum force necessary to ensure safety and should always be immediately reported. If safety permits, do not engage in restraint without another Staff/Volunteer/Trustee present.

No young adult should be invited to your home alone.

If you have to give personal care to a young adult (e.g. so unwell they can't walk) the parents should be contacted to come and collect them. If they require help with changing their clothes, going to the toilet a member of the same sex should assist them with this and have another same sex member in attendance with them.

Staff/Volunteer/Trustee should not take photographs/videos of young adults without their consent. The young adults will have agreed to in their contract for photographs/videos to be taken of them during the programme and to be used on various online platforms for example, Facebook, to further the work of Makomborero. If Staff/Volunteer/Trustee are using the photos for personal use permission from the individual young adult needs to be sought to use on personal platforms. Photos/Videos taken by Staff/Volunteer/Trustee should not be on a sexual nature in any way.

You should avoid any comments or remarks which could be construed as being sexually suggestive even in 'fun' and should avoid being drawn into any such conversation if a young adult initiates it.

You should not allow or engage in any scapegoating, ridiculing or verbally rejecting a young adult or make discriminatory remarks of any kind. You should at all times try to present a positive, affirming role model for the young adult.

You should be aware of any potential bullying situations within a group and should remember that bullying can be verbal as well as physical. You should confront any bullying and should avoid appearing to give encouragement by ignoring it or laughing at remarks.

You should recognise the potential vulnerability of all Staff/Volunteer/Trustee both to temptation and to false allegation. You are accountable to other Staff/Volunteer/Trustee and they, in turn, are also accountable. If you see another Staff/Volunteer/Trustee acting in ways which might be misconstrued, you should be prepared to speak to them and to your supervisor about your concerns.

Signed by Full Name: _____ I.D. No: _____

Signed: _____

Date: _____

GOOD PRACTICE GUIDELINES FOR MAKOMBORERO STUDENTS – YOUNG ADULTS

Students should not go into opposite sex bedrooms at any time. Students of opposite sex should not have private conversations away from the sight of others.

Staff/Volunteer/Trustee should not meet with students one on one in secluded areas. Male Staff/Volunteer/Trustee should not touch female staff or students inappropriately.

Staff/Volunteer/Trustee should knock to enter the bedrooms and should not be in a bedroom with a young adult on their own.

Students should be aware of where First Aid Kits are available. A record of 1st Aid Administered should be kept.

When groups are taken for residential trips, care should be taken to ensure that sleeping arrangements are appropriate. All bedrooms/dormitories should be single gender and Staff/Volunteer/Trustee should not share sleeping accommodation with students unless this is deemed necessary for the welfare of the student. At no time should a worker share a room with only one student. In cases where Staff/Volunteer/Trustee will be sharing rooms with students, parental consent should be obtained in writing prior to the trip.

You should treat all fellow students with dignity and respect in your attitude, language and actions regardless of race, colour or creed.

You should avoid any physical contact which could be considered sexually aggressive with other students, Staff/Volunteer/Trustee.

You should respect the privacy of other students in a way befitting their age when they are showering, toileting etc.

You should never engage in intrusive touching of another student in any form.

You should be aware of any excessive attention-seeking behaviour from another student, especially any behaviour which is physical or overtly sexual and should not be drawn into such situations. Consult someone in authority as soon as any such situation develops.

Physical punishment should NEVER be used on any student in the care of Makomborero Zimbabwe. If this happens the Safeguarding Officer should be informed.

There may be occasions when it is necessary to restrain a student to ensure the physical safety of the student or of other students or Staff/Volunteer/Trustee. Such restraint should only be used in emergency, should last for as short a time as possible, should use only the minimum force necessary to ensure safety and should always be immediately reported. If safety permits, do not engage in restraint without another Staff/Volunteer/Trustee present.

No student should be invited to a Staff/Volunteer/Trustee home alone.

Reviewed June 2020

If you have to give personal care to a student (e.g. so unwell they can't walk) the parents should be contacted to come and collect them. If they require help with changing their clothes, going to the toilet a member of the same sex should assist them with this and have another same sex member in attendance with them.

You should avoid any comments or remarks which could be construed as being sexually suggestive even in 'fun' and should avoid being drawn into any such conversation if a student initiates it.

You should not take photographs/videos of young adults/Staff/Volunteers/Trustees without their consent. The young adults will have agreed to in their contract for photographs/videos to be taken of them during the programme and to be used on various online platforms for example, Facebook, to further the work of Makomborero. If you are using the photos for personal use permission from the individual young adult/Staff/Volunteer/Trustee needs to be sought to use on personal platforms. Photos/Videos taken by you should not be on a sexual nature in any way of young adults/Staff/Volunteers/Trustees.

You should not allow or engage in any scapegoating, ridiculing or verbally rejecting a young adult or make discriminatory remarks of any kind.

You should be aware of any potential bullying situations within a group and should remember that bullying can be verbal as well as physical. You should confront any bullying and should avoid appearing to give encouragement by ignoring it or laughing at remarks.

You should recognise the potential vulnerability of all Students and Staff/Volunteer/Trustee both to temptation and to false allegation. You are accountable to other students and Staff/Volunteer/Trustee and they, in turn, are also accountable. If you see another student and Staff/Volunteer/Trustee acting in ways which might be misconstrued, you should be prepared to speak to them and to a person in authority about your concerns.

Signed by Full Name: _____ I.D. No: _____

Signed: _____ Date: _____

APPENDIX 3

Safeguarding is a priority here

**W
e
are**

committed to following government policy on safe guarding young adults and good working practice, including safe recruitment of workers.

We work to a formal safeguarding policy and it can be seen on request from:

Makomborero Zimbabwe Office

If you have any concerns regarding the safety or welfare of a young adult you can speak to any of the Safeguarding Co-ordinators that they feel most comfortable with:

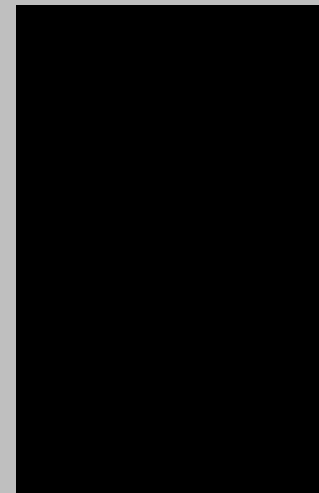
[Redacted]

They have been appointed by the Trustees to respond to any safeguarding concerns.

Signed _____
On behalf of the Trust

Date _____

Useful Contacts
Childline
116



What to do if.....

You suspect signs or symptoms of abuse

1. Suspicions of abuse or concerns about racism or neglect should be reported as soon as possible to a Safeguarding Co-ordinator.
2. In the absence of the Safeguarding Co-ordinators or, if the suspicions in any way involve a Safeguarding Co-ordinator, then the report should be made to another Safeguarding Co-ordinator. If the suspicions implicate all the Safeguarding Co-ordinators, then the report should be made in the first instance to the Deputy Chairman of the Trust.
3. Allegations or suspicions of abuse, neglect or racism must not be discussed with anyone other than a Safeguarding Co-ordinator.
4. Under no circumstances should you carry out your own investigation into an allegation or suspicion of abuse. The role of the Safeguarding Co-ordinator is to collate and clarify the precise details of the allegation or suspicion and pass information onto statutory agencies who have a legal duty to investigate.

Signs and Symptoms of abuse

The following signs could be indicators that abuse has taken place but should be considered in context of the young person's whole life.

Physical Abuse

Injuries not consistent with the explanation given
Injuries that occur in places not normally exposed to falls, rough games, etc
Injuries that have not received medical attention
Reluctance to change for, or participate in, games or swimming
Repeated urinary infections or unexplained tummy pains
Bruises on babies, bites, burns, fractures etc which do not have an accidental explanation*
Cuts/scratches/substances abuse

Sexual Abuse

Any allegations made concerning sexual abuse
Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
Age-inappropriate sexual activity through words, play or drawing
Child who is sexually provocative or seductive with adults
Inappropriate bed-sharing arrangements at home
Repeated urinary infections or unexplained tummy pains
Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
Eating disorders – anorexia, bulimia*

Emotional Abuse

Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging.
Depression, aggression, extreme anxiety.
Nervousness, frozen watchfulness
Obsessions or phobias
Sudden under-achievement or lack of concentration
Inappropriate relationships with peers and/or adults
Attention-seeking behaviour
Persistent tiredness
Running away/stealing/lying

Neglect

Under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc.

Online Abuse

Refer to Emotional and Sexual Abuse for signs and symptoms.

Racism

Racism can manifest itself as emotional, physical, online or even sexual abuse. If any of the symptoms associated with these are presented, it is important to determine whether there is racial motivation.

*These indicate the possibility that a child or young person is self-harming.

What to do if.....

A young adult speaks to you concerning an allegation of abuse or racism

1. Follow the recommendations below when speaking to the young adult, paying particular attention to the highlighted parts.
2. Make a written record of what the young adult tells you and pass to the Safeguarding Co-ordinator.
3. The person in receipt of allegations or suspicions of abuse should report concerns as soon as possible to a Safeguarding Co-ordinator.
4. In the absence of the Safeguarding Co-ordinators or, if the suspicions in any way involve a Safeguarding Co-ordinator, then the report should be made to another Safeguarding Co-ordinator. If the suspicions implicate all the Safeguarding Co-ordinators, then the report should be made in the first instance to the Deputy Chairman of the Trust.
5. Allegations or suspicions of abuse must not be discussed with anyone other than a Safeguarding Co-ordinator.
6. Under no circumstances should you carry out your own investigation into an allegation or suspicion of abuse. The role of the Safeguarding Co-ordinator is to collate and clarify the precise details of the allegation or suspicion and pass this information on to statutory agencies who have a legal duty to investigate.

How to respond to a young adult wishing to disclose abuse or racism

Effective listening

- Ensure the physical environment is welcoming, giving opportunity for the young adult to talk in private but making sure others are aware the conversation is taking place. It is especially important to allow time and space for the person to talk. Above everything else listen without interrupting.
- Be attentive and look at them whilst they are speaking. Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used.
- Try to remain calm, even if on the inside you are feeling something different.
- Be honest and don't make promises you can't keep regarding confidentiality.
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.
- Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille, etc.

Helpful Responses

You have done the right thing in telling
I am glad you have told me
I will try to help you

Don't Say...

Why didn't you tell me before?
I can't believe it!
Are you sure this is true?
Why? How? When? Who? Where?
I am shocked, don't tell anyone else.