



AISA CHILD PROTECTION HANDBOOK

For Teachers, Administrators and Board Members



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ABOUT AISA

The Association of International Schools in Africa (AISA), established in 1969, is a non-profit education association supporting the professional learning and school improvement strategies of international schools on the continent of Africa. Based in Nairobi, Kenya, AISA offers a professional learning programme specifically designed to meet the unique needs of our diverse member school community. AISA also offers a number of supplementary programmes, scholarships and facilitates collaboration among member schools to advance school effectiveness and improve student learning.

Acknowledgements

AISA would like to thank the many people that made this handbook possible, in particular Dr. Lois Engelbrecht and Dr. Dennis Larkin whose belief in protecting the rights of children has been the main impetus behind this publication and the ongoing AISA Child Protection Program.

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Appointed at the height of Boston's clergy sex abuse scandal, he was directly responsible for evaluating and strengthening the policies and procedures for child protection. During his career, Dr. Rizzuto has served in various State and private agencies charged with the protection of and services to children and families. He is also a member of the International Society for the Prevention of Child Abuse and Neglect (ISPCAN). A noted author and speaker, Dr. Rizzuto has also published two child safety manuals for the National Association of Independent Schools (for heads of school and parents); a handbook for educators on designing and implementing public school child abuse reporting protocols for the Massachusetts Children's Trust; and several best practices standards on child safety for the National Leadership Roundtable on Church Management. His current projects include the development of "child-safe campus" policy manuals, guidelines and training for both Tufts and Harvard Universities. Dr. Rizzuto also helped develop and edit this handbook. (rizzutoto@aol.com)

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Table of Contents

About AISA	2
Acknowledgements	3
Table of Contents	4
Executive Summary	6
Introduction	8
Objectives of this Document	9
Commonly Held Myths Vs the Realities About Child Abuse & Neglect	9
The Context of International School Communities	10
Visualizing International Expatriate Communities – The Hot Air Balloon	10
Responsibility to Accreditation Agencies	12
Responsibilities to Local and International Laws & Agencies	14
Definition of Terms	15
Physical Abuse	15
Emotional Abuse	16
Sexual abuse	16
Neglect	17
Long Term Impact Of Unmitigated Child Abuse	18
Resources	19
Strategic Considerations	20
Risk Management	20
Budget Implications	20
Overview of a Comprehensive Child Protection Program	21
1. Components Of A Child Protection Policy And Procedures	25
Generic Sample Policy Statement	26
Generic Sample Letter to Parents About Child Protection Policy	27
2. Procedures: Preventing Child Abuse & Responding to Incidents of Child Abuse	28
Focus on Prevention	28
Staff and Parent Responsibility to Be Prepared	28
Prepare for Disclosures	28
Guidelines for Responding to a Child’s Disclosure	29
Generic Sample Procedures for Disclosure, Reporting and Further Action	30
Guidelines on Procedures for Reporting and Disclosure	30
Vulnerable Populations	31
Sample: To Who to Report and When	31
Sample Procedures for Reporting & Action	32
Sample Flow Chart for Reporting and Actions after Disclosure	33
Documentation of reported or disclosed cases of abuse	34
What if the Suspected Offender Works for the School?	35

3.	Safe Recruitment	36
4.	Code Of Conduct	38
	Sample Code of Conduct	38
	Sample Statement of Acknowledgement of Code of Conduct for Signature	39
	Sample Behaviour Policies that will Protect Teachers from False Allegations	40
5.	Education & Training	41
	Teaching Students: Curriculum Modules for Student Education	41
	Parent Education	44
	Sample Ready to Learn Contract	44
	Training School Personnel in International Schools	45
	Special Emphasis on Training Nurses	47
6.	Child Protection Teams: Roles & Responsibilities	48
	1. The Child Protection Team (CPT)	48
	Sample Guideline for CPT - Child Protection Program Annual Calendar of Activities	49
	2. The Child Protection Case (Response) Management Team (CPCMT)	50
	3. Multiple Disciplinary Team (MDT)	51
7.	Community Partnerships	52
	Developing a Network of Community Support Resources and a Multidisciplinary Team for Reporting	52
8.	Reporting to Authority	54
	MDT Professional Roles	55
	How To Set Up An MDT	56
	How to Use the MDT	56
9.	Measurement, Analysis & Self Audits	57
10.	Institutionalizing a Child Protection Program	59
	Appendix A: School Personnel Roles and Responsibilities	61
	Board of Trustees	61
	Head of School / directors	61
	Principals and Curriculum Coordinator	61
	Counsellor or School Psychologist	62
	Teachers	62
	Appendix B: Protocols for Handling Disclosure	63
	General Guidelines for Handling Child Protection Incidences	63
	Guidelines When A Child Tells You He/She Has Been Abused	63
	Checklist For Disclosure Follow-Up	64
	Appendix C: Resources	65
	Rights & statutory guidance	65
	School Policies	65
	Safer Recruitment	65
	Responding to allegations of child abuse	65
	Training	65
	Africa-based Resources	65

Part A: Introduction

Executive Summary

Child abuse and neglect – particularly sexual abuse – are among the world’s most serious concerns, with millions of cases reported to various children’s protective service organizations each year. It is estimated globally that 150 million girls and 73 million boys under the age of 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact (International Center for Assault Prevention: www.internationalcap.org/abuse_statistics.html). Yet, it is also estimated that much abuse is underreported either because the victims are afraid to tell anyone what has happened, or the adults who observe or suspect the abuse are unsure of what to do.

International schools have a moral as well as legal duty to safeguard the welfare of our students, as well as those children using our facilities or involved with our programs and activities. The AISA Child Protection Program Handbook sets forth the steps our faculty, staff, students, volunteers, contractors, and consultants are required to take to minimize the threat of child abuse in our schools and to respond promptly and effectively should abuse be observed, suspected, or disclosed.

The Handbook addresses the following essential components of a comprehensive Child Protection Program:

1. Recognizing, responding to, and reporting allegations and suspicions of child abuse and neglect.
2. Screening and selecting staff, faculty, and volunteers.
3. Training and education about child sexual abuse prevention.
4. A Code of Conduct that guides interactions between adults and children.
5. Ensuring safe environments and practices.
6. Connecting to local authority and resources.

Our goal is to build and maintain a proactive environment that protects children by either preventing child abuse before it occurs or by ensuring its earliest possible detection, intervention and reporting. Our strategy is to ensure that all AISA school personnel, from professional faculty and staff, employees and contractual personnel, to student teachers, interns, volunteers, classroom assistants, students and parents understand the issues of child abuse and neglect; know how to recognize its signs and symptoms; are familiar with national, international and local reporting procedures; and know the responsibilities of mandated reporters, including how, when, and to whom to make a report. Ultimately, AISA schools should strive to have policies, procedures, and training in place so that if child abuse is suspected, observed, or disclosed to any member of the AISA community, that person will have the knowledge, information, and resources necessary to ensure that the child is safe, that the situation is communicated promptly and effectively, and that the suspicion or incident is reported to the appropriate authorities.

The AISA Child Protection Handbook is divided into sections that provide the context and rationale for the creation of a child protection framework, guidance for the development of policies and procedures; suggestions for an annual calendar of activities; and suggestions for connecting to local, national, and international resources dedicated to the legal, investigative, social service and advocacy needs of abused and neglected children and their families. Multiple appendices provide a code of conduct; a step-by-step process outlining how AISA schools can begin or review child protection programs at their school; protocols for handling disclosures; and suggestions for monitoring a school child protection program – all of which can be adapted to individual school culture and need. An addendum to this Handbook is a Teacher Resource Guide providing curriculum guidance to support the development of “Keeping Children Safe” lesson plans for both primary and secondary school children.

This AISA Child Protection Handbook was developed by a team of international professionals who came to Accra, Ghana to work together in March 2013. The team was led by consultant, Dr. Tony Rizzuto. The work of this team was made possible by a grant from the Office of Overseas Schools awarded to AISA and supported and endorsed by the AISA Board of Directors in the hopes that AISA will set the standard for international schools around the world in developing and implementing child protection programs for children in schools throughout Africa.

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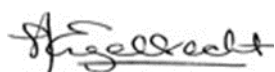
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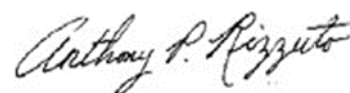
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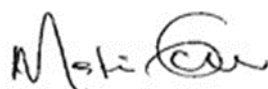
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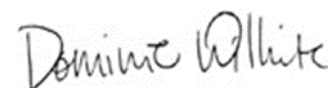
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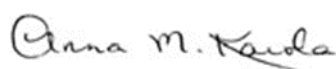
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Introduction

The purpose of this AISA Child Protection Handbook is to provide impetus and support for AISA and all international schools to embrace Child Protection as an essential responsibility of the school in their community and to embrace the school's role and responsibility to ensure systems and programs are in place to support children and families in need.

This AISA Child Protection Handbook is divided into two parts:

Part A: Introduction

This section describes the unique characteristics of international schools and how they *may* increase the vulnerabilities of children attending such institutions. The regulatory requirements of schools to meet the requirements of accrediting agencies are introduced and key terms are defined. Finally, an overview of research on child protection is provided.

Part B: An Administrative Handbook - Major Elements of a Comprehensive Child Protection Program

This section includes:

- The various components that should be in place in a comprehensive program;
- The responsibilities of schools and school personnel with regard to child protection;
- Sample policies, procedures and appendices to provide a hands-on means to begin a Child Protection Program at your school;
- How-to information about forming Child Protection Teams and connecting your school with local communities and local authorities/resources; and
- Suggested training agenda for teachers, parents and nurses.

Much of this handbook does not provide new information. In fact, much of this document will look like child protection programs from organizations that include independent and western public schools. We have found, however, that many schools are over-sensitive to the topic of child protection because they tend to focus on the worst-case scenarios that have at times created deep rifts in our communities. This appears especially worrisome when our school is a guest in the country.

In the spirit of creating a protective environment, it is not uncommon for schools to jump to the worst-case scenario as a major determinant of whether to implement child protection. Worst case scenarios are not common. While they could occur, we believe that being ready for the common issues that arise will increase your ability to respond to the uncommon difficult cases. Worst-case scenarios are not a reason to not implement child protection. The positive results of implementing a child protection program include increased trust between teacher and child, increased discussion about safety issues in general between teacher and child, and even increased comfort of parents to talk with their child. And finally, when a policy is in place and the community is aware of the procedures, worst-case scenarios are handled with less difficulty and more community support.

What is different in this handbook, however, is the information to fill the gap that many schools find between their school and the authority or support they need to handle child protection, especially the difficult cases that include severe physical punishment and sexual abuse. Most examples of school-based child protection policy ends with the turn-over of the case to external authority or other support services. This handbook gives ideas for how schools can work to fill that gap in order to ground its community in local authority and services on behalf of the protection of our children. This handbook outlines how you can develop a multidisciplinary team that mirrors a western-based child protection unit found in hospitals, social welfare services and police forces.

Objectives of this Document

The key objective of this handbook is to assist AISA member schools and all international schools in creating a Child Protection Program that is appropriate and applicable to international schools in their local setting;

- * Provide all of the necessary definitions and assessment tools for clear identification and recognition of abuse/neglect situations;
- * Ensure a high standard of child protection in every AISA school and in all international schools;
- * Ensure that prompt and adequate assistance is provided to a child in need of special care and protection;
- * Define procedures for staff members and establish clear reporting guidelines and mechanisms;
- * Outline processes and protocols for AISA schools and all international schools in connecting to their local community, and to agencies for child protection support; and
- * Provide sample personal safety/abuse prevention lessons, curriculum modules, and resources to educate both adults and children about the dangers of child maltreatment, its recognition, and its prevention

Commonly Held Myths Vs the Realities About Child Abuse & Neglect

Myth: *Child abuse is carried out by strangers.*

Fact: Research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient life-style then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

Myth: *Learning about child protection is harmful to your children.*

Fact: Research indicates that developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behaviour.

Myth: *Abuse education is sex education.*

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviours that include bullying, harassment and other forms of exploitation.

Myth: *Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.*

Fact: The reality is that there is no excuse for child abuse! No culture supports harming children.

Myth: *Child abuse is a result of poverty and happens in low socioeconomic circumstances.*

Fact: Research indicates that child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

Myth: *International Schools do not have to report abuse to local authorities.*

Fact: International schools are bound by the laws of the host country and as such international schools must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect; there are cases now pending where schools are facing legal action in regard to non-compliance.

The Context of International School Communities

The approach to a comprehensive child protection program must emerge from the needs of students and families in our schools and communities. International schools should be understood as evolving and dynamic eco-systems that have common characteristics and attributes. International schools are shaped by and respond to these needs in various ways and through well-developed programs.

VISUALIZING INTERNATIONAL EXPATRIATE COMMUNITIES – THE HOT AIR BALLOON

Having an illustration to explain who we are always helps. Looking at characteristics of international schools, a flying hot air balloon serves to represent our international students and families. There are different levels of connecting to the host community as international students and families move through its space - some families and students jump in and are a part of the local culture and social life - with ladders from the balloon placed everywhere. Others students/families live as they have always lived and visit the host culture and community only now and then. Most international students and their families experience our communities somewhere in between on that continuum.

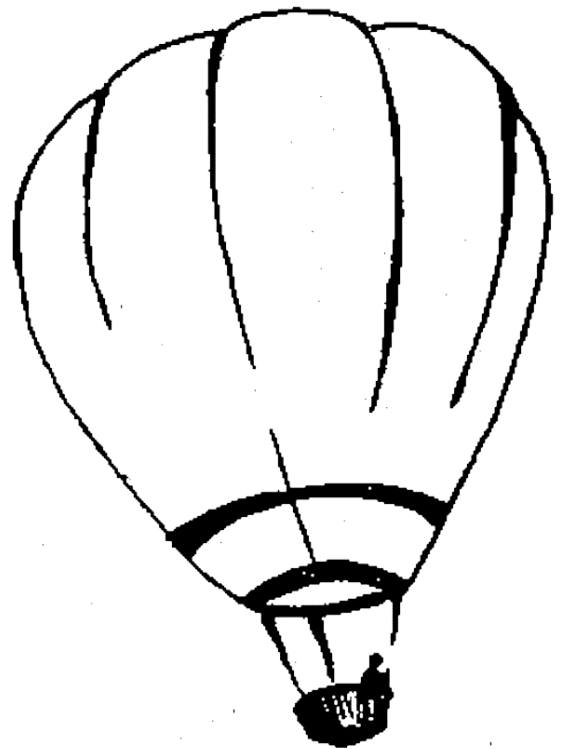
Whatever way we as individuals see ourselves, most of our international students and families are in the hot air balloon, in our own space, letting down the rope ladder to the host country to meet their needs - social, emotional, medical, adventure, and even curiosity.

Now consider in this illustration the child who is experiencing some form of maltreatment. Child protection depends on systems in place to help the child. This means the child must first get the support from the parent who will throw down the ladder to the host country's resources.

However, we know that most child abuse is perpetrated by someone that the child knows, loves, or trusts. So when the system is outside the balloon, requiring a ladder that the parent must throw down, reaching the needed resources from the host country that is foreign to the family can be a great challenge. Thus, the child in need of protection and help remains in that floating hot air balloon alone – isolated from the resources and support he or she needs. Similarly, the non-offending parent(s) remains in that floating hot air balloon alone with a child in need of help and often with the offender still in the balloon or with the sadness and fear the situation has caused. And often, even the parent is unaware of the types of resources available – figuratively not knowing where to throw the ladder down.

The metaphor serves to illustrate that one of the essential roles and characteristics of the international school is that the school becomes the conduit, the social life the family engages in for expatriate families. Thus, international have a responsibility to literally fill the child protection gap in helping to connect these families to the necessary services. Whenever the family is in a safe and nurturing environment, the hot air balloon is a wonderful place. It is the families and children who are in unsafe and often abusive balloons whom international schools must reach.

To bring the metaphor of the floating hot air balloon down to earth and safely secured in our schools it is important for school personnel to understand and be cognizant of the experience of the students we serve. Following are some of the characteristics/attributes of International school communities that should be taken in account when considering the context for developing a Child Protection Program.



1. Characteristics/attributes of international school children:

- Transience and mobility impacts development of identity and relationships (especially for support in times of need);
- Early maturity/sophistication vs. naiveté and immaturity in other areas;
- Separation from extended families; working and traveling parents, and separation from long term friendships/relationships results in attachment issues and thus support during times of crisis or need may be minimal or non-existent;
- Lost between multiple and sometimes conflicting cultures and value systems resulting in confusion of behavioural expectations;
- High expectations placed on students to achieve academically;
- Access to maids and other daily helpers (drivers); and
- Access to expensive international schools because companies pay tuition while they (and their peers) in their home-of-record, previously attended public school.

2. Characteristics of international school families:

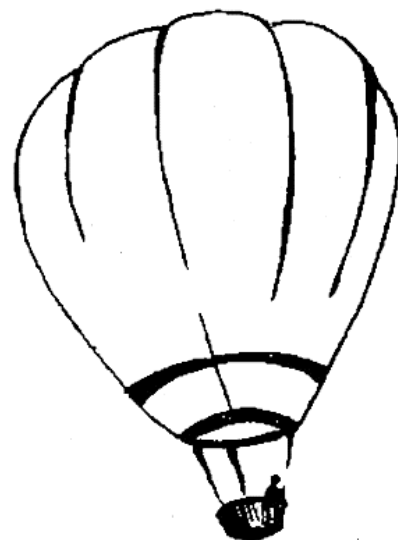
- Isolation from extended family, previous community for support;
- Power differential in marriage (who has the work permit) creates vulnerability;
- Impact of absentee parents;
- “Love – hate” relationship with host country for expatriates;
- Lack of control over critical life decisions: company decides where, when, and how the family moves. Lack of stability; and
- Superficial/tourist relationship with host country.

3. Characteristics of international school communities:

- School takes on sole role as centre of family life - “goldfish bowl” - and often provides superficial relationships that cannot meet mental health needs;
- Power influence: family's “position” in community can be an inhibitor for school to act; and
- Sense of being “lost” in diversity of community – can cause further isolation.

4. Cultural dynamics of international school communities

- Multiple norms rooted in different cultural traditions can cause confusion: religious values, values of parenting, discipline, care-giving, sexuality, gender roles and responsibilities;
- Impact of rapidly changing “pop culture” from developed nations;
- Varying degrees of openness rooted in cultural traditions; and
- Varying cultural attitudes toward gender issues and child development – different concepts of developmental needs through childhood.



International school communities are vulnerable to abuse because the nature of abuse requires secrecy, insularity, isolation and limited access to support resources, which are some characteristics of the international community. International schools must respond to the reality that these characteristics are exactly the characteristics that perpetrators will use to their advantage in abusing children.

Responsibility to Accreditation Agencies

International schools are responsible to meet the program and best practice standards of various accrediting agencies around the world; in some places international schools must also meet accreditation standards of the host country as well. It is important for international schools to be knowledgeable about and respond to recent changes in standards of accreditation. The Council of International Schools (CIS) and the Middle States Association (MSA) have added specific standards related to Child Protection Programs in their most recent edition of accreditation standards. International schools can reasonably anticipate that, following the leadership of The Council of International Schools and the Middle States Association, other accreditation agencies will similarly include Child Protection Standards in the next revision of their standards. All international schools will be well served by these standards in developing the Child Protection Program for their community.

Below is the statement from the **Council of International Schools and Middle States**.

To reflect evolving programs and practices in the areas of Child Protection and related issues as well as the continuity of learning programs in exceptional circumstances, CIS and MSA are introducing a specific number of amendments to the Accreditation Standards and Indicators contained in the 8th Edition of the “Guide to School Evaluation and Accreditation”. These amendments will apply to all schools, whatever their position in the accreditation cycle, from 1st January 2013 onwards.

The changes will occur in Standard D1 and Indicators D1a, E4b, and G4b. The new versions now follow, with specific word changes or additions underlined:

Standard D1

The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school’s programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.

Indicator D1a

Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.

Indicator E4b

A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programmes to address awareness, prevention and responsiveness to issues such as sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.

Indicator G4b

Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible - programme continuity under exceptional circumstances.

All updated accreditation documentation showing the above-mentioned changes will be designated as “Version 8.1”.

CIS and MSA are confident that these changes will encourage schools to become even more pro-active and effective in the areas concerned, and that this will promote logical improvements in student learning and well-being. We hope you will offer collaboration and support by aligning your school with the revised Standards & Indicators and by contributing sample policies/programmes in the new areas covered, namely:

- * Child Protection and Harassment/Bullying/Discrimination etc.
- * Continuing delivery of school programme during exceptional circumstances (socio-political, natural disasters, epidemics, etc.)

What are the child protection laws in my school's country?

What are the child protection standards of the accreditation agency of my school?

What are the child protection services in my host country?

Responsibilities to Local and International Laws & Agencies

In addition to the standards above, there are local, national and international obligations with respect to protecting children. International school administrators must also be aware of host country and international requirements in developing and implementing their child protection frameworks and programs.

Relevant documents that require and guide the development and implementation of child protection policies and procedures include the United Nations Convention on the Rights of the Child (CRC) 1989, and the African Charter on the Rights and Welfare of the Child (ACRWC) 1999.

These documents make clear the commitment of the member states to address significant issues of child abuse and neglect, and the inherent responsibility to protect children from its various forms. Below are relevant statements of which AISA schools should be aware:

The African Charter on the Rights and Welfare of the Child, Article 16, Protection Against Child Abuse and Torture (UN CRC #19) states that:

States Parties to the present Charter shall take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse, while caring for the child (underlines added).

Further, the same Article states that:

Protective measures under this Article shall include effective procedures for the establishment of special monitoring units to provide necessary support for the child and for those who have the care of the child, as well as other forms of prevention and for identification, reporting, referral, investigation, treatment, and follow-up of instances of child abuse and neglect.

Article 27 of the African Charter; Sexual Exploitation, states that:

States Parties to the Charter shall undertake to protect the child from all forms of sexual exploitation and sexual abuse and shall in particular take measures to prevent:

- a) the inducement, coercion or encouragement of a child to engage in any sexual activity;
- b) the use of children in prostitution or other sexual practices;
- c) the use of children in pornographic activities, performances and materials.

The statements above emphasize the high priority placed on the protection of children from child abuse and neglect, its many forms, and the obligation to establish and strengthen structures and organizations responsible for providing comprehensive services to child abuse victims and their families.

AISA schools and all international schools must become aware of criminal laws and reporting procedures regarding child abuse and neglect in their host country. It is essential that international school administrators are knowledgeable in regard to the legal and moral obligations in host countries in which AISA schools reside and the specific laws that pertain to required and mandated reporting of child abuse and neglect.

Although host countries may vary in the maturity of the community resources, social service systems and organizations in place to receive reports of child abuse and neglect, as well as in their ability to provide investigative, social, psychological, medical, and legal services to victimized children and their families, AISA schools should make themselves aware of the services that do exist in their immediate communities and make every effort to utilize them.

Definition of Terms

Child Protection is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document the term “child protection” applies to protection of children in international schools. Please note that this definition also includes harm to self.

Child Protection Policy is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility seriously. This handbook considers that schools will provide appropriate child safety classes supported with a well-defined curriculum to increase children’s ability to understand abuse prevention.

Child protection concerns include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

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

A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

Most child abuse is inflicted by someone the child knows, respects or trusts. International school communities have unique characteristics of which school personnel must be aware in terms of the individuals who are around our children. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimization they might have experienced.

To increase the AISA community's awareness, this Handbook focuses on four main categories of abuse and provides basic information about the physical and behavioural signs associated with each type.

PHYSICAL ABUSE

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

Signs of physical abuse:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather

- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

EMOTIONAL ABUSE

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

Signs of emotional abuse:

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

SEXUAL ABUSE

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

Signs of sexual abuse:

- Pain or irritation to the genital area
- Vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- STDs
- Fear of people or places
- Aggression
- Regressive behaviours, bed wetting or stranger anxiety
- Excessive masturbation/Sexually provocative
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Refusal to continue with school or usual social activities
- Age inappropriate sexualized behaviour or language

NEGLECT

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

Some indicators of neglect:

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

- Compulsive stealing
- Drug or alcohol abuse

LONG TERM IMPACT OF UNMITIGATED CHILD ABUSE

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and life-time health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.

The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

Long term impact of child abuse:

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

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

Signs of offenders (students):

- Unusual interest in sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehaviour when told to stop
- Uses force and coercion in social situations
- Unusual intensity when discussing sex and sexuality
- Socializes with children much younger
- Gives gifts, requires secrecy in relationships

Signs of offenders (adults):

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

PLEASE NOTE THAT IN MANY COUNTRIES THE AGE OF DISCERNMENT IS AS LOW AS 9 YEARS.

THIS COULD MEAN THAT OUR STUDENTS COULD BE ARRESTED FOR BEHAVIORS THAT INCLUDE HAVING SEX AND INTERNET/CELL PHONE SHARING OF PICTURES.

IN SOME COUNTRIES IT COULD BE THE PARENT WHO IS ARRESTED.

Resources

- * Child Welfare Information Gateway: [Long-Term Consequences of Child Abuse and Neglect](#)
- * The Australian Institute of Family Studies: [The long-term effects of child sexual abuse](#)
- * Finkelhor, D and Jones, L. (2006). *Why have Child Maltreatment and Child Victimization Declined?* Journal of Social Issues, 62(4): 685-716.
- * Finkelhor, D. (2009). *The Prevention of Childhood Sexual Abuse, The Future of Children*, 19(2), 169-194. Finkelhor, D. (2007).
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- * Hopper, J. (2012). *Child Abuse Statistics, Research and Resources*, downloaded from www.jimhopper.com.
- * Jones, L. and Finkelhor, D. (2009). *Updated Trends in Child Maltreatment*: Durham, NH. Crimes Against Children Research Center.
- * Plummer, C. (2013, March). *Using Policies to Promote Child Sexual Abuse. Prevention: What is Working?* Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence.
- * WHO and ISPCAN, (2006). *Preventing child maltreatment: A guide to taking action and generating evidence*.

Strategic Considerations

Risk Management

International schools routinely engage in risk management analysis on all aspect of their operations. Likewise, international schools must engage in risk management analysis related to the issue of Child Protection as part of the school program. In an increasingly litigious society, international schools can, and are, being held legally liable for their response to issues of child abuse. Institutional responsibility and liability for failure to act can expose a school to significant financial, legal and moral loss. International schools are well served to develop and implement a comprehensive Child Abuse Prevention Program to meet legal and moral standards and to protect the school from exposure to liability.

Budget Implications

Like all programs the school offers, the school needs to provide adequate resources of personnel, time and financial support in order for a comprehensive Child Protection Program to be successful. Heads of School, administrators and budget line managers need to ensure that the necessary support is in place for the Child Protection Team to oversee a well-funded and well-supported comprehensive Child Protection Program. Some possible considerations include:

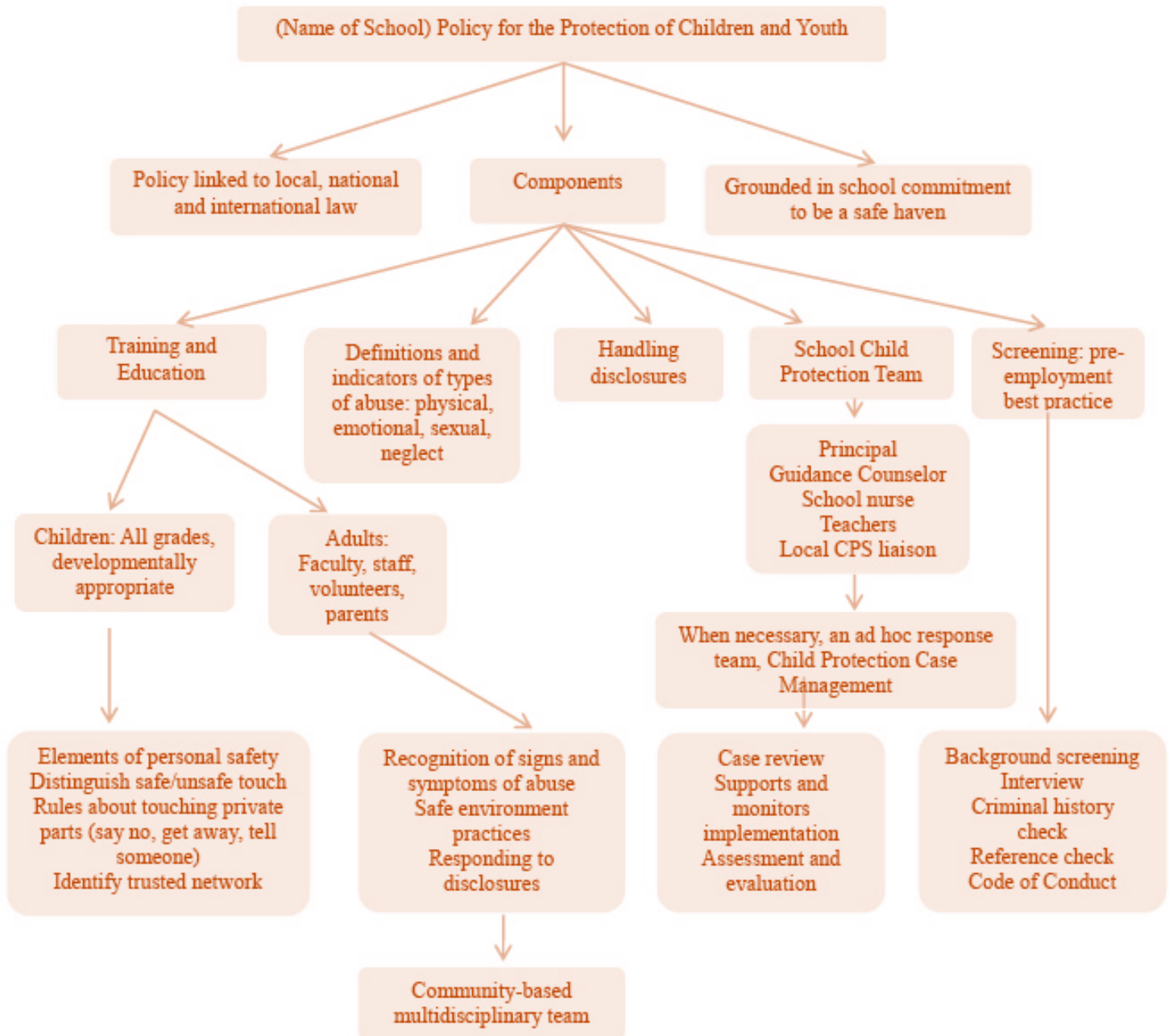
Start Up Expenses:

- Personnel – formalize a Child Protection Team at your school; formalize job descriptions for team members and allocate adequate time within overall scope or each person’s job responsibilities.
- Time – adopt a formal school calendar of events; allocate time for the Child Protection Team to accomplish tasks
- Financial – budget for:
 - * Release time or special assignment stipend or both for research and development of all aspects of the Child Protection Program
 - * Provide support for curriculum development within school established curriculum program and purchase of materials
 - * Provide support for training of staff
 - * Provide support for consultant services
 - * Annual training sessions, led by consultants on-site, individuals sent abroad or internet
 - * Training modules

Recurring Expenses

- Financial –provide for recurring costs of materials for program needs
- Provide support for on-going training of staff
- Personnel – monitor and adjust to include time demands of the school Child Protection Team and the Multi-Disciplinary Team; release time may be needed for meetings, OR off-site visits to community social and legal agencies
- Provide support for Multi-Disciplinary Team members from other agencies or organizations such as hosting meetings, transportation costs, perhaps small token of appreciation
- Provide support for consultant services

Overview of a Comprehensive Child Protection Program



Part B: Administrative Handbook

Elements of a Comprehensive Child Protection Program

In order to build a comprehensive child protection programme, we suggest that the first and foremost task is to form a Child Protection Team at your school and to give the team a clear and sweeping charge to develop a comprehensive approach to Child Protection at your school. See Appendix B for a detailed list of personnel and responsibilities of the Child Protection Team and other school personnel. The following outline of the elements of a comprehensive child protection program is expanded in the section that follows.

A PROACTIVE framework includes the following:

- 1. Policies and procedures**
- 2. Screening and criminal background checks**
- 3. Code of conduct**
- 4. Education and training (adult and child)**
- 5. Child protection teams**
- 6. Community partnerships**
- 7. Community-based multidisciplinary team**
- 8. Measurement, analysis, self-audits (provide supporting forms to ensure documentation to implement procedures and protocols)**
- 9. Turn-over Issues**

1. Policies and Procedures for Child Protection

- * Codify the safety framework
- * Announce pre-employment/volunteer screening
- * Identify mandatory training requirements (ie annual training)
- * Articulate the reporting protocol
- * Step-by-step instruction with flow chart
- * Rules for school, classroom, interpersonal safety
- * Identify who is expected/required to report and to whom
- * Emergency/after school procedures
- * Procedures for support of teacher and parents
- * Procedures for case when school personnel are accused of abuse
- * Articulate parent training
- * Set up a Support Network for your school
- * Participate in the community-based multidisciplinary team

2. Screening and Criminal Background Checks

- * Written application/statement of suitability
- * Personal interview
- * Credential check
- * Reference checks
- * Criminal history background check
- * Sex offender registry
- * Faculty, staff, volunteers, parents, contractors, vendors/service providers

3. Code of Conduct and an Awareness Of Power Differential and the Responsibility to Maintain Appropriate Boundaries

- * Use of discretion when touching a child
- * How to handle 1-on-1 meetings / team approach
- * Prohibition against smoking, drinking, profanity, sexual innuendo or jokes when around children.
- * Use of social media, text, email restricted
- * Compliance with reporting policies / protocols
- * Must be read by all current/potential employees and volunteers and signed to acknowledge receipt

4. Education and Training for the Three Major Populations in Schools

- * For teachers: Awareness, types, signs/symptoms, prevention, policies and laws, reporting process, children's curricula, local authority and resources
- * For students: Age appropriate personal safety/abuse prevention training for all grade levels based on core elements and evidence-based practices
- * For parents: School safety goals and objectives, how to talk with their children, local authority and resources available, parent films, take-home letters and home exercises
- * Collaboration/partnership with school and community resources

5. Child Protection Teams

- * Sets the schedule for lessons and other child protection tasks for the school year
- * Keeps up-to-date on research and best practices
- * Provides a group and venue where concerns can be discussed/assessed for suspected maltreatment to support teachers
- * Can address teacher reluctance to report
- * Provides emergency/after-hours contact points and facilitates reporting
- * Interface with local social/medical/legal services, expertise

- * Can conduct internal audit

6. **Community Partnerships (Western Model) For Resources and Reporting to Authority**

- * Legal/Social
- * Departments of Social Services, Children and Families, District Attorney's Associations
- * Governor's Commission on Sexual and Domestic Violence, Child Sexual Abuse
- * Prevention Partnership
- * Education/Training/Advocacy
- * Children's Trust Funds, Committee for Children, State Department of Education, State Child Advocate
- * Research
- * Colleges, Universities, Children's Hospital, General Hospital, Crimes Against Children Research Center
- * Essential for legitimacy, expertise, advocacy

7. **Community-based Multidisciplinary Team (MDT) Built on Western Model for Third-Party Support and Authority**

- * Determine the locations of the authorities (police, embassy, employer, home-of-record resources) relevant to our population and which cases the school handles vs. which are out-sourced or referred
- * Set up an alternative to western reporting units with a community-based multidisciplinary team along with other international schools:
 - A representative from each international school in the area
 - Social worker with an awareness of the issue in your area
 - Medical doctor with an awareness of child abuse
 - Psychologist with an awareness of child abuse
 - Legal contact with an awareness of local child protection law
 - Local authority (police, domestic violence, women's desk, etc)
 - Local non-government agency that focuses on children, domestic violence, etc.

8. **Measurement, Analysis, Self-Audits**

- * Compliance and quality/effectiveness (both/and)
- * Annual self-audit assesses the basics
- * Analysis of policies and procedures every 3 years
- * Continuous quality improvement
- * Effectiveness measurement
- * Collect and collate brief description of each case for ongoing research

9. **Turn-over Issues**

1. Components of A Child Protection Policy And Procedures

Every international school has the responsibility to have and to implement a Child Protection Policy. A concise policy should contain the following components:

- * Brief rationale for policy
- * Statement on role of the school and staff in protecting children and supporting families to remedy issues of child abuse or neglect (safe haven for children)
- * Mandate for staff to report according to administrative procedures
- * Annual communication and training requirements for leadership, staff, parents, and students
- * Refer to hiring practices to ensure safety of children
- * Refer to procedures for dealing with alleged staff offender
- * Policy needs to be aligned with international and local laws and take into account potential relationships to local resources
- * Self-audit annually to ensure compliance and effectiveness of the policy

When writing your policy, develop a relationship with local resources for support and grounding in the local system. Examples are UNICEF and local offices of the International Society for the Prevention of Child Abuse and Neglect (ISPCAN). Go through your regular board policy development process and include input from school counsellors, teachers, parents and school lawyers. Solicit input through an open and re-iterative process before reaching a final product. Set deadlines.

The school should engage community professionals in reviewing, vetting and responding to the draft policy before it moves to the Board level for action. A community multi-disciplinary team is made up of volunteer professionals and should include: social work professionals, child protection services professionals, local police, local juvenile and domestic violence unit personnel, a lawyer who is not a school attorney, medical doctor/hospital personnel, a court advocate professional, and a licensed psychologist/professional community counsellor. Ideally this multi-disciplinary team should be culturally diverse; however, it is most essential that all members are well versed in the issue.

Involving the community multi-disciplinary resource team will provide valuable input to the policy development, and will ground the school's policy and actions in local laws. Additionally, the school will develop valuable community partnerships that will provide professional expertise and support to the school's Child Protection Team in the case of extreme incidents of abuse.



GENERIC SAMPLE POLICY STATEMENT

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. (School Name Here)_____ endorses the UN Convention on the Rights of the Child, of which our host country, (School's Host Country Here)_____ is a signatory.

Schools fill a special institutional role in society as protectors of children. Schools need to insure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to insure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at (School Name Here) _____ must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in (Host City/Country Here)_____, to the appropriate child protection agency in the home country, and/or to local authorities.

(School Name Here)_____ seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, (School Name Here)_____ will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, will make every effort to implement hiring practices to insure the safety of children, and will review the policy annually for compliance and effectiveness.

In the case of a staff member reported as an alleged offender, (School Name Here)_____ will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

For detailed information on the Convention on the Rights of Child see the following link:

http://www.unicef.org/crc/index_30160.html

GENERIC SAMPLE LETTER TO PARENTS ABOUT CHILD PROTECTION POLICY

Dear Parents,

I am writing to inform you of a matter that is of sincere personal interest to me and is one that I hope is of utmost importance to all of you. I would like you to know that the [School] Board of Trustees has adopted a Child Protection Policy to guide our staff and families in matters related to the health, safety and care of children in attendance at our school. In fact, I am required by this policy to send this letter to parents at the beginning of each school year. Thus with this letter not only am I fulfilling my assigned duties; I also have the opportunity to write to you about this important aspect of our school's program.

The [school] Child Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which [host country] is a signatory. These two key articles from the U.N Conventional on the Rights of the Child are important and we wish to draw your attention to them:

Article 19 - Protection from abuse and neglect.

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

Article 34 - Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

By enrolling your child at [school], you agree to work in partnership with the school and abide by the policies adopted by the [school] Board of Trustees. All of us at [school] want you to know that we genuinely value our partnership with you in providing for the safety and care of your children. It is for this reason that [School] has endorsed a Child Protection Policy that defines the standards by which all [school] students should be treated with respect and dignity at all times.

As part of our overall educational programs and specific to our shared responsibility to educate children and to ensure a safe environment in which all children can learn and grow [school] will:

1. Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.
2. Provide parent materials and information sessions to help you better understand our programs and policy.
3. Annually train faculty and staff to recognize and report issues of abuse and neglect.

Let's work together at home and school to ensure that our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so they can grow and learn free of fear in a safe and supportive environment. I thank you for your support of our efforts and invite you to contact your school counsellor or principal regarding any specific questions you may have in this regard.

Sincerely,

2. Procedures: Preventing Child Abuse & Responding to Incidents of Child Abuse

Schools should focus most of their energy on implementing policies and procedures that prevent incidents of child abuse from occurring; however, schools must also have clear procedures in place for reporting and responding to suspected, observed or disclosed incidents of child abuse.

FOCUS ON PREVENTION

1. Child Protection Policy and Procedures are distributed annually to parents and staff
2. School provides parents, staff and students with a common definition of child abuse (physical, neglect, sexual and emotional)
3. Vertical curriculum written and taught to students annually that includes strategies to recognize inappropriate behaviours, respond assertively and to report incidents to school personnel and/or family members
4. Staff Code of Conduct to give clear expectations and boundaries
5. Student-on-student violence policy, including bullying, is publicized and implemented
6. School leadership designs and implements procedures to ensure the safe recruitment and selection of staff

STAFF AND PARENT RESPONSIBILITY TO BE PREPARED

The policy and procedures should contain a clearly delineated reporting system that addresses the roles and responsibilities of staff, administration, parents and other adults who have access to the school campus. For example, administration is responsible for distributing the Child Protection Policy and Procedures to staff, parents and other school community members. Faculty and staff must receive regular training on how to recognize and respond to breaches of the Child Protection Policy, and the school principals must hold teachers accountable for teaching the Child Protection Curriculum. Additionally, the school administration may want to require parents to annually acknowledge the receipt and understanding of the expectations outlined in the Child Protection Policy and Procedures.

PREPARE FOR DISCLOSURES

Teaching students about child protection and making yourself a part of their support system invites them to come to you with a problem. School personnel must understand and know how to respond appropriately, knowing that it is often very difficult for children to disclose abuse. Students often cannot tell about a touching problem because of the fear of:

- * **Memory.** Children often cope with their abuse by pushing it so far back in their minds that they “forget.” To remember means to feel hurt again.
- * **Loss of Love.** Children often worry that their parents or friends won’t love them once they know about their abuse because now they are “dirty.” This is often because children will take responsibility for their abuse. Children also often fear the separation of their family because of the telling. Offenders work hard to reinforce these feelings in order to keep the child silent.
- * **Shame & Guilt.** Children either know or can sense that what happened, especially a sexual experiences with an adult, is wrong. By telling someone and acknowledging that this happened, they fear the shame of the abuse. They fear they will get into trouble for telling. Older children will experience more of a sense of guilt than younger children, especially in sexual abuse.

- * **Blame.** Children fear that they will be blamed for what happened and in the case of sexual abuse that they somehow wanted it. Adults tend to be believed over the child and offenders often state that the child “asked” for the sexual touch or other abuse.
- * **Harm.** Offenders often maintain control over their victims by threatening harm to them or their families if they tell. Children are then burdened with the inappropriate responsibility for keeping their families safe.

Understanding these fears of disclosure will help in your appropriate response.

GUIDELINES FOR RESPONDING TO A CHILD’S DISCLOSURE

- * Do not let a child swear you to secrecy before telling you something. You may need to report, which the child will view as breaking your trust with them.
- * If a child asks to speak with you, try to find a neutral setting where you can have quiet and few interruptions.
- * Do not lead the child in telling. Just listen, letting him/her explain in his/her own words.
- * Don’t pressure for a great amount of detail.
- * Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm.
- * Do not make judgmental or disparaging comments about the abuser - it is often someone the child loves or with whom he/she is close.
- * Do not make promises to the child that things will get better.
- * Do not confront the abuser.
- * If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting your school-based Support Team or the Community-based Multidisciplinary Team. Do not take the child home with you!
- * Respect the child’s confidence. Share with the Child Protection Team, but limit information from and with other staff.
- * Explain to the child that you must tell someone else to get help.
- * Try to let the child know that someone else also will need to talk with him/her and explain why
- * Empower the student by as much as possible allowing the child a part in the process.



Please note: teachers are not investigators. Your role is to listen and respond to disclosures in order to determine the next step for students to get the help they need. When appropriate, a request for an investigation must be completed.

GENERIC SAMPLE PROCEDURES FOR DISCLOSURE, REPORTING AND FURTHER ACTION

General Principles

International schools are diverse and complex organizations that need to operate differently according to their local context and needs. As such, the following principles are taken into account when suggesting a framework for procedures for disclosure, reporting and further action:

- * International schools often reside in cities and countries that may offer limited internal and external support services.
- * International schools should recognize the limitations of expertise in the area of child protection. For example, teachers are not trained investigators or therapists. Therefore, international schools should make use of any local community partnerships and engage consultants with particular expertise in the area of child protection services whenever needed.
- * International schools need to assess the skills needed for their counsellors in environments that have few professional mental health resources and determine boundaries for which cases they can handle and which cases to refer.
- * Laws vary from country to country, and individual international schools need to act according to their local regulations and international conventions to which the host country is signatory.
- * The cases of alleged abuse need to be considered both from the perspective of the alleged victim and the alleged child abuser, establishing the need for a due process.
- * Respect the child's readiness and privacy. The child will disclose whenever he or she is ready. Therefore, do not push for any additional information other than what the child volunteers.
- * It is important to minimize the number of times the child has to engage in disclosing.

GUIDELINES ON PROCEDURES FOR REPORTING AND DISCLOSURE

Schools need to have procedural guidelines in place once abuse or neglect is suspected, disclosed or observed. These procedures should clearly outline:

- * Required faculty/staff training and procedures for handling disclosure in order to protect the integrity of what the child is disclosing
- * The roles and responsibilities of the administration, faculty, and staff to report and react to suspected, observed or disclosed abuse
- * A timeline for response
- * Procedures for investigating the suspected, observed or disclosed abuse
- * The possible actions that will address the confirmed cases of abuse
- * A flow chart for steps to be followed after disclosure

VULNERABLE POPULATIONS

When working with issues around abuse it is important to be concerned with vulnerable populations. This population consists of students who are developmentally delayed, children with learning differences, or children with disorders such as Asperger's or autism. These populations often do not express emotions or understand human interaction in the same way as the average child. Often they will not understand that what is happening is wrong, nor may they have the voice to express the danger they are in. With these children it is particularly important to notice if their behaviour changes or they become self-destructive in any way.

SAMPLE: TO WHO TO REPORT AND WHEN

Most cases of suspected abuse or neglect will be handled by school counsellors, such as those involving:

- Student relationships with peers
- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as mild depression, low self-esteem, grieving

Some cases will be referred to outside resources, for example:

- Mental health issues such as severe depression, psychosis, dissociation, suicidal ideation or attempts

Cases reported for investigation and outside resources:

- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:

- Community-based multidisciplinary team, including:
 - * Local authorities
 - * The consulate
 - * The employer
 - * The home-of-record welfare office

SAMPLE PROCEDURES FOR REPORTING & ACTION

Adapted from policy written at International School Nido de Aguilas

It is obligatory for faculty, staff, and administrators to report incidents of physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately or within the next school day, to a school counsellor who, in turn, shall inform the principal. The principal shall inform the director.

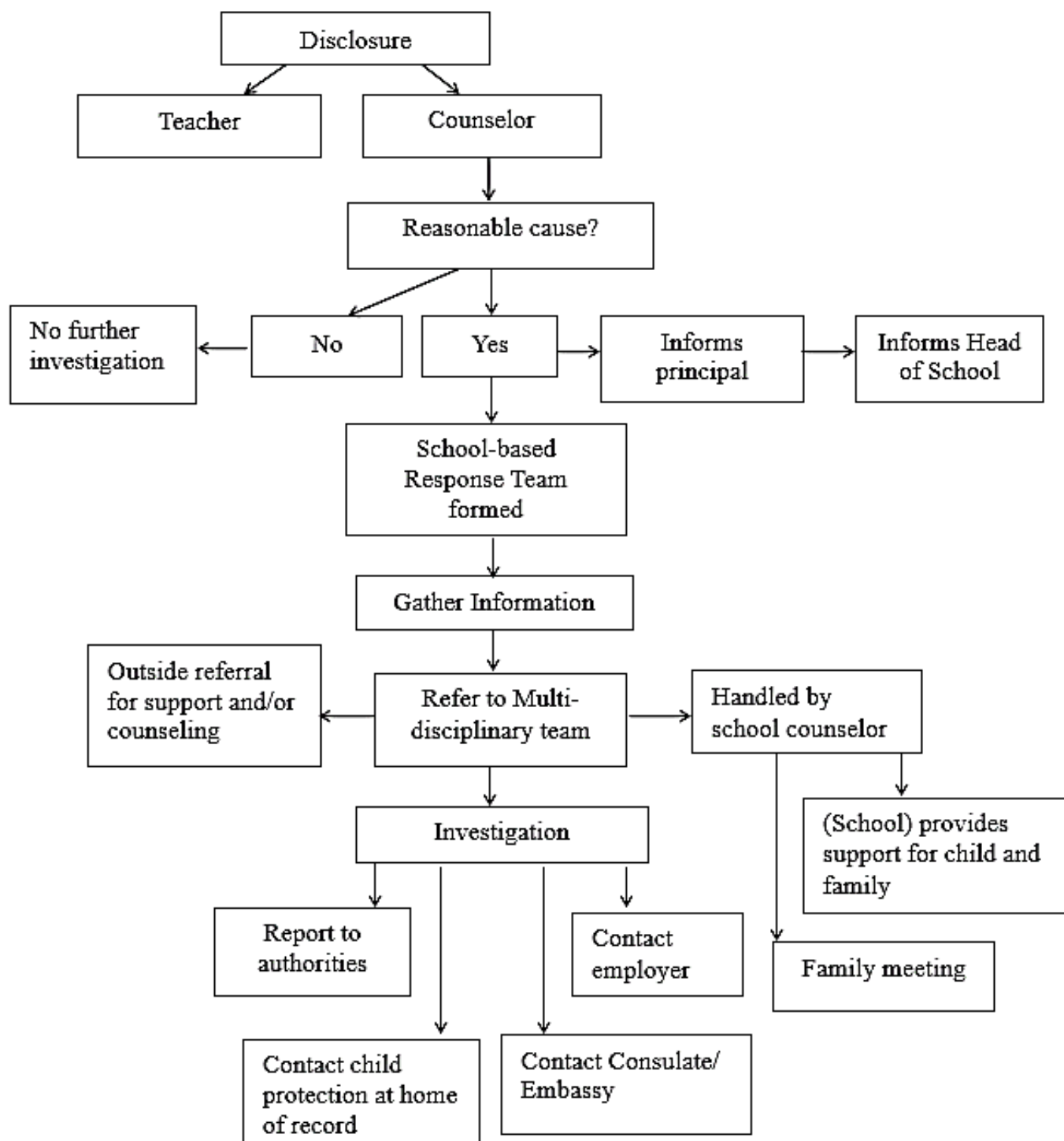
Students are encouraged to report incidents for which they themselves or others may be the victims. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a school counsellor. The counsellor shall gather information and provide written documentation including the date, person or persons involved, and any additional relevant information. If there is reasonable cause to believe child abuse has occurred, the counsellor will report to the Principal who shall follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions. Such actions include, but are not limited to, one or more of the following:

- Conference with students involved
- Parent notification
- Meeting with parents
- Meeting with others pertinent to the case, including the alleged perpetrator(s)
- Contacting school nurse
- Psychological assessment
- Mandatory counseling sessions
- Referral to the Child Protection Team
- Reporting to child protection services
- Legal action and prosecution by the authorities
- Suspension or termination of employment (if a school employee)

SAMPLE FLOW CHART FOR REPORTING AND ACTIONS AFTER DISCLOSURE

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the counsellor, or to the principal. In all cases, the principal will be notified. It is the responsibility of the principal to inform the superintendent of the suspected case of child abuse or neglect.

All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All (name of school) employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the counsellor within 48 hours for immediate response.



DOCUMENTATION OF REPORTED OR DISCLOSED CASES OF ABUSE

School policy regarding confidentiality and management of school records applies to all aspects of the documentation of incidents of abuse. Schools are encouraged to research what is best practice in similar schools and to develop their specific procedure for managing documentation of incidents of abuse as well as transmission of documents to other schools or agencies.

The school should be guided by local law, international law, and the advice of the school legal team and local community child protection resources/personnel. Issues for discussion include where to keep the child's records and what information to give to the next school based on legal requirements and possible liability for non-reporting. Child protection usually follows the child, especially if the problem is within the family; thus, we are morally obligated to do as much as we can to help the next community protect the child/youth.

Admission policy and procedures should specifically inform parents that school records will be forwarded to other schools upon transfer of the child to another school. Parents should indicate their agreement with this requirement in the admission contract.

The individual school should review and define specific documentation that could include the following:

- * Confidentiality agreement for all members of a case management team
- * Minutes of Child Protection Case Management Team meeting including decision or actions recommended
- * Case Management standard reporting form (usually compiled by counsellor or case manager) should include:
 - Reporter's relationship to the child/victim
 - Child's name, gender, age, address
 - Information on parents/guardians
 - Information about the reporter and school
 - Nature and extent of injuries/maltreatment
 - How reporter became aware (firsthand witness?)
 - Description of action taken (if any)
 - Other information that may be helpful
 - Name of perpetrator, siblings at home, prior evidence
 - Information about the cause, and those responsible
- * If determined that the case warrants making a report to local authorities or agencies, this report should be documented using applicable forms.



What if the Suspected Offender Works for the School?

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

The integrity of a school and a system is NOT dependent on whether or not an offender exists; instead the integrity of the school or system IS dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the school to prevent and deter sexual harassment, as well as provide procedures for the resolution or prosecution of sexual harassment between teacher and pupil.

SUGGESTIONS for handling disclosures of teacher offenders:

- * Depending on severity of the allegation, place the teacher on forced leave for at least three days.
- * Inform the child's parents immediately.
- * Undertake an inquiry immediately. Depending on severity, determine who will investigate, whether by the school-based support team or the community-based multidisciplinary team.

In the case where the alleged offender is a school volunteer, or is a member of the school faculty or staff, and the suspected, observed or child-disclosed offense is sexual in nature, the involvement of local child protection and law enforcement agencies would be essential to not only protect the child, but to also remove and prohibit the alleged offender from further contact with any additional children at the school. Involvement of appropriate law enforcement agencies also protects the school from any form of malfeasance in regard to how the case is handled. This is important because in cases of sexual offenses against children, research shows that offenders are likely to have multiple victims in the same location. Standard practice is to place the alleged offender on temporary leave of absence until the professional investigation is concluded.

3. Safe Recruitment

The first and most effective means of preventing child abuse is screening out potential abusers before they come to the school. All personnel, staff, teachers, volunteers, and other members of the community whose potential employment or volunteer service involves direct contact with, and/or the potential for unmonitored access to children (including any individuals who regularly provide transportation to children) should be given thorough reference and background checks, including review of criminal and sexual offender records.

Likewise, organizations should require all contractors, vendors and service providers to provide evidence that a background check was completed on any individual sent by the contractor to provide onsite services. Further, when an organization enters into a contractual relationship with an external organization where that external organization will be bringing minor children onto its property, such organizations should be required to provide evidence beforehand that the adults accompanying the minors have undergone the appropriate background and criminal record checks.

Organizations should ideally be able to designate an office responsible, usually Human Resources, for initiating and evaluating the applicants for positions that require background checks. The elements of a comprehensive background check should include:

- * A written application and a “statement of suitability” requiring a signature stating that the applicant knows of no reason or prior circumstance that would preclude him/her from working safely with minor children
- * A personal interview
- * Credential check depending on position being sought
- * Reference checks
- * Criminal history background check (local, state, multi-state, national, international options depending on where the applicant is coming from and the position being sought). Note: for applicants from the United States, most states require an Authorization Form to be filled out and signed by the applicant before a criminal records check can be accomplished. An online module designed to assist in the pre-employment/volunteer screening process can provide links to the required. For applicants from the United Kingdom you can use this website: <http://www.cobis.org.uk/page.cfm?p=752> forms.
- * Sex offender registry check in some Western countries
- * Published procedures as to how and by whom criminal history records will be reviewed and evaluated (with criteria for disqualification) – including a description of the appeals process required by law
- * A statement that all background screening accomplished by or on behalf of the organization will comply with relevant privacy laws.

Schools should also reserve the right to conduct background screening and make this explicitly clear to employees and volunteers, at any time after employment or volunteer service has begun – and will do so periodically. It should also be made clear to all applicants that any misrepresentations, falsifications, or material omissions in the information provided by the applicant, whenever discovered, may result in disqualification from, or termination of employment or volunteer service with the organization.

In any policy, it will be important to note that unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. In general, if a background check indicates that there is adverse or criminal activity in the applicant’s background, the office responsible for screening (i.e., Human Resources or another designated office) can bring the adverse or criminal information to a small “Review Committee” comprised of senior staff for final determination

and possible appeal (with criteria for disqualification determined by the organization). In other United States cases, certain types of background checks are accompanied by state-regulated criteria for disqualification that have been predefined.

For example, if a check indicates that the applicant has an adult criminal record it must be reviewed by the school and placed into one of the following three categories:

- * Permanent Disqualification: permanently disqualified from working with children because of the particular criminal offense
- * Presumptive Disqualification: before a determination can be made the school can review additional information and consider:
 - The relevance of the criminal offense to the nature of the employment or volunteer service being sought;
 - The nature of the work to be performed;
 - The seriousness and specific circumstances of the offense;
 - The age of the candidate at the time of the offense;
 - The number of offenses;
 - The length of time since the offense occurred;
 - Whether the applicant has pending charges;
 - Any relevant evidence of rehabilitation or lack thereof;
 - Any other relevant information, including information submitted by the candidate or requested by the hiring authority.
- * Discretionary Disqualification: infraction is minor enough that hiring decision can be left to the discretion of the school.

After-school instructors and volunteers also need to be screened. What references do you need to get for these personnel?

What are possible questions to ask of the referees?

WHILE THIS HANDBOOK IS ABOUT KEEPING OUR STUDENTS SAFE, WE RECOMMEND THAT YOU HAVE SCHOOL POLICIES AND PRACTICES TO ALSO PROTECT YOUR FACULTY AND STAFF WHO MIGHT BE EXPERIENCING DOMESTIC VIOLENCE

4. Code Of Conduct

As a measure of prevention and of setting clear expectations, schools should implement a Code of Conduct to be agreed to and signed by all school personnel and all volunteers who are part of the school community.

SAMPLE CODE OF CONDUCT

[Name of school] is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of [name of school] can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviours with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at all [name of school] campuses, schools, and institutions.

We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. [Name of school] personnel and volunteers are prohibited at all times from physically disciplining a child.

Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One- on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and civil authorities as described in the Child Protection Policy of the school.

Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Staff members and volunteers should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between [name of school] parents, administration, teachers, personnel, volunteers, and minors:

- * Communication between [name of school] (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- * Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.

- * Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- * Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

SAMPLE STATEMENT OF ACKNOWLEDGEMENT OF CODE OF CONDUCT FOR SIGNATURE

I promise to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children and youth participating in [name of school] programs.

I will:

- * Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- * Never be alone with children and/or youth at school activities without another adult being notified.
- * Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- * Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- * Comply with the mandatory reporting regulations of [name of school] and with the [name of school] policy to report suspected child abuse.
- * Cooperate fully in any investigation of abuse of children and/or youth.

I will not:

- * Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- * Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- * Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- * Give a child who is not my own a ride home alone.
- * Accept gifts from or give gifts to children or youth without the knowledge of their parents or guardians.
- * Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business.
- * Use profanity in the presence of children and/or youth at any time.

I understand that as a person working with and/or providing services to children and youth under the auspices of [name of school], I am subject to a criminal history background check. My signature confirms that I have read this Code of

Conduct and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from [name of school].

Name: _____ Signature/Date: _____

- ***Code of Conduct might be different for after- school instructors and contractual staff***
- ***To handle suspected offending by school personnel, refer to #7. Reporting.***

SAMPLE BEHAVIOUR POLICIES THAT WILL PROTECT TEACHERS FROM FALSE ALLEGATIONS

- * Avoid situations in which you are alone with a child. This includes not transporting youngsters alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.
- * The privacy of children in situations such as toileting, showering and changing clothes should be respected. When it is necessary to supervise children in these situations, at least two adults should be present and intrude only to the extent that the health and safety of the children require. Adult volunteers should preserve their own privacy in these situations also.
- * Avoid touching areas that are normally covered by swimming suits; breasts, buttocks, and groin.
- * When hugging is appropriate, hug from the side over the shoulders, not from the front. Sexual jokes, comments of a sexual nature, kissing, sensual massages or sexual gestures are not appropriate behaviour for an adult staff member or volunteer.
- * When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.
- * Revealing personal information about one's sex life by an adult volunteer or staff member is never appropriate.
- * Do not use corporal punishment in any form
- * It is the adult's responsibility to set and respect boundaries. When a child attempts to involve an adult in inappropriate behaviour, the adult must reject the overture.

5. Education & Training

Teaching Students: Curriculum Modules for Student Education

Research shows that personal safety/abuse prevention programs for children are successful when they are based on the most current research in prevention education and are rigorously evaluated; begin as early as pre-Kindergarten; use developmentally sequenced materials; utilize active, systematic and specific skills training; have multiple program components such as classroom training combined with parental involvement; use interactive instructional techniques that provide children multiple opportunities to observe the desired behaviour, model the behaviour and get feedback; and are instituted as a comprehensive part of the child's education - being repeated many times during the school year, and instituted over several years of instruction.

In its most effective form, sex abuse prevention education teaches children about “safe” and “unsafe” touches in a safety-based, developmentally sequenced curriculum. In order to provide children with adequate tools to resist the overtures of potential offenders, children must have the following information:

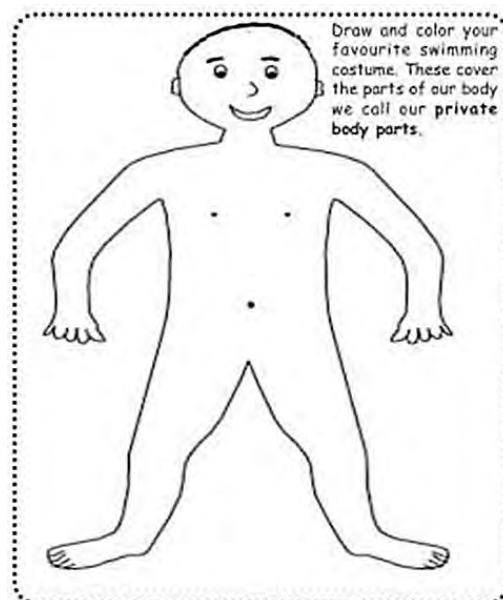
- * The accurate names of private body parts
- * Rules-based instructions regarding what to do if someone touches them in a way that is harmful. (Say “No”, get away, tell a grown up)
- * Assurances that they (children) get to say whether a touch is “unwanted” or not.
- * Assistance in identifying the safe adults in their lives
- * Reminders that they can always talk to parents or another trusted adult about anything
- * That they should continue to tell about harmful, unwanted, unsafe, or bad touches until they are believe.
- * That abuse is never their fault

Sex abuse prevention education is “preventive” in nature.

It is not intended – nor does it claim – to educate children about sex, sexuality, the sexual functions of private parts, or human love relationships.

It is intended to teach children about their rights to assert limits over what happens to their bodies and to give them the tools necessary to communicate effectively if someone violates those boundaries.

In short, sex abuse prevention education teaches children how to prevent themselves from being victims of criminal behaviour.



In the AISA Child Protection Program Handbook Addendum – Curriculum Guidelines, we refer to two curriculum modules for implementation/adaptation for use at your school. The Curriculum modules are organized into Elementary School units of study for grades preK-5, and Secondary School grades 6-12.

Elementary School Module includes:

- * Lessons for grade levels K-5 and sample resources for teacher use including print and on-line resources
- * Grade level modules present content in skill development that can be easily organized into a series of lessons
- * Suggested engagements for instruction and activities for student learning
- * Lessons are designed for various delivery options: classroom teacher, PE teacher, counselor, and school nurse to be adapted to your school setting
- * Lesson design is flexible enough to be adapted to various curriculum frameworks (PYP, British curriculum, US curriculum and other national and local curricula)
- * Parent letters (sample) for each grade level to inform parents of topics addressed
- * Suggestions for parent education/engagement
- * Definitions of safe and unsafe touch
- * Assertive skills training for students

At each grade level there are 5 major concepts/big ideas that are suggested for exploration. The nature of these conceptual understandings is developmental and spiralling in that with each year the level of depth of understanding increases. Each lesson focuses on a developmental appropriate exploration of a concept.

The scope and sequence of conceptual understandings is organized in the following framework:

Grade	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
KG	Safe touch	Unsafe touch and assertiveness	Touching Rule	Safety Steps	What to do if someone breaks the Touching Rule
Grade 1	Safe and unsafe	The Touching Rule	Whom to tell	Safety Steps	Using the Touching Rule and Safety Steps
Grade 2	Identifying safe/unsafe touch	Identifying unwanted touch	Touching Rule and Safety Steps (including peers)	Whom to tell and assertiveness	Secrets about touching
Grade 3	Identifying safe, unsafe, unwanted touch	The Touching Rule and Safety Steps	Telling touching secrets (whom to tell and how)	Learning to be assertive - Stand Up for Yourself!	
Grade 4	Identify safe, unsafe, unwanted touch	Review The Touching Rule and Safety Steps	Assertiveness skills	Whom to tell, why it's important, whom to trust, who can help	
Grade 5	Identify safe/unsafe situations	Review Touching Rule and Safety Steps	Whom to tell, why it's important, whom to trust, who can help	Relationships and assertiveness	Secrets and responsibilities (promises)

Secondary School Module includes:

- * Lessons designed to be implemented or adapted for grades 6 – 12
 - Four main concepts essential to child protection
 - Consistent child protection vocabulary for students
 - Student skill development
- * Curriculum design that can be implemented as
 - Stand-alone course
 - Weekend retreat/after school workshop setting for students and parents
 - Use in advisory programs or to be supplemented in advisory programs
- * Teacher support includes
 - Notes to the Teacher
 - Skills
 - Vocabulary
 - Suggested Engagements
 - Parent Letter
- * Curriculum implementation allows for flexibility to fit within your school program(s)
 - Advisory
 - Tutorial Time
 - Homeroom
 - Physical, Social, & Health Education (PSHE)
 - Physical Education
 - Health
 - Science

The scope and sequence of conceptual understandings is organized in the following framework. The 4 core concepts of the secondary curriculum remain the same in each grade: Identify, Access, Act, and Value. Teaching – and re-teaching – these essential learning objectives is key to student learning. Developmentally appropriate content and delivery for each lesson ensures a varied and rich learning experience.

	Concept 1	Concept 2	Concept 3	Concept 4
Grade 6	IDENTIFY! Safe & Unsafe Situations	ACCESS! Trusted Persons	ACT! To Stay Safe	VALUE! Self & Community
Grades 7-8	IDENTIFY! Safe & Unsafe Situations	ACCESS! Support Structures	ACT! To Stay Safe	VALUE! Self & Others
Grades 9-10	IDENTIFY! Safe & Unsafe Situations	ACCESS! Trusted Persons	ACT! To Stay Safe	VALUE! Self & Community
Grades 11-12	IDENTIFY! Safe & Unsafe Situations	ACCESS! Support Structures	ACT! To Stay Safe	VALUE! Self & Others

Please note that the lesson plans focus on private body parts. Most schools cover issues such as social- emotional development, bullying, and physical abuse. What is almost uniformly missing is direct reference to sexual abuse and exploitation. It is not our intent that child protection focus only on sexual abuse, instead we feel that by including these lessons your present sessions will become more holistic.

Parent Education

Child protection at school is a partnership with parents. A suggestion is for parents, upon admission at least or annually, to sign a “Ready to Learn” contract that states basic needs that parents will meet, such as nurturance, care and attention at home.

Parent education can be achieved in several ways:

- * Connect parent education to the READY TO LEARN contract

SAMPLE READY TO LEARN CONTRACT

Safe and secure children lead to better learning and better outcomes.

- [School] expects all student to punctually arrive every day.
- [School] expects that students will come to school after a good breakfast and good night's sleep.
- [School] expects all students to be clean and dressed appropriately.
- [School] expects access to parents or guardians when needed. [School] expects drivers to abide by rules for driving and parking.
- [School] expects all students to arrive correctly equipped for lessons:
 - Pen, Pencil, eraser and sharpener, Ruler, Calculator, Student Planner, Exercise books, text books and files for the day
 - PE equipment
- [School] expects all students to be polite, co-operative and to show respect for all members of the [School] Community.

At the end of the day we all help others by leaving rooms and the campus tidy.

- * Before beginning the lessons, conduct a gathering to inform the parents and encourage them to participate in their children’s education by reading the parent letters and, for elementary students, to complete the homework together with their child. These sessions could be evening meetings (can include MDT members), morning coffees, or formal parent education classes.
- * Promoting parent support and buy-in can be achieved through the annual distribution of school policy to all families during the admission process and returning families annually.
- * Emphasize to parents that this is a PREVENTION program

Concepts to include in advocacy and training of parents:

- * Understanding of specific policy and procedures of the school
- * Train to awareness of the issue
 - Signs and symptoms of abuse
 - Statistics of incidence and prevalence
 - Awareness of risks to which students are exposed – globally and locally
 - Vulnerabilities of international school students growing up in international communities
 - How to talk with your children – prevention strategies and empowering children
 - Handling disclosure and reporting as a parent
- * Inform parents of community resources for parents and to be used by school (especially domestic violence issues)
- * Provide parents with a list of resources, including for domestic violence needs. If possible, find ways that parents can meet these resources, such as inviting the resources to a parent evening to talk about relevant domestic violence and abuse issues.
- * Provide parents with information for how to keep safe and keep their children safe.

Training School Personnel in International Schools

International schools have several populations on campus. These include guards, cleaners, drivers, food services, administrative staff, after-school instructors and faculty. We suggest two different types of training: instructional personnel and support personnel.

Child Protection training of school personnel should place the emphasis PREVENTION PROGRAM and be connected to the concept of “ready to learn” – safe and secure children lead to better learning and better outcomes.

Content of training for ALL instructional staff (faculty, administrators, teacher assistants)

- * Understanding of specific policy and procedures of the school
- * Train to awareness of the issue
 - Signs and symptoms of abuse: knowledge of grooming behaviours
 - Statistics of incidence and prevalence
 - Vulnerabilities of international school students growing up in international communities
 - Developmental levels of children, with a focus on sexual development – what to expect at different age levels
- * Training to focus on handling of disclosure and reporting
- * Review of the lesson plans and how, when, by whom to present them
- * Depending on time and depth of content, suggested strategies include
 - Presentation
 - Interactive teaching with assessment
 - Role play and simulations of disclosure
 - Practice, practice, practice

Content for Differentiated Training of Members of Staff

Board Members

- * Policy of school and procedures for implementation
- * Implementation of Child Protection Program
- * All parent training sessions

Administrators

- * Implementation of policy at their area of control
- * Code of conduct development
- * Accountability
- * Case management – how to handle range of issues from uncertainty of reporter to direct disclosure to working with personnel involved in the case
- * Specific reporting of concerns
- * Case of abuse
- * Teacher implication – due diligence
- * References, hiring practices
- * Role play (with trained facilitator preferable)

Support Staff, After School Activity (ASA) Staff and Coaches Outside of School Awareness Meeting

- * Instructional staff content above
- * Code of conduct
- * Behavioural expectations – refer sample behaviour policies that will protect teachers from false allegations
- * How to access help

Contracted Staff

- * Develop overall context of school's management of the issue within school policy and procedures
- * Code of conduct
- * Behavioural expectations – refer sample behaviour policies that will protect teachers from false allegations
- * How to access help

Who will Deliver the Training Sessions?

- * Head of School
 - Ensures training takes place and adequate resources are available to support the program
 - Is public advocate for the program and implementation endorses internal personnel in their roles
- * Implemented by counsellor and administrator at each division
- * Consultant should be used when necessary to bring counsellors and CP team to a trainer of teachers model
 - Counsellors network to support program implementation at schools
 - Counsellors specific to their expertise and role as defined by school
 - On-line training where appropriate within support differentiated objectives of different groups
 - Combine with in-person training whenever possible

Frequency of Training

- * Awareness level training should be twice a year (two sessions)
- * Skill training specific to job description – to be determined by needs of individual personnel – minimally twice a year (two sessions)

SPECIAL EMPHASIS ON TRAINING NURSES

Most schools have a school-based clinic for general and first aid issues. Many of the nurses are host country nationals. These two points are important when planning and implementing a child protection program in our international schools. Nurses require a child protection training that is medically-based, in addition to attending and participating in the regular school-based training sessions. Many countries are developing child protection units in government hospitals that provide specialized training. Some countries give specialized credit or certificates for these trainings. It is suggested, therefore, that international school nurses attend and be accredited by those trainings. This would strengthen the link between local resources and our schools, including support for our nurses on this sensitive issue.

For international schools in countries without an in-country child protection training resource, it is still highly recommended that all school nurses receive specialized training. Reading materials and several discussion meetings with a medical consultant (some embassies may be able to provide this service) is a very basic option for this training. For international schools in countries without in-country training but employing a foreign- hire nurse, it is recommended that the nurse attend specialized training sessions abroad. Resources for such trainings can be found at the National Association of School Nurses (<http://www.nasn.org>) and the Royal College of Nursing (<http://www.rcn.org.uk/>).

6. Child Protection Teams: Roles & Responsibilities

A school's child protection policy will need several different groups to support implementation and intervention:

1. A school-based child protection team
2. A school-based child protection case (response) management team
3. A multidisciplinary team of local and international child protection professionals

1. The Child Protection Team (CPT)

The CPT will consist of:

- * School Psychologist – if the school has a School Psychologist, this individual leads the CPT team
- * Counsellor
- * Nurse
- * Teacher representative from each level within the school (i.e. elementary, early childhood, middle and high school, etc.)
- * Administrator – Head or designated principal according to need
- * External resource (i.e. community Child Protection Worker)
- * Someone to provide a combination of corporate (school) historical memory and school and local expertise.

The role of a school-based Child Protection Team (CPT) is to ensure that there is a comprehensive Child Protection Program (CPP) in place at the school and to annually monitor the effectiveness of the program. Specific tasks include:

- * Ensure a comprehensive Child Protection Program is in place for school
- * Work within the school's existing structures to ensure development and adoption of a Child Protection curriculum that will meet the needs of the school
- * Ensure that child protection curriculum is taught and assessed annually
- * Support teachers and counsellors in implementing Child Protection Curriculum
- * Ensure/guide Professional Development for training for all staff including teachers and volunteers regarding the Child Protection Program
- * Ensure/guide parent evening education programs to support understanding of the objectives and goals of the CPP policy and curriculum
- * Ensure systems are in place and monitored to educate and involve all school volunteers in the child protection program
- * Serve as a resource group in working with cases requiring child protection - assist reporting and follow-up disclosures to the multidisciplinary team or where appropriate

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

- * Discuss readiness of the teachers to teach personal safety
- * Plan for the parent meeting to introduce the topic and any letters to parents
- * Preparation/familiarization/inventory of the personal safety materials including forms to use

- * Review work plans from teachers
- * Review personal safety protocols and guidelines
- * Schedule future school-based support team meetings
- * Review scheduling of the local multidisciplinary team meetings

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

SAMPLE GUIDELINE FOR CPT - CHILD PROTECTION PROGRAM ANNUAL CALENDAR OF ACTIVITIES

Time Line	Activity	Responsibility
August	Inform Board staff students and parents about school Child Protection Program	Head of School
	Inform new families of school Child Protection Program	Admission Office Counsellor
	Convene Child Protection Team – appoint chair and orient new members	Head of School
	Review data from previous school year- develop implementation plans for current year	Child Protection Team
	Endorse an MDT - contact each member to check availability	Child Protection Team
	Have a meeting with all affiliated schools in your area/city	Head of School
September	Implement annual plan	Child Protection Team and division principal
	Train all staff on details of program, individual responsibilities and how to manage disclosure	Principal, Counsellor, Head of School
	Teach lessons to students	Teacher, counsellor
	Inform parents in writing and hold parent evenings	Counsellor, principal
	Ensure all staff, volunteers and contracted service providers sign code of conduct	Principals, supervisors
	Convene Community Resource Team	Head of School
October	Continue lessons within curriculum plan	Teacher, counsellor
	Ensure lessons have been taught	Principal
November	Convene Child Protection Team to review implementation	Head of School
	Review hiring practices to ensure: background screening, criminal history check, reference check includes discussion of child protection history; ensure code of conduct signed when hired	Head of School, H.R. Director, Principals
	Review/revise curriculum and recommend resources as needed	Principal, Curriculum Lead & teachers
January	Inform new families of Child Protection Program	Admission, counsellor
	Hold parent evening	Counsellor, principal
	Convene Child Protection Team - Update and review activities of first semester; make recommendations for areas of need.	Principal, counsellor
	Orient new students to Child Protection Program	Counsellor
As needed	Convene Child Protection Case Management Team	Case manager, usually counsellor or principal
	Convene Multidisciplinary Team	Head of School

2. THE CHILD PROTECTION CASE (RESPONSE) MANAGEMENT TEAM (CPCMT)

The CPCMT will consist of:

- * The individual (when an adult) reporting the case
- * Counsellor (as case manager) or school psychologist if available.
- * School personnel making the report in accordance with school policy and procedures
- * Division level principal
- * Division level administrator or other designee(s) as determined by head of school
- * Depending on case, involvement of local resources or consultant expertise
- * Depending on case, request an MDT meeting for reporting (refer below)

When there is allegation of abuse, the school will endorse a Child Protection Case Management Team (CPCMT) to respond to that specific allegation. The purpose of this ad hoc team is to manage cases of abuse. It is essential for the Child Protection Management Team to recognize the limitations of their expertise and to involve local resource or other consultant expertise as necessary. The team will gather needed information to determine what the next steps are: handled by the school, referred to outside support services, referred to the MDT for possible reporting to authority.

The school-based child protection case management team will meet based on need. This includes when a teacher brings a concern to the team or whenever a child discloses (Category C). The team will look at school policy and the nature of the abuse in order to determine the next step for action, whether it be handled by the school, taken to the MDT, or reported immediately to authority.

Discussion can be guided by the following information:

- * Child's name, address, birth date, gender, and grade
- * Parent's name, address, home phone (if possible) and work places
- * Nature and extent of the suspected abuse
- * Information on previous injuries or background data
- * Identity of alleged abuser (if known) – or self-harm

The gathered information will classify the case as Category A, B, or C.

Category A Most cases will be handled by school counsellors	Category B Some cases may be referred to outside resources:	Category C: Cases reported for investigation
- Student relationships with peers - Parenting skills related to disciplining children at home - Student-parent relationships - Mental health issues such as depression, low self-esteem, grieving	Mental health issues such as depression, psychosis, dissociation, suicide ideation	Severe and ongoing physical, emotional and sexual abuse or neglect

3. Multiple Disciplinary Team (MDT)

For cases of sexual abuse, severe physical or other abuse (Category C), the school will request the case be taken to an outside Multidisciplinary Team (MDT) for consultancy and supervision.

The MDT must be based in local law and resources. This means your school must set up strong relationships and community partnerships with several support and other systems in your city.

Refer to #7 below.



7. Community Partnerships

Developing a Network of Community Support Resources and a Multidisciplinary Team for Reporting

There are several levels of community around our schools, but for the purpose of this handbook, we will now focus on two:

1. Community of international schools in our city or region
2. Community of authority and support services and professionals

International schools are not islands. An optimal safe environment requires the cooperation, collaboration and support of the entire community, including the local governmental and non-governmental agencies in place to protect children and advocate for their needs. Furthermore, it may be obligatory and necessary to work with local statutory agencies to deal with child protection issues and problems. It will be important for international school administrators to be aware of and be in contact with, the agencies and institutions in their host country/city that have roles and responsibilities regarding children's issues. The following are some of the government and nongovernmental bodies that your school should contact and collaborate with in terms of developing and implementing school-based child protection programs.

- * The police
- * Hospitals
- * The courts and lawyers
- * The Children's Department(s), Embassies and other Government agencies
- * Nongovernmental agencies (UNICEF, ISPCAN, etc.)

International schools need to understand and adhere to laws and regulations of the host country in developing and implementing child protection procedures. Developing formal and informal working relationships at different levels with host country authorities are important steps that schools may have to take to implement effective child protection program. It is best to establish relationships in advance and in a proactive manner rather than have a first interaction with a host country agency occur during a time of crisis or need. School administrators and counsellors are well served to visit host country agencies and ministries as well as to host at your school courtesy "get acquainted" meetings with various host country resource personnel.

1. Community of international schools in your city or region.

Individual schools do a lot for their students, from on-site services to professional referrals. Often professional referrals are other expatriates, and often equally as transient. Services such as counselling and support for child protection issues, due to their nature, are best served by professionals that understand specific cultural elements – at times even the need for the same use of a particular language facilitates effective service. Due to the transient nature of our community, international schools tend to have to renew their resource list annually, as well-respected counsellors or therapists will move with their spouse to their next post.

Each international school cares for their students. Each international school will have their list of resources to help their students and families when needed. A network of international schools that share resources would increase effective referrals and build ongoing relationships with a wider group of professionals. An idea that three international schools have used is to invite peer schools in a city or region to join a network that focuses on child protection. These schools help each other build policy and procedures, share training of teachers, and even share parent evenings. This network joins all the schools' resources into one list, increasing each school's access to help. This network meets at regular intervals with

at least one participant of each member school attending meetings. In the three example settings, the group was called CRAN – Child Rights Advocacy Network. When like-minded schools are together, supporting each other, it is less difficult to build relationships with local authority such as the police and doctors. When your school experiences cases of suspected abuse, there is support from peer professionals. Parent evenings bring together a larger group of parents who can help each other. Building child protection in your school can be challenging, so doing it together with peer international schools can only help.

Effective child protection requires the involvement and contribution of different sectors of society. As part of the community, international schools have an obligation to participate in the child protection endeavours of their host community.

- * Ensure that your school becomes a partner in child protection activities in the community.
- * Designate capable staff members who could represent your school in community related child advocacy issues.
- * Identify, join and contribute to child protection network groups in your community.
- * Participate in high level child protection policy and related activities in the community. Use these types of forums to build awareness of and support for your child protection program.
- * Share, allow, and assist network partners - especially other schools - to adopt your child protection policy manual.
- * Co-sponsor and participate in high profile child protection activities in the community with other credible local and international child-focused organizations.
- * Develop or adopt available local resource and service directories to help with your child protection program.



8. Reporting to Authority

A significant gap in service to children with child protection needs in most international schools is the authority for offender accountability – that is, there is no body to whom to report suspected cases who will then be responsible for the investigation of the type and level of the reported abuse, or enforcement of mandated behaviour changes. If this does not occur, then law enforcement services, including the possibility of prison, would be likely alternatives.

Most offenders exhibiting inappropriate behaviour towards their children need support in order to make a change in behaviour. That necessary support includes a system that sets clear and defined standards for behaviour towards children and that provides necessary support to help the offender meet those standards. Unfortunately, many offenders, given their characteristic lack of empathy, cognitive distortions, levels of stress, and rationalization, will not enter into behaviour change counselling, maintaining and continuing their behaviour through increasing threats and other forms of manipulation over the abused child(ren). For these children, outside authority is needed to intervene through some form of law enforcement venue.

As a school, set a protocol for reporting what, to whom and when. Use the categories on page 55 to help you through your process with the child protection case management team:

- * Determine to whom and what should the teacher report? To whom and what should a counsellor report? To whom and what should a principal report? To whom and what should the Head of School report?
- * Design written forms for the confidential file, to give to authorities, to facilitate monitoring and supervision.
- * Determine who will contact parents, when and for what.
- * Determine when to contact authorities with a time frame.

In the United States, schools are mandated to report to social services when abuse is suspected. An alternative authority for our international schools to report to is through an interdisciplinary team outside the school referred to as the multidisciplinary team (MDT). The team consists of professionals such as, a social worker, lawyer, police, doctor, and psychologist.

The multidisciplinary team is an advisory/consultative team that provides advice by meeting on a regularly scheduled basis or as needed. The multidisciplinary team will not provide direct services or face-to-face contact with families. They will offer support and advice to professionals who refer cases to them. The advisory team will note their advisory status in their appointing documents and descriptive literature. The multidisciplinary team is established to deal only with the specific issue of child abuse reported within affiliated schools and must be authorized by the Head of School or Board to function in this capacity for the school community.

Which cases will the MDT review and consult for?

- * Types of cases to accept will be narrow, with a focused mission of handling child abuse cases reported from affiliated schools.
- * Team members will rely on definitions of the types of child abuse that correspond to international and local laws.
- * A minimum amount of time the team needs to adequately discuss a case will be decided upon.
- * This, along with the length of the meeting, will dictate how many cases per team meeting to accept. The team may choose to adjust these limits after processing several cases, or set discussion and case limits based on the complexity of each scheduled case.
- * Only affiliated schools can refer cases to the team. There will be a process for screening and prioritizing cases and a list of needed information and documentation required for referrals.
- * All meetings will be recorded.

- * The team will clearly state the need for confidentiality to its members, referring agencies, families, and anyone else involved. Team members must be able to comfortably share information with each other. A method will be determined to help ensure confidentiality of case materials, such as members signing a confidentiality agreement, clients being informed that their case is with the multidisciplinary team, and assurance that all case materials received during a team meeting will be returned before leaving.

MDT PROFESSIONAL ROLES

Team members must understand exactly what expertise they are expected to bring to the team process. They also need to understand the professional roles of other team members:

Medical Representative - responsible for reviewing and interpreting for team members the medical data related to child abuse cases. This would include interpreting test results, describing the immediate impact as well as the potential for long-term residual effects of specific injury, and providing information on normal child growth and development. Their advice on cases involving medical aspects can be very helpful to the team. This person is the liaison between team members and the local medical community.

Social Worker / Community Counsellor Representative - responsible for providing opinions on the psychosocial aspects of specific cases considering not only the child and perpetrator but the non-perpetrating parent, siblings and the environment in which the abuse took place. The social service professional is also responsible for commenting on the proposed care plan, following progress of an established case plan and offering alternatives when appropriate. This person serves as the liaison between the team and the specific treatment source.

Psychiatrist or Psychologist - responsible for reviewing case information to comment on the mental health status of the individuals involved in a specific case. This may include pointing out overt signs of emotional disturbance or indications of potential disturbance or making recommendations for psychological testing. The individual can also serve as a resource to the team for research information on healthy as well as disturbed family functioning. The psychiatrist/psychologist serves as liaison between the team and the professional mental health community.

Law Enforcement Representative - responsible for providing background data on any criminal aspects of specific cases, and serves as liaison between their agency and the team.

Attorney - interprets legal issues on specific cases involving juvenile law and adult criminal law. The attorney serves to focus case discussion on the legal rights of a child and the family, and removal and prosecution of the offender in cases where the offender is a member of the school's faculty or staff, or volunteers at the school. The attorney can also serve as legal resource to the team when it is considering policy questions or advocacy issues. The attorney is also the liaison between the team and the legal community.

Educator - reports normal and abnormal behaviour to the team and also provides input to the team discussion from an educational standpoint. Educational assessment and school health records can also be of great value to the team. When a report of child abuse is made, the communication between home and school often breaks down. The teacher's only information about the implication and effects of the abuse and subsequent report of the abuse on the child's behalf may be through the school counsellor. The educator also serves as a liaison between the school and the team. School personnel are in a good position to monitor the effect of Team recommendations.

School Counsellor - reports the history of interactions between the school and the family as well as represents a global picture of all the teacher interactions with the child. The counsellor will be able to describe the support plan currently in place and the areas where the plan is effective or needs to be adjusted. This individual will be vital to the implementation of the Team's recommendations. The school counsellor also serves as a liaison between the school and the team. School personnel are in a good position to monitor the effect of team recommendations.

How To Set Up An MDT

1. Begin with your community. Find people with appropriate skills or contacts to other professionals from the list above. Make as long a list as possible.
3. Meet with each of the candidates personally to assess their willingness and suitability: a) do they have the time for periodic meetings, especially in cases of the unlikely emergency when the team must come together immediately; b) do they have the appropriate professional skills and experience (do lawyers know local child protection laws; do social workers know local child protection policies and practices; do doctors know child abuse forensic issues; do counsellors have experience and expertise in child abuse and family counselling); c) do they work well with groups to avoid hierarchy of professions; d) do they have an objective relationship with the schools and/or child and family.
4. Set up an initial meeting when they are all available. The agenda would be for each of the team members to share with the others their skills and knowledge in child protection. A mock- case could be used for discussion. The agenda would also include how to operate, note- taking, confidentiality, and communication.

HOW TO USE THE MDT

1. To learn about local laws and resources to support child protection in your schools. For example, if a case occurs in school for which you have no policy, talking with legal professionals could help in determining intervention – for example, a school had no policy for sharing a stolen cell phone picture a girl sent to her boyfriend of her naked; local law did exist and could guide the school.
2. Understand the age of discernment in the host country – in many African countries children as young as 12 can be arrested for crimes that include sexual molestation, cyber pornography, and rape.
3. The team acts as an alternate to authority to mandate help for children, parents and alleged offenders in difficult cases.
4. To support reporting to authority when needed.

Over the course of developing a child protection policy you will have many questions. Having an MDT will help answer them. Some common questions are:

- How will the different authorities respond? What will be the response time?
- What does an investigation look like?
- When do children need to be taken into protective custody?
- What kind of protective custody is available for our expatriate students?
- Will making a referral for an investigation really help or will it just be more trouble for the family?
- How will I know the outcome of a referral to the MDT?

9. Measurement, Analysis & Self Audits

An essential element of developing, implementing, and sustaining a successful child abuse prevention framework is data – data about the ongoing programs, how they are being integrated into school life, what is working, what is not working, and what needs to be improved:

- * How many people are there in the organization (and in each job classification) who require the safety training?
- * How many have received the required training?
- * How many are left to train?
- * How many abuse reports have been filed?
- * Were the abuse reports handled properly?
- * Have the safety materials been distributed?
- * Has everyone who received the required training also received a background and criminal history check?
- * Are the child protection and safety curricula being taught to the children in all grades?
- * Have all faculty, staff and volunteers received and signed the Code of Conduct?
- * How many reports of alleged abuse and neglect are being filed?
- * Have the reports been handled correctly?

Depending on the size of the organization, the data to be collected and analysed – or even simply summarized – could be immense. Therefore, it is important in the early stages of building a child safety framework to also think about the questions that need to be periodically answered, the data that needs to be collected to answer those questions, data storage, questionnaire design (See Appendix D), best measurement practices, and also to be mindful of opportunities and methods to measure quality, improvement, and outcomes.

Some basic tools that exist for the measurement and evaluation of prevention programs are listed on the website of the Child Welfare Information Gateway. An annual audit process (recommended) helps to understand the basics of implementation, but something more comprehensive may be needed to measure the complexities of organizational, cultural, and behavioural change, and whether or not what is being implemented is having the desired effect of actually making the environment any safer than when the school began its efforts.

Although some schools may only be interested in collecting information about alleged child maltreatment by faculty, staff or volunteers, a broader perspective would consider that since the school has been working to improve its child protection policies and procedures, modify organizational structures to respond more quickly to abuse reports, update codes of conduct, educate adults about how to recognize abuse and neglect and how to report it, and educate children about distinguishing between safe and unsafe touch and the strategies to employ if they are exploited in this way, that ALL forms of abuse and neglect are likely to be reported – including domestic, extended family and neighbourhood situations. In terms of measuring the effectiveness of what you have instituted, initial assessments could focus on gathering data on the numbers and types of the reports being filed, how they came to the attention of the school, and whether or not those to whom the abuse was reported knew what to do.

Additionally, collecting annual data on the number of times the safety classes were taught over the school year; parent, teacher and student attitudes towards the safety programs; and whether or not the teachers and others involved in the children's education believed the students were learning the skills taught by the programs are pertinent elements of measuring successful implementation. Asking respondents to supply examples of observed "safe" behaviours among students, or increased awareness of the safety rules being taught would underscore their response with additional anecdotal information.

In terms of “harder” quantitative data, schools can also collect information about the number of abuse and neglect reports being filed annually, the age and gender of the child (or children) who was/were the subject of the report, whether the abuse was self-disclosed by the child, by another child, by a family member, or by an adult in the school setting who suspected or observed the abuse, and to whom the child’s report was disclosed. Questions could also be asked about the nature of the alleged abuse or neglect and whether the alleged perpetrator was a member of the child’s household, a member of the extended family, someone in the neighbourhood known to the child, a school employee or volunteer, a stranger, or another child. Data can be collected regarding how quickly the report was brought to the attention of the school’s Child Protection Team and whether the individuals making the report knew what to do and how quickly they did what was required.

In terms of behaviours and desired training outcomes, one could argue that by collecting data of this type on an annual basis, a school (or group of schools) could have an ongoing awareness of the numbers and types of abuse and neglect cases its children are experiencing, and could at least have some indication that children are learning the skills, have used those skills to report to a trusted adult within the school community, and that the adult knew what to do and did it within the required timeframes as trained. Again, the focus is on the behaviours and skills that we would hopefully expect to be outcomes of the collective safe environment efforts. Certainly, there are more sophisticated analytic methods for determining program effectiveness, but the data described above can be collected with minimal effort. Sample questionnaires that can be used to gather such information are provided in the appendices.

In addition to an annual audit, it is strongly recommended that the policies and procedures themselves be evaluated periodically (every 2 - 3 years). This comprehensive analysis is primarily qualitative and is designed to interview individuals and groups who have carried out the various responsibilities described in the policies, and to get their feedback about how written policies and procedures are actually working in practice. The product of this analysis will be a document that assesses each functional area of the policies and makes recommendations for textual change to the policies and procedures that:

- * Reflect the way a functional area has evolved in its practice that is contrary to what is written but is working successfully.
- * Restructures the text to address weaknesses or failures in a functional area and makes it more effective or efficient.
- * Strengthens and/or clarifies policy sections or procedures.
- * Develops policies and procedures for new issues that emerge from the analysis.

In this way, a school can identify the policy’s strengths and weaknesses, uncover issues that were not anticipated or addressed adequately, and amend them accordingly. Once amended, the areas of recommended improvement can be followed and observed for a period of time to determine their effect (hopefully improvement) on the overall policy implementation. In summary, measurement/data collection recommendations in a child protection framework should include:

- * An annual self-audit to assess current state of the implementation, to include a checklist of the data to collect
- * A comprehensive analysis of the organization’s policies and procedures every 2 - 3 years designed to identify what is working in practice, what needs improvement, or what needs to be added to the policies and procedures in order to strengthen them
- * A “continuous quality improvement” initiative that takes a subset of any identified policy or practice improvements, addresses them, follows their implementation for a period of time (6 months) and issues a report.

10. Institutionalizing a Child Protection Program

Our international schools deal with high turn-over of teaching faculty and student body. This means that international schools need to keep child protection at the forefront of all new teacher and parent events, including ongoing annual training. Without strict oversight and follow-up, child protection could easily be tabled, until that time when an emergency or case occurs.

We suggest the following to help institutionalize your child protection program:

- a. Include a host national faculty as part of your child protection team
- b. Include the host national nurse as part of your child protection team
- c. Include a parent as part of the team that does NOT include confidential issues
- d. Use counsellors as over-site, including this in their job description and assessment
- e. Send annually at least one teacher to attend a training session during the summer

A Final Word About Communication

Large scale, innovative organizational change is a complex process that succeeds or fails based on a number of factors, the two most prominent being the strategy for change (the roadmap for defining and implementing the changes management deems necessary for the organization's growth or development) and the culture (organizational mindset, history, decision making style, behaviours, accountability structures, etc.) within which the leadership desires the change to occur. A natural conflict between strategy and culture, described throughout the organizational change literature, assures us that systemic, foundational change to any organization will not be a linear process or a one-time event, and that in times of crisis (or even when a crisis is perceived to have passed), organizations undergoing a change process that is not yet complete often tend to revert to traditional ways of behaving. Similarly, a sustained level of vigilance, encouragement, and support by senior management is necessary for all levels of the organization undergoing change, lest the perceived commitment to the change is seen as waning – further encouraging a backward slide toward “the way business is usually done around here.”

In attempts at organizational change, leadership must make the case and provide mechanisms for enabling the change and its assessment. Top leadership must then hold itself, all management and all employees to be the desired change in all their attitudes and actions. An important element for sustaining forward momentum in an organization's child abuse prevention initiatives is communication about how the effort is evolving, and feedback from leadership reflecting its ongoing commitment to the process.

This feedback should include:

- * Regular reminders (newsletters, bulletins, newspaper articles, etc.) of the responsibilities associated with maintaining safe environments and the results associated with doing so;
- * Periodic (at least annual) statements by the organization's leadership concerning the ongoing commitment to the organizations child protection policy and to the vigilance necessary to protect children; summary of effects, anecdotes;
- * Organization-wide distribution of policies and procedures for child protection, the code of conduct, abuse reporting protocols and procedures, etc.;
- * Organizational updates about the status of programs, schedules for training, lists of the categories of people to be trained, reminders about any audit reports, and when the reports are due;

- * Checklists about what is necessary to have in place or to have accomplished in order to be considered in compliance with the organization's policies;
- * A regular flow of information and data from departments and organizations about their particular
- * piece of the requirements;
- * Forms or questionnaires sent to all organizational elements used to collect exact numbers of personnel, their categories of employment, and whether or not they have received the required safe environment training; and,
- * Audit preparation checklists and calendars.



Appendix A: School Personnel Roles and Responsibilities

Below is a framework for use in AISA and international schools in Africa. The roles and responsibilities will have to be adapted to each school's organizational chart and the experience and expertise of relevant school personnel. This suggested framework is meant as a guide to help the Board and Administration provide clarity of responsibility at all levels of the organization.

BOARD OF TRUSTEES

- * Development of Child Protection (CP) Policy as part of Policy Manual for school
- * Public statement of School as safe haven for children
- * Public statement of support of CP Policy
- * Meeting of parents with support of CP Policy as important topic
- * Adoption of the Code of Conduct on CP that all teachers and everyone who works at the school (paid or unpaid), including the Board sign

HEAD OF SCHOOL / DIRECTORS

- * Create and support school-based Child Protection Team
- * Initiate the process of the adoption of a Child Protection Policy (CPP) and Child Protection Curriculum
- * Submit Child Protection Program to School Lawyer for compliance with local laws and international conventions/obligations
- * Gain Board cooperation and approval for Child Protection Program
- * Provide resources in the budget on an annual basis for the Child Protection Team to ensure resources as needed
- * Provide proactive leadership in connecting school with local child service agencies, with neighboring schools and in establishing a multi-disciplinary team
- * Ensure external organizations, vendors, contracted service providers and other entities comply with the school's Child Protection Program and that the school provides an annual in-service program for these personnel. Example: food service personnel, security personnel, school trips, coaches who are not part of school staff, after school activities personnel or other outsource agencies

PRINCIPALS AND CURRICULUM COORDINATOR

- * Direct oversight of Child Protection Team for adoption of CPP and CP Curriculum
- * In the absence of a School Psychologist, the Principal should review the CP Policies and an overview of the curriculum with the CPT
- * Develop a calendar of professional development, instituting the curriculum and annual review cycle for the success of the program
- * Develop and ensure proper implementation of comprehensive Child Protection Curriculum
- * Ensure adequate parent training

COUNSELLOR OR SCHOOL PSYCHOLOGIST

- * First line responder to whom suspected cases of child abuse are reported
- * Regularly keeps Head of School or Principal informed
- * Heads Child Protection Team
- * Consults with Head of School and Principals to develop a calendar of professional development, instituting the curriculum and annual review cycle for the success of the program
- * Reviews available CP Policies and curriculum with an understanding of overall child development and appropriateness
- * Holds parent nights to assist parents in understanding the need for the program and to answer questions and provide support
- * Counsellors / School Psychologists and Teachers who are part of the CP Team work to train all teachers and staff within the school on this program and its importance
- * Identifies resources in the community that are available to the school
- * Organizes Professional Development for teachers

TEACHERS

- * Will serve on the CPT as needed
- * Will support the develop lessons and units of study in the defined curriculum
- * Attends training and teaches lessons of the Child Protection Curriculum.
- * Will work to gain parent support by making sure all parents understand the purpose of the program
- * Will make sure that anyone who works with them, either paid or unpaid, understands the Child Protection Policy, signs the contract, and understands clearly the school's stand on child protection.

Appendix B: Protocols for Handling Disclosure

GENERAL GUIDELINES FOR HANDLING CHILD PROTECTION INCIDENTS

What to do and say when someone tells you about a child protection concern:

- a. Reassure the person that he/she was right to raise the concern.
 - Create trust with the complainant but do NOT promise to keep secrets.
 - Take what they say seriously, even if it appears hard to believe.
 - Address health and protection needs or contact authorities if this is urgently required.
 - Contact the Child Protection Officer or Project Officer for Information, Training and Education as soon as the situation allows this.
- b. Gather information on the case:
 - You are *not* expected to investigate the case but gather basic information about what may have taken place.
 - Record the actual words used as soon as possible, if not immediately.
 - Avoid asking too many questions: ask only the number of questions required to gain a clear understanding of the complaint.
 - Avoid asking “why” and “how” something took place.
 - Establish and record details of all those who may be at risk.
- c. Address issues of confidentiality.
 - Explain that information will only be shared with people who need to know.
 - Explain that it is in the best interest of the individual disclosing that the concern is reported.
- d. Explain to the complainant what will happen next.
 - Explain that the concern will be reported.
 - Inform him/her that you will provide feedback on what happens.
- e. Report as per the reporting procedure.

GUIDELINES WHEN A CHILD TELLS YOU HE/SHE HAS BEEN ABUSED

In addition to points listed in the general guidelines above:

- React calmly, do not panic.
- Assure them that they are not to blame for the abuse. Be aware that the child may have been threatened.
- Never push for information, repeatedly ask the same question, or ask leading questions. For example, say, “Then what happened”, don’t say “Did he touch your leg?”
- Do not fill in words, finish sentences, or make assumptions. Don’t seek help while the child is talking to you.

Things to say

- Repeat the last few words of the child in a questioning manner. "I believe you."
- "I am going to try to help you." "I am glad you told me."
- "You are not to blame."

Things NOT to say

- "You should have told someone before."
- "I can't believe it. I'm shocked."
- "I won't tell anyone else."
- "Why?"
- "How?"

CHECKLIST FOR DISCLOSURE FOLLOW-UP

- * Determine risk for re-offense:
 - What, who, when, where
- * If the offense is ongoing and the child lives with the offender
 - Will you report to authorities?
 - Who will you bring in to protect the child, such as a non-offending parent?
 - What immediate actions can the child take apart from reporting?
- * Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits – giving the child other alternatives to talk if more time is needed, such as counselling or others in her/his support system.
- * Explore the feelings and concerns the child has about the experience, eg. Feeling of Guilt? Fear? Shame? Anger?
- * Affirm that the experience was "assault" and thus s/he is never to blame for someone else's action. Affirm each of the feelings, while also determining if those feelings are overwhelming to the child, then working on helping the child put those feelings within a healthy limit.
- * Explore the support system so the child can have someone to talk with. Parents or other adult relative? Friend? Trusted adult such as a teacher, friend's parent, minister?
- * Explore the play the child enjoys and help her/him continue to do these things. eg Movies with friends, going to the mall with friends, parties that are safe, arts, writing
- * End the session by making sure the child knows what to do if assault happens again or is attempted again. Eg. Say NO, or run away to somewhere safe – ask the child to specify to whom he/she would go
Tell someone – ask the child to specify to whom

Appendix C: Resources

RIGHTS & STATUTORY GUIDANCE

- * The United Nations (November 1989), [Convention on the Rights of the Child in Child Friendly Language](#)
- * The United Nations, [International Conventions and Legal Instruments on Rights of Child](#)
- * ICMEC Education Portal, [National & International Laws – including country specific legislation in English](#)

SCHOOL POLICIES

- * International Task Force for Child Protection (February 2016), [New Standards for Child Protection Adopted by School Evaluation Agencies](#)
- * ICMEC Education Portal, [School Policies](#)

SAFER RECRUITMENT

- * ICMEC Recruitment Practices: <https://www.icmec.org/education-portal/recruitment/>
- * The International Taskforce on Child Protection (updated April 2017), [Recommended Recruitment and Screening Practices](#)

RESPONDING TO ALLEGATIONS OF CHILD ABUSE

- * The International Taskforce on Child Protection - [Managing Allegations of Child Abuse by Educators & Other Adults: Protocol for international schools](#) (Sep 2018)
- * ICMEC Education Portal, [Incident Response](#)
- * ICMEC Education Portal, [Global Reporting Mechanisms](#)
- * Safeguarding Unit, Farrer & Co (April 2016), [Handling allegations of non-recent abuse](#)

TRAINING

- * ICMEC Education Portal, [Curriculum Resources](#)
- * ICMEC Education Portal, [Training for Staff & Volunteers](#)
- * National Society for the Prevention of Cruelty to Children, [Let's Talk Pants Programme](#)

AFRICA-BASED RESOURCES

The following organizations could assist international schools to understand and access local services.

- * [**The African Network for the Prevention and Protection Against Child Abuse and Neglect**](#) (ANPPCAN)
 - ANPPCAN is a pan-African network that promotes child rights and child protection in Africa.
 - Chapter offices in 26 countries across Africa
 - Strengthens the organization and implementation of activities in the areas of research, advocacy and service delivery, as well as organizational development and capacity
 - Develops information systems on child rights, increasing public awareness, encouraging child participation, providing psycho-social and related services for child victims

- Functions as a national resource centre on child abuse and neglect and children's rights.
- * **Camfed - Campaign for Female Education**
 - NGO operates in Ghana, Malawi, Tanzania, Zambia, Zimbabwe
 - Initiatives in healthcare, literacy, teaching, child protection
 - Receiving growing recognition as a leader in child protection policy development
 - Zambia Ministry of Education adopted national guidelines developed by Camfed on preventing and stopping child abuse in schools
 - Camfed provides child protection training to schools and community networks to help raise standards for safeguarding rights and welfare of children
 - With training and support from Camfed, partner schools can put child protection policies in place
- * **The African Child Policy Forum**
 - Independent pan-African institution of policy, research, and dialogue on the African child
 - Increase access to justice for children who are victims of abuse and neglect
- * The African Child Policy Forum (www.africanchildforum.org)
- * Child Helpline International (www.childhelplineinternational.org)
- * ECPAT International (www.ecpat.net)
- * Parenting Africa Network (www.parentinginafrica.org)
- * Africa Renewal (www.un.org/africarenewal)

