



**Bishkek  
International  
School**

# **Child Protection Policy**

Reviewed by the Management Board: August 2018  
Previous Review: August 2017

**Approved by the Governing Board: August 2018**

# Preface

## Policies, Handbooks and Regulations

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS). The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Inclusive Education Policy
4. Language Policy
5. Academic Honesty Policy
6. Assessment Policy
7. Health & Safety Policy
8. Child Protection Policy
9. Educational Visits Policy
10. Ethics Policy
11. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request.

All policy documents and handbooks are reviewed and revised by the Management Board every year, normally in April/May for approval by the Governing Board in June for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of April each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'ESCA-Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

# International Baccalaureate

BIS is an International Baccalaureate World School, offering the International Baccalaureate Diploma Programme (DP), and is an official candidate school for the Primary Years Programme (PYP) and the Middle Years Programme (MYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For further information about International Baccalaureate, see [www.ibo.org](http://www.ibo.org)

## International Baccalaureate mission statement

*“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”*

## International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

1. **Inquirers:** Develop a natural curiosity that allows them to become lifelong learners.
2. **Knowledgeable:** They explore ideas of importance and dig deep into its meaning creating a balance of their learning.
3. **Thinkers:** They apply thinking skills that allow them to tackle complex problems in creative ways.
4. **Communicators:** They understand and can articulate information in confident, creative ways, including a second language.
5. **Principled:** Students are honest, fair, just and full of integrity. They strive to solve their own problems and to take responsibility for their own actions.
6. **Open-minded:** Students understand and embrace other cultures. They recognize and celebrate their own backgrounds and learn tolerance for others.
7. **Caring:** Students actively care about others and participate in active service.
8. **Risk-Takers:** Students are brave in the face of new challenges. They strive to take on new roles and to defend their own beliefs.
9. **Balanced:** Students understand the need to be emotionally, physically and mentally balanced. They strive for this in themselves and others.
10. **Reflective:** Students reflect on their own learning. They are able to adjust for weaknesses and strengths.

# Contents

<b>1</b>	<b>TERMINOLOGY</b>	<b>1</b>
<b>2</b>	<b>CHILD PROTECTION POLICY STATEMENT</b>	<b>2</b>
<b>3</b>	<b>STATUTORY CONTEXT</b>	<b>2</b>
<b>4</b>	<b>CHILD PROTECTION TRAINING FOR STAFF AND STUDENTS</b>	<b>2</b>
<b>5</b>	<b>CHILD PROTECTION RESPONSIBILITIES</b>	<b>3</b>
5.1	CHAIR OF MANAGEMENT BOARD	3
5.2	CHILD PROTECTION OFFICER	3
5.3	ALL STAFF	4
5.4	TEACHING STAFF	4
<b>6</b>	<b>CREATING A SAFE ENVIRONMENT AND CULTURE IN THE SCHOOL</b>	<b>4</b>
<b>7</b>	<b>CHILD PROTECTION PROCEDURES</b>	<b>4</b>
7.1	Recruitment	4
7.2	Staff Behaviour	5
7.3	Reporting Suspected Abuse	5
7.4	Abuse or Neglect by BIS Staff	5
7.5	Self-Harm and Suicide Risk	6
7.6	False Reporting	6
<b>8</b>	<b>APPENDICES</b>	<b>7</b>
8.1	Annex 1: Signs and Symptoms of Abuse	7
8.2	Annex 2: Providing Support to a Child Disclosing Abuse	8
8.3	Annex 3: Fears of Disclosure	9
8.4	Annex 4: Recognizing 'Grooming' of Children	10
8.5	Annex 5: Explanation for non-provision of police record check	11
8.6	Annex 6: Report Form for Suspected Child Abuse/Neglect	12
8.7	Annex 7: Self Harm and Suicide Risk	13

## 1 TERMINOLOGY

<b>Staff</b>	Refers to every person working for or on behalf of the school, either full or part time and in either a paid or voluntary position.
<b>Child</b>	Refers to a young person who has not reached the age of eighteen.
<b>Student</b>	A child enrolled at or attending the school.
<b>Parent</b>	Refers to the birth parent or legal guardian of a child, or the adult who provides the daily care for a child, such as stepparents or adoptive parents.
<b>Neglect</b>	When a parent or caregiver consistently fails to provide a child with an acceptable minimum standard of care to a severe and/or persistent extent. This includes the basic necessities of life, shelter, healthy food, protection, suitable clothing, medical care, emotional security and appropriate supervision.
<b>Emotional Abuse</b>	Emotional abuse occurs when children are not provided with the necessary and developmentally appropriate supportive environment to develop mentally and/or emotionally. Emotional abuse includes constant criticism, restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, exposure to domestic violence, ridiculing or other non-physical forms of hostile or rejecting treatment.
<b>Physical abuse</b>	This is any non-accidental injury to a child by a parent or care provider. These injuries may include beatings, shaking, burns, human bites, strangulation, or immersion in scalding water, with resulting bruises and welts, broken bones, scars, burns, retinal hemorrhage, or internal injuries.
<b>Sexual abuse</b>	Committing or allowing to be committed any sexual offence against a child as defined in the criminal code, or intentionally touching, either directly or through clothing, the genitals, anus or breasts of a child for other than hygiene or child care purposes; Sexual exploitation involving physical contact between a child and another person. Exploitation implies an inequality of power between the child and the abuser on the basis of <ul style="list-style-type: none"> <li>• Age</li> <li>• Physical Size</li> <li>• Nature of the emotional relationship</li> </ul> Physical contact includes: <ul style="list-style-type: none"> <li>• Anal</li> <li>• Genital</li> <li>• Oral</li> <li>• Breast contact</li> <li>• Inappropriate touching of other parts of the body that cause discomfort</li> </ul> Sexual abuse can also occur without physical contact, by means of exposing a child to sexualized material, for example: <ul style="list-style-type: none"> <li>• Media (photographic, pornographic, pedophile clips)</li> </ul>

## 2 CHILD PROTECTION POLICY STATEMENT

ESCA – Bishkek International School (BIS) is aware of the serious consequences of child abuse and neglect, and is committed to the importance and implementation of child protection strategies and procedures.

Protecting children also benefits their education since children who feel safe, and are safe, are more successful learners.

All BIS staff has responsibility to provide a safe environment for children, to positively promote their welfare and to protect them from any abuse.

The purpose of this policy is to ensure that:

- BIS provides an environment that protects children from abuse and neglect;
- All staff is knowledgeable of the risks, impacts and symptoms of child abuse and neglect;
- All staff is aware of their roles and responsibility in regard to protecting children within BIS;
- All documentation regarding child protection at BIS is maintained with confidentiality and integrity.

## 3 STATUTORY CONTEXT

BIS operates according to the law of the Kyrgyz Republic. Legislation relating to child protection includes:

1. The Constitution of the Kyrgyz Republic dated June 27, 2010;
2. The Convention on the Rights of the Child, dated November 20, 1989;
3. The Law on Education, dated April 30, 2003;
4. The Family Code, dated August 30, 2003;
5. The Provision on Children's Rights and Interests Protection, dated May 15, 2007;
6. Children's Code, dated July 10, 2012.

BIS staff is legally required to provide protection of children under their care. BIS staff who are aware of any abuse or neglect of a child are legally obliged to report the abuse or neglect to BIS management. BIS management is required to investigate and report to the police if there is evidence of criminal abuse or neglect.

The government department responsible for child protection is:

- Department for Child Protection under the Ministry of Social Development.  
Address: 215 Tynystanova; Tel: +996 292826.
- Family and Child Support Department under Lenin District Department of Social Development;  
Address: Moskovskaya/Intergel'po; Tel: +996 897069.

The relevant police department to report any criminal incident at BIS premises is Lenin District Department of Internal Affairs. Address: Moskovskaya/Shevchenko; Tel: +996 352947.

## 4 CHILD PROTECTION TRAINING FOR STAFF AND STUDENTS

All BIS staff must read and understand this Child Protection Policy and implement it in their work.

At the beginning of each new school year, all teaching staff will update their knowledge of this policy and attend child protection training provided by BIS. New staff arriving after the start of the school year will also receive child protection training as soon as it can be made available.

Where appropriate on the school timetable, Form teachers will engage and instruct children on appropriate issues relating to personal, social and health education (Life-Skills). The aim of Life-Skills Education is to enable students to apply personal and social skills to a range of life contexts. [The Student Counselor is responsible for developing and updating the Life-Skills curriculum under the guidance of the Director of Studies.](#)–

## 5 CHILD PROTECTION RESPONSIBILITIES

The Governing Board ensures that appropriate child protection measures are in place and that training needs have been addressed in terms of school policy.

A Child Protection Officer (CPO) is appointed by the Management Board. The Child Protection Officer is normally the Director of Studies, but may be another member of staff, as approved by the Management Board.

The Chair of Management Board ensures that if the Child Protection Officer's role and responsibilities are designated to another member of staff (not the Director of Studies), that member of staff is appropriately experienced and suitably trained to undertake the role.

The Child Protection Officer has delegated responsibility as indicated in this policy document.

*Responsibilities in red italics are shared responsibilities of the Chair of Management Board, and Child Protection Officer.*

### 5.1 CHAIR OF MANAGEMENT BOARD

The Chair of Management Board will:

- *Ensure a safe environment for students, staff and visitors to BIS in relation to child protection;*
- *Ensure that an effective Child Protection Policy is approved and implemented;*
- *Regularly appraise the effectiveness of the Policy and make any necessary changes for approval of the Management Board and Governing Board;*
- Ensure that the Child Protection Policy is compliant with legislation;
- Ensure adequate staff, funds and material are provided to implement the Policy;
- Ensure that all Management Board members implement the Child Protection Policy;
- Ensure that responsibilities are properly assigned and accepted;

### 5.2 CHILD PROTECTION OFFICER

The Child Protection Officer is normally the Director of Studies but may be another member of staff as appointed by the Management Board. For the 2018/19 academic year, the Inclusive Education Coordinator has been appointed as the Child Protection Officer. The Child Protection Officer will:

- *Ensure a safe environment for students, staff and visitors to BIS in relation to child protection;*
- *Ensure that an effective Child Protection Policy is approved and implemented;*
- *Regularly appraise the effectiveness of the Policy and make any necessary changes for approval of the Management Board and Governing Board;*
- Ensure that all staff have read and understood and apply the Child Protection Policy;
- Ensure that all staff receive appropriate training in the detection and reporting of child abuse and neglect;
- Ensure that the school's pastoral care and Life-Skills curriculum address the issue of child abuse and protective behaviors;
- Review and investigate any reports of child abuse or neglect and take appropriate action, taking account of the child's immediate safety, how to support the child in the school environment; which adults need to be informed; and which authorities need to be informed;
- Provide support for any staff or children or anyone else affected by this process or its outcomes;
- Ensure that any BIS staff with knowledge of the allegation maintains confidentiality;
- Report any allegations of child abuse or neglect to the Chair of the Management Board and the Chair of the Governing Board, if the allegation involves abuse or neglect by BIS staff;
- Retain confidential records of all communication with Police, parents, Form teachers and agencies involved in an incident of child abuse or neglect;
- Complete a review of child protection policy and practice in the school every 6 months.

### 5.3 ALL STAFF

All Staff must:

- Fully familiarize themselves with the Child Protection Policy and Procedures;
- Cooperate with management in providing police clearance reports when employed;
- Not engage in any behavior which might be interpreted as child abuse or neglect;
- Report any concerns about abuse or neglect of any child to the Child Protection Officer, using the Form in Annex 6 of this Policy;
- Not take any action in response to concerns, without involvement and approval of the Child Protection Officer, except to ensure direct protection from known immediate threats;
- Not promise confidentially to any person reporting abuse but explain that in order to protect the child or other children from further potential abuse the Child Protection Officer must be informed;
- In case the Child Protection Officer is suspected of being involved in the abuse, the report must be made to both the Chair of the Management Board and the Chair of the Governing Board, not to the Child Protection Officer.

### 5.4 TEACHING STAFF

All Teaching Staff have additional responsibility, including:

- Observation of children to be aware of possible child abuse and/or neglect;
- Readiness to listen to children about their concerns;
- Full understanding of the issues covered in annexes to this policy:
  - Annex 1: Signs and Symptoms of Abuse
  - Annex 2: Providing Support to a Child Disclosing Abuse
  - Annex 3: Fears of Disclosure
  - Annex 4: Recognizing 'Grooming' of Children

## 6 CREATING A SAFE ENVIRONMENT AND CULTURE IN THE SCHOOL

Staff should be aware of the critical importance of promoting the emotional health and wellbeing of students if they are to achieve their potential rather than focus exclusively on attainment. It is therefore essential to create a safe environment at school for all staff and students. A culture of openness and transparency should be promoted, which in turn encourages vigilance and a sense of shared responsibility for the safeguarding of students.

This culture promotes listening and open communication whereby students, parents and all staff, irrespective of their role are facilitated to communicate about worries, are listened to, and their concerns are taken seriously. Contact names and numbers for internal and external support services should be made available to ensure that students and their families know who they can talk to if they are worried. Those who work in schools should be assured that they can share any concerns about the conduct of colleagues and that these will be received in a sensitive manner.

## 7 CHILD PROTECTION PROCEDURES

### 7.1 Recruitment

All staff recruited to BIS must provide an official criminal record check from their home country and any country they have worked in for more than one year in the last five years. This is a routine process in the Kyrgyz Republic and in many countries where BIS recruits teachers.

If a teacher cannot provide the official report, a written explanation of the lack of official report must be given (Annex 5). This explanation must be investigated by the Child Protection Officer and only accepted in case the home country does not provide such an official report and there are no grounds for any concern in



relation to the individual to be employed. In this case, a signed statement by teacher is required regarding the absence of any police record in any country and this must be countersigned as accepted by the Child Protection Officer.

When recruiting any staff, the recruitment panel must always consider:

- Any reason why the individual should not work with children
- The reason for any gaps in employment
- Verification from previous employers including the most recent employer, either in written form or by telephone, including the question: *“is there any reason that you are aware of that the candidate should not work with children?”*

## **7.2 Staff Behaviour**

When working with children, staff must:

- Avoid inappropriate physical contact with any child;
- Avoid acting in a way that might be considered ‘grooming’ as described in Annex 4 of this policy;
- Ensure that children are supervised in a way that prevents abuse of any child by another child.

## **7.3 Reporting Suspected Abuse**

Form teachers and Co-Teachers have primary responsibility for the welfare of children in their care. They are well placed to observe signs of abuse, changes of behaviour or failure to develop or thrive.

Notification of abuse or neglect is required when a person suspects on reasonable grounds that a child has been or is being abused or neglected.

If any member of staff develops a concern of abuse and/or neglect he/she is to complete the Report Form in Annex 6 of this policy and notify the Child Protection Officer immediately. When completing the form or any records of conversations:

- Record notes using the child’s own words, without adding your own interpretation and judgments;
- Sign all notes with the date and time as well as name of the signatory.

All notes regarding a concern of child abuse and/or neglect must be kept confidential and held securely by the Child Protection Officer. These notes are only to be disclosed to other parties as required by Kyrgyz Law or as approved by the BIS Governing Board, following notification of a case to the Chair of the Governing Board.

## **7.4 Abuse or Neglect by BIS Staff**

If there is a suspicion that a BIS staff member is causing harm to a child, the school must respond no differently than if the alleged offender is a parent, relative or other. 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 offences 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 Child Protection Officer to prevent and deter sexual harassment, as well as to provide procedures for the resolution or prosecution of sexual harassment between teacher/employee and child.

If a BIS staff member is identified to be or suspected of harming a child:

- The staff member is immediately placed on administrative duties, with no contact with children;
- The child’s parents are informed as soon as practicable;

- The Child Protection Officer informs the Chair of the Management Board and Chair of the Governing Board;
- The Chair of the Management Board and Chair of the Governing Board (with any other officials as decided by them) conduct an internal investigation of the alleged incident;
- The Chair of the Management Board and Chair of the Governing Board decide on whether the staff member is to be returned to regular duties or if a different course of action is required;
- If the internal investigation discloses evidence or serious suspicion of harm, the appropriate authorities will be informed;
- The staff member is informed of the outcome of the internal investigation, subject to any legal process ongoing.

### **7.5 Self-Harm and Suicide Risk**

If there evidence of or concern about self-harm or suicide risk, staff, students or parents should notify the Child Protection Officer. Assessment and follow-up procedures are given in Annex 7 to this policy.

### **7.6 False Reporting**

Suspected or confirmed cases of physical and sexual abuse, physical neglect and emotional maltreatment must be reported. The reporter should have reasonable cause or reasonable suspicion to believe that abuse or neglect has occurred. The reporter is not required to have proof.

The school shall not hold responsible or fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person willfully and intentionally falsified a report.

## 8 APPENDICES

### 8.1 Annex 1: Signs and Symptoms of Abuse

#### Possible Indicators of Physical Abuse:

- Unexplained bruises and/or welts on any part of the body.
- Bruises of different ages (various colours).
- Injuries that regularly appear after absence or holidays.
- Unexplained burns, especially to soles, palms, back or buttocks.
- Injuries inconsistent with information offered by the child.
- Unexplained laceration, abrasions or fractures.
- Extreme fluctuations in weight.

#### Possible Indicators of Sexual Abuse:

- Venereal disease in a child of any age.
- Evidence of physical trauma or bleeding to the oral, genital or anal areas.
- Difficulty in walking or sitting.
- Refusing to change into gym clothes.
- Child running away from home and not giving any specific complaint.
- Sexual knowledge, behaviour, or use of language not appropriate to age level.
- Pregnancy.

#### Possible Indicators of Neglect:

- Child is left unattended at home for long periods of time.
- Child consistently comes to school dirty and/or wearing clothes that have not been cleaned.
- No one accounts for the child before or after school.
- Demonstrating disregard of a child's pain and/or mental suffering.
- Lack of necessary dental or medical care.
- Untreated illness or injury.
- Child abandoned or left with inadequate supervision.
- Weight fluctuations (loss/gain).

#### Indicators of Emotional Maltreatment:

- Lack of responsiveness to the environment.
- Parent is highly critical and negative towards the child.
- Parent has a highly unrealistic expectation of the child.
- Child has exaggerated social responses to peers and teachers.

## 8.2 Annex 2: Providing Support to a Child Disclosing Abuse

You do not need to know the details of the possible abuse or to be certain whether or not an indicator means abuse has taken place in order to report.

Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits, giving the child alternatives to talk to others in the support system, if more time is needed.

If a student discloses to a teacher in private and tries to elicit a promise that the teacher will not tell anyone, it is important for the teacher to explain that he/she has concerns about the student's safety and will have to take action to ensure the student is protected from further abuse.

A child may tell you directly and specifically what is going on, or s/he may hint indirectly at a situation. Sometimes, the child will use "strings attached," such as asking the teacher to promise not to tell anyone (a promise the teacher cannot keep) or, a child may claim the problem belongs to someone else, that s/he is only there about a friend. Judgment should be used in deciding how much to discuss about the situation with the child.

Support of the child is important. In order to do this, the following recommendations are suggested:

- Reassure the child that it is okay to tell what happened.
- Ask the child if it is okay for the Child Protection Officer to be present.
- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the child or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. Do not ask questions like 'Did he do X to you?' Ask a minimum number of questions such as 'Tell me what has happened?'
- Stop asking questions as soon as the adult/child has disclosed that he or she believes that something abusive has happened to him or her or to someone else.
- Tell the child what to expect. If you don't know, say so, but let the child know s/he can be supported by you.
- Project a calm, understanding and supportive attitude to the child.
- Avoid having the child repeat her/his explanation to different staff.
- Let the child know that you must tell others to get help. Explain that you will have to tell another person because s/he is at risk. Use a script such as "If you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else".
- Reassure the child that it is not her/his fault.
- Make clear, detailed notes of the conversation.
- Respect the child's privacy by not discussing the situation with anyone except the Child Protection Officer and those involved in further professional action.
- If the Child Protection Officer has not been present for disclosure. Either take the child with you, or ensure s/he is left in a secure location.
- After reporting, it is important to maintain a supportive presence for the child.

In addition:

- It is important to understand the importance of early reporting.
- An educator who reports in good faith will not be held liable by the school if the report later turns out to be false.
- Reporting a child disclosure is a request for an investigation.

### 8.3 Annex 3: Fears of Disclosure

A child may be frightened of disclosing what has happened because of fears of:

**Remembering:** Sexually abused children often cope by pushing the experience as far back in their minds as they can, to “forget” and avoid feeling hurt again.

**Losing love:** Abuse makes most victims feel “dirty.” Child victims also often feel responsible for what happened to them. Because of these, they worry that their parents and friends will stop loving them, once they learn about the abuse. They fear the separation from loved ones that could result from their telling.

**Shame & guilt:** Children either know or can sense that their sexual experiences with adults are wrong. This makes telling someone and acknowledging it occurred, shameful. Older children have also been known to suffer more from a sense of guilt than younger ones.

**Being blamed:** Children fear that they will be blamed for the sexual touches and that they somehow wanted it. People tend to believe adults more than they would believe children. Offenders also often make the excuse that their victims “asked” to be touched sexually. Children ask for affection and attention, which is their right, and not for sex about which they do not, as yet, have appropriate context for consent.

**Further harm:** Offenders often threaten their victims and their families as a means of maintaining control. Victims then carry the burden of keeping their families safe by not telling.

## 8.4 Annex 4: Recognizing 'Grooming' of Children

'Grooming' is a subtle, gradual, and escalating process of building trust with a child. It is deliberate and purposeful. Abusers may groom children for weeks, months, or even years, before any sexual abuse actually takes place. It usually begins with behaviors that may not even seem to be inappropriate.

### Grooming children may include:

- Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
- Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitized to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
- Confusing the child into feeling responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

### Potential warning signs of grooming or sexual abuse in the context of education include:

- Regular contact with a child which is not part of normal school duties, for example, frequently meeting a child in break-time or frequent contact with a child on non-school days
- A children receiving special attention or preferential treatment
- Excessive time spent alone with a child outside of the classroom
- Frequently spending time with a child in private or isolated areas
- Giving small gifts, toys, cards, letters, sweets, to a favoured child
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child
- Overly affectionate behaviour with a child
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child
- Other children are suspicious and make jokes or references

### Who grooms children in the context of education?

Abusers come from all sections of society and are often perceived by others as respectable, reliable and trustworthy people. Research indicates that the majority of those offending in the context of education were teachers and educators but drivers, administrators, and others affiliated with the school may also sexually offend.

## 8.5 Annex 5: Explanation for non-provision of police record check

I am unable to provide an official criminal record check from (delete as appropriate):

(i) my home country

(ii) the following countries where I have worked for more than one year in the last five years:

- \_\_\_\_\_
- \_\_\_\_\_

because:

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Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Accepted by the Child Protection Officer**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 8.6 Annex 6: Report Form for Suspected Child Abuse/Neglect

Report Form: Suspected Child Abuse/Neglect. Submit ASAP to the Child Protection Officer	
Child Name:	Parent(s) Name(s):
Child date of birth:	Nationality of Passport(s):
Person registering concern (name/position):	
Do you (as the person registering concern) have reasonable suspicion that a person working (in any capacity) at BIS is harming this child? <b>YES or NO</b>	<b>If YES, the</b> Child Protection Officer (CPO) must notify the Chair of the Management Board and the Chair of Governing Board as soon as they receive this report. If the CPO is the person suspected of harming a child, this report must not be submitted to the CPO but submitted directly to Chair of the Management Board and the Chair of Governing Board
Statement of concern/suspicion:	
How concern came about (eg child verbal report, observations):	
Observations relevant to suspected abuse or neglect:	
Background information felt to be relevant to this report:	
Child's current whereabouts:	
Considered to be in danger of further abuse: YES NO If Yes – why?	
Examined by school health professional? YES NO (Report attached; if yes.)	
Any other agencies or persons involved (names):	
Report submitted by (name): Signed:	Date:
Child Protection Officer planned action: Signed (Child Protection Officer):	Date:



## 8.7 Annex 7: Self-Harm and Suicide Risk

### RISK IDENTIFICATION REPORT

Student Name:

Who identified student as being at risk:

- Self
- Parent
- Teacher
- Other staff
- Student/friend
- Other

Reason for concern:

Action taken to assess for suicide risk:

- School staff conducted assessment:
- Outside provider conducted assessment:
- Other:

Date of assessment:

Type of assessment conducted:

Results of assessment:

### NOTIFICATION OF PARENT/GUARDIAN

Staff who notified parent/guardian/ appointed guardian:

Date notified:

Parent acknowledgement form signed: Yes/ No If no, reason:

### REFERRAL

Type of referral

- School personnel:
- Outsider provider:
- Hospital:
- Other: Date of referral:

### FOLLOW UP SCHEDULED:

Date:

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### PARENT CONTACT ACKNOWLEDGEMENT FORM

This to verify that I have spoken with school staff member

\_\_\_\_\_ on \_\_\_\_\_ (date),

concerning my child's suicidal risk. I have been advised to seek the services of a mental health agency or therapist immediately. I understand that \_\_\_\_\_

(name of staff) will follow up with me, my child, and the agency to whom my child has been referred for services within two weeks.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SUICIDE RISK ASSESSMENT FORM

Use the checklist below for assessment. Each item carries the same weight. Mark with an “X” the appropriate description of the current concerns by comparing each column on the table below considering if the student present a suicide risk behavior (select just one description per row):

*This worksheet does not constitute a full mental health evaluation and should be used only as information to guide further intervention or referrals to support the student.*

<b>LOW LEVEL: Potential risk of harming himself/herself is minimal, with ideation but no plan or attempt.</b>	<b>MEDIUM LEVEL: There is suicidal thinking, but does not seem to intent on harming himself/herself.</b>	<b>HIGH LEVEL: Imminent danger of inflicting self-harm or committing suicide, with potentially lethal plan or persistent ideation.</b>
<i>Details:</i> Vague or Contradictory.	<i>Details:</i> Somewhat consistent and some specifics.	<i>Details:</i> Well thought out, knows when, where and how; Consistent.
<i>Availability of Means:</i> Not available; will have to get.	<i>Availability of Means:</i> Available; close by; has a plan on how to obtain materials needed	<i>Availability of Means:</i> Has in possession or is readily available.
<i>Lethality of Method:</i> Vague thoughts; about means. Not viable	<i>Lethality of Method:</i> Intrusive thoughts about a plan; viable.	<i>Lethality of Method:</i> Constant intrusive thoughts regarding the act. Imminent/Acute
<i>Access to weapons or means:</i> None.	<i>Access to weapons or means:</i> Possible or searching for it.	<i>Access to weapons or means:</i> Definite, acquired, and/or practiced with it.
<i>Opportunity to carry out the plan:</i> None.	<i>Opportunity to carry out the plan:</i> Some.	<i>Opportunity to carry out the plan:</i> Considerable.
<i>Previous Suicide Attempts;</i> None	<i>Previous Suicide Attempts;</i> History of repeated threats; history of depression or other mental health issues.	<i>Previous Suicide Attempts;</i> Documented history of repeated threats and/or attempts. Documentation of previous MH history.
<i>Level of stress:</i> No significant stress identified.	<i>Level of stress:</i> Significant stress identified with moderate reaction to this stress. (Could include loss and/or environmental change).	<i>Level of stress:</i> Significant stress identified with severe reaction to this stress.
<i>Depression:</i> Mild; feels slightly down	<i>Depression:</i> Moderate; some moodiness, sadness, irritability, loneliness, and decrease of energy.	<i>Depression:</i> Overwhelmed with hopelessness, sadness, and feelings of worthlessness.
<i>Coping Behavior:</i> Daily activities continue as usual with little changes.	<i>Coping Behavior:</i> Some daily activities disrupted; disturbance in eating, sleeping, and/or school work.	<i>Coping Behavior:</i> Gross disturbances in daily functioning.
<i>Life Style:</i> Stable relationships, personality, and school performance.	<i>Life Style:</i> Recent acting-out behavior and/or substance abuse; repeated difficulty with peers, family and teachers.	<i>Life Style:</i> Acute suicidal behavior and unstable personality, emotional disturbance and/or substance abuse and significant relationship issues.
<i>Intervention required:</i> Communication between home and school. Possible safety plan or no harm contract. Identify support services and resources. Notification of identified school personnel.	<i>Intervention required:</i> Safety planning. Communication between home/school. Support interventions at school. Outside community support referrals or coordination of services. Notification of identified school personnel.	<i>Intervention required:</i> Required district direct response and external support resources. Communication between home and school. Coordination of outside community resources; including hospital. Safety planning for school and home. Specific school interventions/support will be identified and implemented. Notification of identified school personnel.