



**Bishkek
International
School**

Child Protection Policy

Reviewed by the Management Board: August 2019

Previous Review: August 2018

Approved by the Governing Board: August 2019

Preface

Mission, Policies, Handbooks and Regulations

The Mission of Bishkek International School is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. 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. Environmental Policy
12. 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), the Middle Years Programme (MYP), and the Primary Years Programme (PYP). 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

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.

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1 TERMINOLOGY

Staff	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.
Child	Refers to a young person who has not reached the age of eighteen.
Student	A child enrolled at or attending the school.
Parent	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.
Neglect	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.
Emotional Abuse	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.
Physical abuse	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.
Sexual abuse	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"> • Age • Physical Size • Nature of the emotional relationship Physical contact includes: <ul style="list-style-type: none"> • Anal • Genital • Oral • Breast contact • Inappropriate touching of other parts of the body that cause discomfort Sexual abuse can also occur without physical contact, by means of exposing a child to sexualized material, for example: Media (photographic, pornographic, pedophile clips)
Peer on peer abuse	Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are of the same or similar age. This may include, but is not restricted to, the types of abuse defined above. Everyone directly involved in peer on peer abuse is under the age of 18.

2 CHILD PROTECTION POLICY STATEMENT

Keeping children safe and nurtured is the fundamental responsibility of all schools. Protecting children also benefits a child's education since children who feel safe and nurtured are more successful learners. Bishkek International School (BIS) is therefore committed to the implementation of child protection strategies and procedures which prevent, as far as possible, cases of abuse occurring and which respond effectively when required.

This policy is designed to protect the rights of all children, as elucidated under the United Nations Convention on the Rights of the Child (1989). The policy also takes as its framework the recommendations and expectations of the International Task Force on Child Protection (2014), building upon their considerable work involving multiple stakeholders and agencies in international education.

All BIS staff has the responsibility to provide a safe environment for children, to positively promote their welfare and to protect them from any harm or 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 symptoms, risks and impacts of child abuse and neglect;
- All staff is aware of their role and responsibility in regard to protecting children within BIS;
- All staff is aware of procedures for reporting suspected cases of child abuse;
- 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 (following the reporting procedure outlined in section 7.3). 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:

- Ministry of Social Development.
Address: 215 Tynystanov; Tel: +996312660107.
- Family and Child Support Department under Lenin District Department of Social Development;
Address: 7 Intergel'po; Tel: +996312883899.

The relevant police department to report any criminal incident at BIS premises is Lenin District Department of Internal Affairs. Address: 203 Moskovskaya ; Tel: +996312352947.

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 be required to read and understand this policy, and undergo child protection training as part of their induction

process. Members of the Management and Governing Boards will also receive in-house Child Protection training during the course of the academic year.

Where allocated 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 develop an understanding of their rights and responsibilities as young people, and to apply personal and social skills to a range of life contexts. The Head of Student Welfare is responsible for developing and updating the Life-Skills curriculum under the guidance of the Director of Studies. A new Life-Skills curriculum provided by Wayfarer Education will be implemented for the academic year 2019/2020, covering issues including online safety, personal safety and healthy sexual behavior.

5 CHILD PROTECTION RESPONSIBILITIES

The Governing Board ensures that appropriate child protection measures are in place and that training is provided to all staff to enable them to implement school policy.

One or more Child Protection Officers (CPO) are appointed by the Management Board. The Head of Student Welfare is the primary Child Protection Officer, who may be supported by other Child Protection Officers, appointed by the Management Board in coordination with the Head of Student Welfare.

The Management Board ensures that Child Protection Officers are appropriately experienced and suitably trained to undertake the role.

Child Protection Officers have 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 designed, 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 HEAD OF STUDENT WELFARE

For the 2019/2020 academic year, the Head of Student Welfare is Mr Darren Simpson (Email: dsimpson@bis.kg, Tel: (+996) 0706320903).

The Head of Student Welfare 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;
- Complete a review of child protection policy and practice in the school every 6 months.

- Fulfil the role of Child Protection Officer either alone or jointly if other staff share the Child Protection Officer role to ease the interface with a wide range of students.

5.3 CHILD PROTECTION OFFICERS

For the 2019/2020 academic year, the Child Protection Officers (Joint Safeguarding Leads) are Mr Darren Simpson, Head of Student Welfare, (Email: dsimpson@bis.kg, Tel: (+996) 0706320903) and Ms Alexandra Savage, School Counselor, (Email: asavage@bis.kg, Tel (+996))–

Child Protection Officers will:

- 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;

5.4 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 confidentiality 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.

5.5 TEACHING STAFF

All Teaching Staff have additional responsibility:

- Observation of children while being aware of signs 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 must promote the emotional health and wellbeing of students in order that they may 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 is to 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 in which students, parents and all staff, irrespective of their role are able to communicate openly regarding any worries or concerns. All concerns are listened to and taken seriously, with the necessary action being taken as is warranted by the situation. Contact names and numbers for internal and external support services are made available so that students and their families know who they can talk to if they are worried. All BIS staff are aware that they can share any concerns about the conduct of colleagues through the procedure outlined in section 7.3, and that these will be received in a sensitive manner.

7 CHILD PROTECTION PROCEDURES

7.1 Recruitment

BIS is committed to ensuring the safety of all members of the school community through the application of rigorous recruitment procedures. 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 from which BIS recruits its teachers and support staff.

If an individual cannot provide the official report, a written explanation for the lack of an official report must be given (Annex 5). This explanation must be investigated by the HR Officer and only accepted in the case that the home country does not provide such an official report and there are no grounds for any concern in relation to the prospective employee and their working with children. In this case, a signed statement by the prospective employee is required regarding the absence of any police record in any country and this must be countersigned as accepted by the HR 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
- Verified references from at least two 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 Volunteers, Visitors and Campus Security

BIS is committed to minimizing risk to students through rigorous security measures applied to all adults on campus including volunteers and visitors. The Head of Administration is responsible for security. Security staff is always on-site, day and night every day of the year. All buildings are locked at night when not in use. School gates are kept locked, except for morning period of 7.30 to 8.30, pick-up time from 15.00 to 17.30, and for organized events for parents and children. The security guard must watch the pedestrian and vehicle entrance gates when they are unlocked. Anyone requiring access to the site outside this time will need to ring the bell to obtain the attention of the security guard.

Security personnel follow a protocol to ensure the safety of students, staff and visitors to the school during the school hours of 07:30 to 17:30. School Reception is manned continuously from 07.45 to 17.30. All visitors to the school, including parents, must report to, and sign in at, Reception before going elsewhere in the school. Visitors, including parents, will be accompanied by a staff member after reporting to Reception.

When the school is used for events outside normal school hours, security will ensure that only BIS staff has access to the school building. Other individuals (students, parents etc.) are only allowed access when accompanied by a responsible member of BIS staff. For all events at school outside normal school hours, the Head of Administration has the final decision on approval of the event and must ensure that safety and

security provision is at the same standard as a normal school day. The cost of this provision should normally be included in the overall costs of the event.

All necessary information relating to school security can be found online in the Parent and Guardians Handbook.

7.3 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 peer on peer abuse.

7.4 Reporting Suspected Abuse

All Staff at BIS has primary responsibility for the welfare of children in their care. They are well placed to observe signs of abuse, changes in 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 recording any 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.

7.5 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 caregiver. 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. If any allegation of harm or abuse against a member of BIS staff is substantiated through internal investigation, the contract of said member of staff will be terminated with immediate effect.

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

- The staff member is immediately placed on administrative duties, or paid leave, with no contact with children;
- The Child Protection Officer informs the Chair of the Management Board and Chair of the Governing Board;
- The Chair of Management Board and Chair of Governing Board decide jointly with the Head of Student Welfare about the process to inform the student's parents.
- 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.

7.6 Educational Visits and Residential Trips

Educational visits and off-site residential trips are an integral part of students' learning experience. All BIS Staff involved in the planning of and participation in these trips have the same duty to ensure the safety of all students involved.

An Educational Visits Coordinator (EVC) is appointed by the Management Board. The Educational Visits Coordinator is normally the Assistant Head of School, but may be another member of staff, as approved by the Management Board. The Chair of Management Board ensures that if the Educational Visits Coordinator's role and responsibilities are designated to another member of staff, that member of staff is appropriately experienced and suitably trained to undertake the role. The Educational Visits Coordinator has delegated responsibility to authorize all off-site School visits and to ensure that all trips are prepared and conducted in accordance with the required standards. The EVC should keep records of all planned educational visits and inform all relevant staff members of the details of each visit and participants in advance of the visit.

The individual Trip Organizer has overall responsibility for the supervision and conduct of the visit and continues to monitor the arrangements to ensure the ongoing health and safety of the group. The Trip Organizer is responsible for seeking approval and advice from the EVC, assessing the risk levels of the trip and making the necessary safety arrangements. The Trip Organizer will designate one member of staff to be the Group Leader of the trip. This individual should be on call at all times during the specified period and should not drink alcohol or be otherwise unavailable to drive or make important decisions.

Before any trip is authorized, the necessary risk assessment should be carried out and submitted for consideration to the EVC. This will include any potential hazards, medical requirements of students involved and the vetting of any accommodation providers for residential trips. BIS does not currently organise trips which place students in homestay accommodation. All necessary information relating to educational visits can be found online in the Educational Visits Policy.

7.7 Self-Harm and Suicide Risk

If there is 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.

7.8 Reporting Responsibilities

All Staff at BIS has a duty to ensure the safety of the children in their care. Therefore, 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

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.

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.

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 their own sexual abuse 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.

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.

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:

Name: _____

Signature: _____

Date: _____

Accepted by the Child Protection Officer

Name: _____

Signature: _____

Date: _____

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? YES or NO	If YES, the 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:

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:

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.

LOW LEVEL: Potential risk of harming himself/herself is minimal, with ideation but no plan or attempt.	MEDIUM LEVEL: There is suicidal thinking, but does not seem to intent on harming himself/herself.	HIGH LEVEL: Imminent danger of inflicting self-harm or committing suicide, with potentially lethal plan or persistent ideation.
<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.