

# International Community School of Addis Ababa



## Child Protection Handbook



*"Our Best with Africa & Our World"*

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This policy is to be reviewed and revised by the Child Safeguarding Team during May of each academic year. Last reviewed: October 2019 by Leadership and Counselors

## Introduction

Child abuse and neglect are concerns throughout the world and are violations of a child's human rights that create obstacles to their academic, physical, emotional, and spiritual development. Schools fill a special institutional role in society as protectors of children and need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop.

Educators have the opportunity to observe and interact with children over time and are in a unique position to identify children who are in need of help and protection. ICS is a non-violent community, dedicated to supporting the development of every student. Physical violence and emotional mistreatment of children is not acceptable, and is inconsistent with the school culture at ICS. Children develop most fully when they live and learn in a community free from intimidation, free from emotional injury, and free from physical threat.

ICS seeks to be a safe haven for all students and as such has adopted the following comprehensive child protection program, which it will communicate annually to all staff, parents and new applicants. The child protection program defines the various forms of child abuse and child neglect and outlines the school's requirements for:

- mandated reporters and procedures for reporting,
- screening and selecting staff, faculty, and volunteers,
- maintaining a child protection team,
- training and education about child sexual abuse prevention for staff and students,
- a code of conduct that guides interactions between adults and children,
- follow-up care and service plans for families in need.

## Definitions of Terms

Child safeguarding 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.

## Mandated Reporters and Procedures for Reporting

In conjunction with Ethiopian laws, ICS maintains that all school employees are mandated reporters of child abuse, neglect and/or harassment. If any employee of ICS has reasonable cause to suspect that a student is being mistreated in any way, he/she is to report the suspicion to a school counselor or administrator immediately. Failure to report may result in the termination of the employment contract and/or legal accountability.

Reporting and follow-up of all suspected incidents of child abuse or neglect will proceed in accordance with the guidelines in this handbook. In the case of a staff member reported as an alleged offender, ICS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

Cases of suspected child abuse or neglect may be reported by the school to the appropriate employer, to the respective consulate in Ethiopia, to the appropriate child protection agency in the home country, and/or to local authorities.

## Child Protection Protocols

The following is the child protection protocol at ICS:

- All employees are mandated reporters of child abuse, neglect and/or harassment
- Employees are to immediately report any suspicions to a school counselor or administrator
- All reports will be reviewed by the counselling team.
- The counselling team will immediately inform the Head of School, if the case needs to move forward.
- The response team will be created and will investigate the case.
- All findings are systematically recorded by the team and placed in the child's cumulative file for documentation of the suspected incident
- If suspicion is substantial and/or the child seems to be at risk of further abuse, the team will compile an official report that will be legally translated into Amharic
- The report may be officially filed with local and home country authorities and child protection agencies.
- If the suspected perpetrator is the parent, or if the parents do not act in the best interest of protecting their child, the school maintains the right to contact the parents' employer, the family's embassy(s) and/or legal authorities, mandate professional counseling and/or revoke enrollment of their student(s) at ICS.
- If the suspected perpetrator is a school employee and their continued employment is determined to put children at further risk, the school maintains the right to contact legal authorities and /or the employee's embassy, mandate professional counseling and/or terminate the employment contract at ICS
- Follow-up services will be provided by the school counselling team and administration as needed
- See the response flow chart on page 5

### **Screening and Selecting Staff, Faculty, and Volunteers:**

At ICS, we are committed to making sure that our staff, faculty and outside service providers (ASA, tutoring, music lessons, etc.) have been properly and rigorously screened before working with children. ICS is also committed to ensuring that all outside contracted workers have provided documentation of background checks and screenings.

ICS requires the following screening and criminal background checks from all faculty, staff, and permanent contractors:

- Written application/statement of suitability
- Personal interview
- Credential check
- Reference check
- Criminal history background check

Temporary contractors/consultants will sign a child protection declaration and are bound by their sponsoring organizations.

ISSAA Coaches, courtesy, temporary and family bad will sign a child protection declaration/form when they receive their badge.

All staff members are required to take online training on child protection as part of the orientation process during which there will also be a review of this handbook. A similar training will be conducted with the local staff in Amharic as well.

## Response Flow Chart



## Child Protection Team

The purpose of the child protection team is to ensure that the child protection guidelines are being implemented and to monitor and review the effectiveness of the program. The team ensures that the child protection curriculum is taught and assessed annually. The team will also ensure professional development and training for all staff and volunteers and parents. Most importantly, the team will serve as a resource group in working with cases requiring child protection (ie. assist in reporting suspected cases of abuse and/or neglect, follow-up disclosures to the multi-disciplinary team or appropriate authorities).

The counselors, in partnership with the child protection team have developed the curriculum for schoolwide personal social education programs to include specific child protection content.

This curriculum will define abuse, neglect and harassment, provide prevention and reporting strategies, and instill in our students an overall understanding that no child deserves to be abused, neglected nor harassed. Purposeful instruction in child protection will help to create a school environment in which students feel safe and protected, and whereby students are encouraged and empowered to report abuse, neglect or harassment to a trusted adult, knowing they will receive comprehensive support. The curriculum is division specific and will be taught at the appropriate age level and developmental level of the students.

### Members of Child Protection Team

- School Psych | Divisional Counselors | Director of Student Support Services  
Child safeguarding Lead/ child safeguarding Officer. Manages all allegations by collecting or writing the incident report to be stored in counseling office file cabinet. Organizes meetings to overview incident report and to manage collaborate decision making.
- School Nurse/CMO  
Child safeguarding lead along with Head of School in case of counselor absence. The nurse is called to all child safeguarding meetings to be part of collaborative decision making. If needed, the nurse contacts the relevant child safeguarding team as indicated per Ku and/or police.
- Head of School  
Child safeguarding lead along with the School Nurse/CMO in case of counselor absence. The Head of School is called to all child safeguarding meetings to be part of collaborative decision making.
- Principal  
Called to all Child Safeguarding meetings involving students to be part of collaborative decision making.
- Human Resources Representative  
To be called to meetings involving allegations against current TIS staff members to review contracts and advise as to legality of possible options for moving forward.
- IT Representative (When needed)  
To be called to meetings involving allegations against current staff to review emails and collect any school electronic devices. Electronic devices should be stored by child safeguarding Lead and provided to authorities and/or school legal representative.
- Legal Representative (When needed)
- Medical Representative (When needed)  
To be called in case of medical referral.
- Outside Psychiatric Representative (When needed)  
To be called in case of psychological consultation needed.

## **Child Protection Training**

During staff orientations, training for new staff and continued training/refresher courses for returning staff, will be factored into the scheduling.

Training for new employees:

- I. Induction Training - all new employees receive training from members of the Child Protection Team which includes reviewing the Child Protection Handbook
- II. All new employees to complete signature of understanding upon completion of training
- III. Training for annual returning staff:
- IV. Refresher Training Topics - E.g. Peer-Peer Abuse, Barriers to Reporting, Grooming and Offender Behavior, Grooming in Institutional Contexts, Identifying Warning Signs, Student Prevention Education

## Code of Conduct that guides Interactions Between Adults and children

ICS requires that all staff, faculty, volunteers and anyone working with children at ICS demonstrate responsibility in maintaining appropriate boundaries and professionalism at all times. All personnel are required to read and sign the Code of Conduct.

By signing the code of conduct, ICS expects our employees to:

- Avoid situations in which you are alone with a child. 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 also preserve their own privacy in these situations.
- 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 behavior on campus or on field trips 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 behavior, the adult must reject the overture.

### Handling Disclosures

First Responder

- Listen empathically without judgement
- Ask the basic, minimal 1 or 2 questions to decide if there is something of concern
- Ask open ended questions "tell me about it?" "what happened" "what makes you say that?"
- Do not ask leading questions "did he...?"
- Tell the child you have to report this (do not promise to maintain confidentiality)
- Afterwards immediately record, verbatim (what you can on the incident report form) and provide this and your account to a member of the child safeguarding team.
- Sign and date the report, review with a member of the CPT. The original report is to be kept in school counselor's office.

## **Follow-up Care and Services:**

Beyond our legal obligation to report suspected child abuse, neglect and/or harassment, we believe we have a moral and ethical obligation to assist our families with follow-up care and services that will enable them to move forward in a healthy manner. Therefore, we offer the following post-traumatic intervention strategies and work closely with families to develop an appropriate plan of action.

Because each experience of abuse, neglect or harassment is unique, so are the intervention strategies applied. Below you will find the types of support we are able to provide to our students and families in need.

ICS provides:

- Preliminary counseling and guidance in a confidential and supportive environment
- Referrals to licensed counselors, therapists or mental health professionals for continued individual or family therapy outside the school setting
- Weekly check-ins with student/parents to monitor the intervention plan, share feedback on progress, and revise strategies as needed
- Supportive resources such as websites, articles, books, support blogs, etc.

## Code of conduct

I, \_\_\_\_\_, agree to follow the guidelines in the Code of Conduct and Child Protection Handbook as a condition of my providing services to the children and youth participating in ICS 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 ICS and with the ICS 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 with children, 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/individual communications with students via text messaging, personal email, any social media messaging platforms, like Facebook, Twitter, Instagram, Snapchat or similar forms of electronic or social media without consent from high school students or the parents of middle and elementary school students.
- 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 ICS, I am subject to a criminal history background check.

My signature confirms that I have read the Code of Conduct and Child Protection Handbook I agree to follow these standards and I understand that any action inconsistent with the Code of Conduct and Child Protection Handbook or failure to take action mandated therein may result in disciplinary action up to and including removal from ICS.

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

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

Received in Office: \_\_\_\_\_

## ICS MEDIA & COMMUNICATION PROTOCOLS WITH STUDENTS

The purpose of these protocols is to provide clear direction regarding the use of images on official and unofficial communication platforms and communications between ICS employees and students. There will be consequences for any violation of these protocols.

### PHOTOS OF STUDENTS

As a school, we **do get permission** from parents to use photos and videos of students and products completed by students on official ICS social media, printed and other communication and marketing platforms.

We **do not get permission** from parents to use photos or videos of their students or products completed by students for use on personal social media accounts, presentations, printed material or on other personal media or communication platforms. When you represent ICS on social media (official or personal), you must adhere to these policies.

Anything posted/shared on an ICS official platform MUST follow the “NO-PHOTO” list of students, found in the Employee Center [HERE](#).

Official ICS Communication Platforms and Accounts includes but is not limited to:

- ICS Facebook page
- ICS Twitter Account
- ICS Instagram Account
- ICS Website
- ICS Community FB page
- ICS Alumni Page
- ICS Website
- ICS HS Twitter Account
- ICS A&A Twitter Account
- ICS Talon Account
- ICS Google websites, such as Employee Center, Employee Directory, Divisional Handbooks, ICS Weekly
- ICS Email accounts
- ICS Printed Documents
- ICS Posters on Campus
- ICS Presentations to parents
- ICS Sponsored presentations at conferences
- ICS recruitment materials
- Seesaw
- Powerschool
- Mangebac
- Google classroom

Anything that is used for ICS business, communications or marketing purposes, is an official use.

If you are posting as a representative of ICS and sharing ICS practices, programs and/or classroom work, you will need to pause and make sure we are following these protocols.

If you are at a public ICS event and snapping photos of your own child and want to post these on your personal social media and there happens to be other students in the background, it is ok to post. It is ok, because it is a public event and you are not representing ICS.

## SOCIAL MEDIA

### ICS Social Media Accounts

All official social media accounts, websites or other communication platforms include an ICS or ICSAddis in the account. Any ICS accounts that are managed by ICS employees or students now must be registered with the Communications Office, providing the active and current username and password for the account. Content providers for each account MUST read, adhere to and sign the ICS Social Media Policy and will be held responsible for the use and content of the account.

### ICS Official Social Media Accounts

We encourage positive posts and tweets on official ICS Social Media that promote the school, our teachers, our students and our community.

#### Publishing on ICS Official Accounts/Communication platforms

If you are publishing/making images, videos public for official ICS accounts or business, you can use images, videos, and products of ICS students under the following parameters:

- Follow the “NO PHOTO/NO VIDEO” list
- Do not publish any full names of any student.
  - First name, grade level, team name, the event name is ok

### Personal Social Media Accounts

ICS Employees are welcome to post on their personal social media and communication platforms with the following stipulations

- Do not “friend” or “follow” or “tag” any current students on any social media platform
- We realize students may follow your personal accounts, but do not follow students back
- Also, keep in mind that students may be following you when making posts or tweets.

#### Publishing on Personal Social Media Accounts or other Personal Communication Platforms

- **The Rule:** Do not use any photos or videos of students on any personal social media or communication platforms. This includes but is not limited to:
  - Twitter
  - Facebook
  - Instagram
  - Pinterest
  - SnapChat
  - FB messenger
  - What’sApp
  - Presentations
- **The Exception:** If you want to post images of students to showcase events happening in the classroom, or on campus, you may use photos of students that do not show their faces or any identifying marks. Backs of heads, backs of students, hands writing, etc. are acceptable.
  - Or you can get written consent from the parents for middle and elementary students and from students in high school, to use their or their child’s images, videos, products for your personal social media and/or communication accounts.
  - When posting images of adults, it is best to get permission/consent.
- If you do post/tweet on your personal accounts to highlight great work in the classroom or on campus, make sure it is your own work or get permission from the teacher, group, facilitator to post on your personal accounts.

## COMMUNICATIONS FROM ICS EMPLOYEES TO STUDENTS

All individual communication between an employee and an ICS student must be conducted through the following channels ONLY:

- ICS Email
- Seesaw
- Managebac
- Google classroom

DO NOT communicate with an individual student using:

- Phone calls
- Text messages or SMS
- WhatsApp
- Or ANY social media messaging or direct message services (e.g. FB messenger, Instagram message, Twitter direct message, SnapChat, etc.)
- Do not tag individual students in any social media
- Do not follow any current student on any social media

### **Exception:**

Group WhatsApp for teams, groups or clubs is ok, as it is not communication to one individual student.

If a student reaches out to an ICS Employee through WhatsApp, texting/SMS or social media, please respond to that student using ICS Email, Seesaw or Google Classroom.

How to teach good posting/tweeting? You can share your personal social media feed or provide screenshots of posts/tweets. Have students submit screenshots of their posts/tweets for grading and assessment. Do not follow students on social media.

### **Field Trips / ISSEA Trips / Away Games**

In the event of an emergency, coaches and chaperones should have parent phone numbers available. There is no need to have student phone numbers or for students to have coaches/chaperones' phone numbers.

If you are missing a student or a student is running late, please have another student call or text the late student.

For teams, WhatsApp groups may be necessary and are allowed. Just ensure there is no individual student contact/communication using WhatsApp.

If there are instances that you still need to contact students individually, we can create a permission slip that details the dates of the communication, the purpose/intent, the communication method and have parents sign it. Please work with Kristi Williams to create and record permission forms.

If you have any questions or concerns, please reach out to your divisional principal or to the Communications Office.

### ICS SOCIAL MEDIA POLICIES

Social Media is powerful tool to engage, inform and build relationships with our students, parents, colleagues and community on a local, regional and global level. And with this power comes responsibility.

If done correctly and with a strategic focus, social media can help ICS engage the world with our programs, thought leadership and successful outcomes. If done poorly, a post, tweet, image or mistake can generate complaints, damage the school's reputation, endanger our students or violate security and data protections.

#### Why this policy exists

While we encourage teachers, students, staff, and other school community members to use social media as a way to connect and share experiences, share educational resources, create and curate educational content, and enhance the classroom experience, this policy outlines how employees and students can use social media effectively and safely.

It is important that employees and students who use an ICS social media account do so in a way which enhances the school's image, reputation, mission and vision and follow data protection, privacy and confidentiality protocols. You must read the ICS Media Usage and Employee to Student Communication Protocols.

#### Policy Scope

This policy applies to all employees, contractors and volunteers at ICS who use social media representing ICS. This applies to personal accounts, once you tag or list ICS Addis in your post. This also applies to students using ICS social media accounts. It applies no matter whether that social media activity takes place on school premises, while travelling for business or while working at home. If ICS or Eagles are named or referenced within a post, tweet, hashtag, name, handle or image, this policy applies.

#### Objectives

The enforcement of this policy seeks to:

- Establish clear guiding principles as to how ICS representatives (employees, consultants, students) are to conduct themselves when engaging in social media whether the engagement be official or unofficial in nature.
- Cultivate an environment wherein the use of Social Media contributes to the overall welfare and productivity of ICS.
- Prepare ICS representatives on the hazards and responsibilities of partaking in social media activities.
- Protect the school and its employees and students from any legal threats that may arise as a result of in appropriate social media usage.

#### Guidelines for Social Media Usage

##### Privacy

- Do not publish, post or release information that is considered confidential or not for public. If it seems confidential, it probably is.
- Families sign a general agreement that allowing use of their student's image(s) and video(s) for school publications and social media. Parents that do not want to have their child's image/video used have notified the communications department. Please check with communications before posting a student's image/video on public social media.
- Always respect the privacy of the school community members. Do not post pictures of others without their permission. Do not discuss colleagues, competitors, students or parents.
- Do not mention students by full name (first name only is ok), do not disclose dates, times and locations all together of field trips or outings.
- Remember... anything you say or post online is "public" information. Any conversation with friends, or comments or posts that occur online, various publishers might capture it, remove it from its context, attach it to you, mention your employer or other affiliations, and then build their own narrative around it without your consent. This is not illegal, because social media is public.

### General

- Do not...
  - Create and distribute material that might be defamatory or incur liability for the school.
  - Post message, status updates or links to material or content that is inappropriate.
  - Use social media for any illegal or criminal activities.
  - Broadcast your own views on social, political, religious or other non-school related matters, on any ICS-related social media or with any ICS-related hashtags.
  - Send offensive or harassing messages to others via social media.
  - Send or post messages that could damage the reputation or image of the school.
- We expect you to...
  - Always use good judgment in all situations.
  - Always treat others in a respectful, positive and considerate manner.
  - Use social media platforms in a responsible manner, adhering to their printed terms and conditions.
  - Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it. Apologize for the mistake if the situation warrants it.
  - If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please contact the Communications Office or Head of School immediately so the school can take the proper steps to help minimize the impact it may have.

### **With all that in mind, go out and share our great ICS story!**

For any questions, comments, suggestions or concerns about social media at ICS, please contact the communications department.

### **Statement of Understanding and Account Registration.**

I have read and understand the ICS Social Media Policy and ICS Communication Usage and Protocols. I agree to adhere to the social media policy and communication protocols.

I have access to and responsibility, individually or shared, for the ICS account listed below. I will keep the Communications Office informed of any changes to my access to ICS social media accounts and usernames and passwords.

## Definitions of child abuse and Indications to look for

The World Health Organization provides the following definition:

*Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child's health, development or dignity. Within this broad definition, five subtypes can be distinguished – physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation. [source](#)*

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 usually by individuals known to them, or more rarely, by a stranger (most child abuse is perpetrated by someone the child knows, respects or trusts). Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

**The following information is excerpted from the AISA Child Protection Handbook (3<sup>rd</sup> Edition):** To increase the AISA community's awareness, this handbook focuses on four main categories of abuse and provides basic information about the physical and behavioral signs associated with each type.

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 that have not received medical attention
- Bodily injuries 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 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 behavior
- Persistent tiredness
- Lying

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
- Aggressive behaviors, 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 behavior or language

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
- 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 lifetime 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 behavior (e.g., suicide attempts)

### **Risk Management:**

International schools must regularly engage in risk analysis management in relation to the school program following the Risk Assessment Indicator checklist on page 16.

## Safeguarding On Campus

### Use of Toilets

There are no student only toilets on campus. An adult may enter into any bathroom where students are for supervision and safety reasons. Adults will announce before they enter and will try to have a second adult on hand.

## Safeguarding During School Trips

### Rooms

Students should not be in a room or tent on their own overnight. Students should not sleep in the same room as adults.

The only exceptions are:

1. if a student has a sickness or injury which is deemed by a certified medical professional (e.g. school nurse) to require regular monitoring in which case that child may stay in the same room as a medical professional.
2. If a student has a sickness which is deemed contagious and potentially hazardous for others, once the parent has been notified, if they cannot be collected, in that case they can sleep on their own with the health professional immediately next door. Student room doors must be locked at night, but teachers must have a key.

### Use of Public Toilets (away from school)

When students are using public toilets, a teacher must be situated close to the toilet building and if appropriate in the area outside the toilet cubicles. Students should not use public toilets on their own, they must enter in pairs or larger groups. Male teachers should not use urinals when ICS students are present, Male teachers are encouraged to use toilet cubicles even when students are not in sight to avoid any potential inappropriate encounter or allegation regarding a student.

### Mobile Phone

All teachers should carry a charged mobile phone and school office and Leadership Team telephone numbers in case of emergencies/reporting etc.

### Child Safeguarding Incident Report

Student Name	Grade/Home Room teacher
Report Completed by	Date
Parent/Guardian Names	Nationality
Contact information	Primary Language
Description of Incident Document information of suspected neglect, abuse, sexual abuse, physical violence or threats. Include where, when, what and how it happened. Include only details not opinion or assumption. Does child feel safe to return home/ child perception of parents reaction?	
Date and Location	
Witnesses: including any prior events	
Action Taken: Who was notified, what steps were taken, what evidence was	
Person Contacted?	Parent/s                      Counselor                      Nurse                      Director other: Outside Agency:
Other actions/comments, information on siblings	
Reporter Signature/date Sign and date report, review with a member	Reporter signature: CPT

## Risk Assessment Indicator Checklist

Name of Child:	
Advisory Teacher:	

Legend:

	No critical indicators / no further intervention necessary
	Some indicators critical / needs further investigation
	Serious critical indicators / immediate intervention necessary

### Behavior towards other children

Inability to respect their own or others' personal space			
Aggressive behavior			
Taunting, name calling, physical aggression			
Unsafe or disruptive behavior			
Destructive behavior			
Inappropriate sexual behavior			
Telling lies or fantasizing, showing off			
Introverted behavior or isolates themselves socially			
Difficulties accepting rules incl. during play/games			
Child is avoided by other children			

### Behavior towards teachers and other adults

Inability to respect boundaries			
Disrespectful behavior			
Needing to be the center of attention			
Insulting, threatening and provocative behavior			
Aggressive behavior			
Lying, stealing, vandalism, etc.			
Not following school rules			
Ignoring warnings and instructions			
Avoiding contact, withdrawn			

### Academic performance

Major fluctuations in performance			
Coping behavior in stressful situations			
Doing homework			
Working independently			
Working in groups and on projects			
Reactions to failures			

**General observations**

Attendance			
Appropriateness of clothing			
Lack of food and drink			
Missing equipment and materials			
Signs of neglect (Lack of cleanliness, dental hygiene)			
Signs of fatigue			
Often complaining of pain			
Severe nail biting and other signs of self harm			
Tics and other signs of compulsive behavior			
Signs of physical abuse			
Speech and language deficits			

**Family situation (parental behavior)**

Overprotective			
Neglectful			
Lack of parental control			
Parental behavior (impatience, ignoring the child’s need, lack of emotional closeness)			
Aggressive or physical behavior (signs of bruises, scars, broken bones, burns, verbal or physical punishment, shaming, threatening, condescending behavior)			
Lack of cooperation with school, not reliable or honest			
Refusing to acknowledge problems			

**Other factors**

Financial situation			
Living arrangements (no home, cramped, dirty or disorganized living conditions, lack of privacy)			
Work situation (unemployed, low income, night shifts)			
Social situation (no integration into community, no family support, lack of child care, extreme ideological beliefs that put the child at risk)			
Addictive behavior (medication, alcohol, drugs, gambling)			
Severe psychological illness (inability to cope due to physical/psychological factors or disability)			
Separation or divorce situation			
Limited intellectual capacity			

\_\_\_\_\_  
Signature & Date of Counselor

\_\_\_\_\_  
Signature & Date 2<sup>nd</sup> child safeguarding Team Member

This assessment form is part of the student case fill.