



**Bandung
Independent
School**



SAFEGUARDING AND CHILD PROTECTION POLICY



BIS Guiding Statements

Vision

To nurture individual potential and be an internationally minded school of excellence

Mission

Through relevant, challenging and engaging programs, we inspire every learner to become skillful and courageous, empowered to participate responsibly, successfully and with integrity in a global community.

Values

Bandung Independent School values:

| <i>Academic</i> | <i>Community</i> | <i>Self</i> |
|--|---|---|
| <ul style="list-style-type: none">• learning as a lifelong process of reflection, collaboration and applying skills• academic rigor and excellence• creative and critical thinking | <ul style="list-style-type: none">• respect and empathy toward others• building character through a strong ethos towards service and action within the local community• creating a safe, caring and open-minded environment• being an internationally-minded community | <ul style="list-style-type: none">• integrity and taking responsibility for actions• resilience through courage and willingness to lead and take risks• balance and wellbeing for ourselves and others. |

Definition of International Mindedness

At Bandung Independent School, our community is committed to working towards fostering international-mindedness both inside and outside of the classroom.

We understand international-mindedness as:

- *Valuing cultural identity and linguistic diversity, both our own and others, in our social and academic lives;*
- *Respecting all individuals and seeking multiple perspectives with a sense of humility;*
- *Examining local and global issues critically and thoughtfully, to prepare us for action, service, and responsible decision-making;*
- *Understanding our interconnectedness as global citizens.*

IB Learner Profile

As an [IB World School](#), we have adopted the IB Learner Profile attributes as a model for our learners to be responsible members of their local, national, and global communities. As responsible owners of their learning, we support each learner to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and changes.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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Purpose

Bandung Independent School (BIS) is committed to the safety and well-being of its students. Their care and protection is paramount and the School will maintain an environment that minimises the risk of harm to students and promotes their right to be heard when they feel unsafe. BIS also supports the rights and well-being of other members of the school community, including staff, parents and volunteers and encourages their active participation in creating and maintaining a safe and inclusive environment for all.

The Safeguarding and Child Protection Policy has been developed to provide guidance in maintaining an open and aware community that protects students from harm, including child abuse, it promotes the importance of listening to students and ensuring their well-being is cared for. The Safeguarding and Child Protection Policy is intended to operate alongside other policies at BIS. Definitions of abuse are included in **Appendix A**. This document also includes a Code of Conduct that clearly describes the expected standards of behaviour and boundaries for every member of the school community. In order to protect children and young people there must be awareness and understanding of the different risks and forms of abuse to which children may be subject. The Code of Conduct is included as **Appendix B**.

This policy links with the teaching of the PYP Inquiry programme, specifically through the Personal, Social and Physical Education (PSPE) component and as part of the secondary PE curriculum which helps to develop appropriate attitudes in the students and make them aware of the impact of their decisions on others. Students are also taught to recognise different risks in different situations, and how to behave in response to them.

The aims of this policy are to:

- ensure that all staff are clear about the actions necessary with regard to student protection issues
- raise awareness of all staff and identify responsibility in reporting possible cases of abuse through clear expectations and communication with parents, staff and students, access to our policy on the parent portal and publishing the importance of Safeguarding and Child Protection on the BIS website. In addition to this, staff training will be provided every 2 years
- ensure effective communication between all staff when dealing with student protection issues
- define procedures for those who encounter an issue requiring student protection
- ensure safe recruitment practice in checking the suitability of staff and volunteers to work with students
- raise awareness of student protection issues and equip students with the skills needed to keep themselves safe
- develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support students who have been abused in accordance with his/her agreed student protection plan
- establish a safe environment in which students can learn and develop
- communicate the Code of Conduct to all stakeholders

School support for the student

BIS recognises that students who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. Therefore, the School will endeavour to support the student through:

- the curriculum

- the school mission and vision which promotes a positive, supportive and secure environment and gives students a sense of being valued
- ensuring that the students know that some behaviour is unacceptable and they are valued and will not be blamed for any abuse which has occurred
- liaison with other agencies that support the student as appropriate
- empowering and supporting students to share concerns or issues with a trusted adult
- creating a student welfare structure that provides key staff with whom students can discuss concerns. This may include homeroom teachers, class and subject teachers, senior leadership team or any other trusted adult in the school
- Records sent to schools to which the student may transfer may be flagged to inform the receiving school that there is a confidential file for the student.

Roles and Responsibilities

Code of Conduct

BIS is committed to the safety and well-being of all students and other members of the school community. In order to ensure a safe and inclusive environment is maintained at all times, the Code of Conduct sets behavioural standards and appropriate boundaries for all staff, parents and volunteers at the School. This Code of Conduct is included as Appendix B. All non-teaching adults working with students are asked to sign a statement agreeing to the Code of Conduct, included as **Appendix C**. For teachers, this is embedded in their contracts.

Examples of inappropriate behaviour between adults and students are included in **Appendix D**. Possible indicators of child abuse are included in **Appendix E**.

The School will ensure that:

- there is a designated 3 member team of Child Protection Officers (CPO) for BIS.
- they are aware of the Safeguarding and Child Protection Policy
- the policy is presented to the Board annually
- all legal requirements are fulfilled

The Senior Leadership Team will ensure that:

- an environment where students feel secure, are encouraged to talk, and are listened to, is established and maintained
- students know that there are adults in the School whom they can approach if they are worried
- opportunities for students to develop the skills they need to recognise and stay safe from abuse are included in the curriculum
- every member of staff and governing body knows the names of the designated senior staff responsible for student protection and their role
- all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for student protection
- procedures where an allegation is made against a member of staff or volunteer are developed and followed
- safe recruitment practices are always followed
- it accepts responsibility for ensuring the Safeguarding and Child Protection Policy and Code of Conduct is understood and complied with across the School
- it provides advice and information on any aspect of student protection and student welfare
- it ensures the safety and welfare of students, parents and staff members

- it is responsible for advising and supporting staff members and volunteers when a report of child abuse or inappropriate behaviour is made
- it conducts staff induction programmes and training to educate new staff on the Safeguarding and Child Protection Policy, Code of Conduct and the school's commitment to the safety and well-being of its students
- all relevant records are kept securely, separate from the main student file, and in a locked location
- students are appropriately advised on the Safeguarding and Child Protection Policy and are aware of the possible issues surrounding child protection
- the provision of a student welfare structure is promoted within the BIS community to support the welfare of all students

The Student Welfare Team (nurse, counselor, etc) will ensure that:

- they take appropriate measures in conjunction with the CPO in ensuring the protection, safety and welfare of all students in the role as Child Protection Officer
- links with relevant agencies are developed and there is a reliable partnership with the agencies regarding child protection matters including attendance at case conferences
- advice and guidance to all members of the wider school community is provided on any aspect of student protection and welfare

Teachers will ensure that:

- they report any concern directly to a CPO
- they accept responsibility for the safety and/or welfare of all students at the School
- they will listen to and support students when appropriate
- written records of concerns about students are kept, even where there is no need to refer the matter immediately

Parents will ensure that:

- they report any concern directly to a CPO

Students will ensure that:

- they report any concern directly to a CPO or any trusted member of staff at BIS

A person does not have to be able to prove that the abuse has occurred. All members of staff report any suspected or disclosed incident of abuse as outlined in the policy.

Reporting an incident of student abuse

A disclosure is when a child or youth (student under 18) tells you or lets you know in some other way that he or she has been, or is being abused. Disclosure can be direct, indirect or a third party disclosure. All disclosures of abuse would be reported, no matter when or where they happen. All students at BIS are encouraged to raise or report any concerns or complaints they have regarding their own safety or welfare or that of another student. A copy of the reporting process will be included in the Student Handbooks and on the Student, Staff, and Teacher Portals.

When a student discloses to anyone that he or she has been abused, they may be feeling scared, guilty, ashamed, angry and powerless. The adult, in turn, may feel a sense of outrage, disgust, sadness, anger and sometimes disbelief. It is important therefore for adults to remain calm and in control and to reassure the student that something will be done to keep him or her safe.

The adult can show care and concern for the student by:

- listening carefully
- telling the student it is not his or her fault and he/she is not responsible for the abuse
- telling the student they are pleased he/she told you

Adults will not be helping the student if they:

- make promises they cannot keep, such as promising that they will not tell anyone
- push the student into giving details of the abuse. The adult's role is to listen to what the student wants to tell them and not to conduct an investigation (they should also be aware of NOT asking any leading questions as this may prejudice any subsequent investigation)
- indiscriminately discuss the circumstances of the student with others not directly involved

Making a report after a disclosure or suspicion of abuse

Following a suspicion of abuse of a student, parent, staff member, or volunteer or in the case of any disclosure concerning the safety or welfare of a student being made, the staff member should follow the procedure set out in **Appendix F**.

Please note that more often than not this may be the last time you hear about this case. BIS operates on a need to know procedure. However, although information may not be passed on, action will have been taken in consultation with the Head of school and any other relevant parties. On some occasions there may be discussion with the staff member or student involved, education on the Code of Conduct, expected behaviours, disciplinary measures or conflict resolution procedures. Legal action may follow.

All report forms should be completed **by hand** and never on a computer. They should then be handed to the designated person who will securely store them with access restricted to the Designated CPOs and Head of School.

Staff Recruitment and Induction

BIS will reduce the risk of employing or accepting staff and volunteers who are unsuitable people to work at the School by being vigilant in its employment practices and by adopting a structured and systematic approach to recruitment and selection for all staff and volunteers. The School will maintain best practice in recruiting teaching staff and volunteers to ensure their motivation to work with children and young people is honourable and has the best interests of the students as their priority.

In order to achieve this BIS will adopt the following guidelines when recruiting staff to the School:

Advertising

All positions advertised will include a statement that BIS is committed to the safety and well-being of its students and make reference to the Safeguarding and Child Protection Policy and Code of Conduct.

Interviews

During an interview for either a potential staff member or volunteer, a response from the candidate to the BIS child protection strategies, such as the Safeguarding and Child Protection Policy and Code of Conduct, will be sought to

determine the person's reaction and willingness to accept these policies and procedures. Specific questions will be formulated to assess their motivation to work with children and young people and related values and attitudes.

Reference checks

For all teaching and non-teaching staff, at least two reference checks will be conducted and questions are asked of referees to determine a person's suitability to work with children and young people.

Police checks

For all staff (teaching and nonteaching) a police check, and any other checks will be conducted before an employment offer is finalised. It is the responsibility of the applicant to apply for a National Police Certificate. In Indonesia for Indonesian citizens this is called a Surat Keterangan Kelakuan Baik (SKKB) and for expatriates this is called a Surat Keterangan Catatan Kepolisian (SKCK). If an applicant is from overseas all necessary steps will be taken to ensure a police check is conducted through the relevant authorities.

Induction

BIS will ensure all new staff and volunteers will be provided with information and guidance on the School's student protection strategies such as the reporting system and the Safeguarding and Child Protection Policy and Code of Conduct. The role of the Senior Leadership Team in student protection will also be explained and the importance of contacting one of the CPOs or the SLT should they have a concern about the safety or welfare of a student. New staff and volunteers will be informed about the open and aware environment at the School and the commitment to preventing any harm occurring to students.

Volunteer and paid helpers at BIS

BIS values greatly the support that is received from volunteers and paid helpers but to ensure the safety of students, the School must aim to have procedures in place which ensure that all volunteers who attend the School act in a safe manner towards students.

The School will do this by:

- requiring all volunteers to sign a statement agreeing to the Code of Conduct
- giving to all volunteers a copy of the Safeguarding and Child Protection Policy and Code of Conduct
- ensuring that all volunteers are overseen by a teacher, or
- ensure that any adult in solo supervision of students undergoes police check

Where a helper's contact with the student may be closely monitored by a teacher, i.e. they are either in their line of vision or may be heard, police clearance may not be required. However, the helper will be required to sign the Code of Conduct form.

Media and Crisis Management

All students, parents, staff and volunteers must refer any media enquiries directly to the Head of School. It is the role of the Head of School to manage and respond to any media enquiries on behalf of the School. If an allegation of abuse becomes public, the Head of School will discuss with the Board Chair, and seek professional advice on, whether or not to issue a statement.

School Organised Trips

See the Elementary handbook on school portal for information about Trips and out of school activities. See the Secondary handbook on portal for information about the overnight Outreach programme and field trips.

Child Protection Officers

Lead Child Protection Officer: *Dr. Michael Berry (Head of School)*

Deputy Child Protection Officer for Secondary: *Marci Russell (Secondary Principal)*

Deputy Child Protection Officer for Primary: *Katie Stone (Primary Principal)*

Appendix A: Definitions of Child Abuse

The four main types of child abuse are physical, sexual and emotional abuse, and neglect.

Definition of Physical Abuse

Physical abuse is commonly characterised by physical injury resulting from practices such as punching, beating, shaking, biting, burning or otherwise harming a child.

Definition of Sexual Abuse

Sexual abuse occurs when someone in a position of power to the child or young person uses his or her power to involve the child/young person in sexual activity. This can include a range of behaviour including sexual suggestion and/or exhibitionism.

Definition of Emotional Abuse

Emotional abuse tends to be a chronic behavioural pattern directed at the child/young person whereby their self-esteem and social competence is undermined or eroded over time. A child or young person can also experience emotional abuse by being exposed to a dysfunctional environment that includes domestic violence.

Definition of Neglect

Neglect is characterised by the failure to provide for the child/young person's basic needs. This can occur through direct and deliberate action or by omission or deliberate inaction to care for the child/young person.

When assessing the indicators of child abuse it is very important to look at the whole picture. Not all of these indicators automatically mean a child is being abused.

Appendix B: Code of Conduct for BIS Community

Code of Conduct

Each member of the BIS community is asked:

- to treat everyone with dignity and respect regardless of differences of ethnicity, religion, age, ability, gender, sexual orientation and economic circumstances
- to report all concerns regarding the safety or welfare of a student to the Head of School, School Principal or designated Child Safety Officers
- to ensure all allegations or suspicions of abuse are reported and acted upon
- to create an environment in which all students can reach their full potential and involve students in leadership and decision making
- to maintain professional dress standards, and for staff and volunteers to conduct themselves in a manner consistent with their position as a positive role model to children and young people and as a representative of the School community
- not be present at School when adversely affected by any substances such as alcohol or drugs
- not to smoke when on the School premises or at any School event
- not send any pornographic, sexually suggestive, abusive or offensive messages to any member of the School community by way of emails, SMS or mobile phone messaging, telephone calls or written notes or any other forms of communication
- not to develop inappropriate relationships with students or make inappropriate contact
- not to hold or touch any member of the school community in an inappropriate and/or culturally insensitive way
- avoid spending time alone with a student unless an open and supervised environment can be maintained
- to ensure the risk of abuse occurring is minimised by adhering to the following steps when on trips or excursions outside School:
 - i. Maintain adequate ratios of students to staff and volunteers,
 - ii. Staff and volunteers not doing things for a student of a personal nature that a student can do for himself,
 - iii. Encourage students to speak up when they feel unsafe about an activity or program,
 - iv. Follow all School policies regarding adult-child relationships,
 - v. Ensure staff and students use the separate shower, toilet and changing room facilities provided, and provide safe sleeping arrangements which respect privacy.

Code of Conduct for Parents, Staff Members and Students

(published in BIS School Handbook 2017)

Introduction

When families and staff members become members of the Bandung Independent School community, they adopt the expectations of our school about how they will relate to each other and the protocols that guide interactions in the school. These expectations are described in this document and have been created in the spirit of all parties interacting with goodwill and good intentions.

For the purposes of this document, the term “parent” applies to:

- Adults responsible for the on-going day-to-day care and supervision of students in the home environment;
- Legal guardians and custodians;
- Relatives with temporary responsibility of care;
- Adult friends designated by the family as temporary caregivers;
- Parents who no longer reside with the children of the family.

The term “staff member” applies to any adult under the employ of the school or government agencies providing services to the school, including casual, temporary, part time and ongoing employees. It also applies to adults working at the school voluntarily. It does not apply to delivery people, contractors or occasional trades people repairing or maintaining the school's facilities.

Guidelines

In line with our Vision, Mission and Values, at Bandung Independent School, parents, staff members and students can expect to be treated with respect and courtesy at all times, with care taken to preserve dignity and personal integrity. The following guidelines are designed to support the achievement of this expectation. For students, this expectation and guidelines will be articulated in terms that are appropriate to their developmental ability level.

- Parents, staff members and students will actively promote and support the school in the community, highlighting the school's positive attributes and reserving issues of concern for resolution through proper process.
- Parents, staff members and students will respect and comply with the policies of the school, as determined by the Pembina Board and the Government of Indonesia.
- Parents, staff members and students will actively attempt to resolve issues of concern by engaging in appropriate interactions with the relevant people.
- All interactions shall have the goal of achieving outcomes mutually acceptable to the parties concerned.
- All interactions shall be conducted in a calm and reasonable manner.
- All interactions shall be issue-based, avoiding personal conflicts.
- All interactions shall give due consideration to the points of view of all parties concerned.

An appropriate time and place shall be mutually arranged for discussing issues that are sensitive, contentious, confidential or in need of prolonged consideration.

- In the event of a parent, staff member or student being dissatisfied with the manner in which an interaction is conducted, an appointment will be made with the Head of School for further discussion.
- The Head of School shall resolve conflicts objectively, using an issue-based approach to broker reconciliation, taking into due consideration all points of view.
- In the event of unsatisfactory behaviour on the part of a student, the involved adult shall follow due process.
- If the involved adult is not a staff member, then they will refer the issue to the relevant Section Principal or Head of School.
- In the event of unsatisfactory performance or behaviour on the part of a staff member, the Head of School shall follow due process.

- In the event of irresolvable, inappropriate and unreasonable behaviour by a parent, the Head of School will confer with the Section Principal and Pembina Board Chair to consider offering assistance to the family with relocation to an alternative school.

Community

In providing a high quality education that is relevant to the needs of the students, Bandung Independent School relies on close collaboration with community members in order to:

- Obtain advice and support for resourcing its educational programs;
- Have access to local businesses, community services and organisations, in order to relate students' learning to experiences and opportunities in the local and wider community.

Members of the Bandung Independent School community will encourage the participation of other community members in supporting the programs of the school and will develop collaborative and supportive relationships with businesses, services and organisations, based on mutual benefit.

Personal Declaration

I, hereby declare that:

- a. I have read the BIS Code of Conduct and agree to follow the Policies, rules and regulations of Bandung Independent School.
- b. I understand that I should have private medical and/or accident insurance cover in the case of accident or injury to myself whilst helping at BIS.
- c. I have not been convicted of a criminal offence.
- d. I have not been dismissed, or have left voluntarily, any school following accusations of inappropriate behaviour with a student.
- e. I am not on any national or educational register prohibiting me from working with children.

I accept that Bandung Independent School has the right of investigation to verify these statements and if this Declaration is found to be false, I will be excluded by BIS from the list of accredited volunteers.

Name :

Signed :

Date :

Contact Details

Address :

.....

Telephone no. :

Mobile no. :

E-mail address :

Appendix D: Examples of Violation of Code of Conduct

| Boundary | Example of Violation |
|----------------------------|---|
| Communication | <ul style="list-style-type: none">● Inappropriate comments about a student's appearance including excessive flattering comments● Inappropriate conversation or enquiries of a sexual nature (e.g. questions about a student's sexuality)● Use of inappropriate pet names● Vilification or humiliation● Jokes or innuendo of a sexual nature● Obscene gestures and language● Facilitating access to pornographic or overtly sexual material● Failing to stop sexual harassment between students● Correspondence of a personal nature including letters, email, phone, SMS text (not including class postcards/ bereavement cards, etc) |
| Personal disclosure | <ul style="list-style-type: none">● Discussing personal details of lifestyle of self or others. It may be appropriate and necessary at times, however, to draw on relevant personal life experiences when teaching● Sharing of personal information about other staff or students |
| Physical contact | <ul style="list-style-type: none">● Unwarranted, unwanted and/or inappropriate touching of a student personally or with objects (e.g. pencil or ruler)● Initiating or permitting inappropriate physical contact by a student, e.g. massage, tickling games |

Appendix E: Possible Indicators of Child Abuse

Signs and symptoms of physical abuse may include:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Signs of neglect may include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Signs of emotional abuse may include:

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Overreaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (for example rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away

- Compulsive stealing, scavenging

Signs of sexual abuse may include:

- Sudden changes in behaviour and/or school performance
- Inappropriate display of sexual behaviour
- Tendency to cling or need reassurance
- Tendency to cry easily
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and venereal diseases
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sports
- Phobias or panic attacks

Appendix F: Procedure for disclosures

- Staff should complete the Child Protection Referral form.
- The Child Protection officers will meet to discuss next steps.
- The classroom teacher and staff member who completed the initial Child Protection referral form will be informed of the plan.

Appendix G: BIS timeline for implementing the policy

| | |
|------------------------|---|
| August-September 2017 | Safeguarding and Child Protection Policy drafted |
| September-October 2017 | Designated Child Protection Officers identified Designated Board Member identified |
| October-November 2017 | Child Protection Officers receive guidance and training Relevant resources and support agencies in the community identified and contacted. |
| October-December 2017 | Policy document and procedures shared and socialized with staff, students, parents and community members. |
| November-December 2017 | Provide workshops for all staff about Safeguarding and Child Protection Policy and procedures Ensure all ECA leaders for semester 2 are aware of this policy and sign the personal declaration |

History of Safeguarding and Child Protection Policy

| Issue no. | Date | Details | By | Effectivity date |
|-----------|-----------------------|---|---|----------------------------|
| 1 | August-September 2017 | Draft written Date of next review: October 23, 2017 on Teacher work day | Head of School, School Principal, Mary Gilleece | August 2017 August 2017 |
| 2 | September 2017 | Child protection officer and deputy officers established | HOS, School Principal, Mary Gilleece, Nurse Fenti | September 2017 |
| 3 | October 31, 2017 | Policy shared with staff and socialized with staff during afternoon PD - told process is in place. This is what child protection means - this is how we are adjusting our hiring and background checks process - This is how you would report if there is any suspicion | Amy Bowley, CPO | October 31, 2017 |
| 4 | November 21, 2017 | Staff socialized with P.14, Violations of Code of Conduct. | Amy Bowley, CPO | November 21, 2017 |
| 5 | July 25, 2018 | Socialized briefly with new staff. | Amy Bowley, CPO | July 25, 2018 |
| 6 | August 21, 2018 | New officers chosen: Lane, Kiyra, Fenti, Amy (CPO). Document reshared with staff in staff meeting. officers announced, reporting process shared, code of conduct shared. | Amy Bowley, CPO | August 21, 2018 |

| | | | | |
|----|----------------------|---|-------------------------------------|---------------|
| 7 | January 2019 | Amy (CPO) met with Bea, Safety member of the Board for twice yearly update. | Amy Bowley, CPO | January 2019 |
| 8 | August 2019 | New officers chosen: Lane, Kiyra, Fenti, Rosalina, Amy (CPO). Document reshared with staff in staff meeting. officers announced, reporting process shared, code of conduct shared. | Amy Bowley, CPO | August 2019 |
| 9 | January - March 2019 | Teachers, Assistant teachers, nurse, counselor all engage in EduCare Child Protection for International Schools online training . All staff members complete and receive certificate | All Teaching Staff | March 2019 |
| 10 | August 2020 | Review of Child Protection policy and share with Staff revisions | All Teaching Staff | August 2020 |
| 11 | October 2020 | Revisions accepted Policy presented to the Board and accepted | Dr. Michael Berry Head of School | November 2020 |