



Naseem International School

Handbooks, Policies, Procedures and Rubrics

NIS Child Protection Policy & Procedures

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IB 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.

الرؤية مدرسة النسيم الدولية تعد المتعلم الفعال دولياً مدى الحياة Vision

Naseem International School inspires lifelong learners and global citizens.

رسالة المدرسة

نحن الهيئة العاملة في مدرسة النسيم الدولية نعمل جاهدين لتعليم الطالب، والتعامل معه ككل متكامل، لذا فإن كل ما نقدمه له من تعليم متوازن قائم على استغلال جهده المبذول للنمو به في كل المجالات فكريا، وجسديا، وروحيا، وعاطفيا، واجتماعيا، وبالتالي تمكينه من أن يصبح الشخص الذي يريد.

كما أننا نعمل على أن نجعل من طلبتنا أشخاصا مفكرين، ونقادا قادرين على الاعتناء بأنفسهم وبالآخرين، وعلى تحمل المسؤولية بفاعلية واقتدار، وبهذا يتم تشكيل مجتمعنا، وحماية عالمنا الذي نعيشه.

Mission Statement

We, the staff at Naseem International School, are committed to educating the whole person. We aim to provide a balanced education, which enables students to fulfill their potential in all areas of growth - intellectually, physically, emotionally, spiritually and socially - and empowers them to become the people they can and want to be.

We realize the importance of students becoming critical thinkers who can take care of themselves and compassionately care for others. Thus, they take an active, responsible part in shaping our society and saving the world.

الدّوليّة في مدرستنا

مدرسة النسيم الدولية مجتمع متعدد الجنسيات واللغات ، فلسفتنا ومنهجنا يضمنان إمكانية تحقيق مخرجات التعليم. من خلال رسالة مدرستنا وما تبديه من اتباع للفلسفة الدولية فقد التزمنا بالتفكير الدولي، ودمج الثقافات ، والمواطنة العالمية. إننا نولي قيمة عالية للوعي العالمي، لتجاوز الحدود الوطنية فيما يتعلق بالبرامج الأكاديمية لدينا وبمشاركتنا الواسعة في المجتمع بما تنص عليه المعايير الدولية لاعتماداتنا.

Internationalism at our school

Naseem International School is a multinational and multilingual community. Our philosophy and curriculum ensure international mobility of our educational outcomes. Through our school mission statement and its adherence to an international philosophy, we have committed ourselves to international mindedness, inter-culturalism and global citizenship. We place a high value on global awareness and the transcendence of national borders with regard to our academic programmes, our broader community involvement and the international standards of our accreditations.



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NIS Child Protection Policy and Procedures

The Purpose of the Policy:

1. To provide child protection documentation that is appropriate to NIS and its context.
2. To provide the necessary definitions and assessment tools for clear identification and recognition of harm/neglect or maltreatment situations.
3. To ensure an exemplary standard of child protection at NIS.
4. To ensure that prompt and adequate assistance and support is provided to a child in need of special care and protection.
5. To define procedures for staff members and establish clear reporting guidelines and mechanisms.
6. To outline processes and protocols for NIS in connecting to its local community, and to agencies for child protection support.

This document outlines the NIS Child Protection Policy and Procedures. It applies to all adults, including volunteers, working in or on behalf of the school.

The Aim of the Policy is:

To ensure that all members of the NIS community help keep children and young people safe by:

- Contributing to the provision of safe learning areas and learning environments for children and young people;
- Taking appropriate action with the aim of making sure they are kept safe at school;
- Identifying children and young people who are suffering or likely to suffer significant harm;
- Communicating to the school and wider community our commitment to safeguarding children.

This policy outlines how NIS will:

- Provide parents, staff and students with a developmentally-appropriate common definition of and understanding about child harm (physical, neglect, immoral, psychological and emotional harm) [See Appendix 1 and 2];
- Create an environment where children and young people feel secure, have their viewpoints valued, are encouraged to talk, overcome their fears and are listened to;
- Continue to develop awareness among all staff of the need for safeguarding student wellbeing in all aspects of their work and awareness of their responsibilities in identifying harm, with particular care being taken with children with disabilities, learning needs and those who appear to be “different”;
- Ensure that all staff are aware of the referral procedures and know who the child protection officers are within the school sections;
- Provide a systematic means of monitoring all students who have been identified as ‘having protection needs’;
- Ensure that outside agencies are involved as and when appropriate;
- Ensure that key concepts of safeguarding are integrated within the curriculum;
- Ensure children know their rights and know that there are adults in the school whom they can approach if they are worried;

- Have in place a Well-Being Team in the form of clearly identified Child Protection Officers
- Provide information outlining the procedures laid down by this policy to staff, parents/guardians, care-givers etc ;
- Ensure that we practice safe recruitment procedures, conduct proper background checks and check the suitability of all staff and volunteers who work with children.

The Scope of the Policy:

This policy applies to all members of the NIS community - all faculty staff members, support staff members, students, parents, and visitors to the school.

Policy Statement:

Child harm, maltreatment and neglect are concerns throughout the world, which can have serious short and long- term psychological and physical implications for victims. Child harm, maltreatment and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, psychological, social and spiritual development. Naseem International School endorses the [UN Convention on the Rights of the Child](#) (1989), to which our home country, the Kingdom of Bahrain, is a signatory.

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

All staff employed at NIS must report suspected incidents of child harm, maltreatment or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk.

Reporting and following up of all suspected incidents of child harm, maltreatment or neglect will proceed in accordance with administrative regulations respective to this policy.

Furthermore, cases of suspected child harm, maltreatment or neglect may be reported to the appropriate child protection agency of the Kingdom, and/or to local authorities.

NIS seeks to be a safe haven for students who may be experiencing harm, maltreatment or neglect in any aspect of their lives. As such, NIS

- will distribute this policy annually to all parents and applicants,
- will communicate this policy annually to students,
- will provide training for all staff,
- will have in place a Well-Being Team consisting of Child Protection Officers
- will make every effort to implement hiring practices which contribute to ensuring the safety of children, and
- will review the policy annually for compliance and effectiveness.

In the case of a staff member reported as an alleged offender, NIS will conduct a full investigation following a carefully designed course of due process, while keeping the safety and anonymity of the victim at the highest priority.

Procedures for Reporting/Referral:

It is a legal obligation for faculty, staff, and administrators, either as individuals or members of the institution, to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, physical or harm through immoral behavior/acts, maltreatment and/or neglect.

The reporting should be done within the next school day, or at most within 48 hours, to the appropriate member of the Well-Being Team, viz Child Protection Officer, in the relevant section of the school. Contact may be made at any time, and is not restricted to working hours.

NIS Well-Being Team:

The school's Child Protection Officers are:

- 1. Elementary School**
 - 1.1. The Elementary School Counselor
 - 1.2. The Nursery and KG Principal
 - 1.3. The Elementary School Assistant Principal
 - 1.4. The Elementary School Principal

- 2. Middle School**
 - 2.1. The Middle School Counselor
 - 2.2. The Middle School Principal

- 3. High School**
 - 3.1. The High School Counselor
 - 3.2. The High School Principal

School Nurse: Soniya Binto

Staff and students can also call **998** at any time (Child Protection Helpline for the Ministry of Human Rights and Social Development). The objective of this 24-hour national helpline is to 'listen to, assist, inform and advise via telephone any person confronted with a situation where a child is in danger or at risk to become so, especially when the calls are from the children themselves, so as to identify these situations and facilitate the protection of minors in danger.' Staff, as professionals working with children and youth, are normally expected to reveal their identity.

Responding to a Child's Disclosure

Step 1

Any member of staff who has reasonable cause to believe that harm is occurring or has occurred, must report it to any member of the Well-being Team. This member of the Well-being Team, will in turn pass this on to the Child Protection Officer. The latter will contact the School Principal and President/Director who will convene the Incident Response Team to deal with the situation.

Step 2

The Incident Response Team will gather information regarding the reported incident and in cases of suspected physical harm, emotional, harm through immoral behavior/acts and/or neglect and depending on the severity of the situation, will inform the appropriate outside agencies/authorities.

Step 3

In all cases, follow-up procedures will be conducted that ensures factual documentation of information and that strict confidentiality is maintained. The following procedure will be used:

- Interview staff member/s as necessary and document information relative to the case.
- Consult with school personnel to review the child's history in the school.
- Determine the course of follow-up actions [see Appendix 4].

Step 4

Implementation of the action as described in Appendix 4.

Step 5

During and after the process described above, there might be a need for emotional support for the victim, the staff, students and families involved. This will be provided by the Well-being Team.

All documentation of the investigation will be kept confidential and will be stored in a designated lockable space, under the supervision of the Child Protection Officers.

The standard reporting format used by the Incident Response Team will include the following:

1. Historical context - the background history of the reporting;
2. Personal details of the subject - Full name, date of birth, place of birth, gender, nationality, languages spoken, address, class, attendance details, siblings;
3. Parent/Guardian Information - Full names, nationalities, professions, telephone numbers, Emails;
4. Medical / Psychological Reports (If any) - general medical practitioner details; psychologist details etc.
5. Information about the specific incident report- nature and extent of reported injuries/maltreatment, frequency level, previous reported incidents (if any)
6. How the reporter became aware (first-hand witness?),
7. Description of action taken (if any);
8. Any other information that may be relevant and/or helpful.

This will be written using a descriptive non-judgmental style, employing phrases such as 'X reported that...'; 'Y said that...'.
'

If determined that the case warrants making a report to local authorities or agencies, this report should be documented using applicable forms.

Key Well-being Teams

ES/MS/HS Well-being Team:

The well-being teams in the Elementary, Middle and High Schools are responsible for the on-going proactive support of well-being in the school and monitoring its presence. Some, but not necessarily all, members of the Well-being Team will form part of the Incident Response Team (see below).

Child Protection Leadership Team - Whole School:

This team provides the oversight and strategic leadership of the child protection provision in the whole school. It is led by the Child Protection Officers, reports to the Principal/Head of the School and is responsible for the on-going monitoring, reviewing and improvement of the child protection provision at NIS, including the following:

- Setting the schedule for lessons and other child protection tasks for the school year
- Identifying mandatory training requirements (i.e. annual training)
- Ensuring provision is up-to-date with research and current best practices
- Providing a group and venue where concerns can be discussed/assessed for suspected cases of maltreatment, harm or neglect as a means to support teachers
- Addressing barriers to effective provision, such as teacher reluctance to report
- Providing emergency/after-hours contact points
- Interfacing with local social/medical/legal services and expertise
- Conducting annual review and internal audit of compliance and quality/effectiveness.
- Analysis of policies and procedures every 2 years (including annual review by the school board)
- Developing and implementing a comprehensive Child Prevention Program to meet legal and moral standards and to protect the school from exposure to liability.
- Collecting and collating brief descriptions of each case for ongoing research
- Ensuring access to resources in the local community, within the Kingdom, and beyond (perhaps via staff who are not on the team):
- Contact with Legal Services; Social Services, local police, legal representatives for the school (all of whom have awareness of child harm and/or child protection law)
- Education/Training/Advocacy - colleges, universities, schools, other providers of resources and training;
- Research - colleges, universities, other schools, local/national associations e.g. children's health, general health etc
- Medical/Psychological - external counselors/psychiatrists/therapists/pediatricians/doctors specializing in children's health; school nurses locally; local associations specializing in abuse or victims of abuse.

Incident Response Team

When a child protection concern is reported, the School Section Principal or Assistant Principal will inform the Principal/Head of School, and convene the response team. This team will be led by the Child Protection Officer (i.e School Section Principal), and will include the School Section Counselor, the School Nurse, the relevant Grade Level Leader/Team Leader and the Assistant Principal where applicable. They are tasked with:

- Familiarizing themselves with all the available reports and evidence

- Discussing and implementing an appropriate plan of action
- Making contact with other relevant parties (i.e parents, medical, social services and legal professionals)
- Following the recommended procedures to resolve the situation
- Maintaining strict confidentiality throughout their investigations and deliberations.
- Conducting follow-up procedures to evaluate the status of the outcome for the subject/victim.

Awareness, Training and Prevention

Parent/Community Awareness

For us, it is vital that:

1. our commitment is raised to the highest possible standards of safeguarding and child protection for all students and communicated clearly to the variety of stakeholders who come into contact with the school.
2. we regularly school communicate safety goals and objectives to all parents at the beginning of each academic school year.
3. the Child Protection Policy and Procedures are available on request.
4. our commitment to child protection is stated clearly in the school's marketing and communications materials – e.g. website (www.nisbah.com)
5. new families receive specific information regarding the school's policies and procedures as part of the 'New Parent Orientation'.
6. a statement of intent, and procedures to be followed are included in the student/parent handbooks
 1. guidance and resources on student safety issues and how parents can talk with their children are available from the Counselors, Principals and/or Assistant Principals and through regular parent information evenings.

Staff Recruitment

We are committed to maintaining procedures to ensure the safe recruitment and selection of all teaching and non-teaching staff. Application forms clearly state our commitment to child protection while clear policy information is provided to all applicants, including on:

- The School's website;
- Job advertisements;
- Information documents sent out to individual applicants.

Screening and criminal background checks

One effective means of preventing child-harm is screening our potential applicants before they come to the school. All personnel, staff, teachers, volunteers, and other members of the community whose potential employment or volunteer service involves direct contact with, and/or the potential for un-monitored access to children (including any individuals who regularly provide transportation to children) are given thorough reference and criminal background checks.

Human Resources will be responsible for initiating and evaluating the applicants' suitability for positions. All positions, whether short-term/permanent/part-time/full-time will require background checks. The elements of the comprehensive background check will include:

- a written application and a “statement of suitability” (e.g. a covering letter);
- requirement for a signature on a document stating that the applicant knows of no reason or prior circumstance that would preclude him/her from working safely with children;
- a personal interview, to include question(s) regarding: awareness and observation of professional boundaries;
- appropriateness of relationships with children;
- commitment to and evidence of taking action to protect children;
- credential checks, including requested assurances regarding:
 - awareness and observation of professional boundaries;
 - appropriateness of relationships with children;
 - commitment to and evidence of taking action to protect children
- criminal history background checks to be provided at the point of application, from all previous countries of residence, prior to the applicant signing a contract.
- background checks, which will be re-done on a five-year cycle, and will be administered for all staff returning from sabbatical or long term leave of one year or more;
- published procedures as to how and by whom criminal history records will be reviewed and evaluated (with criteria for disqualification) – including a description of the appeal process;
- a statement that all background screening accomplished by or on behalf of the organization will comply with relevant privacy laws.

It will be made clear to all applicants that any misrepresentations, falsifications, or material omissions in the information provided by the applicant, whenever discovered, may result in disqualification from, or termination of employment or volunteer service with the organization.

All hiring practices with regard to background checks and suitability for employment adhere to Bahrain law.

Code of Conduct

In addition to screening and background checks, all newly appointed staff are required to adhere to the Code of Conduct, a copy of which is provided to them. Within this document, the following statement is included:

Excerpt from January 2019:

Elementary School

All staff are responsible for the safeguarding and protection of all students at all times. Scope of faculty's responsibilities (including other staff escorting or supervising children). All teachers must never leave children alone without supervision. Faculty on duty at the end of the school day must make sure that administrative staff are dealing with any children who have not left. **All students leaving without adults or with siblings (Grade 4 upwards) must show the teachers on duty their leaving pass badges.**

Middle and High school

All staff are responsible for the safeguarding and protection of all students at all times. Scope of faculty's responsibilities (including other staff escorting or supervising children). All teachers must never leave children alone without supervision. Children in grades 6, 7, 8, 9 and 10 are allowed to sign a pass to leave school on their own, subject to prior parental approval. If the parents have not given such approval, teachers must make sure that administrative staff are dealing with any of these students who have not left at the end of the day.

It is obligatory for faculty, staff, and administrators to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, and physical or harm through immoral behavior/acts immediately within the next school day, or at most within 48 hours to the school's appropriate Child Protection Officer.

Contractors and Service Providers

No contractors, vendors and service providers operating on-site during school operating hours will be left with unsupervised access to students.

Staff Training:

Regular staff training is conducted to ensure staff feel confident about all aspects of child protection: awareness, types, signs/symptoms, prevention, policies and laws, reporting process, children's curricula, local authority support and resources available. Specifically:

- New staff receive child protection training on these aspects as part of their 'New Staff Orientation'. The 'Staff Code of Conduct' [see Appendix 3] is provided to all staff annually to give clear expectations and boundaries regarding child protection procedures. These procedures are also included, in summarized form, in the staff handbook.
- All staff including board members, receive an annual half-day training, presented by the Child Protection Officers or visiting specialist(s), on identifying indicators of concern, on understanding how immoral offenders operate, and on child protection procedures within the school.
- The ongoing training needs of individuals, such as the Child Protection Officer(s), staff involved in Incident Response Teams, and PE staff are identified and met by the Child Protection Leadership Team.

- In the event of an allegation against a staff member, investigative procedures will be specified by the Child Protection Leadership Team. This investigation will be led by the Head of School and the Child Protection Leadership Team.

Student Awareness

Students' own awareness of issues affecting their personal safety (including abuse) and strategies for dealing with difficult situations is vital. At NIS students are made aware of these through:

- Student-on-student anti-violence policy, including bullying.
- Age-appropriate curriculum based on core elements and evidence-based practices are written and taught to students annually. This will be provided as part of the Personal and Social Education (PSE) curriculum from Grades Nursery-Grade 5 and Grades 6-10; and through homeroom groups in Grade 11 and 12. It includes:
- Students' rights and responsibilities with regard to child protection issues
- Strategies to recognize inappropriate behaviors, respond assertively and to report incidents to school personnel and/or family members.
- A statement of intent, and procedures to be followed are included in the student/parent handbooks.

Facilities and Security

School leadership ensures that all facilities are secure and appropriate to respect the safety and well-being of students in accordance with Bahrain national laws.

- All rooms into which students are permitted, have a window in the door.
- An advanced camera monitoring system has been installed across the whole campus both inside and outside
- Security staff are posted at each entry point to the school premises for the entirety of the school day.
- All visitors are required to register upon entry. Security guards are required to conduct regular daily sweeps of the school premises and direct surroundings.
- Students are not permitted on-campus before school opening hours. All students leaving without adults or with siblings Grade 4 upwards must show the teachers on duty their leaving pass badges. End of day sweeps are made by a member of staff to ensure no students are left in the buildings
- End of school activities/events sweeps are made by security staff to ensure that all students, staff, visitors etc have vacated the premises
- Crisis procedures (lock-down, evacuation, bomb/terrorist attacks, fire) are reviewed annually and drills are regularly conducted.

Resources and Credits:

United Nations Human Rights (1989), Conventions on the Rights of the Child, <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (retrieved 10.02.16)

World Health Organisation (Ed.2014) Fact sheet N.150 Child maltreatment, <http://www.who.int/mediacentre/factsheets/fs150/en/> (retrieved 10.02.16)

APPENDIX 1

Terminology

Child Protection

...is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document the term “child protection” applies to protection of children at NIS.

Child Protection Policy

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

Child protection concerns

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

Child harm

According to the [World Health Organization](#), child harm constitutes “all forms of physical and/or emotional ill-treatment, harm through immoral acts, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

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

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

To increase the NIS community’s awareness, this policy focuses on four main categories of harm and provides basic information about the physical and behavioral signs associated with each type.

Physical harm (child in danger)

...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 suicidal inclinations).

Emotional harm (child in danger)

...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 in so far 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 harm is involved in all types of ill-treatment of a child, though it may also occur alone.

Abuse through immoral acts and violence (child in danger)

...involves forcing or enticing a child to take part in immoral activities, whether or not the child is aware of what is happening. These immoral activities may involve physical contact. They may include non-contact activities, such as involving children in the production or viewing of immoral material or encouraging children to behave in immoral and inappropriate ways.

Neglect (child at risk)

One of the most common types of child maltreatment is neglect. It can harm a child's physical and mental health and have long-term consequences.

Neglect is defined as a caregiver's failure to provide needed supervision to the extent that a child's health, safety, and well-being are compromised.

APPENDIX 2

Signs That Should Alert Educational Professionals

This is a list of possible signs of harm and neglect which would arouse concern. Children may exhibit one or more of these signs. Whilst we must not ignore these potential signs of harm, we also need to be mindful of the fact that many of them are exhibited in many other contexts. As educators we have to be vigilant about gradual or sudden changes in the behavior of the children in our care.

Examples:

Changes in moods

Severe or frequent anxiety

Unexplained fears

Attention-seeking behaviors and compulsive lying

Sudden under-achievement or lack of concentration

Extremes of passivity or aggression

Withdrawal from physical or emotional contact (towards strangers as well as non - strangers)

Mutism

Changes in sleeping patterns

Unexplained physical injuries (e.g. bruises, broken bones, burns, wounds, bites, scratches), which may have not received medical attention

Improbable excuses or vagueness given by parents/guardians/students, or refusal to discuss injuries

Patterns in absence from school

Arms and legs kept covered in hot

weather Refusal to go to the swimming

pool

Physical, mental and emotional development is delayed

Inappropriate emotional responses to painful situations Persistent tiredness

Regressive behaviors, bed wetting

Age-inappropriate immoral behavior or use of language

Drawings with developmentally-inappropriate immoral content

Stomach pains or discomfort walking or sitting

Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
Medical needs unattended
Lack of supervision Consistent hunger Inappropriate dress Poor hygiene Inadequate nutrition
Self-harm behaviors, and suicidal inclinations and/or attempts
Extreme need for affection
Frequent lateness or non-attendance at school

Poor social relationships
Conduct disorder behaviors - vandalism, stealing, aggression towards others

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

Signs of offenders (students)
Unusual interest in immorality and with inanimate objects and activities
Does not stop immoral misbehavior when told to stop
Uses force and coercion in social situations
Unusual intensity when discussing human reproductive system and process
Socializes with children much younger
Gives gifts, requires secrecy in relationships

Signs of offenders (adults) Has "favorite" student or child

Attempts to find ways to be alone with children
Inappropriate language, jokes and discussions about students/children
Conversations in the presence of students/children of an immoral nature
Gives private gifts or has private chats on social media/internet

APPENDIX 3

Child Protection at NIS:

Additional Guidance for Teachers

These are procedures to protect children from harm and neglect. Child protection concerns include suspected, alleged, self-disclosed, or witnessed harm or neglect of a child, and must be followed up with appropriate action.

Types of harm

Physical harm, psychological harm, harm through immoral behavior/acts and neglect.

Being Prepared

Students will be taught about child protection within the curriculum in a developmentally- appropriate way. They will learn strategies to recognize inappropriate behaviors, how to respond assertively and to report incidents to school personnel and/or family members.

If a student confides in you:

Do not let a child swear to secrecy before telling you something you may need to report. The child may view it as breaking their trust in you..

You can reassure the child that the information they give you will be treated sensitively and kept as confidential as necessary.

You may want to suggest to the student that there are other people they can talk to, and who might be better placed to help them. However, it is important for the child to not feel dismissed.

If a child asks to speak with you, try to find a neutral setting where you can have quiet and few interruptions.

Do not lead the child in telling. Just listen, letting him/her explain in his/her own words.

Don't pressure a great amount of detail.

Respond calmly and matter of fact manner. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm.

Do not make judgmental or disparaging comments about the abuser - it is often someone the child loves or with whom he/she is close.

Do not make promises to the child that things will get better. Do not confront the abuser.

If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting a member of the Well-being Team. Do not take the child home with you!

Explain to the child that you must tell a member of the Well-being Team to get help.

Try to let the child know that someone else also will need to talk with him/her and explain why.

Empower the student as much as possible by allowing the child to be a part of the process.

If you have suspicions, yet the child does not confide in you to contact a member of the Well-being Team.

Protecting yourself from vulnerability

Interactions between adults and students at NIS should always be appropriate, and to protect them from false allegations, adults should always ensure that they are seen to be so:

Avoid situations in which you are alone with a child. This includes not transporting a child alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.

The privacy of children in situations such as toileting, showering and changing clothes should be respected.

Minimal physical contact should be used only in the following situations: To prevent or treat injury; to ensure safety; as a means of instruction; to meet the requirements of the sport; to comfort a student in distress.

Do not use corporal punishment in any form.

Jokes of an immoral nature, comments of a personal and immoral nature, inappropriate physical contact, sensual massages or gestures are not appropriate behavior 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.

Social media/online: Maintain your own strict privacy settings on personal online profiles and avoid contact with students on social media and in online forums, such as gaming.

It is always 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 and inform the child protection officer of the incident.

Reporting student or other disclosures, or concerns

It is a legal obligation for faculty, staff, and administrators, either as individuals or members of the institution, to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, and physical or harm through immoral behavior/acts.

This should be done within the next school day, or at most within 48 hours to the school Child Protection Officer, namely the School Section Principal of the Well-being Team in the relevant part of the school. In his or her absence, the concern must be reported to the School Counselor, School Section Principal, or Head of School.

Contact may be made at any time, and is not restricted to working hours.

Incident Response Team

When a child protection concern is reported, the Principal will inform the Head of School and the Principal, and convene the response team. This team will be led by the Child Protection Officer, and will include the school counselor, the school nurse, the relevant Grade Level Leader/Team Leader and the Assistant Principal where applicable.

APPENDIX 4
Decision Tree

Observations (teachers, staff, counselors, nurse, external faculty and staff)		
Well-being Team		
Child Protection Officer/s (CPO)	Leadership	
Incident Response Team (CPO, Counselor, Nurse, Grade Level Leader/Team Leader) <i>Discussion and Assessment – Consultation with MHRSD if assessed as necessary</i>		
Personal, family, social or health issues	Danger or at risk of danger (health, morality, safety, education, care)	Of grave and/or imminent concern
Matters dealt with by WBT internally, and/or external referrals	Written report to MHRSD CONCERN	Consult with MHRSD REPORT Information possibly passed on immediately to the local authorities
Case dismissed – reorientation	Administrative protection	Judicial protection
Parents and/or guardians must be part of this process throughout all steps, and informed of the transmission of either a 'Concern', or 'Report', unless their being informed is contrary to the physical and emotional interests of the child.		

APPENDIX 5**Incident Response Team Recording Form:****Date of Report:****Person filling out form:****Members of Response Team:**

Key Questions	Response
Student's name, gender, age,	
Names of parents/guardians	
Reporter's name reporter's relationship to the student	
How and where reporter became aware (first-hand witness?). Write a brief description of disclosure circumstances.	
Name of alleged perpetrator and relationship to student(if known):	
Any previous concerns with student:	
Any other pertinent information:	
Follow-up (i.e. meeting with CP team, future actions taken or action pending etc.	

APPENDIX 6

NIS Toileting and Intimate Care Guidelines

These Guidelines are for any NIS staff member that finds themselves in an intimate care situation with a student (e.g. Early Years Teachers, School Nurse, PE teachers, Overnight Field Trip Teachers).

Intimate care can be defined as any care that involves washing, touching or carrying out an agreed procedure to intimate personal areas in order to care for another person. Intimate care tasks are associated with bodily functions, body products and personal hygiene that may involve direct or indirect contact with, or exposure of the genitals. All intimate care is provided in a manner so as to maintain the child or young person's dignity and confidence. The child or young person is cared for in a way that avoids distress, embarrassment or pain.

For entry into Early Years Grades at NIS, it is an expectation that all students are toilet trained and are able to go to the toilet independently. In the case where a student is not toilet trained or has regressed please inform the parents immediately. Staff members need to work in partnership with the child or young person's parents or care-givers to discuss their needs as to when the student can reintegrate into the regular school routine.

When a child needs help toileting or has had an accident, alert another staff member that you are with a child.

Always where possible, keep the toilet doors open and remain visible.

Encourage the student to be independent and to do as much as they can by themselves e.g. 'Can you take toilet paper and wipe your bottom' or 'can you use the shower spout to clean your bottom'.

If possible, especially in the case where a child has been sick/had an accident, use gloves and an apron when trying to clean the child. Ask for additional support (i.e. school nurse, cleaners and/or other members of staff) if need be.

Send the soiled clothes home in double plastic bags. Spare clothes can be found at the nurse's office.

In the case where a child/children are in a cubicle or bathroom with a closed or locked door, knock to inform the child that you are there. Ask the child to dress themselves and to open the door. In the case that the child refuses, ask them to explain why. If the child is not speaking, explain that you will have to call someone to open the door to check on their well-being.

If a student is using a cubicle/toilet, only one student permitted with a closed door.

Cameras and recording devices are never taken into bathroom areas.

Wherever possible, staff should care for a child of the same gender.

School Nurse: The school nurse on campus has an infirmary where they receive students, staff and parents. For confidentiality reasons they may close the door and curtain. The school nurse has the right to administer medication and treatments with the approval of parents/guardians. This may necessitate touching body parts of students (such as administering creams, ice packs) or asking students to undress to show injured or affected body parts. In this case the nurses always ask the students' permission and explain what they will do before doing so. The parents are always informed by the nurse that this has occurred.

APPENDIX 7

Commonly Held Myths vs. Realities about Child harm and Neglect

<p>Myth 1: Child harm is carried out by strangers.</p>	<p>Fact: 90% of harm is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of- record. When harm is within the family, the transient lifestyle then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.</p>
<p>Myth 2: Learning about child protection is harmful to your children.</p>	<p>Fact: Developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behavior.</p>
<p>Myth 3: Abuse education is immoral behavior/acts education.</p>	<p>Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviors that include bullying, harassment, immoral behavior influences and other forms of exploitation.</p>
<p>Myth 4: Abuse is a matter of culture; physical or immoral behavior abuse falls within the norms of some cultures and is acceptable.</p>	<p>Fact: The reality is that there is no excuse for child harm! No culture supports harming or immorally exploiting children.</p>
<p>Myth 5: Childharm is a result of poverty and happens in low socio-economic circumstances.</p>	<p>Fact: Child harm occurs in all racial, ethnic, socio-economic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.</p>
<p>Myth 6: International Schools do not have to report abuse to local authorities.</p>	<p>Fact: International schools are bound by the laws of the host country and as such international schools must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of harm or neglect; there are cases now pending where schools are facing legal action in regard to non-compliance.</p>

APPENDIX 8

Responsibility to Accreditation Agencies

NIS must meet the programme and best practice standards of the Council of International Schools (CIS), the Middle States Association (MSA), the International Baccalaureate (IB) and the New England Association of Schools and Colleges (NEASC) and must also follow Bahrain law. It is important for NIS to be knowledgeable about and respond to changes in standards of accreditation. CIS, MSA, IB and NEASC have added specific standards related to Child Protection Programmes in their most recent edition of accreditation standards. NIS will be well served by these standards in developing the Child Protection Program for their community.

For example, the CIS Guide to School Evaluation and Accreditation - 8th Edition (8.2) contains the following relevant standards:

Standard D1 The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programmes, services, and activities, to support the fulfillment of the mission and objectives, and to ensure student protection and well-being.

Indicator D1a Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.

Indicator D2d Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.

Indicator D4a School policies include: ...

ii. recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students

iv. clearly stated expectations for faculty and staff behavior;

Standard F1 A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.

Indicator F1 A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programmes to address awareness, prevention and responsiveness to issues such as child harm, immoral harassment, substance abuse, hazing and bullying, and discrimination in any form.

Indicator F1b The school has policies, procedures, and practices that promote and address the physical, emotional, and social well-being of students and staff.

Indicator F1f Student, staff and parent information is treated with an appropriate degree of confidentiality.

Indicator G4b Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible – programme continuity under exceptional circumstances.

Indicator G4e School trips are well planned and executed, ensuring a positive learning environment and supporting the school's academic or activities programme. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.

Responsibilities to Local and International Laws and Agencies

In addition to the standards above, there are local, national and international obligations with respect to protecting children. In addition to the [United Nations Convention on the Rights of the Child](#) (CRC) 1989, Bahrain Law clearly stipulates the school's and individuals' responsibilities with regard to child protection. These documents make clear the commitment of the member states to address significant issues of child harm and neglect, and the inherent responsibility to protect children from its various forms.

APPENDIX 9

Duty of Care

The caregiver is responsible for the child. The teacher/staff is responsible for taking reasonable precautions to avoid injuring the child. The teacher/staff must avoid any act or omission that they can reasonably predict will injure the child.

Commercial Exploitation

Children and adolescents who have been victims of commercial sexual exploitation frequently have significant mental health issues, such as high rates of depression, anxiety, dissociation, PTSD, and suicidal ideation. Long-term consequences of victimization include impaired cognitive functioning, educational deprivation, poor interpersonal relationships, and a variety of physical health issues.

Commercial sexual exploitation of children is considered by the ILO to be an abhorrent violation of children's and adolescents' human rights, as well as a form of economic exploitation similar to slavery and forced labor; therefore, Naseem International School condemns such acts as they violate serious international law rulings.

Commercial exploitation occurs when a child is used sexually by an adult and the adult is compensated for this with money, gifts, or favors. Food or clothing could be given as a gift. A favor could be something as simple as a promise of good grades, shelter, or protection. Commercial sexual exploitation differs from child sexual abuse in that it involves monetary compensation.

APPENDIX 10

Appropriate Adult Behaviour (from adult to child)

The following are the things to remember for the adults while dealing with the children.

The adults are the guardians. They must always take care of

- Personal Space (at least one meter away from the child)
- DO NOT IN ANY WAY TOUCH THE STUDENTS (in an angry manner, joking manner etc.)
- Avoid any form of verbal insult.
- Avoid sharing personal information about pupils with other students
- Avoid declaring a certain diagnosis in front of pupils, colleagues and outside school community.
- Avoid making harsh comments about the student
- Avoid undermining the quality of the students work by any means
- Interaction with students via social media, private messages, or Whatsapp is strictly prohibited. (School official email should be used to document everything.)
- One-one meetings should be held with the Principal or HOD's/Coordinator's knowledge.

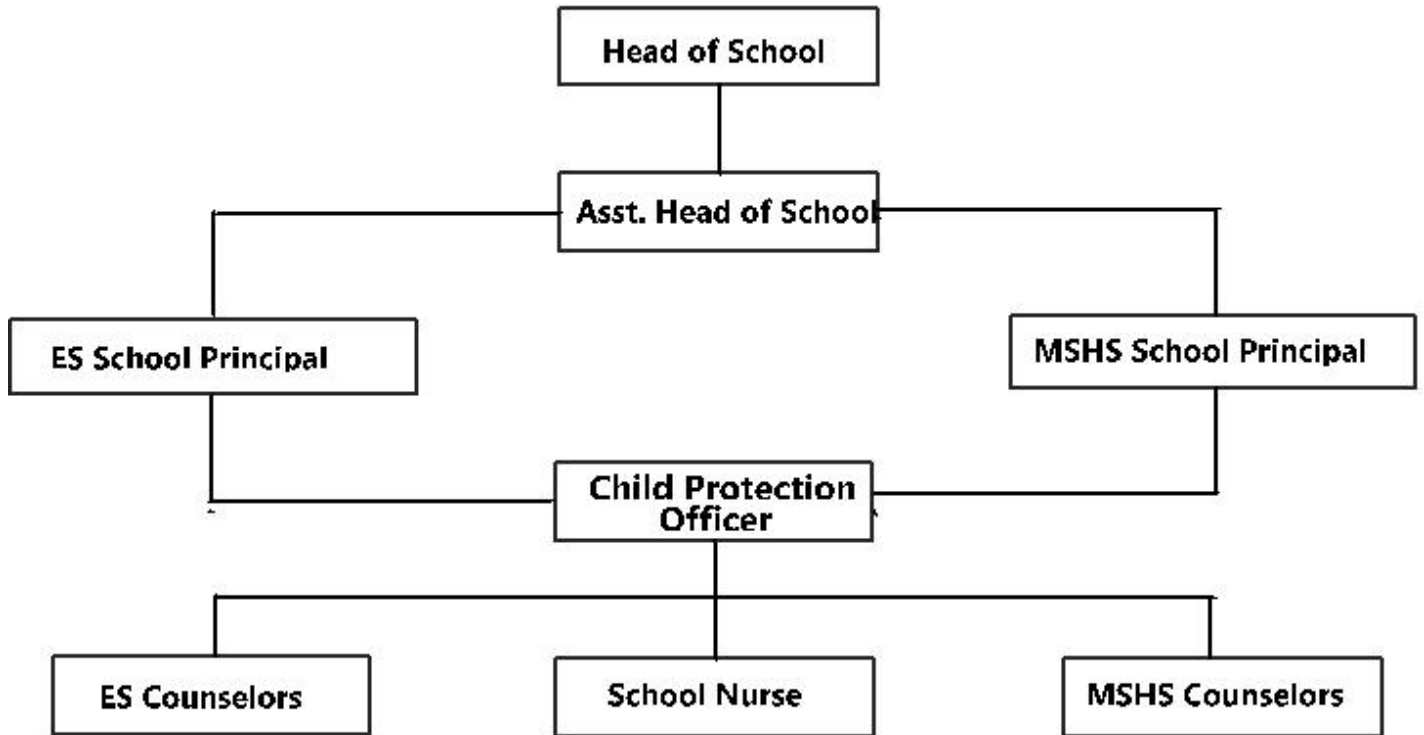
Appropriate Child Behaviour (from child to child)

Students are expected not to do the following:

- Stealing things from other students
- Threatening other students
- Picking arguments for no reason
- Physically or verbally insulting other students/bullying
- Choosing not to cooperate on purpose
- Lying without any remorse
- Interaction through social media in an inappropriate manner
- Inappropriate gestures in any way
- Sharing, promoting, using devices to expose explicit material
- Sexual/inappropriate behavior towards other students (undressing themselves or others, touching himself or others in an inappropriate way etc)

APPENDIX 11

Child Protection - Organizational Chart



APPENDIX 12

Resources

NIS will provide adequate resources of personnel, time and financial support (whenever necessary), in order for a comprehensive Child Protection Program to be successful. The Head of School and leadership teams will ensure that the necessary support is in place for the Child Protection Team to oversee a well-supported comprehensive Child Protection Program.

Some possible considerations include:

Start-up expenses

Personnel – formalizing a Child Protection Team; allocating adequate time within overall scope or each person’s job responsibilities.

Time – adopting a formal school calendar of events; allocating time for the Child Protection Team to accomplish tasks.

Budget for:

Release time or special assignment stipend or both for research and development of all aspects of the Child Protection Program;

Provide support for curriculum development within the school established curriculum program and purchase of materials;

Provide support for training of staff.

Cross Reference

This policy has cross reference and to the following school policies.

- Emergency Response policy
- NIS MSHS Student Handbook
- NIS ES Student Handbook
- NIS Assessment Policy
- NIS Digital Citizenship Policy
- NIS Language Policy
- NIS Special Educational Needs Policy
- NIS Anti-Bullying Policy
- NIS Discipline Policy
- NIS Academic Honesty Policy
- NIS Inclusive Policy
- NIS Club Activity Policy