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Child Safeguarding

**Policy and Procedures
AISZ Handbook Draft**

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Executive Summary

American International School of Zagreb Child Safeguarding Policy

AISZ promotes the values of respect, integrity, compassion and responsibility and seeks to “foster wellness”. The AISZ Child Safeguarding Policy seeks to protect the student, the family and the AISZ community. It ensures that the right to protection and access to confidential support systems is available to all students.

This policy is based on the Child Protection work of Jakarta Intercultural School and acknowledges the advanced work in Child Safeguarding JIS has developed. This policy has been developed in line with the International Task Force on Child Protection, The Association of International Schools in Africa, the relevant Croatian Child Protection Law and the United Nations Convention on Child Rights. We also thank Chris Gould at Travelsafe for his work with AISZ. The Central and East European Schools Association (CEESA), the US State Department and Office of Overseas Schools contributed to the development of this policy and training are acknowledged as Child Safeguarding advocates. This policy is endorsed by the AISZ School Board and will be reviewed annually.

Duty of Care

Child abuse and neglect are of growing concern in schools throughout the world. Child abuse and neglect are violations of a child’s human rights and are obstacles to a child’s education as well as to their physical, emotional, and social development. The American International School of Zagreb (AISZ) has an institutional responsibility to protect children. In this role we need to ensure that all children in our care are afforded a safe and secure environment in which to grow and develop, no matter what cultural background they come from. As educators, we have the opportunity to observe and interact with children over time on a daily basis, and are in a unique position to identify children who need help and protection. As such, we have a professional and ethical obligation to identify children who are in need of 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 abuse or neglect.

All faculty and staff at The American International School of Zagreb are mandated to report their concerns about the well-being of any student. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with Standard Operating Procedures linked to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Zagreb, to the appropriate child protection agency in the home country, and/or to local authorities.

The American International School of Zagreb endorses the Convention on the Rights of the Child, of which our host country, Croatia, is a signatory and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. The American International School of Zagreb will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide annual training for all faculty and staff, and will make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, The American International School of Zagreb will conduct a full investigation following a carefully designed course of due process.

UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child includes 54 articles to which governments are expected to be signatories. The principal articles, relevant to AISZ, include:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

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Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 19: [Governments] must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them

Article 39: Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Definition of Child Abuse and Neglect

The American International School of Zagreb has a rich and diverse community with multiple cultural beliefs, values and practices. To respect the global nature of the community, for the purposes of our Child Safeguarding policy, we have chosen to follow the World Health Organization's (WHO's) definition of abuse and neglect.

The WHO declares:

“Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment, 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.”

For the purposes of this document a CHILD is defined as being any person under the age of 18 or any person enrolled at AISZ as a full-time student, even if that person has reached his/her 18 birthday.

A detailed explanation of the different types of child abuse and possible symptoms is given in **Annex 1**.

Standard Operating Procedures (SOP)

There are three main elements to our Child Safeguarding policy and procedures:

- **Prevention** through the creation of a positive school atmosphere and the teaching and pastoral support offered to students.
- **Protection** by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Safeguarding concerns.
- **Support** for students who may have been abused.

Organizational Framework

Child Safeguarding is the responsibility of all adults and especially those working with students. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Strategic Child Safeguarding Lead, the Principal Child Safeguarding Officers, the AISZ Leadership Team and the AISZ Child Safeguarding Review Committee.

It is the role of the **Strategic Child Safeguarding Lead** (SCSL) to ensure that all of the Child Safeguarding procedures are followed within the school. If for any reason the SSL is unavailable, a **Principal Child Safeguarding Officer** (PCSO) has been identified who will act in the SSL's absence. Additionally, it is the role of

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the SSL to ensure that all staff employed, including temporary staff and volunteers within the school, are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The SSL is responsible for ensuring that the Child Safeguarding Committee is convened on a quarterly basis to:

- Review the Child Safeguarding Policy and Procedures Manual (annually)
- Report of the number and nature of Reports of Concern logged across the school
- Plan and report on training.
- Review and consider lessons learnt from specific incidents.

The Child Safeguarding Review Committee will comprise the Director, a designated member of the School Board, and the divisional principals and the school counselor.

The role of the Director is to review all cases referred to him / her, to ensure that appropriate resources and support are assigned to assist the Divisional team, alert the Crisis Management Team of any incidents that need to be referred to external agencies or could otherwise damage the reputation of the school. Refer to separate Crisis Management Protocols.

The role of the School Board is to ensure that the school has an effective policy and to support the school in the fulfillment of this policy.

All adults working with or on behalf of students have a "Duty of Care" to report concerns. There are, however, key people within the school organization who have specific responsibilities to assess and evaluate those concerns in accordance with Child Safeguarding procedures. These people are designated as **Designated Child Safeguarding Officers (DCSOs)**.

The names of those carrying out these responsibilities for the current year are listed in **Annex 2, "Key Contacts"** of this policy.

The designated Designated Child Safeguarding Officers (DCSOs) within each division are responsible for handling specific reports of concern, working with the student and/or family to ensure that the child's interests are protected. They are also responsible for notifying the PCSOs of all reported concerns through the Incident Reporting System, and of alerting the Director of any serious allegations that might require additional intervention given the nature and severity of the report.

Principal Child Safeguarding Officers (PCSO's), the Director and others involved in recruiting will also receive training in "safer recruitment" practices.

Safer Recruitment

It is the school's responsibility to ensure, as far as is practicable, that its employees are suitable people to work with children. AISZ has implemented a number of checks during its recruitment process with the aim of ensuring that:

- Candidates with a tendency towards child molestation are deterred from applying to the school.
- Candidates who have a criminal record or about whom there have been some concerns about their suitability to work with children are not offered a position.
- Successful candidates fully understand their responsibilities towards Child Safeguarding while employed at the

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school.

- AISZ maintains appropriate records that might be required in a possible future investigation or inquiry.

AISZ will work with the Recruitment Agencies (ISS, Search, and CIS) to ensure that the reference checks and background screening undertaken by such agencies complements AISZ's own recruitment protocols. Background checks will be carried out for all local staff and for those expatriate staff who are not able to provide a police clearance certificate or there are concerns about the reliability of such certificates.

Employment Records

The following records will be maintained by AISZ in respect of every employee, either in hard copy or digital format.

- Full CV (any gaps in employment accounted for)
- Statement of Suitability by the candidate
- Reference checks that cover the last two periods of employment
- Police Reports from Home of Record and Place of last employment
- Background Check, including criminal record, social media search and sex offender clearance by external agency, where appropriate.
- Medical Report
- Certified copies of education certificates
- Signed "Acknowledgement of Code of Conduct"
- Record of Child Safeguarding training.

AISZ's Safer Recruitment Protocols are summarized below:



- **Application**

Candidates are required to sign a "Statement of Suitability" stating that they do not have a criminal record, know of no reason why they should be considered unsuitable to work with children, and giving their consent to a Background Check should they be considered a suitable candidate.

- **Interview**

At least one member of the interview process will have been trained in Safer Recruitment protocols and will be tasked with asking candidates about their Child Safeguarding experiences.

- **Screening**

Job offer will be made conditional on:

- Satisfactory references from at least two previous employers
- Full medical screening
- Police clearance certification from Home of Record
- Background checks by an external agency where it is deemed appropriate

- **Contractual**

Employees will be required to:

- Sign an Acknowledgement of Code of Conduct with each contract renewal
- Undergo full Child Safeguarding training as part of their orientation and then every three years thereafter.

- **HR**

- AISZ will maintain records to ensure compliance in respect of the above for every employee
- AISZ's **Statement of Suitability** is given in Annex 3.

Training

All adults who are regularly on AISZ's campuses will be expected to undergo appropriate training on a regular basis depending on their level of engagement with students and their roles with regard to Child Safeguarding. Initial training will be delivered in-house, normally during the orientation process. Thereafter, staff will be expected to undergo refresher training at least every three years. Certification of training taken must be filed with the HR department.

Training will also be given to volunteers and coaches who regularly interact with students on campus.

A strong part of the AISZ culture is the warmth and openness of relationships between staff and students. AISZ believes that this should be preserved while ensuring that all students remain safe and comfortable while at school.

Physical Touch Guidelines are given in **Annex 5**.

Training will also be given to volunteers and coaches who regularly interact with students on campus.

Training hierarchy

- **All Adults**
All adults who are regularly on campus, including parents.
 - General Duty of Care: AISZ Child Safeguarding Policies and Procedures, how to report concerns, Code of Conduct
- **Faculty**
Faculty and others who are in regular contact with students (trusted adults)
 - Understanding Child Safeguarding, types and symptoms of abuse, how to handle disclosures
- **Counselor**
Child Safeguarding Officers and others with designated roles
 - Serious case reviews, information sharing and documentation, framework for assessment, specific types of abuse
 - Working with students and families
 - How to follow up with a reported concern
 - When to make referral
- **Curriculum**
Advisors, mentors and counselors responsible for delivering age appropriate curriculum to empower students to protect themselves and report behaviour they feel uncomfortable with

Curriculum

AISZ has adopted the *Talk About Touching Child Protection Curriculum* developed by the **Committee for Children** as basis for delivering age-appropriate curriculum for Grades KG to 3. For other grade levels, age-appropriate curriculum has been developed as part of the mentor and advisory programs. This curriculum is based on empowering students with three ways to protect themselves:

Recognize unsafe behavior

Report by telling a trusted adult

Refuse by learning how to say No.

Code of Conduct

Every employee will be expected to sign an **Acknowledgement of Code of Conduct** with each contract renewal. A copy of the Code of Conduct and form are given in **Annex 4**.

If an employee is observed to be acting inappropriately towards, or in the presence of, a student, then this must be reported to either the one of the Principals or the Director and will be dealt with confidentially as a disciplinary matter.

On occasion, an adult may need to assist a young child who needs help with dressing etc. This should be treated normally, with the child's permission. If the adult feels that the circumstances or child's response were unusual, then this should be reported using a Record of Concern so that the incident is logged in case it is referred to later.

Reporting Concerns

“Doing nothing is not an option.”

All adults have a duty to act if they have a concern about a child's welfare. Abuse can take many forms. Frequently both victims and perpetrators work hard to conceal that abuse is taking place. A concern may just be a “gut reaction” to something heard or observed which doesn't feel right. It may be more specific by way of a witnessed event or disclosure. Whatever the nature of the concern, adults will be expected to:

- Recognize their concern.
- Make a written report by completing a **Record of Concern Form, Annex 6** which can be downloaded from AISZ website.
- Pass on their concern to a Child Safeguarding Officer within 24 hours. A specific disclosure by a student must be reported before the close of the school day.

Concerns or alerts may be as a result of:

- **Observed** student behavior (physical, emotional, change in behavior)
- **Hearsay** (third party disclosure)
- **Disclosure** (specific report made by a student directly or via a trusted adult)
- **Observed** adult behavior (breach of Code of Conduct)

Certain students may be the subject of discussion at SST meetings. If the consensus of the SST team is that there is evidence that some of a child's learning or behavioral issues may be due to some form of abuse, then a Record of Concern should be completed and submitted to the PCSO responsible for that student at the conclusion of the meeting.

Hierarchy of Reporting

Under normal circumstances, a Record of Concern can be given to any DCSO, preferably one from the same division as the student about whom there is a concern. Under certain circumstances, however, the report **must** be

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made to a person with the appropriate level of authority as follows:

If the Concern involves a member of the faculty or host country staff, the Report of Concern should be made to either the Principals or Director since this may become a disciplinary matter. Where necessary, the identity of the person making a report about another member of staff will remain confidential.

If the Concern involves a visiting student (AISZ instructor, community sports or service programs etc.), then the Report of Concern should go to the PCSC immediately.

If the Concern involves a contractor, then the Report of Concern must be made to the Business and Operations Manager.

If the Concern involves the Director (or a member of the Board of Management) then the report should be made to the Chair of the School Board.

Handling a Disclosure

Any adult, to whom a student makes a disclosure, must:

Listen carefully to what is said. Don't interrupt or prompt. Let the child tell the story in his/her own words. Use **TED** questions:

- **TELL** me what happened
- **EXPLAIN** what happened
- **DESCRIBE** what happened.

Reassure the child that they are right to speak up. Be calm, attentive, non-judgmental – don't show any emotion other than sympathy.

Confidentiality – make it clear that this cannot be kept a secret and that you have a duty to report it to a CSO / Counselor who is properly trained to help students in this situation.

Question the child only if necessary to clarify something that is unclear such as when and where. Do not ask leading questions.

Action – contact the Counselor or DCSO and complete a Report of Concern form (ROC) before you leave school that day.

Write it down – use the child's words as far as possible and record anything else that concerned you.

Handling Concerns

The flowchart in Annex 2 illustrates the process for handling a Report of Concern.

Essentially:

- The DCSO receiving the report must log the Report of Concern in the Incident Reporting System School-IS. This will send email alerts to the SCSC and DSCSC.
- The SCSC and CSO will discuss the report to see if there is reasonable cause to be concerned.
- If there appears to be reasonable cause to be concerned, the SCSC will assist in setting up a Child Response Team (CRT), usually led by the Counselor who normally works with the student, to undertake an initial assessment to establish whether the student is in need of support.
- In order to make an initial assessment, it may be necessary to collect additional information:
 - 1. *If there is missing information (date, time, location etc.), going back to the original reporter and see if he/ she has anything more to add to their report.*
 - 2. *If the incident happened on campus, reviewing any CCTV footage and making sure that any relevant footage is stored separately in a safe location since CCTV data is only stored for 30 days.*

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- 3. *If there are possible signs of physical abuse, a check should be made of medical records kept by the Medical Office.*
- 4. *If there were other witnesses to an incident, these witnesses should also be asked to make written statements.*
- 5. *Obtaining the student's attendance records and academic records to see whether there are changes in patterns, if appropriate.*
- 6. *A search of the database should be made to see if there have been any other Reports of Concern made about the possible victim, his/ her family or the alleged perpetrator.*
- 7. *Talking with teachers who interact with the student on a regular basis.*
- 8. *If the incident suggests that a member of staff, coach or contractor is involved, the Director should be alerted. Any disciplinary matters relating to a breach in the Code of Conduct will be dealt with by the senior administration.*

Based on the data collected, the CRT will make an assessment as to the level of risk to the child's wellbeing and agree a strategy for working with the student and family. Most cases will be "low level" in terms of providing early intervention and giving a student and/or family counseling support.

If the child appears to be "at risk" i.e. having suffered significant abuse that threatens his/her long-term wellbeing (i.e. a situation that cannot be resolved by parental / student education or intervention), then the Principal and Director must be informed. It may be necessary to bring in outside agencies such as:

External investigator if there is a possible criminal act.

The Employer or Embassy if the alleged offender is a parent of a student.

Appropriate authorities or other child protection agencies.

AISZ will maintain, and regularly review, a database of external agencies and other resources that can be called upon to provide additional resources and/or assistance where necessary. Such agencies may include SACAC, Child-Safe, and the Jane Group as well as individual therapists and counselors. AISZ will ensure that such agencies are able to provide support and are fully briefed annually, in case they need to be called upon. This will be the responsibility of the SCSC.

The decision to involve outside agencies will be taken by the Director in consultation with the Child Response Team, Board Chair and others as appropriate. Depending on the nature of the incident, the Crisis Management Protocol will be initiated.

The school will also endeavor to ensure that those DCSO's and other staff involved with a case of child abuse receive appropriate counseling and support themselves so that they are able to maintain a highly professional standard of care without undue personal stress.

Record Keeping

Record keeping is essential to the gathering of information and intelligence and detailed notes must be kept of all meetings relating to a Child Safeguarding issue.

The Incident Reporting System in School-IS will be used to maintain a log of key events, meetings, documents and final conclusion as a historical record of each case. The detailed, confidential case files relating to the incident will be maintained by the PCSO assigned to the specific case. Separate guidelines will be developed on what and how evidence

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should be collected and/or preserved at the time that a concern is reported in case of a subsequent investigation.

Completed case files, with all original documentary evidence, must be sent to the SCSL who will maintain these files for up to 10 years after the student graduates in secure, fire proof storage.

Feedback

Each person who reports a concern should expect to receive feedback from the DCSO that the concern has been dealt with, although specific details as to the outcome will not necessarily be shared. If there is no feedback, and there is on-going cause for concern, then the reporter should either contact the PCSO or SCSL to make sure that action is being taken.

Duty of Care, Levels of Training and Thresholds of Risk Flowchart are contained in **Annex 2**

Confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with students, particularly in the context of Child Safeguarding. The only purpose of confidentiality in this respect is to benefit the student. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a Child Safeguarding concern this must be reported to a Child Safeguarding Officer and the Senior Child Safeguarding Coordinator and may require further investigation in line with school procedure.

Other staff will be informed of relevant information in respect of individual cases regarding Child Safeguarding on a “need to know” basis only. Any information shared with a member of staff in this way must be held confidentially to themselves.

In cases where a Report of Concern involves the disclosure of a Breach in the Code of Conduct observed by a colleague, reports must be made direct to the Director of the School / Principals and confidentiality as to the source of the report will be preserved as far as practicable. The Report of Concern will be filed in a confidential file in the HR Department.

Partnering with Parents

All parents are required to commit to AISZ’s **Child Wellness Covenant in Annex 7** on admission to AISZ. In particular, parents are required to inform the school if they are going to be absent from town and who will be the designated caregiver in their absence.

Other information and training sessions will be provided periodically.

Use of AISZ Facilities by Community Groups

AISZ will endeavor to ensure that all community groups and instructors, who use our facilities outside of normal school hours, understand AISZ’s Child Safeguarding Policies and Procedures and those coaches and other adults have received Level 1 Child Safeguarding orientation as appropriate.

Communications

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Posters will be used to provide a summary of key aspects of AISZ's Child Safeguarding procedures for both adults and children and will be prominently displayed in classrooms and offices. The Child Safeguarding Handbook will be available on AISZ website and salient aspects will be included in the handbooks.

Additional Resources

A list of **additional resources is given in Annex 8**. These provide useful background reading for those who need further clarification or guidance.

Annex 1 – Forms of Abuse

Physical abuse

Physical abuse of a child is a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional Neglect is a dimension of Emotional Abuse.

Neglect and negligent treatment

Neglect is the persistent failure to meet a child's basic physical, educational and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person.

Sexual abuse Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as

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involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators that a child may be suffering Abuse

The following physical and emotional / behavioral indicators may suggest that a child is in need of support and potentially at risk of / suffering from some form of abuse. They may also be an indication of something else such as bereavement or other temporary trauma. It is important to report anything seen or observed so that trained counselors can meet with the student to assess what support the student needs, whatever the reason.

Possible Physical indicators

- Injuries (bruises, welts, cuts, burns, bite marks, fractures, etc.) that are not consistent with the explanation offered (e.g. extensive bruising to one area)
- Presence of several injuries (3+) that are in various stages of healing
- Repeated injuries over a period of time
- Injuries that form a shape or pattern that may look like the object used to make the injury (e.g. buckle, hand, iron, teeth, cigarette burns)
- Facial injuries in infants and preschool children (e.g. cuts, bruises, sores, etc.)
- Injuries not consistent with the child's age and development
- Bald patches on child's head where hair may have been torn out
- Repeated poisonings and/or accidents
- Frequent psychosomatic complaints, headaches, nausea, abdominal pains
- Child is unwashed or hungry
- Unattended medical and dental needs
- Ingestion of cleaning fluids, medicines, etc.
- Consistent hunger
- Nutritional deficiencies
- Inappropriate dress for weather conditions
- Poor hygiene persistent (untreated) conditions (e.g. Scabies, head lice, diaper rash, or other skin disorders)
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self harm or mutilation, sometimes leading to suicide attempts
- Substance or drug abuse
- Venereal disease in a child of any age
- Frequent urinary tract infections for young children both male and female
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Difficulty in walking or sitting
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age

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Possible Behavioral indicators

- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home and not giving any specific complaint
- Saying they have secrets they cannot tell anyone about
- Parents are uninterested in child's academic performance
- Suddenly having unexplained sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Depression
- Poor impulse control
- Demands constant attention and affection
- Lack of parental participation and interest
- Delinquency
- Regularly displays fatigue or listlessness, falls asleep in class
- Steals food, or begs for food from classmate(s)
- Reports that no caregiver is at home
- Frequently absent or tardy
- Self destructive
- Drops out of school (adolescent)
- Takes over adult caring role (of parent)
- Lacks trust in others, unpredictable
- Plans only for the moment
- Runaway attempts and fear of going home
- Stilted conversation, vacant stares or frozen watchfulness, no attempt to seek comfort when hurt
- Describes self as bad and deserving to be punished
- Cannot recall how injuries occurred, or offers an inconsistent explanation
- Wary of adults or reluctant to go home
- May flinch if touched unexpectedly
- Extremely aggressive or withdrawn
- Displays indiscriminate affection seeking behavior
- Abusive behavior and language in play
- Poor sleeping patterns, fear of the dark, frequent nightmares
- Sad, cries frequently
- Drug/alcohol misuse
- Depression
- Abandonment
- Consistent lack of supervision
- Poor memory and concentration
- Mental or emotional development lags
- Behaviors inappropriate for age
- Fear of failure, overly high standards, reluctance to play
- Fears consequences of actions, often leading to lying
- Extreme withdrawal or aggressiveness, mood swings
- Overly compliant, too well mannered
- Excessive neatness and cleanliness
- Extreme attention seeking behaviors

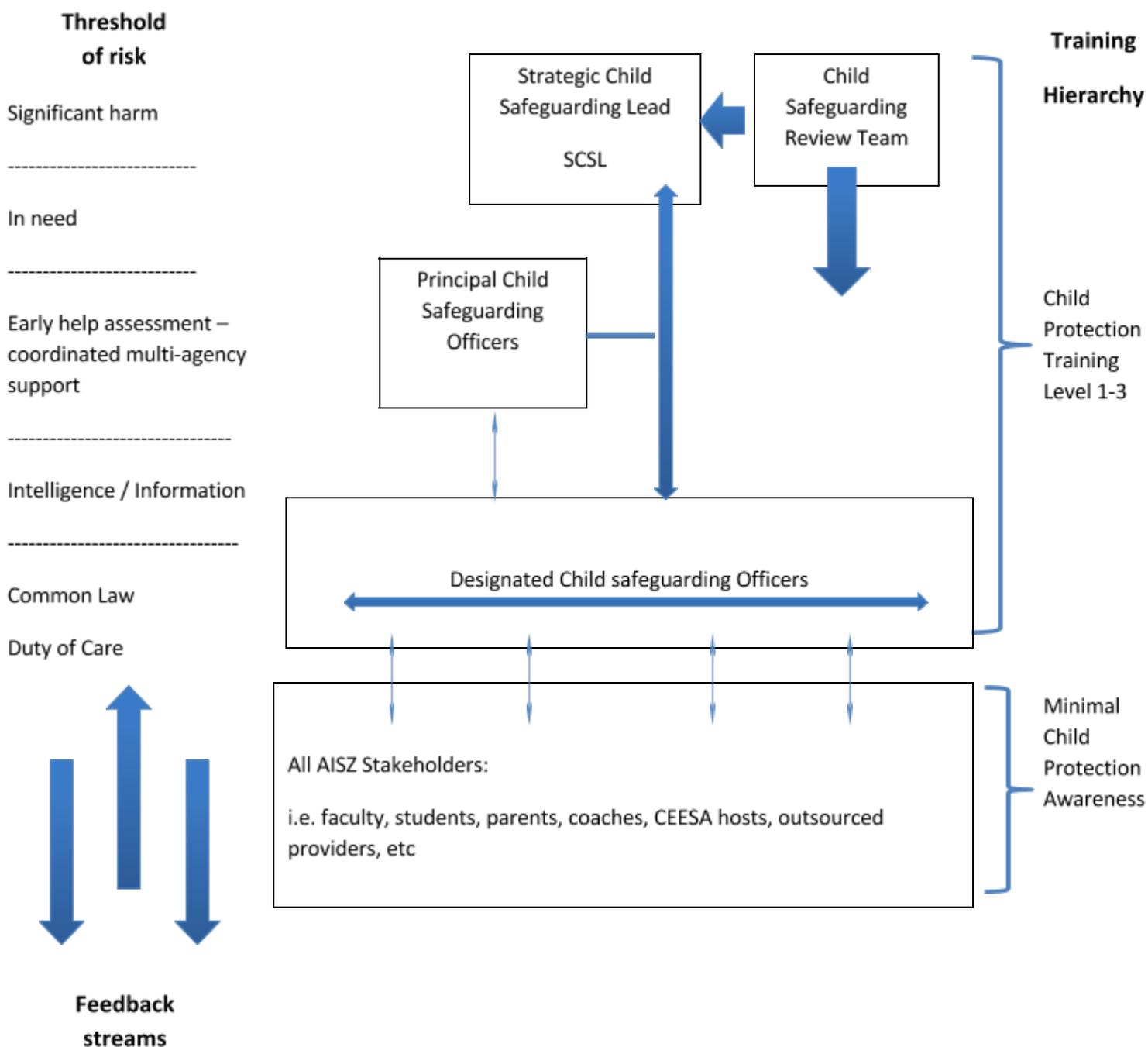
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- Poor peer relationships
 - Violence is a subject for art or writing
 - Complains of social isolation
 - Forbidden contact with other children
 - Repeated communications from the school unheeded
 - Both parents or legal guardian are absent from Zagreb for any period of 24 hours or greater
 - Parents cannot be reached in the case of emergency
 - Lack of appropriate supervision—this would include failure to provide proper adult guardianship* such as leaving children unsupervised at home for any extended period of time.
-
- Should parents / legal guardian leave the country for any reason, the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. **Temporary Change of Guardian Forms** are available from AISZ. These forms are expected to be completed prior to parents / guardians leaving the country. AISZ requires the appropriate contact details of the legal guardians of the student in Zagreb.

AISZ defines Caretaker as follows: An adult designated to make any and all legal, financial, social and medical decisions for the child in the parents' or guardians' absence.

Annex 2 – Framework

Framework & Structure of AISZ Child Safeguarding



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Name	Position	Email	Extension	Cell Phone
Strategic Child Safeguarding Lead (SCSL)				
Paul Buckley	Director	paul.buckley@aisz.hr	304	+385 914677204
Principal Child Safeguarding Officers* (PCSO)				
Aloha Lavina	US Principal (ACSL1)	aloha.lavina@aisz.hr	312	+385 914677312
Sandra House	LS Principal / (ACSL2)	sandra.house@aisz.hr	305	+385 914677305
Don Tingley	Counselor / (ACSL3)	donald.tingley@aisz.hr	303	+385 914677303
<i>* ACSL1-3 Act one level up in the case of absence of another or the Strategic Lead</i>				
Designated Child Safeguarding Officers (DCSO)				
Ana Grubac	Library	ana.grubac@aisz.hr	309	
Deana Kvaternik	Activities	deana.kvaternik@aisz.hr	310	+385 914677210
Kristin Moffitt	Learning Support	kristin.moffitt@aisz.hr		+385 914677224
Lana Skrgatic	Music	lana.skrgatic@aisz.hr	318	
Lidija Bokan	HR / Admissions	lidija.bokan@aisz.hr	306	+385 914677206
Neven Soric	IT	neven.soric@aisz.hr	307	+385 914677207
Nina Leko	Secretary	nina.leko@aisz.hr	317	+385 914677237
Romana Chevrier	Doctor	romana.chevrier@aisz.hr	315	+385 914677228
Tanya Grbin	Early Learning	tanya.grbin@aisz.hr		
Tatjana Turza	Business Manager	tatjana.turza@aisz.hr	314	+385 914677201

Child Safeguarding Review Committee (CSRC)					
Colin Buckner	RSO US Embassy	AISSZ Board			bucknorCP@state.gov
Paul Buckley	Director	Strategic Lead	204	+385 914677204	paul.buckley@aisz.hr
Aloha Lavina	US Principal	Principal Child Safeguarding Officer	312	+385 914677312	aloha.lavina@aisz.hr
Sandra House	LS Principal	Principal Child Safeguarding Officer	305	+385 914677305	sandra.house@aisz.hr
Donald Tingley	Counselor	Principal Child Safeguarding Officer	303	+385 914677303	donald.tingley@aisz.hr

Annex 3: Statement of Suitability

Statement on AISZ website (Employment)

AISZ takes Child Safeguarding very seriously. All candidates are expected to have read AISZ’s Child Safeguarding Policy and Procedures Handbook and to submit a “Statement of Suitability” as part of their application documentation. Successful candidates will be required to provide Police Clearance Certificates from their home country and last place of employment, and will also be subjected to an annual criminal background / sex offender registry check by an external agency.

(A criminal record will not automatically disqualify a candidate, depending on the nature of the offence. All such background checks will be done in a manner that preserves the privacy of candidates.)

Do you know of any reason or prior circumstance which might preclude you from being considered as, or given a reference as, a suitable candidate to work with children?

(Statements which are subsequently found to be false or misleading will result in disqualification from or termination of employment with AISZ.)

Yes / No.

If yes, give details:

Signed by: _____

Date: _____

Annex 4: Child Safeguarding Code of Conduct

AISZ is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of AISZ can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with children, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children at all AISZ campuses.

We must show prudent discretion before touching another person, especially children, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. AISZ personnel and volunteers are prohibited at all times from physically disciplining a child.

Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed (classrooms are covered by CCTV); or in a room with the door left open and another staff member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse, neglect or observed inappropriate behavior by another person towards a child must be reported as described in the Child Safeguarding Policy of the school.

Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Staff members and volunteers should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between AISZ parents, administration, teachers, personnel, volunteers, and minors:

Communication between AISZ (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.

Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address. Electronic communication that takes place over a school network or platform may be subject to periodic monitoring. Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter etc.) and text messaging to communicate with minors may only do so for activities involving school business.

Child Safeguarding

Acknowledgement of Code of Conduct

(To be signed annually as part of the annual contract renewal process)

I undertake to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children participating in AISZ programs.

I will:

- Participate in all Child Safeguarding training that is required of me by the school.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with a child at school activities in a secluded space without another adult being notified.
If confidential conversations need to take place conduct them in sight of another colleague or keep the door open or inform another colleague of the occurrence.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children.
- 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 set out in AISZ’s Child Safeguarding Procedures to report suspected child abuse or observed inappropriate behavior towards a child.
- Cooperate fully in any investigation of abuse of children.

I will not:

- Touch or speak to a child in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliation, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, be under the influence of alcohol or possess or use 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 without the knowledge of their parents or guardians.
- Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business.
- Use profanity in the presence of children at any time.

I understand that as a person working with and/or providing services to children under the auspices of AISZ I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct and that as a person working with children I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from AISZ.

Name: _____

Signature/Date: _____

Annex 5: Physical Touch Guidelines

Physical Touch Guidelines

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgment at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be reported and documented.

This means that adults should:

- *always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care program*
- *advise administration of any regular social contact they have with a pupil which may give rise to concern*
- *report and record any situation, which they feel, might compromise the school or their own professional standing*
- *report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff*
- *be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described*
- *never touch a child in a way which may be considered indecent*
- *always be prepared to explain actions and accept that all physical contact be open to scrutiny*
- *never indulge in horseplay, tickling or fun fights*

Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible -- use a level of contact which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognized that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries. The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements

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of each child.

Annex 6: Report of Concern Form



Child Safeguarding: Report of Concern	
Name of person making the report:	
Date of Report:	
Name of DSO to whom report is given:	
Nature of Concern:	
Date, Time and Location of Incident / Observation:	
Name of Student (if known):	
Details of Concern: Concerns or alerts may be as a results of: <ul style="list-style-type: none">● Observed behavior in a child (physical, emotional, change in behavior)● Hearsay (third party disclosure)● Disclosure (specific report made by a student directly or via a trusted adult)● Observed behavior in an adult (breach of Code of Conduct) <p><i>Provide full factual details only.</i></p> <p><i>State whether you witnessed the incident or if it was reported to you.</i></p> <p><i>If there was any conversation with the child, report his/her own words as closely as possible. (Continue overleaf if necessary.)</i></p>	
Follow up Action (if any): <i>(Did you make any follow- up action as a result of what you heard or witnessed?)</i>	
Signed by (reporter):	
Signed by (DSO/Recipient of report):	

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Your duty is to:

- *Recognize your concern*
- *Make a written report by completing this form.*
- *Pass on your concern to a Child Safeguarding Officer within 24 hours. A specific disclosure by a student must be reported before the close of the school day. Either scan or email report or physically deliver it.*

You should expect to have your report acknowledged although you may not be told what the outcome is. If you do not hear anything and continue to have the same concerns regarding the same student, however, you must pass this information on – if necessary, meet with a PCSO to discuss your concerns in more detail.

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Annex 7: Child Wellness Covenant

We acknowledge that by enrolling our children at AISZ, we understand the values embedded in the school's mission and learning dispositions. We also recognize the importance of these values in the education of our children, and agree to reinforce these values at home.

I / We undertake to:

- Support the school's Child Safeguarding Policy and Procedures 2016--2017 and guidelines on behavior and equal opportunities.
- Be present in Zagreb, and if we must leave, arrange a caretaker for our child/children, and inform the school of those arrangements, including emergency contact information, through a signed **Notification of Parents/Guardians Absence** from Zagreb form. This caretaker must be able to serve in the capacity of in loco parentis, with full authority to make parental decisions to ensure appropriate supervision and to respond to a medical emergency.
- Share in the responsibility to bring forth information that supports AISZ's Child Safeguarding Policy and Procedures by following the **Reporting a Concern** protocols.

Name: _____

Signature/Date: _____

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Annex 8: Additional Resources

[Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings](#)

Published by The National Network of Investigation and Referral Support Coordinators

[Talk About Touching Curriculum](#) Scope and Sequence

Committee for *Children*