

KAS Community Safeguarding Policy Manual



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**This document draws heavily on work in the AISA Child Protection Handbook for Teachers,
Administrators and Board Members**

Khartoum American School – Safeguarding Policy Statement

The Khartoum American School believes that the safety and well-being of children is everybody's responsibility and that everyone coming into contact with children must care for children. Employees need to be clear about what is expected of them individually and how they need to work together with families, services and agencies.

Child abuse and neglect are concerns throughout the world. Child abuse 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, and spiritual development. The Khartoum American School endorses the UN Convention on the Rights of the Child, of which our host country, Sudan, is a signatory.

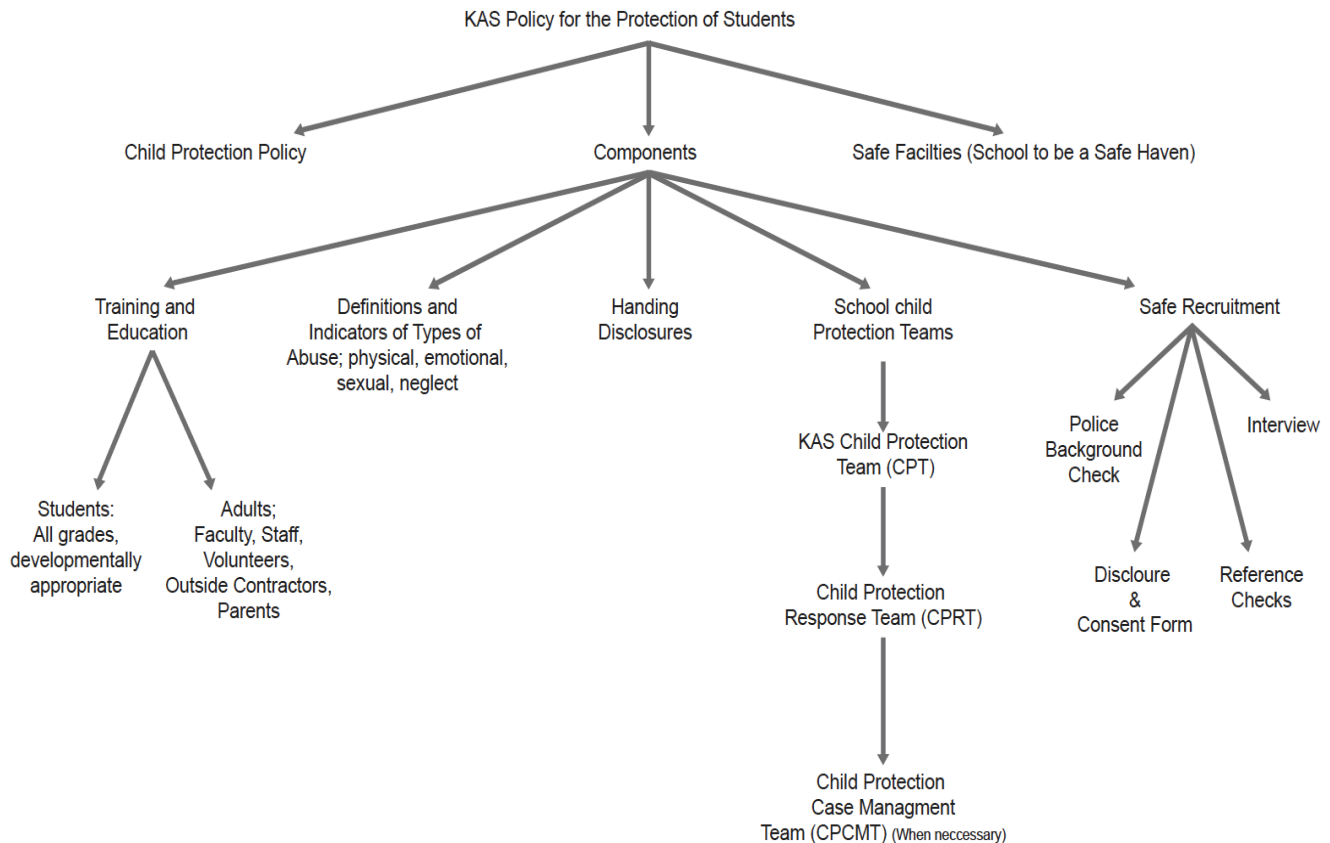
Schools fill a special institutional role in society as protectors of children. Schools need to insure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children 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 insure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at the Khartoum American School must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate or embassy in Sudan, to the appropriate child protection agency in the home country, and/or to local authorities.

The Khartoum American School seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, the Khartoum American School will post this Safeguarding Manual annually on the KAS website. KAS will communicate this policy annually to students, will provide training for all staff, will make every effort to implement hiring practices to insure 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, the Khartoum American School will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child as the highest priority.

CHILD PROTECTION PROGRAM AT KHARTOUM AMERICAN SCHOOL



1. The KAS Child Protection Team (CPT) includes:

- The Superintendent
- The Middle and High School Principal
- The Elementary and Early Childhood Principal
- The Child Protection Officer
- The Elementary Guidance Counselor
- The Middle and High School Guidance Counselor
- Curriculum Coordinator
- Teacher representative from each level within the school (i.e. elementary, early childhood, middle and high school, etc.)

The KAS Child Protection Team – Roles and Responsibilities

The CPT's role is to ensure that there is a comprehensive Child Protection Program (CPP) in place at the school and to annually monitor the effectiveness of the program.

Specific tasks include:

- Ensure a comprehensive Child Protection Program is in place for school that is subject to an annual review and revision at the beginning of every school year.
- Ensure the development and/or adoption of a Child Protection curriculum that will meet the needs of the school
- Ensure that child protection curriculum is taught and assessed annually
- Support teachers and counselors in implementing Child Protection Curriculum
- Ensure/guide Professional Development for training for all staff regarding the Child Protection Program
- Ensure parent seminars take place to support understanding of the objectives and goals of the CPP policy and curriculum
- Serve as a resource group in working with cases requiring child protection assist reporting and follow up disclosures to the multidisciplinary team or where appropriate
- The school based child protection team should meet at least twice annually. The first meeting is to plan for the school year.

2. The Child Protection Response Team (CPRT) includes:

- Division Counselor (as case manager)
- The individual (when an adult) reporting the case
- School personnel making the report
- Division Principal

The Child Protection Response Team (CPRT) – Roles and Responsibilities:

When there is allegation of abuse, a Child Protection Case Management Team (CPCMT) will respond to that specific allegation. The purpose of this ad hoc team is to manage cases of abuse. The team will gather needed information to determine what the next steps are: handled by the school, referred to outside support services or referred to the MDT for possible reporting to authority.

The school based child protection case management team will meet based on need. This includes when a teacher brings a concern to the team or whenever a child discloses (Category C). The team will look at school policy and the nature of the abuse in order to determine the next step for action, whether it be handled by the school, taken to the MDT, or reported immediately to authority.

The gathered information will classify the case as Category A, B, or C

Category A: Most Cases will be handled by the school counselors	Category B: Some cases maybe referred to outside recourses	Category C: Cases reported for investigation
<ul style="list-style-type: none">• Student relationships with peers• Parenting skills related to disciplining children at home• Student-parent relationships• Minor mental health issues such as depression, low self-esteem, grieving etc.	More serious mental health issues such as depression, psychosis, suicide ideation, etc.	Severe and ongoing physical, emotional and/or sexual abuse or neglect.

3. The Child Protection Case Management Team (CPCMT) includes:

- Division Counselor (as case manager)
- Superintendent
- Division Principal
- Child Protection Officer
- The Board

The Child Protection Case Management Team (CPCMT) – Roles and Responsibilities

For cases of sexual abuse, severe physical or other abuse (Category C), the case is taken to the Child Protection Case Management Team (CPCMT) for further investigation and consultation.

One of the following actions might happen:

- Report to authorities
- Contact employer
- Contact Consulate/Embassy
- Contact child protection at home of record

Definition of Terms

GENERAL SAFEGUARDING TERMS

Child Protection is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. Please note that this definition also includes harm to self.

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 demonstrates that the school is taking its duty and responsibility seriously. This handbook considers that schools will provide appropriate child safety classes supported with a well-defined curriculum to increase children's ability to understand abuse prevention.

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

Child Abuse - According to the World Health Organization, child abuse constitutes, *"all forms of physical and/or emotional ill- treatment, sexual abuse, 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 abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

Most child abuse 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 community's awareness, this Handbook focuses on four main categories of abuse and provides basic information about the physical and behavioral signs associated with each type.

PHYSICAL ABUSE

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as, cutting and suicide ideation).

Signs of physical abuse:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Signs of emotional abuse:

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior
- Persistent tiredness
- Lying

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse:

- Pain or irritation to the genital area
- Vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- Sexually Transmitted Diseases (STDs)
- Fear of people or places
- Aggression
- Regressive behaviors, bed wetting or stranger anxiety
- Excessive masturbation/Sexually provocative
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Refusal to continue with school or usual social activities
- Age inappropriate sexualized behavior or language

NEGLECT

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Some indicators of neglect:

- Medical needs unattended
- Lack of supervision
- Consistent hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Fatigue or listlessness
- Self-destructive
- Extreme loneliness
- Extreme need for affection
- Poor personal hygiene
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

LONG TERM IMPACT OF UNMITIGATED CHILD ABUSE

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and life-time health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.

The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

Long-term impact of child abuse:

- Poor educational achievement
- Inability to complete responsibilities
- Inability to live according to plan/ability
- Inability to care for self
- Inability to coexist, cooperate or work with others
- Lack of self-confidence, prone to addiction
- Inability to express love / or accept love
- Inability to lead family
- Constant health problems
- Prone to mental health problems
- Low self-esteem, depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations, self-injurious behavior (e.g., suicide attempts)

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 sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehavior when told to stop
- Uses force and coercion in social situations
- Unusual intensity when discussing sex and sexuality
- 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
- Sexualized talk in the presence of students/children
- Gives private gifts or has private chats on Facebook/internet

REPORTING

Where there is a case to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the counselor (or the principal if the counselor is not available). It is the responsibility of the principal to inform the superintendent of the suspected case of the child abuse or neglect.

All KAS employees are required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the counselor within 24 hours for immediate response.

Staff members have an obligation to report safeguarding concerns by filling in the *Form for Recording and Reporting Concerns about a Child*.

PREVENTION

1. Child Protection Policy and Procedures are distributed annually to parents and staff.
2. School provides parents, staff and students with a common definition of child abuse (physical, neglect, sexual and emotional).
3. Vertical curriculum is written and taught to students annually that includes strategies to recognize inappropriate behaviors, respond assertively and to report incidents to school personnel and/or family members.
4. Staff Code of Conduct gives clear expectations and boundaries.
5. School leadership designs and implements procedures ensuring the safe recruitment and selection of staff.

KAS – Safer Recruiting Policy

The KAS safer recruitment policy for preventing child abuse refers to screening any potential staff member to be employed by the school, volunteers, transportation providers, and employees of vendors regularly working at the school. Safer Recruitment refers to recruitment processes that reasonably guard against hiring unsuitable people by deterring, rejecting and preventing them from joining KAS.

This policy applies to:

- All hires, full-time, part-time, fixed-term, temporary and casual. Excludes hiring of sub-contractors and outsourced services.
- All internal and third parties undertaking recruitment.

Prior to attending recruitment fairs and interviewing teachers:

- The Superintendent will prepare and present to the School Board the positions that need to be hired. This should be done at the October Board meeting for teachers notifying the Superintendent of non-renewal before the mandatory November 1st date. The updated list of positions will also be given to the Board at the November Board meeting.

Requirements for all staff hires (local and expat):

- A minimum of 3 reference checks. References should be from staff who have supervised the candidate in a work situation. While reference letters will be accepted by candidates, reference checks should be made directly to the supervisor by using phone, skype, email, or if possible in person such as at a recruiting fair. The KAS reference check form should be completed by referees and returned to the Superintendent.
- A current police report background check is required for all candidates who are offered employment and must be received prior to the work start date.
- Teacher candidates for employment must provide an up-to-date CV, clear passport copy, teaching licenses or certificates and proof of university degrees.
- All faculty and administrative candidates must provide an up-to-date CV, clear passport copy, and a minimum of 3 references.
- All employees must read and sign the KAS Code of Conduct form and the Declaration and Consent Form prior to the starting work date. (See Appendix B)

Record keeping:

- All records are to be kept confidential and not released without signed permission of the candidate.
- Records of candidates not offered employment should be kept in a locked file no longer than 6 months and then destroyed.
- All hired staff records should be kept in a locked file in the Superintendent's Office and should not be allowed viewing or removal from the Superintendent's Office without the Superintendent's permission.

Training and Education

The KAS Safeguarding Policy and Procedures Manual refers to two curriculum modules for implementation/adaptation for use at KAS. The Curriculum modules are organized into Elementary School units of study for grades PK-5, and Secondary School units of study for grades 6-12.

Students: Early Childhood and Elementary Module includes:

- Safeguarding lessons for grade levels K-5
- Grade level modules which present content in skill development that are organized into a series of lessons
- Lessons which are designed for various delivery options: classroom teacher, PE

- teacher, counselor or school nurse
- Inform parents of topics addressed
- Definitions of safe and unsafe touch
- Assertiveness skills training for students.

The scope and sequence of conceptual understandings is organized in the following framework:

Grade	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
KG	Safe touch	Unsafe touch and assertiveness	Touching Rule	Safety Steps	What to do if someone breaks the Touching Rule
Grade 1	Safe and unsafe	The Touching Rule	Whom to tell	Safety Steps	Using the Touching Rule and Safety Steps
Grade 2	Identifying safe/unsafe touch	Identifying unwanted touch	Touching Rule and Safety Steps (including peers)	Whom to tell and assertiveness	Secrets about touching
Grade 3	Identifying safe, unsafe, unwanted touch	The Touching Rule and Safety Steps	Telling touching secrets (whom to tell and how)	Learning to be assertive - Stand Up for Yourself!	
Grade 4	Identify safe, unsafe, unwanted touch	Review The Touching Rule and Safety Steps	Assertiveness skills	Whom to tell, why it's important, whom to trust, who can help	
Grade 5	Identify safe/unsafe situations	Review Touching Rule and Safety Steps	Whom to tell, why it's important, whom to trust, who can help	Relationships and assertiveness	Secrets and responsibilities (promises)

There are 5 major concepts/big ideas that are suggested for exploration. The nature of these conceptual understandings is developmental and spiraling in that with each year the level of depth of understanding increases. Each lesson focuses on a developmental appropriate exploration of a concept.

Students: Middle School and High School Module includes:

- Lessons which are designed to be implemented or adapted for grades 6 – 12
- Curriculum design which will be implemented as a stand alone course
- Curriculum implementation which allows for flexibility to fit during advisory, physical education and health, or science class

The scope and sequence of the conceptual understandings is organized in the following framework. The 4 core concepts of the secondary curriculum remain the same in each grade: Identify, Access, Act and Value. Teaching and re-teaching these essential learning objectives is key to student learning. KAS staff will deliver developmentally appropriate delivery of all safeguarding lessons.

Secondary Module

	Concept 1	Concept 2	Concept 3	Concept 4
Grade 6	IDENTIFY! Safe and	ACCESS! Trusted	ACT! To Stay	VALUE! Self and
Grades 7-8	IDENTIFY! Safe and	ACCESS! Support	ACT! To Stay	VALUE! Self and
Grades 9-10	IDENTIFY! Safe and	ACCESS! Trusted	ACT! To Stay	VALUE! Self and
Grades 11-12	IDENTIFY! Safe and	ACCESS! Support	ACT! To Stay	VALUE! Self and

Please note that the lesson plans focus is on private body parts. KAS will cover issues of social-emotional development, bullying and physical abuse to ensure a holistic coverage of safeguarding for the students.

Training and Education

Adults: Faculty and Support Staff Safeguarding Education

Child Protection training of school personnel is a preventative program and is connected to the concept of “Ready to Learn” – safe and secure children lead to better learning and better outcomes. All instructional staff (faculty, administrators, teacher assistants) will be trained to understand the specific policy and procedures of the school

Training to awareness of the issue includes:

- Signs and symptoms of abuse: knowledge of grooming behaviors
- Statistics of incidence and prevalence
- Vulnerabilities of international school students growing up in international communities

Training to focus on:

- Handling of disclosure and reporting
- Review of the lesson plans and how, when, and by whom to present them which include:
 - a. Presentation
 - b. Interactive teaching with assessment
 - c. Role play and simulations of disclosure
 - d. Practice

Adults: Parent Safeguarding Education

Child protection at KAS is a partnership with parents.

- There is a gathering to inform the parents and encourage them to participate in their children's education by reading the parent letters and, for elementary students, to complete the homework together with their child. These sessions may be evening meetings, morning coffees, or formal parent education classes.
- Parent support and buy-in is achieved through the annual update of school policy on our website for returning families and introduction to all families during the admission process.
- This is a prevention program.
- Purpose is for KAS parents to understand specific safeguarding policies and procedures of the school.
- Parents learn awareness of the following issues:
 - Signs and symptoms of abuse
 - Statistics of incidence and prevalence
 - Awareness of risks to which students are exposed (globally/locally)
 - Vulnerabilities of international school students growing up in international communities
 - How to talk with your children – prevention strategies and empowering children
 - Handling disclosure and reporting as a parent.
- Inform parents of community resources for parents and to be used by school
 - Provide parents with a list of resources
 - Provide relevant speakers
 - Provide parents with information for how to keep safe and keep their children safe.

KAS Staff Code of Conduct

KAS is committed to the safety and protection of children. All KAS Staff sign a Code of Conduct which 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.

KAS Parent Code of Conduct

Rationale:

A Parent Code of Conduct helps to maintain an environment of respect throughout the school. All members of the school community have a right to an environment free from harassment and to converse comfortably in a positive and co-operative manner.

Implementation as a Parent and Guardian we ask that you:

- Support your child/children in all educational endeavors by giving praise and showing interest in school activities.
- Help your child/children to understand that giving your best effort is important
- Demonstrate that both parents and teachers work together for the benefit of the child/children.
- Listen to your child/children, but remember that a different 'reality' may possibly exist elsewhere.
- Understand the importance of a healthy parent/teacher/child triangle and communicate any concerns to your child's teacher in a constructive manner.
- Adhere to the school's policies, as outlined in school handbooks located on the KAS website www.krtams.org
- Work in cooperation with the school to address any unacceptable behavior shown by your child/children.
- Support the school in its efforts to maintain a positive teaching and learning environment.
- Maintain a positive and co-operative attitude.
- Inform the school of any issues that impact on your child's wellbeing.
- **Parent/Guardian Rights**
 - To be treated with respect and courtesy by other parents
 - To be treated in a polite manner
 - To be respected by staff and students
 - To have a timely response to concerns raised
 - To be treated with professionalism from all staff members
 - To be listened to and clearly communicated with, in regard to their child's education.
- **Parent/Guardian Responsibilities**
 - Use respectful language towards all staff and other members of the school

- community
- Remain calm and polite when communicating with staff and other members of the school community
- Under no circumstances approach another child whilst in the care of the school to discuss or chastise them because of actions towards their own children
- Be aware that events have many sides, be prepared to listen to them and seek to verify facts before stating a concern
- Be mindful of what you say in order to respect the reputation of teachers
- Respect teachers' preparation time before or after school to make an appointment at a mutually convenient time if you wish to speak to a teacher
- Do not discuss any grievances in front of your child/children regarding the school
- If helping in class, parents must follow the instructions and wishes of the teacher

Concerns

If a parent/guardian has a complaint, criticism or concern, it is expected the following steps be followed in the first instance:

1. Speak to the person involved first and try to resolve the concern with mutual respect and clear communication
2. If for some reason this is not possible, then make an appointment to see the Principal. If the issue is not resolved after this, then make an appointment to see the Superintendent.
3. The Principal will arrange a meeting between the two parties involved in an attempt to mediate and find resolution.
4. All attendees at school sponsored events shall act in a respectful manner with regard to the event organization and presentation. Disruptive persons will be asked to leave.

It is important to note that criticism regarding a staff member will only be heard if it is related to their professional conduct.