



Jeddah International School

CHILD PROTECTION MANUAL



Dear JIS Community Members:

In keeping with our Mission, Core Values, and best practices in governance policies in international schools, the JIS Board of Directors has adopted a Child Protection Policy. This policy will help guide our school toward safer, more effective, and clearer practices to safeguard the health and welfare of our students.

This important set of guidelines will help us work more uniformly and systematically to assure the appropriate protection of our students. As a school, we are committed to screening and training staff appropriately. A copy of our Child Protection Manual can be found on our website.

As we integrate guidelines like these into the community, it is important to note that JIS's Child Protection Policy is also based in international law and in the United Nations Convention on the Rights of the Child, of which Saudi Arabia is a signatory.

I believe that as a community committed to seeing our students flourish, we all need to work in partnership and to abide by the policies and procedures engaged by the school and the school's Board of Directors. Our policy and this manual represent a significant collective understanding that all JIS students should be treated with respect and dignity at all times.

I thank you for your support of our efforts and invite you to contact your school counselor or principal regarding any specific questions you may have in this regard.

Sincerely,

Tarek Al Harazy
Owner/Director

CHILD PROTECTION POLICY

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 the children's education as well as their physical, emotional, and spiritual development.

Jeddah International School endorses the Convention on the Rights of the Child, of which its host country, Saudi Arabia, is a signatory. As such, JIS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. The School will maintain an updated manual to assure correct procedures and processes remain in place to protect all students. JIS will distribute our manual annually to faculty and teaching assistants. JIS has made every effort to implement hiring practices to ensure the safety of children.

This Policy is endorsed by the JIS Board of Directors.

NOTE

Our Mission and Core Values reflect a school community dedicated to ensuring the academic and intellectual growth of each and every student of the school. At JIS, we are committed and have a duty to care, protect and preserve the safety, health and well-being of all students so that they can make their unique contribution as global citizens. In order to effectively maintain the safety of all students, JIS counselors and administrators have the right in all situations to speak with students privately and confidentially. Should a parent refuse to allow a school official to speak with a child, the school reserves the right to take appropriate measures. In extreme circumstances, measures could include, but are not limited to, denying the student access to the school premises until such time that the family agrees to appropriate private and confidential conversations or counseling. We take these measures in the best interest of students' safety and well-being.

RESPONSIBILITY TO ACCREDITATION AGENCIES

Child abuse and neglect – particularly sexual abuse – are among the world’s most serious concerns, with millions of cases reported to various children’s protective service organizations each year. It is estimated globally that 150 million girls and 73 million boys under the age of 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact. Yet, it is also estimated that much abuse is underreported either because the victims are afraid to tell anyone what has happened, or the adults who observe or suspect the abuse are unsure of what to do. JIS refers to the International Centre for Missing and Exploited Children (ICMEC) to keep up to date with best practices for safeguarding our students.

International schools have a moral as well as legal duty to safeguard the welfare of our students, as well as those children using our facilities or involved with our programs and activities. The JIS Child Protection Manual sets forth the steps our faculty, staff, students, volunteers, contractors, and consultants are required to take to minimize the threat of child abuse in our schools and to respond promptly and effectively should abuse be observed, suspected, or disclosed.

International schools are responsible to meet the program and best practice standards of various accrediting agencies around the world; in some places international schools must also meet accreditation standards of the host country as well. It is important for international schools to be knowledgeable about and respond to recent changes in standards of accreditation. The Council of International Schools (CIS) and the Middle States Association (MSA) have added specific standards related to Child Protection Programs in their most recent edition of accreditation standards. International schools can reasonably anticipate that, following the leadership of The Council of International Schools and the Middle States Association, other accreditation agencies will similarly include Child Protection Standards in the next revision of their standards. All international schools will be well served by these standards in developing the Child Protection Program for their community.

JIS is accredited by both MSA-CESS and AdvancEd/Cognia. Below is the statement from the Council of International Schools and Middle States:

“To reflect evolving programs and practices in the areas of Child Protection and related issues as well as the continuity of learning programs in exceptional circumstances, CIS and MSA are introducing a specific number of amendments to the Accreditation Standards and Indicators contained in the 8th Edition of the “Guide to School Evaluation and Accreditation”. These amendments will apply to all schools, whatever their position in the accreditation cycle, from 1st January 2013 onwards.

How are abuse and neglect defined?

Definitions of abuse are complex and usually based in the child-rearing behaviors, gender and role responsibilities, and social expectations of different cultures throughout the world. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the need of the more powerful person, either a member of the family, a teacher, or a friend. Research guides many of the definitions that are based in understanding the impact of certain behaviors.

Abuse is:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- Creating a substantial risk of physical harm to a child's bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy; and/or
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above.

POSSIBLE INDICATORS OF PHYSICAL ABUSE

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
- Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back, or buttocks
- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained laceration, abrasions, or fractures

Neglect is failure to provide for a student's basic needs within their own environment. Neglect may be:

- Physical (e.g., failure to provide necessary food or shelter, or 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).

Note: JIS requires one parent be a full-time resident of Jeddah. Should parents / guardian leave the city/country for any reason then the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. Temporary Change of Guardian Forms are required by JIS. These are expected to be completed prior to parents/guardians leaving the city/country.

- Medical (e.g., failure to provide necessary medical or mental health treatment).
- Emotional (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc.).

POSSIBLE INDICATORS OF NEGLECT

- Student is unwashed or hungry
- Parents are uninterested in student's academic performance
- Parents do not respond to repeated communications from the school
- Student does not want to go home
- Both parents or legal guardian are absent from Jeddah for any period of 24 hours or greater
- Parents cannot be reached in the case of emergency

Behavioral indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral.

Sexual abuse is committing or allowing to be committed any sexual offense against a child as defined in either the criminal code of the host country or school policy, or intentionally touching either directly or through clothing, inappropriate areas of the child's body for other than hygiene or child care purposes.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as *grooming*, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behavior of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

POSSIBLE INDICATORS OF SEXUAL ABUSE

- Sexual behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting

What happens when a teacher has reasonable cause to believe that a child has suffered abuse of any kind?

These indicators of abuse and neglect will be used by the staff member as a guideline for reporting to the counselor, who, with the principal, will determine if the case needs further attention. A narrative report must be made when a staff member has reasonable cause to believe that a child has suffered abuse or neglect. All reports are confidential and are kept in the counselor's office.

COMMONLY HELD MYTHS VS THE REALITIES ABOUT CHILD ABUSE AND NEGLECT

Myth: Child abuse is carried out by strangers.

Fact: Research indicates that 90% of abuse 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 abuse is within the family, the transient lifestyle then increases the risk to international school students, who tend not to have access to outside trusted resources, and therefore cannot get help.

Myth: Learning about child protection is harmful to your children.

Fact: Research indicates that developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behavior.

Myth: Abuse education is sex education.

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviors that include bullying, harassment and other forms of exploitation.

Myth: Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.

Fact: The reality is that there is no excuse for child abuse! No culture supports harming children.

Myth: Child abuse is a result of poverty and happens in low socioeconomic circumstances.

Fact: Research indicates that child abuse 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.

Myth: International schools do not have to report abuse to local authorities.

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 abuse or neglect; there are cases now pending where schools are facing legal action in regard to non-compliance.

HOW JIS ADDRESSES CHILD PROTECTION

Screening

All recruited faculty are required to submit to background checks in their country of origin. Because many of the recruited faculty originate from areas where background checks (e.g. fingerprinting, police reports etc.) have already been conducted, this further adds to the school's due diligence in ensuring that the teachers do not have criminal records in regard to children.

Local staff are hired through known sources, to ensure a network of trusted employees. Background checks are conducted through local security agencies.

Training

JIS provides training during initial orientation concerning the information provided in this manual and familiarization with the Health & Wellness curriculum, and periodically provides updates throughout the school year during professional development sessions.

Best Practices

For traveling teams and co-curricular events, two chaperones (gender appropriate) accompany the students. This ensures that, should any issues arise, there is an appropriate person to address the situation.

Students are not allowed to be alone in rooms with staff members or faculty. Should the student require additional help outside class hours, the blinds on the large classroom windows remain open at all times.

Quarterly Child Protection Committee meetings keep faculty informed of any potential issues with a student, so that the community is diligent in providing support and monitoring developments.

Students from Pre-K to Grade 1 shall be supervised by two faculty or staff members while changing their clothes for PE in their homeroom.

Students from Grade 1 to Grade 12 shall use designated single-gender changing rooms while changing clothes for PE.

Girls from Grade 1 to Grade 5 shall be supervised by a female PE Teaching Assistant and a female support staff member while changing clothes for PE.

Boys from Grade 4 to Grade 5 shall be supervised by a male PE Teaching Assistant and male support staff member while changing clothes for PE.

Students shall be taught appropriate changing room behavior. Adults supervising students changing their clothes for PE shall respect the privacy and dignity of the students and exercise modesty in the performance of this duty.

Elementary students who have toilet accidents shall change their clothes under supervision of two faculty or staff members. Pre-K students shall be diapered under supervision of two faculty or staff members.

Students from Pre-K to Grade 2 shall use the bathrooms adjoining their classroom. Students from Grade 3 to Grade 12 shall use designated single-gender toilets.

A Health & Wellness curriculum is in place to guide classroom practice as well as provide a framework for students to learn more about potential abuse situations and ways to avoid them or how to seek help if they are victimized.

CHILD PROTECTION AND VIRTUAL LEARNING¹

How does JIS protect students that learn virtually?

JIS communicates clear behavioral expectations and reporting mechanisms.

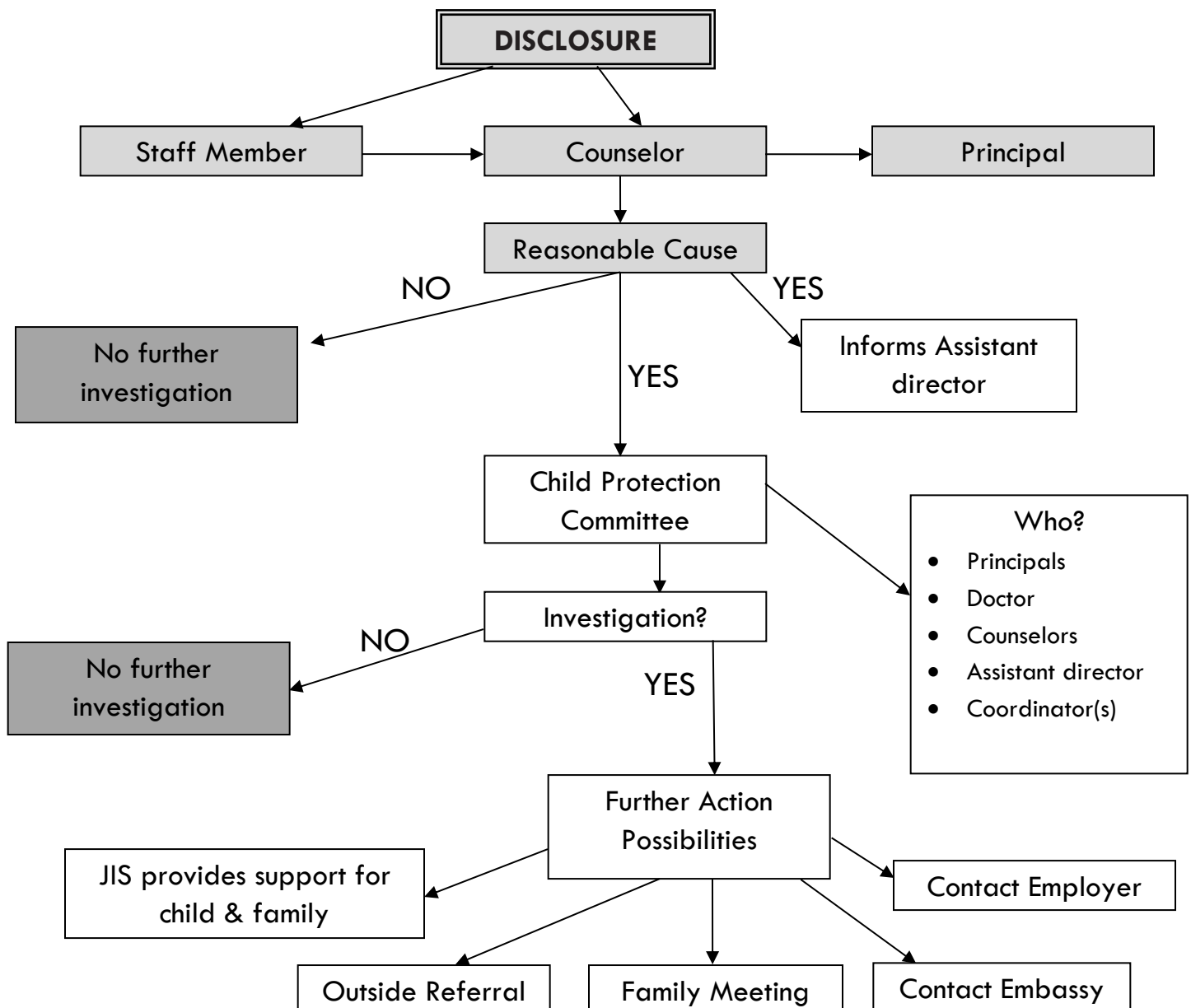
- Digital communications between students and staff mirror the rules regulating in-person communications that are normally restricted to messages which have an educational purpose. JIS requires all digital communications between students and staff to be conducted via a school email address using online school platforms.
- Staff should maintain the same professional boundaries with students online as they are required to maintain in person.
- Appropriate dress code is required when joining a virtual classroom.
- Students should not join virtual sessions from their bedrooms. Students should be located in a common space in their house.
- Students are able to report easily to a counselor if they feel unsafe in a virtual classroom, session or forum and to report wider concerns to any staff member with whom they feel comfortable.
- Parents, staff and faculty will contact the counselor if a student becomes distressed during a session.
- Staff and faculty will block a user if that user starts sharing inappropriate material in a virtual break-out session. Specific steps include ensuring that staff have the ability to mute online platform participants, moderate online discussion groups, disable users' videos and/or remove a participant from a virtual classroom.
- Staff and faculty will report any inappropriate and/or potentially illegal content that might be shared online with the Child Protection Team. The appropriate response will depend on individual circumstances. Action could include:
 - deleting inappropriate comments
 - removing content from an online forum
 - removing all participants from a class
 - designated staff are able to enter virtual classrooms to monitor lessons on an ad hoc basis
- Communication between students and teachers, such as google hangout chats, classroom lessons and academic support sessions, are recorded and stored so that material can be reviewed afterwards if necessary.

¹ Adapted from "Adapting to new learning environments: How to keep students safe and protect their well-being," Council of International Schools (CIS) in consultation with the International Centre for Missing & Exploited Children (ICMEC), Childnet International, the International School Counseling Association (ISCA), International Child Protection Advisors (ICPA) and 9ine.

PROCESS FOR REPORTING CHILD PROTECTION CONCERNS

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the counselor, principal, or Assistant director within 24 hours. In all cases, the principal will be notified. It is the responsibility of the principal to inform the Assistant director of the suspected case of child abuse or neglect.

All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All JIS employees are also required to report suspicion of abuse or neglect. Steps followed after disclosure:



Procedures for reporting suspected cases of child abuse or neglect

Step 1

When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher/staff member will seek advice from the section counselor within **24 hours**. The counselor will take initial steps to gather information regarding the reported incident and inform the principal who will form a school-based response team as needed to address the report. The Child Protection Committee will include the section nurse, counselor, section coordinator, assistant director and principal. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. The following procedure will be used:

1. Counselor will interview staff members as necessary and document information relative to the case. This should include a physical examination by the section nurse.
2. Consult with Child Protection Committee to review the child's history in the school.
3. Report status of case to Principal and Assistant Director.
4. Determine the course of follow-up actions.

Step 2

Based on acquired information, a plan of action will be developed to assist the child and family. Actions that may take place are:

- Discussions between the child and counselor in order to gain more information. Depending upon the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred.
- In-class observations of the child by the teacher, counselor, or administrator.
- Meetings with the family to present the School's concerns.
- Referral of the student and family to external professional counseling.
- Notification of the management of the sponsoring employer of the concern with the child/family, or to the welfare office at the home-of-record.
- Consultation with the Embassy of the country of the involved family.
- Consultation with the school attorney or another attorney.
- Informal consultation with local authorities if appropriate.

Most cases of suspected abuse or neglect will be handled by school counselors such as those involving:

- Student relationships with peers
- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving.

Some cases will be referred to outside resources, for example:

- Mental health issues such as depression, psychosis, dissociation, suicide ideation.

Cases reported for investigation and outside resources:

- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest.

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:

- The Embassy
- The employer
- The home-of-record welfare office.

Step 3:

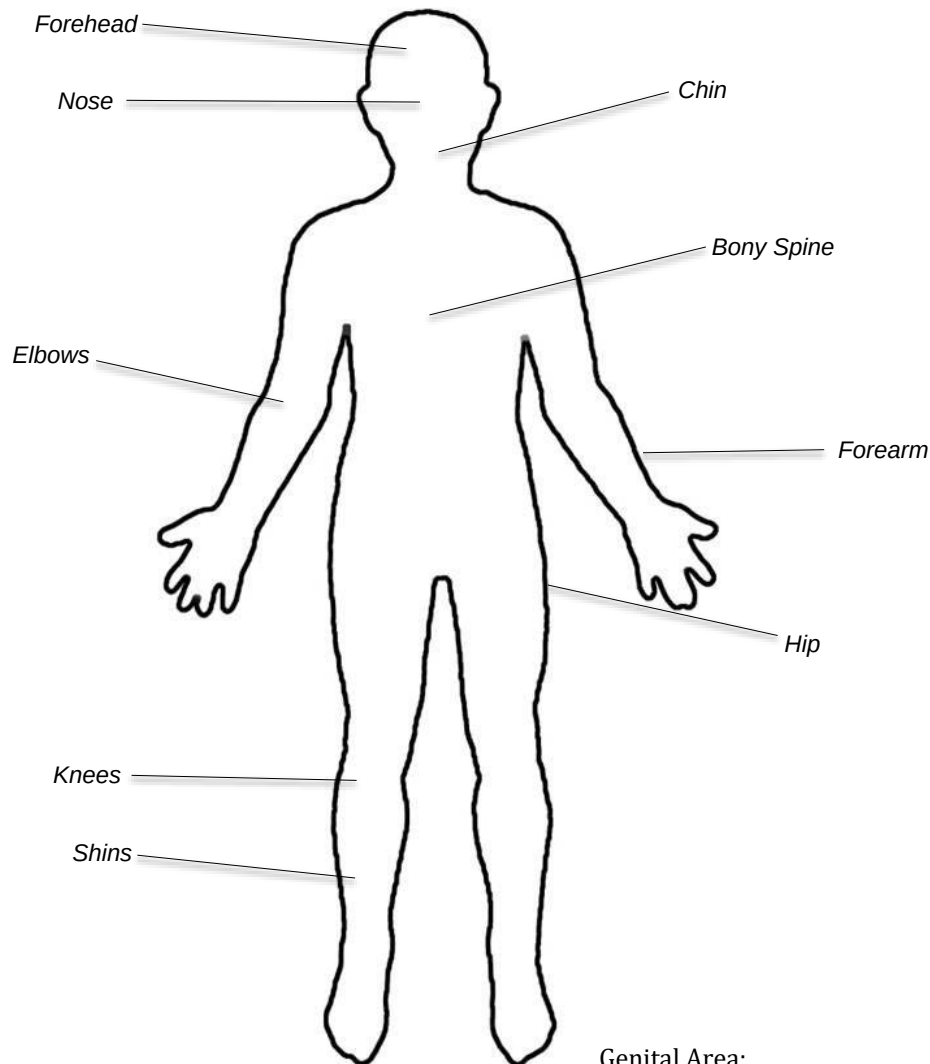
Subsequent to a reported and/or substantiated case of child abuse or neglect:

- The counselor will maintain contact with the child and family to provide support and guidance as appropriate.
- The counselor will provide the child's teachers and the principal with ongoing support.
- The counselor will provide resource materials and strategies for teacher use.
(www.icmec.org/education-portal)
- The counselor will maintain contact with outside therapists to update the progress of the child in school.

All documentation of the investigation will be kept in the child's school confidential records file in a sealed envelope. Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the child. JIS will make every attempt to share this information to protect the child.

In the event that the abuse or neglect allegation involves a staff or faculty member of JIS, the division principal will follow board policy pursuant to ethical professional behavior.

Common Sites for Accidental Injury



Bruises may be:

- Few but scattered
- No pattern
- Same color and age

Consider:

- Age and activity of child e.g. learning to walk
- May be confused with birthmarks or other skin conditions

Injuries may be:

- Minor or superficial
- Treated
- Easily explained

Genital Area:

- Injury may be accidental (seek expert opinion)
- Soreness may be nappy rash or irritation e.g. from bubble bath
- Anal soreness may be due to constipation or threadworm

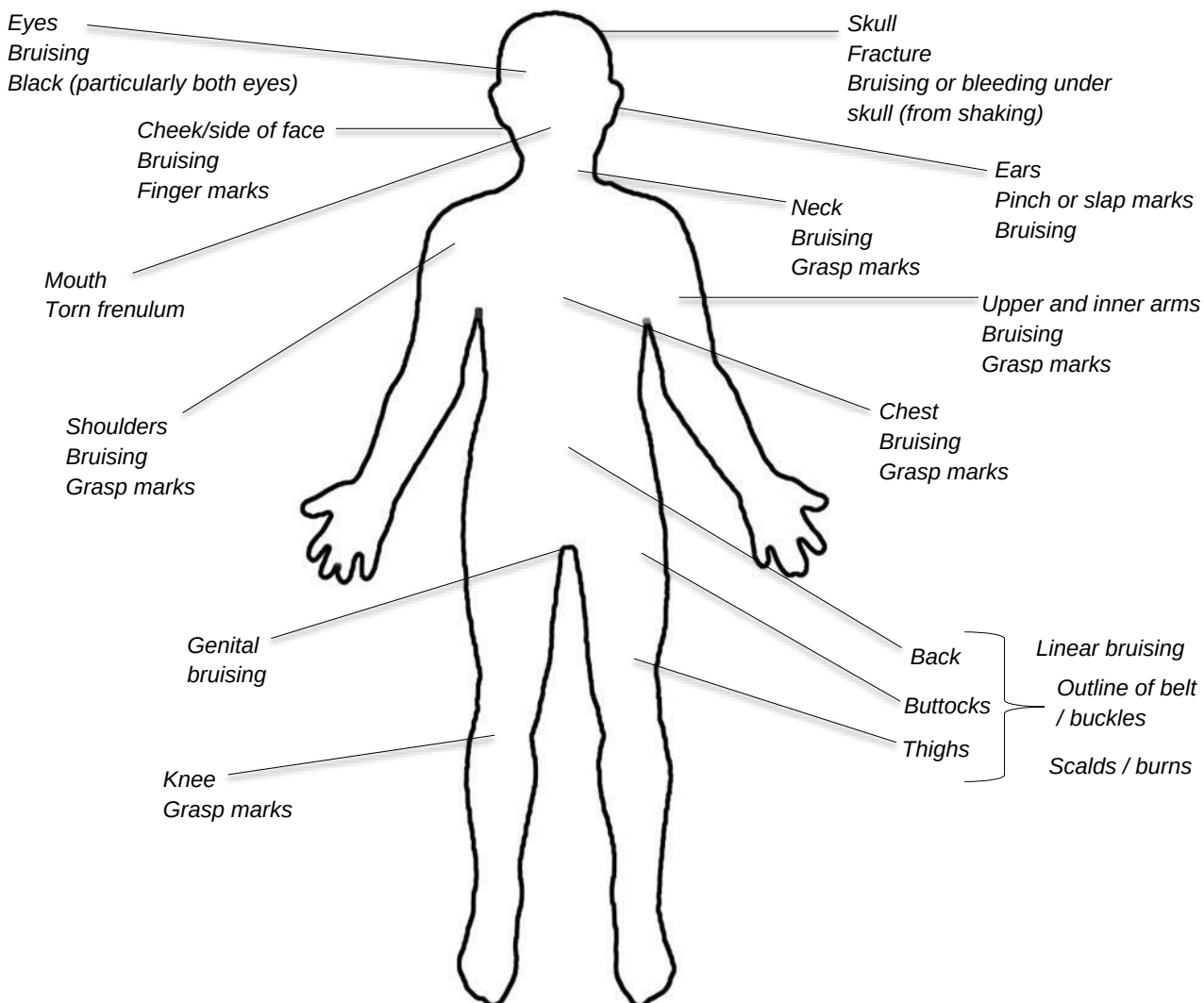
Burns and scalds may be:

- Already treated
- Easily explained
- Confused with other conditions e.g. impetigo, diaper rash

Fractures may be:

- Most often arms and legs
- Seldom on ribs except for road traffic accidents
- Rare in very young children
- May rarely be due to bone disorders

Common Sites for Non-Accidental Injury



Bruises may be:

- Frequent
- Patterned e.g. finger and thumb marks
- Old and new in same place
- In unusual position (see chart)

Consider:

- Developmental level of the child and their activities
- May be more difficult to see on darker skins

Injuries suspicious if:

- Bite marks
- Finger nail marks
- Large and deep scratches
- Incisions e.g. from razor blade

Sexual abuse may result in:

- Unexplained soreness, bleeding, or injury in genital or anal area
- Sexually transmitted diseases e.g. warts, gonorrhea

Burns and scalds likely to have:

- Clear outline
- Splash marks around burn area
- Unusual position e.g. inside of arm
- Indicative shapes e.g. cigarette burns, shape of object

Fractures may be:

- Numerous – healed at different times

Consider:

- Age of child, always suspicious in babies under one year old
- Delay by parents in seeking treatment

Child Protection & Safeguarding (CPS) Form**Basic Information**

Date of Report:

Reporter's Name:

Please state who initially brought up the concern, their role, and relationship to student:

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Student's Name:

Student's Grade:

Student's Sex: ☐ Female ☐ Male ☐ Other

Student's Age:

Living Arrangement:

- ☐ with parent(s)
☐ with family member other than parent(s)
☐ homestay
☐ live alone
☐ faculty/staff child
☐ other

Report of ConcernDid the student disclose to an adult? ☐ Yes ☐ No

If the student did not disclose to you, what led you to suspect/become aware of the concern?

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Who does the concern involve?

- ☐ Another student at this school
☐ Another student
☐ A parent or family member of the student
☐ A staff member at this school
☐ An adult outside of school
☐ Other:

Category of concern

- ☐ Suspected physical abuse
- ☐ Suspected emotional abuse
- ☐ Suspected sexual abuse
- ☐ Suspected neglect
- ☐ Suspected exposure to domestic violence
- ☐ Suspected peer-on-peer abuse
(e.g., cyberbullying, bullying, sexual harassment, etc.)
- ☐ Medical concern
(e.g., self-medicating, not receiving care, constantly sick, etc.)
- ☐ Self-harm / Non-suicidal self-injury
(e.g., cutting, burning, stabbing, hitting, excessive rubbing, etc.)
- ☐ Suicidal ideation / suicide attempt
- ☐ Grooming (creating opportunity for future abuse)

Description of concern. *Please include key details of where, when, and how often you noticed concerns. Avoid euphemisms or subjective language.*

Who might be potential other victims or witnesses? (e.g., classmates, others who were in the same location, attended the same event, etc.)

What other questions or concerns do you have?

This concern needs to be addressed:

_____ Immediately

_____ Within 24 hours

_____ At the next divisional SST or Counselor-Admin meeting

Report received by: _____

Date: _____

Notes / Actions to be taken: