



AMERICAN INTERNATIONAL SCHOOL In Egypt (AIS)

Child Protection Policy and Procedures 2022-2023

(for Staff)

AIS promotes and protects the safety and wellbeing of all students while enrolled in the school to ensure positive learning. Academic achievement is accomplished through promoting positive development of the whole child. **AIS does not tolerate any form of child abuse or neglect perpetrated by parents, guardians, caregivers, or AIS employees.**

AIS seeks to protect ALL students regardless of race, color, national origin, religion or gender.

We agree with the UNICEF declaration that, "No matter their story or circumstance, all children have the right to be protected from violence, exploitation and abuse."

Stakeholders:

- Students
- Parents
- Teachers & Support Staff
- School Doctors/Clinic
- Administrators
- School Director
- Esol Board

Definition of Child Protection

AIS aligns with UNICEF's definition of Child Protection, the "prevention and response to violence, exploitation and abuse of children". We seek to apply this definition in AIS' policies and protocols in all areas.

Definitions of Abuse and Neglect

(Definitions adapted from Association of International Schools in Africa (AISA) handbook):

- **Physical Abuse:** 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. The indications include but are not limited to the following behaviors:
 - hitting
 - shaking
 - throwing

- slapping
- kicking
- punching

- **Neglect:** 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.
 - Including, but not limited to: deprivation of food, deprivation of sleep, poor hygiene, leaving child unattended, or unkempt clothing.
 - Indications of neglect:
 - lack of supervision
 - consistent hunger
 - inappropriate dress
 - inadequate nutrition
 - fatigue or listlessness
 - self-destructive behavior
 - extreme loneliness
 - extreme need for affection
 - failure to grow---
 - poor personal hygiene-
 - frequent lateness or non-attendance at school
 - compulsive stealing---
 - drug or alcohol abuse

- **Emotional Abuse:** The persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development.
 - Including, but not limited to: conveying to children that they are worthless or unloved; that they are inadequate; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; the exploitation or corruption of children; or refusal to speak to children by adults and others in the student's environment.
 - Indications 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 about small things
- **Sexual abuse:** Witness or exposure to age-inappropriate material, direct sexual contact or inappropriate physical contact of a sexual nature. 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.
 - Including, but not limited to: physical contact, including penetrative (i.e. rape) or non-penetrative acts; non-contact activities, such as involving children in the production, viewing, or distribution 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.

Boundary Invasions

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors deemed inappropriate may be signs of sexual grooming. Inappropriate boundary invasions may include, but are not limited to the following:

- hugging, kissing, or other physical contact with a student
- telling sexual jokes to students
- engaging in any form of communication containing sexual innuendo or banter with students
- talking about sexual topics that are not related to curriculum
- showing pornography and or sexually explicit materials to a student
- taking an undue interest in a student (i.e. having a "special friend" or a "special relationship")
- initiating or extending contact with students beyond the school day for personal purposes
- using e-mail, text-messaging or websites to discuss personal topics or interests with students
- giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval
- invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences)
- going to a student's home without parent / guardian consent and presence
- inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student)

- giving gifts or money to a student for no legitimate educational purpose
- accepting gifts or money from a student for no legitimate educational purpose
- being overly "touchy" with students
- favoring certain students by inviting them to come to the classroom at non-class times
- getting a student out of class to visit with the staff member
- providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so
- talking to a student about problems that would normally be discussed with adults (i.e. marital issues)
- being alone with a student behind closed doors without a legitimate educational purpose
- telling a student "secrets" and having "secrets" with a student
- other similar activities or behavior

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the School Compliance Officers, as designated in this policy, the Principal or the Director.

Proactive Protocols:

Introduce child protection awareness each school year to stakeholders through:

- Child Protection Parent Contract signed upon enrollment and added in the Parent Handbook.
 - definitions of abuse/neglect
 - agreement to follow AIS child protection guidelines
- Identification and procedural training for teachers, staff, and administrators
 - Recognise signs and symptoms of abuse
 - Safe environment practices
 - Responding to disclosures
 - Reporting procedures
- Updated Parent Information Packet sent electronically each year to all parents.
 - Definitions of abuse/neglect
 - Information of development stages
 - Positive discipline strategies
- Developmentally appropriate student education provided by Counselors
- Elements of personal safety
 - Safe and unsafe touch
 - Say no, get away, tell someone
 - Identify trusted network
- Continued consultation with ESOL senior management

Responsive Protocols:

All staff, faculty, and administrators are mandated to **report** incidents, suspected or proven, of abuse and neglect IMMEDIATELY. The in-person or verbal report is made to the school counselor

or, in the case that the school counselor is not available, an administrator. The initial reporting staff can also fill out the “Cause for concern form”, with school counselors and administrators (this form may also be filled out by the counselor or administrator- appendix 3 of the child protection toolkit- an internal document with counselors and administrators). The school administrator is responsible for informing the director.

It is not the responsibility of staff, faculty, or administrators to **investigate** allegations of abuse or neglect. Investigation will be done by the Child Protection Team (counselor, and an administrator from the student’s school level plus a school doctor, and other staff as appropriate). In a monthly meeting, the school counselor will share reporting data with the grade level administrator as to the number of cases and their outcomes. The grade level administrator will share the data with the director.

****Do not let a child swear you to keeping a secret before telling you something. You may need to report, which the child will view as breaking your trust with them.***

Reporting Suspicions of Abuse:

- All reports of abuse and neglect must be made in person to the school counselor and administrator within 24 hours for immediate response. The reporter must also send a detailed, confidential email to the counselor within 48 hours of the initial report.
- The counselor shall gather information and provide written documentation including the date, person or persons involved, and any additional relevant information. The counselor will consult with the Child Protection Team immediately. (The Child Protection Team minimally consists of grade level school counselors, the clinic, and one grade level administrator)
- If an allegation is made against a member of staff, the Principal and Director will be informed immediately. There will be an urgent initial assessment, to check the practical details of the allegation and to establish the facts. This assessment is not an investigation to determine guilt or innocence, but to ascertain whether the matter warrants further investigation by the appropriate agency and whether suspension pending investigation is appropriate. Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:
 - the safety and welfare of the student or students concerned;
 - the need for a full and fair investigation.

If reasonable cause is determined:

- In all cases with verifiable evidence, the principal and director will be notified immediately.
 - The school should be guided by local law, international law, and the advice of the school legal team and local community child protection resources/personnel.
 - Egypt’s Child Law amended in 2008 is shared below:

http://www.nccm-egypt.org/e7/e2498/e2691/infoboxContent2692/ChildLawno126english_eng.pdf

- The Child Protection Team shall follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions. Such actions may include, but are not limited to, one or more of the following:
 - Conference with students involved
 - Parent notification by administrator
 - Meeting with parents, administrator, and counselor
 - Meeting with others pertinent to the case, including the alleged perpetrator(s)
 - Contacting school doctor
 - [Psychological assessment by outside counseling](#)
 - [Referral to mandatory outside counseling sessions](#)
 - Referral to the Child Protection Team
 - In cases of foreign nationality, report to respective embassy and/or employer
 - Legal action and prosecution by the authorities
 - Suspension or termination of employment (if a school employee) IF A LAW WAS BROKEN, NOTIFY THE POLICE
 - Counselor follow up with student as needed
 - Notification and consultation with Esol board

Due to the nature of child protection, confidentiality cannot be guaranteed. However, personal and identifying information will be kept private and will not be shared outside of the reporting protocols.

APPENDICES

- A. Child Protection Parent Contract
- B. Child Protection Referral Pathway
- C. Association of International Schools in Africa Child Protection Handbook* includes lessons for curriculum purposes and training tools for teacher

Appendix A

AISE Child Protection Parent Contract

As an American International School, AISE serves to promote and protect the positive learning and wellbeing of all students while enrolled in the school. This includes a zero-tolerance stance against child abuse/neglect. Academic achievement is achieved through promoting positive student development including, social, emotional, and behavioral needs.

Definitions of Abuse and Neglect:

- **Physical Abuse:** 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.
- **Neglect:** 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.
- **Emotional Abuse:** The persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development.
- **Sexual abuse:** Witness or exposure to age-inappropriate including sexually suggestive language, direct sexual contact or inappropriate physical contact of a sexual nature. 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.

By enrolling your child at AISE, you agree to support and abide by the Child Protection Standards.*

AISE expectations of behavior and education are as follows:

- ☐ Parents are responsible for ensuring that students follow attendance expectations each year (refer to school-level handbook for specific requirements).
- ☐ Parents are responsible for the emotional, physical and psychological well-being of their child. Parents agree to ensure that students are prepared and ready to learn.
- ☐ Parents agree to refrain from significant harm, abuse or neglect.
- ☐ Parents agree to follow school recommendations if evidence of significant harm is discovered.

If deemed necessary a report will be made to the Ministry of State and Family Population (National Council for Childhood and Motherhood) through the [Child Helpline](#). For non-Egyptian students we reserve the right to contact the parents' employer and/ or home embassy or consulate.

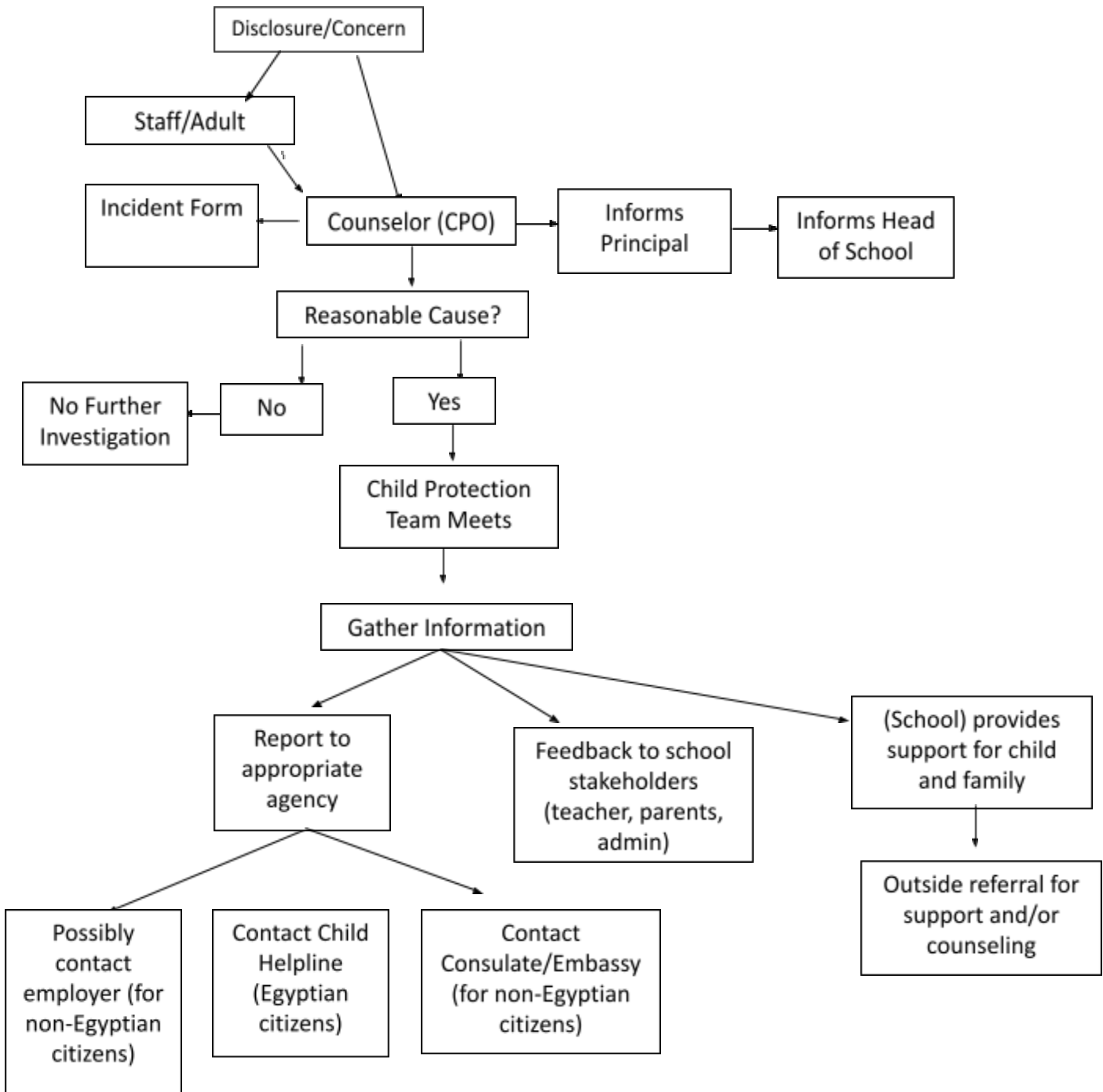
I _____ (PARENT/GUARDIAN NAME) and _____ (PARENT/ GUARDIAN NAME) of _____ (STUDENT NAME) hereby consent to follow the AISE child protection guidelines and standards whilst my child attends AISE.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

**If you have any questions please contact your child's School Counselor.*

Appendix B Child Protection Referral Pathway



*Flow chart adapted from the AISA Child Protection Handbook

**Reasonable cause--there is enough verifiable evidence that the abuse has occurred.

Appendix C

Link to Association of International Schools in Africa (AISA) Child Protection Handbook:

<https://drive.google.com/file/d/1GRThEVG-IUYpCjKQmt7opFVjcuDaDlrt/view?usp=sharing>

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Policy updated by: Jodi Nielsen

Policy updated on: 2021

Policy updated by: Lavesa Devnani