


# Visible Leadership in Child Protection

Head-Talk  
AAIE 2019




COUNCIL OF  
INTERNATIONAL  
SCHOOLS



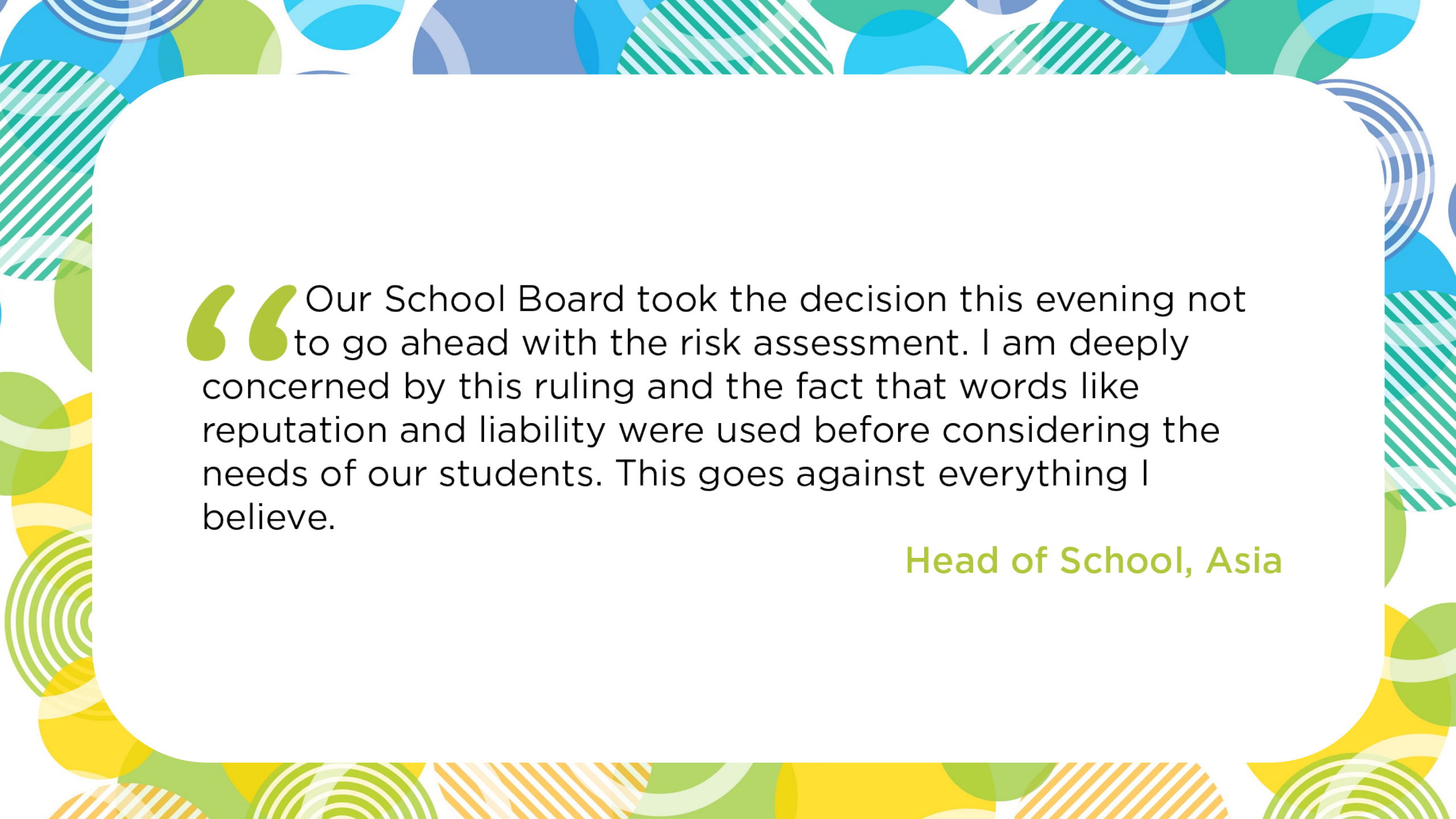
“ We have an urgent situation at our school involving an allegation of abuse against a teacher.

**School Director,  
Middle East**



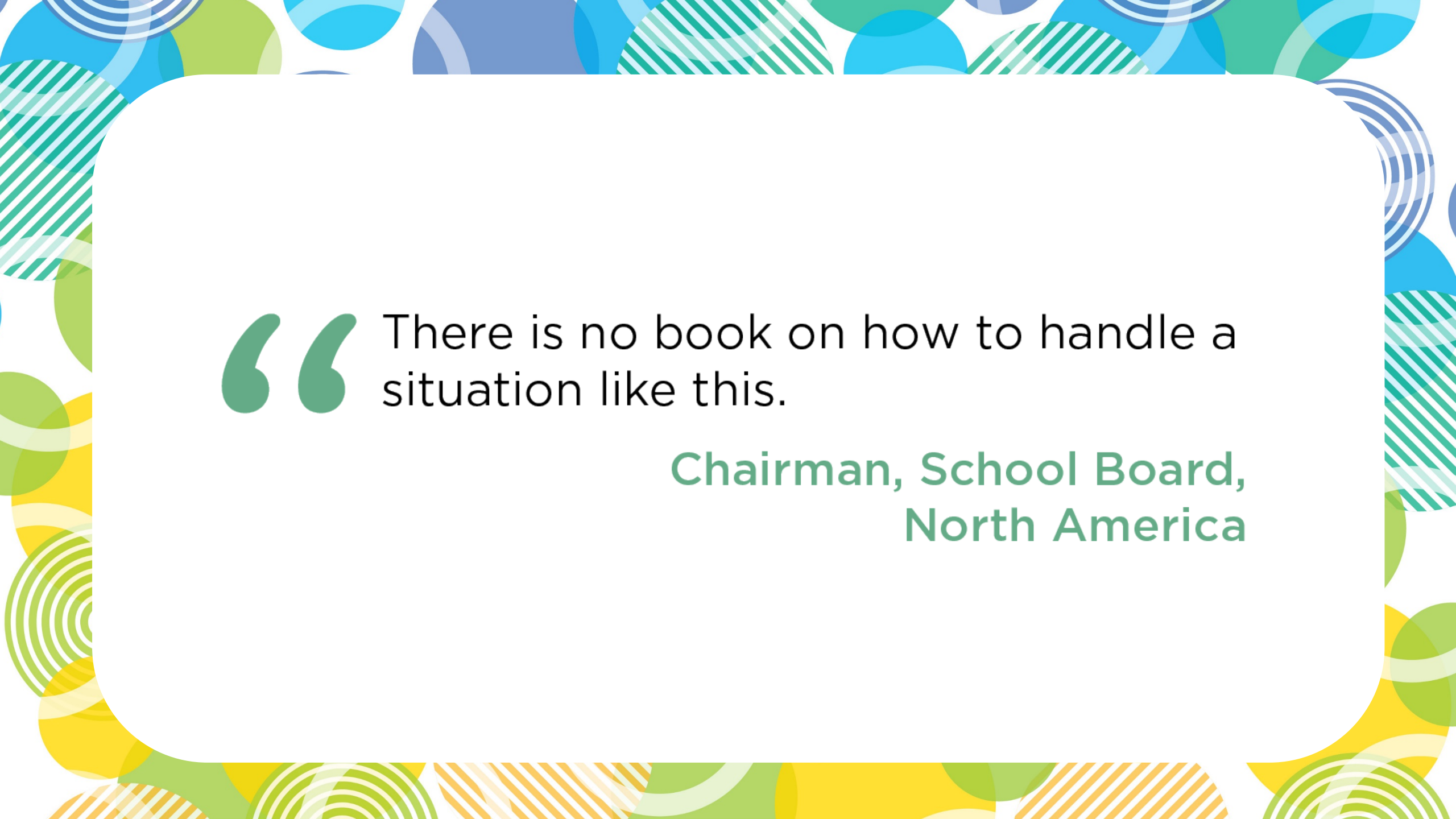
“ In responding to a difficult and troubling child safeguarding case, I have found it very hard to know what to do in order to protect the children involved from further harm.

Head of School, Europe



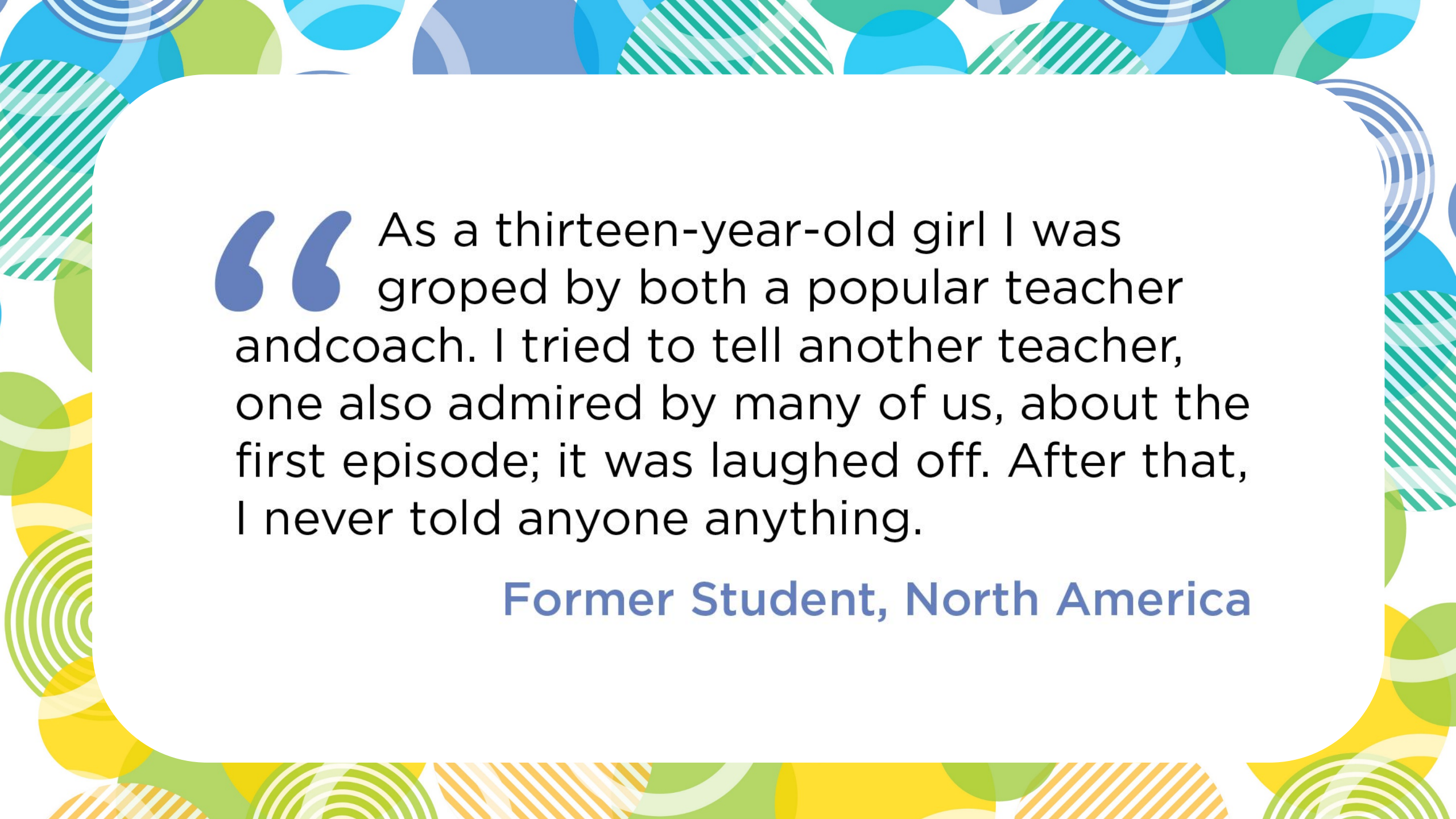
“ Our School Board took the decision this evening not to go ahead with the risk assessment. I am deeply concerned by this ruling and the fact that words like reputation and liability were used before considering the needs of our students. This goes against everything I believe.

Head of School, Asia



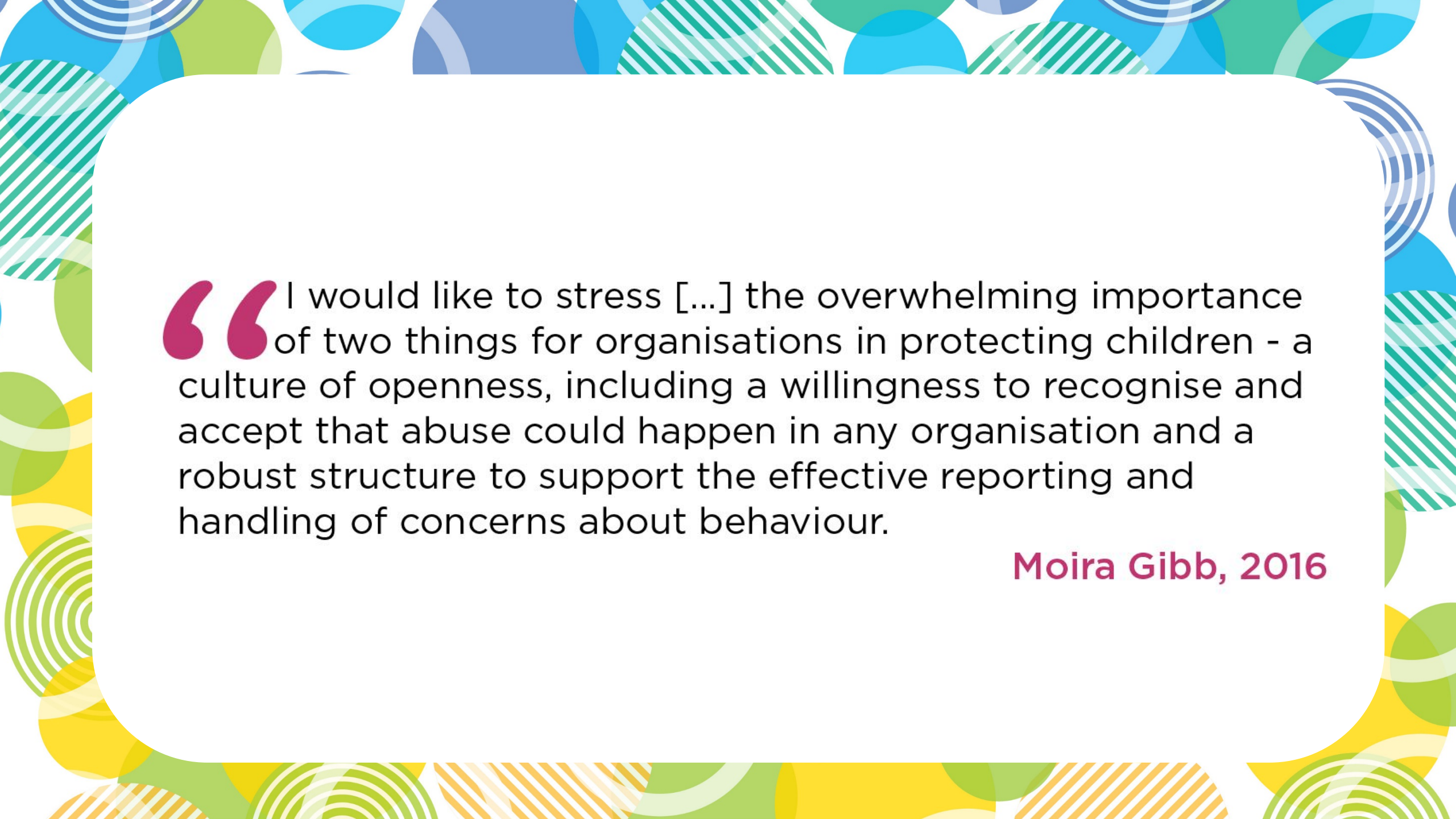
“ There is no book on how to handle a situation like this.

Chairman, School Board,  
North America



“ As a thirteen-year-old girl I was groped by both a popular teacher and coach. I tried to tell another teacher, one also admired by many of us, about the first episode; it was laughed off. After that, I never told anyone anything.

**Former Student, North America**



“ I would like to stress [...] the overwhelming importance of two things for organisations in protecting children - a culture of openness, including a willingness to recognise and accept that abuse could happen in any organisation and a robust structure to support the effective reporting and handling of concerns about behaviour.

**Moira Gibb, 2016**

International  
Task Force on  
Child Protection  
(ITFCP)  
Statement of  
Commitment

Aligned with the  
recommendations of the  
International Task Force  
on Child Protection, we  
hold ourselves to a high  
standard of effective  
practices with specific  
attention to child  
protection.



*Why are international school  
communities vulnerable?*

My Story



# Why are international school communities vulnerable?

## International mobility

Trans-national sex offenders jump from country to country to abuse children... mobility patterns are high for international teachers due to contractual employment.

## Lack of knowledge – different countries/different laws

Many international school leaders don't know the local laws and don't access local law enforcement.

# Barriers to Identifying Abuse

What do you see as barriers to identifying and responding to possible child sexual abuse and exploitation at your school?

Cultural norms that prevent parents from discussing sexual abuse/exploitation	83%
Cultural norms that prevent students from reporting personal information	78%
Inadequate community resources for victims and families	70%
Lack of / inadequate parent training	64%
Fear that the police investigation will be ineffective	61%
Lack of / inadequate training	58%
Fear that intervention will do more harm than good	46%




## Shared Understanding

Has the school created a definition of child protection which is fully understood by board members, owners, school leaders, staff, students, parents and volunteers?

Do the school's culture and values support and encourage effective practices?

## ITFCP expectation



The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse, including disclosure of abuse that may have taken place in the past, and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

# Managing allegations of abuse against educators and other adults

International Task Force on  
Child Protection (ITFCP)



# International Task Force on Child Protection

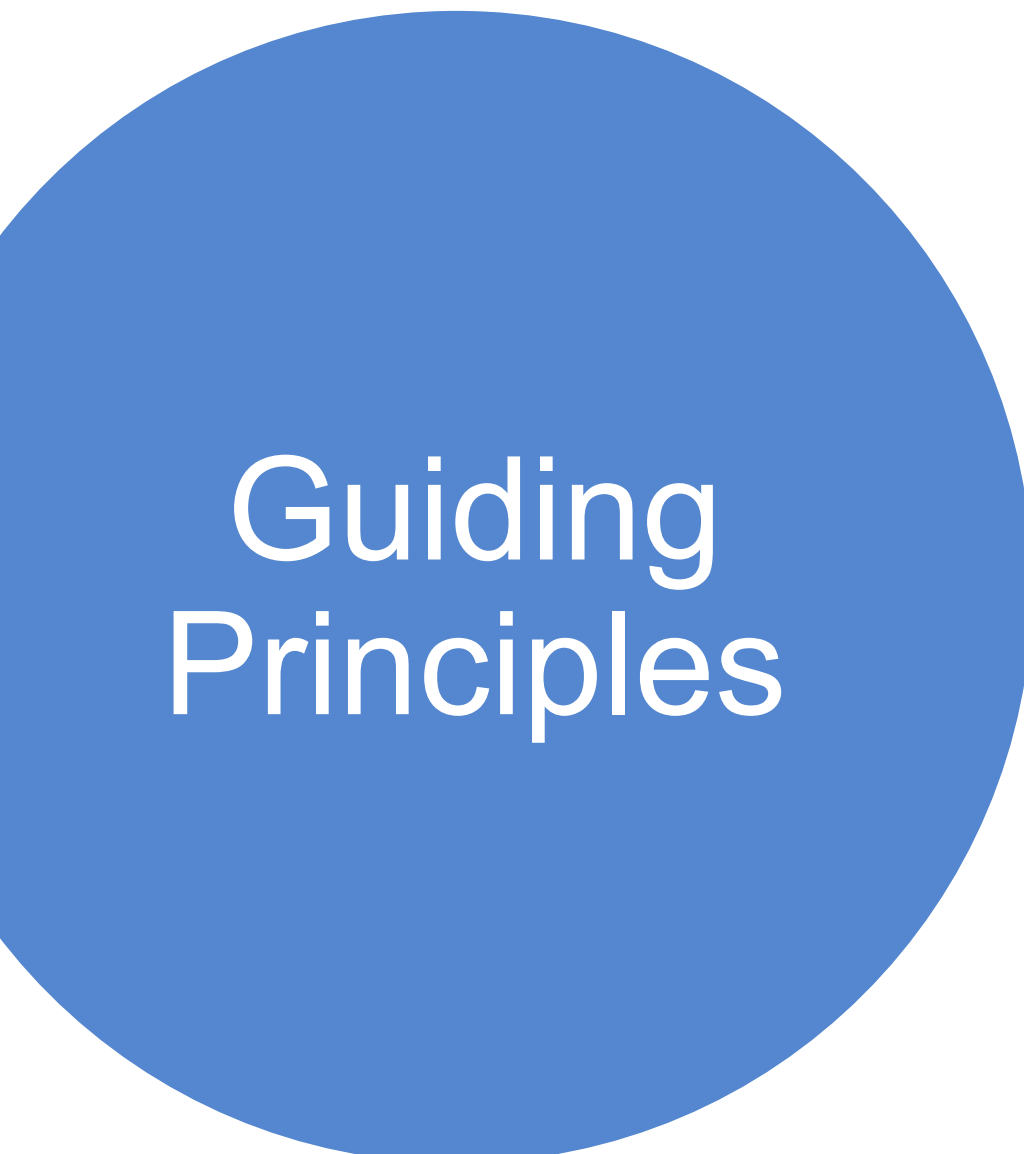



All children have equal rights to be protected from harm and abuse.

Everyone has a responsibility to support the protection of children.

All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.

All actions on child protection are taken with consideration for the best interests of the child, which are paramount.

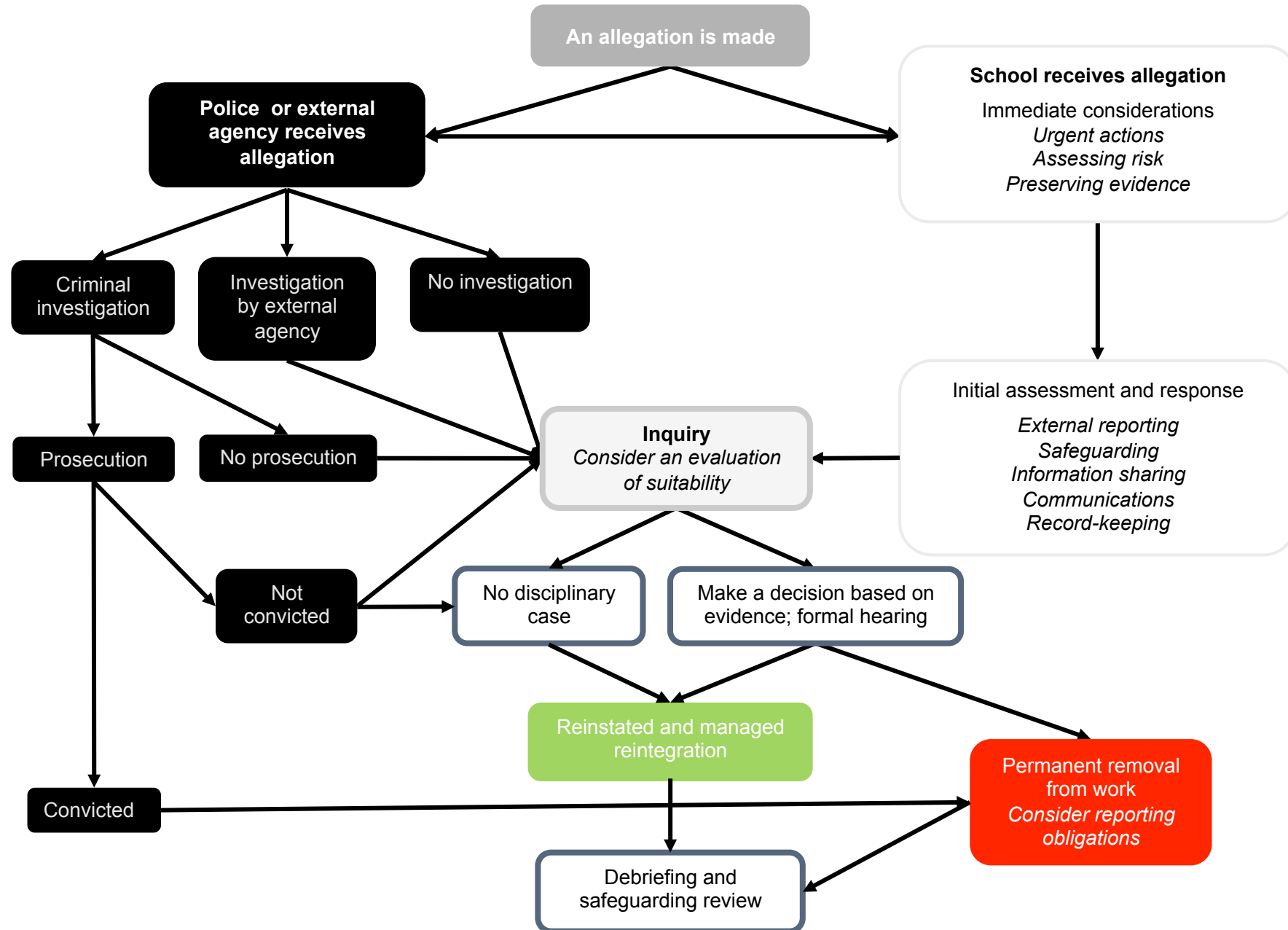


# Guiding Principles

A duty to children

A duty to the alleged perpetrator

A duty to the law and mandatory reporting obligations





# Guiding Question

***Is this person suitable to work with children?***

This question must be considered even where a criminal investigation does not proceed.



# Impacts and Obligations

Reporting obligations when an individual is dismissed for child protection reasons

Providing references for the alleged perpetrator

Reinstating and managing the reintegration of an alleged perpetrator