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Child Protection Operational Policy

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Table of Contents

A. Introduction	4
1. Policy	4
2. Core Values	4
3. Mission	4
4. Child Protection Philosophy	5
B. The ASW Child Protection Code of Conduct	6
1. Overview	6
1.1 Purpose	6
1.2 Guiding Principles	6
2. Safeguarding Responsibilities	6
2.1 Duty of Care	6
2.2. Making Professional Judgements	7
2.3 Power and Positions of Trust and Authority	7
2.4 Confidentiality	7
3. Behavioral Expectations	8
3.1 Discrimination	8
3.2 Bullying	9
3.3 Sexual Harassment and / or Abuse	9
3.4 Sexual Conduct	9
3.5 Physical Contact	10
3.6 Physical Intervention / Physical Restraint	10
3.7 Communication with Students (the use of technology)	10
3.8 Use of Images, Videos and Other Media	11
3.9 Exposure to Inappropriate Images	11
3.10 One to One Situations	12
3.11 Transporting Students	12
3.12 Field Trips & Educational Visits	13
3.13 First Aid	13
C. Review Process	13
D. Scope, Definitions, and Framework	13
1. Scope of ASW's Safeguarding Measures	13
2. Definitions of Abuse	13
3. Organizational Framework	14
Child Protection Committee	14
Child Protection Designated Leads	15
4. Reporting	15
Mandatory Reporting	16
Speak Up Policy	16
Handling a Disclosure	16
E. Prevention Strategies	16
1. Campus Security and Facilities Management	16
2. Human Resources	17

3. Student Education and Community Communication	19
4. Code of Conduct	20
5. Safe Interaction Reminders	20
F. Field Trips and Student Travel	21
1. General Expectations	21
2. Overnight Trips	21
3. CEESA/SCIS Specific Expectations	21
Sources Consulted	22
Acknowledgements	23
Appendix 1: Reporting Flow Chart	24
Appendix 2: Definitions and Forms of Abuse	26
Appendix 3: Signs and Symptoms of Abuse	29
Appendix 4: CEESA and SCIS Child Protection Philosophies and Regulations	32
Appendix 5: English Translation of “Blue Card” for Reporting to Polish Agencies	34
Appendix 6: Record of Concern Form	41
Appendix 7: Code of Conduct for Short Term Visitors	43
Appendix 8: Code of Conduct Long Form	44

A. Introduction

1. Policy

The Board of Trustees considers child safeguarding to be of serious importance and is committed to the protection of all students in school.

The Director will ensure:

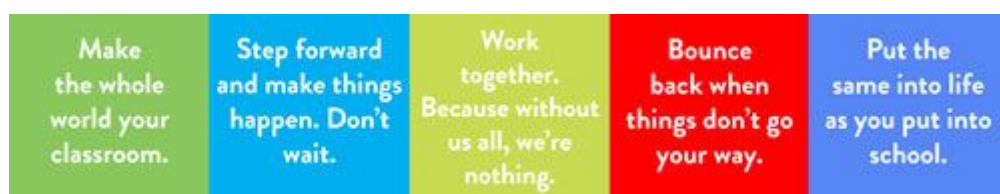
- every member of staff at the School understands their responsibility for contributing to the safety and well being of students at school and in all school related buildings
- the Child Protection Policy and Procedures are fully implemented consistently throughout the school, including prevention and intervention strategies
- the Child Protection Policies and Procedures are carried out appropriately for all reports and/or suspicions of child protection violations
- the Child Protection Policies and Procedures will be presented to the board and reviewed on an annual basis.

The Child Protection Policy and Procedures shall be regularly communicated to all community stakeholders as well as made available on the school's website.

(Board Policy 8.09, Revised: April, 2017)

This policy is binding for any and all individuals on the ASW campus, including all staff, students, parents, guests on campus, contractors, consultants, associates or any other category of visitor to ASW.

2. Core Values



3. Mission

We believe there are many paths to learning. To unlock our students' potential, we provide a wide range of experiences: we engage them in our rigorous academic curriculum, visual and performing arts programs, athletics, and service learning. We foster a passion for ideas, creativity and curiosity.

We create a culture of learning that supports students with a diverse set of abilities and interests. We challenge students to find their own voices, encourage them to ask questions, and inspire them to think for themselves.

We offer students and their families a welcoming, inclusive and safe environment, one that is balanced between our host country Poland and the international community. We treat all students with respect, and we instill in them respect for others. Our students form friendships that remain lifelong connections.

4. Child Protection Philosophy

Children and youth have legal and moral rights to their individuality that, when protected, will develop into the ability to meet the needs of the family, community and global society. Child protection standards defined by the American School of Warsaw “ASW or School” in this policy adhere to international laws as stated below. When given reasonable cause to believe that these rights or standards are violated, ASW will seek all available resources to restore those rights.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection. As such, educators have a professional and ethical obligation to identify these children to ensure their safety.

ASW endorses the work of the International Task Force on Child Protection and adheres to the United Nations Convention on the Rights of the Child and the Charter of Fundamental Rights of the European Union, of which the host country, Poland, is a signatory. The specific statements most relevant to ASW include:

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

The American School of Warsaw also adheres to the Constitution of the Republic of Poland, in particular Article 72, which ensures protection of children against violence, cruelty, exploitation and actions which undermine their moral sense as well as giving priority to the views of the child.

The School seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. The American School of Warsaw will share this policy with all ASW parents, students, as well as provide annual training for all staff.

B. The ASW Child Protection Code of Conduct

The American School of Warsaw is committed to safeguarding and promoting the welfare, both physical and emotional, of every student both inside and outside the school premises. Any allegations of risk to child welfare will be handled (in partnership with the relevant authorities, if appropriate), in line with the ASW Child Protection Policy.

1. Overview

1.1 Purpose

The purpose of the Code of Conduct is to:

- confirm and reinforce the professional responsibilities of all employees and adults who interact with children in the care of ASW
- clarify the legal and moral position in relation to sensitive aspects of teacher / student relationships and communication including the use of social media
- set out the expectations of standards and behavior to be maintained within ASW
- help adults establish safe practices and reduce the risk of false accusations or improper conduct

1.2 Guiding Principles

- The welfare of the child is paramount (Children Act 1989).
- Adults are responsible for their own actions and behavior and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Employees should make a disclosure promptly to their Principal, over any incident which may give rise to concern about their own behavior/interaction.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with the General Data Protection Regulations (GDPR) and ASW's Data Protection Policy.
- Employees should be familiar with the Child Protection Policy and procedures outlined in the Child Protection Operation Manual and understand their responsibilities to safeguard and protect children.
- The Safeguarding and Child Protection Policy and Operation Manual outlines the School's responsibilities and procedures for reporting to external agencies allegations of practices or behavior which have put (or may have put) children at risk of significant harm.
- Employees should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

2. Safeguarding Responsibilities

2.1 Duty of Care

- Employees are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children.
- Employees of a school are mandatory reporters and must follow procedures detailed in the Child Protection Policy and Operation Manual.

- All employees have a responsibility to keep children safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns.
- Children have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.
- The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and children and behavior by the adult that demonstrates integrity, maturity and good judgement.
- When individuals accept a role working in an education setting they should understand and acknowledge the responsibilities and trust involved in that role.

2.2. Making Professional Judgements

- This code of conduct cannot provide a complete checklist of what is, or is not, appropriate behavior. It does highlight however, behavior which is illegal, inappropriate or inadvisable.
- There will be occasions and circumstances in which employees have to make decisions or take action in the best interest of a child which could contravene this code of conduct or where no guidance exists.
- Individuals are expected to make judgements about their behavior in order to secure the best interests and welfare of the children in their charge and, in so doing, will be seen to be acting reasonably.
- These judgements should always be recorded and shared with the Principal or appropriate direct supervisor.
- Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

2.3 Power and Positions of Trust and Authority

- As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school or education setting are in a position of trust in relation to all students.
- The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence.
- The potential for exploitation and harm of children, especially those considered vulnerable (determined by age, disability, or other measures that promote power imbalance) means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- Employees should always maintain appropriate professional boundaries, avoid behavior which could be misinterpreted by others and report and record any such incident.

2.4 Confidentiality

- The storing and processing of personal information is informed by Polish data protection laws. ASW will provide clear guidance to employees through policies and procedures on data protection about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

- Employees may have access to confidential information about students and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child.
- Records should only be shared with those who have a legitimate professional need to see them.
- Employees should never use confidential or personal information about a student or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organizations).
- Information must never be used to intimidate, humiliate, or embarrass the child.
- Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis.
- In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.
- There are some circumstances in which an employee may be expected to share information about a student, for example when abuse is alleged or suspected.
- In such cases, individuals have a responsibility to pass information on without delay, but only to a Lead Child Protection Officer, Designated Safeguarding Lead or Director (as appropriate).
- If a child – or their parent / guardian – makes a disclosure regarding abuse or neglect, the employee should follow the procedures outlined in the Safeguarding and Child Protection Policy. The adult should not promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively.
- If an employee is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Designated Safeguarding Lead.
- Any requests to share photos, films on any form of social media should be approved by the Communications and Marketing Department.
- Any legal inquiries regarding the release of personal information should be directed to the school Director.
- Employees are expected to maintain a positive climate of respectful communication and not engage in 'gossip' which could be damaging to individuals or the school.
- Employees have a responsibility to be aware of their surroundings and ensure that confidential conversations take place in an appropriate environment.

3. Behavioral Expectations

In addition to the expectations outlined in the ASW job description and faculty handbook, all faculty/staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work. Conduct applies to environments within the workplace, outside of the workplace, and in the 'virtual' world.

3.1 Discrimination

- No employee or student may be discriminated against, favored, harassed or ostracized as a result of race, skin color, nationality, parentage, creed, gender, age, sexual orientation, physical constitution or appearance. Any such behavior in the workplace or place of training is not tolerated by ASW.

3.2 Bullying

- Bullying, without a sexual element, can be described as repeated emotional or physical harassment with the intent to harm the victim. Bullying can often involve a difference in power and therefore employees must pay special attention to their own interactions as well as student interactions that could be construed as bullying;
- All validated cases of such behavior will lead to disciplinary action. The Board members, director, principals, teachers and other employees are called on to participate actively in measures to hinder and prevent bullying.

3.3 Sexual Harassment and / or Abuse

- Sexual harassment and / or abuse are completely and absolutely prohibited. No one's position or role gives them the right to abuse it by pursuing personal interests of a sexual, emotional or professional nature;
- Sexual harassment is an infringement of personal integrity and the individual's right to privacy. Sexual harassment in the workplace or place of training is not tolerated at ASW;
- Sexual harassment can take the form of words, gestures and deeds. This might mean:
 - insinuating and suggestive remarks about the appearance of a person;
 - sexist comments and jokes about sexual characteristics, sexual behavior and the sexuality of women and men;
 - showing or displaying pornographic material;
 - issuing unwanted invitations with unmistakable intent;
 - unwanted bodily contact;
 - stalking in or outside the school (including online);
 - attempting to get close in a way which involves promises of advantage or threat of disadvantage; sexual assault, coercion or rape.

3.4 Sexual Conduct

- Any sexual behavior by an employee with or towards a student is unacceptable;
- It is an offence for a member of faculty/staff in a position of trust to engage in sexual activity with a student at the school or a young person under 18 years of age and sexual activity with a student will result in criminal and/or disciplinary procedures;
- Sexual activity involves physical contact, including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing students to engage in online discussions of a sexual nature or watch sexual activity or the production of pornographic material;
- This means that employees should:
 - not have any form of sexual contact with a student from the school;
 - avoid any form of touch or comment which is, or may be considered to be, indecent.
- There are occasions when adults embark on a course of behavior known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All employees will undertake the provided introductory training so that they are fully aware of those behaviors that may constitute 'grooming' and of their responsibility to always report concerns to a Designated Child Protection Lead. If concerns pertain to an employee this should be reported to the Director.

3.5 Physical Contact

There are occasions when it is entirely appropriate and proper for faculty/staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the student's individual needs. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student, in one environment, may be inappropriate in another, or with a different student. Therefore, employees should use their professional judgement based on the following:

- Physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development.
- Physical contact should take place only when it is necessary in relation to a particular activity.
- Physical contact should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary.
- Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.
- If an employee believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to their direct supervisor.

3.6 Physical Intervention / Physical Restraint

Physical intervention/restraint can be an appropriate measure/action in extreme situations. However, great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.

- Adults may reasonably intervene to prevent a child from:
 - committing a criminal offence
 - injuring themselves or others.
- Adults should:
 - always seek to defuse situations and avoid the use of physical intervention wherever possible
 - remove others from potential harm, send for support
 - where physical intervention is necessary, only use minimum force and for the shortest time needed.

3.7 Communication with Students (the use of technology)

In order to make best use of the many educational and social benefits of new and emerging technologies, students need opportunities to use and explore the digital world. E-safety risks are posed more by behaviors and values than the technology itself.

- faculty/staff should ensure that they establish safe and responsible online behaviors, adhering to the ASW Responsible Use Policy, Social Media Policy and rules on usage of electronic communication and information media which detail how new and emerging technologies may be used.
- Communication with students both in the 'real' world and interactions in the 'virtual' world should take place within explicit professional boundaries and maintain the standards of a traditional student-teacher relationship.

- faculty/staff should not request or respond to any personal information from students other than which may be necessary in their professional role;
- faculty/staff should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behavior';
- faculty/staff should not seek to communicate/make contact or respond to contact with students outside of the purposes of their work;
- faculty/staff should not give out their personal details unless pre-agreed for work purposes;
- faculty/staff should only use communication platforms approved by the school in the ASW Responsible Use Policy and Social Media Policy (located in the Staff Operational Manual).

3.8 Use of Images, Videos and Other Media

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. This means that adults should:

- adhere to the ASW rules on usage of electronic communication and information media
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place defined by the school and then delete from any personal device
- avoid making images in one to one situations.

This means that adults should not:

- take images of students for their personal use
- display or distribute images of students unless they are sure that they have parental consent to do so
- take images of children which could be considered sexually suggestive, demeaning, or otherwise inappropriate in anyway.

3.9 Exposure to Inappropriate Images

Adults should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

This means that employees should:

- abide by the ASW's Responsible Use Policy, Social Media and rules on usage of electronic communication and information media;
- only show films or material that have ratings appropriate for the ages of the children intended to view (it is important to also consider the diverse nature of our school the varying values and belief systems represented in it. If there is a question whether a film or material would be appropriate, employees should seek permission from their direct supervisor).
- under no circumstances should any adult use school setting or equipment to access pornography. Personal equipment containing pornography or links to it should never be brought into or used in the workplace.

3.10 One to One Situations

Adults working in one to one situations with students, including visiting adults from external organizations can be more vulnerable to allegations or complaints. To safeguard both children and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken.

This means that adults should:

- ensure that wherever possible there is visual access and/or an open door/ see through window in one to one situations
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the student involved.

This means adults should not:

- enter or use student only designated bathrooms or locker rooms.

3.11 Transporting Students

In certain situations employees or volunteers may be required to or offer to transport students as part of their work. As for any other activity undertaken at work, the adult has a duty to keep young people safe and to protect them from physical and emotional harm.

- Employees should not offer to transport students unless the need for this has been agreed by a direct supervisor, the student and their parent / guardian.
- Employees should ensure that their behavior is safe and that the transport arrangements and the vehicle meet all legal requirements.

This means that employees should:

- plan and agree arrangements with all parties in advance respond sensitively and flexibly where any concerns arise
- take into account any specific or additional needs of the pupil
- have an appropriate licence/permit for the vehicle
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
- ensure that if they need to be alone with a student this is for the minimum time
- be aware that the safety and welfare of the student is their responsibility until this is safely passed over to a parent/carer
- ensure that any impromptu or emergency arrangements of transportation are recorded and can be justified
- ensure all passengers wear seatbelts
- adhere to current legislation regarding the use of car seats for younger children
- ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.

Employees should never offer to transport students outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their line manager and the child's parent(s).

3.12 Field Trips & Educational Visits

- Faculty/staff responsible for organizing educational visits should be familiar with the ASW field trip risk management procedures found in the PYP/MYP Day Field Trips Folder located in Google Team Drive.
- Trip leaders, with oversight from Divisional Principals or Activities/Athletics Directors, are responsible for ensuring that all potential risks have been assessed, and appropriate precautions taken, in line with the ASW Field Trip Risk Management Procedures.
- faculty/staff should take particular care when supervising students in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, adults remain in a position of trust and need to ensure that their behavior cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

3.13 First Aid

- All faculty, and staff with direct contact with students, are obliged to maintain an up to date first aid qualification.
- ASW nurses will provide sufficient opportunities to fulfil this obligation by offering first aid courses throughout the school year.

C. Review Process

The Child Protection Operation Manual is intended to be a living document that is used by all school community members to ensure consistent and supportive practices of Child Safeguarding, and as such review will occur regularly to ensure that it remains current and reflects the needs of the community and ASW's guiding statements.

The Child Protection Committee (defined later in this document) is responsible to conduct an annual review and provide oversight for the development of such document.

D. Scope, Definitions, and Framework

1. Scope of ASW's Safeguarding Measures

This policy enables ASW to devote resources and efforts to help create a positive and safe atmosphere where students can thrive and fully engage and grow from the learning opportunities we offer. To support these efforts, we have implemented preventative, protective, and supportive elements that include: safe recruitment practices and continued training for all staff employed by ASW, direct teaching and social-emotional supports to students, agreed upon procedures to ensure appropriate response to Child Protection concerns, and support structures that are in place to help students who may have been abused.

2. Definitions of Abuse

The American School of Warsaw has a diverse community with varied cultural beliefs, values and practices. In order to represent this topic from a global perspective, we have chosen for the purposes of this policy to follow the World Health Organization's (WHO's) definition of abuse and neglect which

states:

- *“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.”*

In this document, CHILD refers to any ASW student, or person under 18 yrs of age on ASW’s campus or participating in ASW activities.

It is important to note that certain populations of students (students that have developmental, behavioral, or learning disabilities), are more at risk for child abuse and neglect, and therefore should be given extra considerations when determining need for support (Centers for Disease Control and Prevention).

Appendix 2 details the different types of child abuse, Appendix 3 details the signs and symptoms, as well as provides some symptoms often displayed by offenders.

3. Organizational Framework

Child Safeguarding is the responsibility of all adults (especially those working directly with students), however at ASW there are two designated groups that directly support the execution of our Child Protection Policy. These two groups are:

1. The Child Protection Committee
2. The Child Protection Leads (co-leads)

Child Protection Committee

The Child Protection Committee has the task of ensuring the development and review of ASW’s comprehensive Child Protection Program. Specifically, this committee works to:

- ensure there is a comprehensive Child Protection Program (including policy and operation manual) in place at ASW
- ensure/guide professional development and training related to Child Protection for all faculty, staff, volunteers, and contractors
- ensure/guide parent education programs to support the understanding of the objectives and goals of the Child Protection Policy
- oversee development and revisions to the Child Protection Operations Manual
- serve as a resource group in working with cases requiring child protection; assist reporting and follow-up disclosures to the school leadership when appropriate.

The Child Protection Committee will consist of representatives from the following groups:

- Administrator, Head of School and/or Designated Principal(s)
- Counselor(s)
- Designated Lead(s)
- Nurse
- Activities/Athletics Directors
- Additional members as appropriate (assigned by school Director or Child Protection Committee Chair).

The Child Protection Committee will meet at least twice annually to:

- plan for the school year

- conduct an internal audit of the Child Protection Policy, Operational Manual, and Program
- assess implementation and make recommendations for continued, new or revised procedures.

Additional meetings can be held as needed.

Child Protection Designated Leads

The Child Protection Designated Leads (co-leads) are the members of the Child Protection Committee who are responsible for handling specific reports of concern, working with the student and/or family to ensure that the child's interests are protected, and directly responding to specific allegations that are brought forward with the goal of supporting all children. They are responsible for initiating the process for (when necessary and in collaboration with the School Director) external reporting, and maintaining clear, specific, and confidential records

The co-leads must be able to fill in for one-another and therefore are privy to all information regarding Child Protection disclosures and suspicions. Both will be initially trained and training will be maintained in Child Protection matters at a high level. Reports can be made to either individual based on availability.

As per our reporting procedures, all disclosures and allegations should be brought directly to one of the Child Protection Designation Leads when the concern regards a Child. (Concerns regarding ASW employees or affiliates should be brought to the Director or one of the Leads. The Child Protection Leads will then involve any of the following members as needed to develop the best plan of action (as per our policies and procedures) to support the child. Designated Leads pay special attention to ensure only members on a "need to know" basis are involved to help protect individual's confidentiality. Other members who could be called on in the event of a disclosure:

- Individual (when adult) who reported the case
- ASW Director
- Principals or Vice Principal(s)
- Counselor(s)
- Nurse
- Child Protection Committee Members
- External Resources and Consultants (as needed).

Procedures taken when allegations are made are explained in Appendix 1.

4. Reporting

If you have concerns about a child's wellbeing, the greatest danger is that you do nothing. Countless inquiries into child deaths have shown that people suspected abuse was taking place, but they weren't quite sure or were worried about getting it wrong.

You might personally know the person who may be involved and feel shock and disbelief that they could be responsible. There are also powerful emotional blocks that can prevent people from even considering the possibility that a child is being abused, so it is important that you force yourself to think of it in the first place.

Numerous offenders tend to 'groom' those around a child first, and build a high degree of trust with colleagues and peers. This can make it more difficult for a person to report suspicious behavior. To do nothing if you have concerns is not an option because you will not be fulfilling your duty of care.

It is not your responsibility to investigate; in fact, you must not investigate. You do have an obligation to pass on disclosures, allegations or your concerns to ASW's dedicated safeguarding leads so that

they can act to protect a child should it be necessary.

Mandatory Reporting

All faculty and staff at the American School of Warsaw are mandated to report incidents of, or concerns about any type of abuse or maltreatment of a child according to the procedures indicated in [Appendix 1](#). The reporting must be done within the next school day, or at most within 24 hours.

As per our Reporting Flowchart ([Appendix 1](#)), concerns should be shared directly with one of the Child Protection Designated Leads. Also, all information should be recorded on a *Record of Concern Form*, found in [Appendix 6](#).

Speak Up Policy

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardize their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Speak Up Policy (found in the Board Policy Manual in section 10.08 entitled the Confidential Disclosures Procedures) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to their School Director and/or a Designated Lead.

Handling a Disclosure

Any adult to whom a student makes a disclosure must:

- listen carefully and let the student tell the story in their own words. DO NOT Prompt or interrupt.
- reassure the child that they are right to speak up. Be calm, attentive, non-judgemental and do not show any emotion other than sympathy.
- make it clear that this cannot be kept a secret and that you have a duty to report it to a Child Protection Lead who is properly trained to help students in this kind of situation.
- only ask questions to clarify something that was unclear such as where or when, do not ask leading questions.
- Following the meeting with the child, record the details on the *Record of Concern Form* ([Appendix 6](#)) using the child's words as far as possible to record the details of the disclosure. Do not fill in the form while the child is present, as it is best to be completely attentive to the student during this time.
- immediately contact one of the Child Protection Leads (within 24 hours at the latest).

The Child Protection Designated Lead(s) will decide, based on the information provided, who else should be consulted regarding this incident as well as next steps. Response Procedures that will be taken in this team are outlined in [Appendix 1](#).

E. Prevention Strategies

1. Campus Security and Facilities Management

School leadership ensures that all facilities are secure and appropriate to respect the safety and wellbeing of students in accordance to Polish national laws. All rooms into which students are permitted, have a window in the door. Facilities are regularly reviewed in terms of safety and security.

Crisis procedures (lockdown, evacuation, bomb/terrorist attacks, fire) are reviewed annually and drills are regularly conducted. Security guards are present on campus at the school gates and entrances for the entirety of the school day. Security guards are required to conduct regular daily sweeps of the school premises and direct surrounding areas.

Security at School Entrances

Badges or familiarity with security guards is required at all entrances to the school. The school maintains 24-hour perimeter security of the school campus, including the use of cameras and fencing sensors. Non-badged individuals are checked against a pre-authorized guest list and guests are directed or escorted to the main entrance and main security desk/reception for visitor badges and escort to appointment.

ID's for Adults on Campus

All parents and staff are required to wear identification badges visibly at all times on campus. Visitors and outside contractors are issued temporary badges while on campus. Badges are provided for staff of school service providers (e.g. Cafeteria, grounds, etc.) on long term contract. Vendors providing long term contract services include stipulations for confirming their own procedures for child protection or subscribe to the school's processes.

Bathroom Designation

Bathrooms will be designated as necessary to assure compliance with general expectations for safe environment and age appropriate child protection.

Visible Spaces (Windows in Doors)

All spaces in the building provide for line of sight and observation of interior. Only selected and secured storage and equipment areas are exempt from this policy.

Facilities Use Contracts

Facility use contracts prescribe adherence to all school policy and procedures. As such, they accept the school's code of conduct and principles of child protection as otherwise described in this manual.

Cameras and CCTV

Cameras and CCTV equipment is provided and deployed according to safety and protection standards. The systems are periodically upgraded to provide for additional coverage where appropriate. All areas monitored are public and guidelines are in compliance with privacy stipulations of local law and ordinance.

2. Human Resources

The Human Resources department plays a significant role in ensuring Child Safeguarding at ASW by being committed to safer recruiting practices and ensuring induction training for all employees at ASW.

Safer Employment

As part of our hiring and employment process, ASW employees, including full time, part time, substitutes and approved tutors are required to provide information about their background checks and past employment verification prior to their commencement of initial contract. This safety measure is extended to service contractors that are contracted to provide services on ASW campus as well as voluntary coaches, voluntary helpers, external private coaches and external tutors that are hired by ASW parents who are working with our students and/or using our facilities on campus.

The school is committed to following procedures that support safer recruitment and selection of all teaching and nonteaching staff. In order to do so, ASW has implemented a number of checks during the recruitment process with the aim to identify and deter candidates from applying when they have:

- a history of or tendency toward child molestation or abuse of power
- a criminal record
- had previous concerns related to their suitability of safely working with children.

ASW's Safer Recruitment Protocols are summarized below:

- Job Postings: All job postings for employment at ASW will be accompanied with a statement highlighting our commitment to Child Protection as well as links to our Policy and Procedures Manual.
- Application: During the application process, all potential employees will be asked about their previous record related to working with children and to indicate any previous or ongoing inquiries or investigations regarding their suitability to work with children.
- Interview: During each interview, candidates will be directly asked about their current and previous actions with children, including any possible previous or ongoing concerns, inquiries, or investigations.
- Screening and Background Checks: All offers of employment will only be recognized after all reference checks and require police background checks have been completed. The specifics related to the questions that must be asked and the details of require police background checks can be found in the Recruitment, Selection and Hiring Procedure Manual housed with Human Resources.
- Contracts: All employment contracts will include a statement that requires employees to agree to adhere to all of ASW's Child Protection Policies and Procedures. Employees will also be required to sign the Employee Code of Conduct for Child Protection, found in [Appendix 8](#).

Confidentiality

Background check records will be received and maintained as part of a confidential file in Human Resources. Applicant information is confidential, personal information, and all parties having access to this information will treat it as confidential. Criminal history and other background records that are obtained by ASW for the purpose of conducting background checks shall be used only as permitted by law.

Training

All staff and faculty employed by ASW will be expected to undergo appropriate training on a regular basis, leveled depending on their degree of engagement with children in their roles. The Human Resources department in conjunction with the Child Protection Committee will oversee this process. Initial training will be provided in-house, normally during the orientation process. Continued or deeper training will come from a variety of sources which may include in-house, external workshops, or online training. It is the employee's responsibility to ensure documentation of training is kept on record with the HR department. Trainings should be refreshed every 3rd year.

Training will also be given to volunteers and coaches who regularly interact with students on campus. The following is a guide for what is the minimum expectation depending on position and role in the school.

- Level 1 training:
 - For FMD, Pani's, Office Assistants, Teaching Assistants, ASW Staff and all adults who are regularly on campus, including parents.
 - Induction training at the start of each year
 - Training topics include:
 - General duty of care responsibilities
 - ASW's Child Protection Policies and Procedures

- ASW's Reporting Procedures
 - Code of Conduct.
- Level 2 training:
 - For A-Team, counselors, nurses, coaches, lifeguards, faculty and staff that directly work with children
 - Complete Educare/ECIS training when new and after third year
 - Training topics include:
 - All Level 1 topics
 - Types and symptoms of abuse
 - How to handle disclosures.
 - Information sharing and documentation
 - Making a referral.
- Level 3 training:
 - Cabinet and others identified by the School Director or Child Protection Committee
 - Educare/ECIS training when new and every other year
 - Training topics include:
 - All Level 1 & 2 topics
- Level 4 training:
 - For Designated Leads, Chair of the Child Protection Committee, and others identified by the School Director or Child Protection Committee
 - Training happens each year on a rotation basis, EduCare/ECIS rotated with deeper training of some kind.
 - Training topics include
 - All Level 1, 2, & 3 topics
 - Serious Case Reviews
 - Follow up referrals
 - Working with Students and Families
 - Any other trainings deemed necessary to carry out the role (as decided by the School Director and/or Child Protection Committee).

3. Student Education and Community Communication

Curriculum for Students

Advisors, Counselors and Health teachers are responsible for delivering age appropriate curriculum to empower students to protect themselves and report behavior they feel uncomfortable with. Currently, divisions are using The Association of International Schools in Africa's Child Protection Curriculum Guide to guide their instruction.

Engaging Parents

The Child Protection Committee is committed to engaging parents as partners in child protection. We strive toward this goal through clear and consistent communication about and access to our Child Protection Policies and Handbooks. Communication and training takes place during events such as New Family Orientation, Back to School Nights, Parent Coffees, our Website, Weekly E-Notes, and through our social media channels.

Volunteers/Staff/Contractors

We recognize the importance of educating all staff, visitors, volunteers and external contractors/service providers about our commitment to Child Protection and our expectation that come with having a relationship with ASW. Agreements to adherence with our Policies are included in contracts as well as provided as part of the Code of Conduct that must be signed in order to work with ASW Children.

4. Code of Conduct

Every employee automatically agrees to the expectations detailed in this policy and in particular the Code of Conduct - Long Form (Appendix 8) upon acceptance of their employment and signing of their contract. Employees will be reminded of these expectations on an annual basis or more frequently as may be required.

All visiting adults will be expected to acknowledge, agree to and sign the Code of Conduct as well. Short term visitors will be given instructions about how to access the details of the full Code of Conduct and will receive a shorter version highlighting their behavioral expectations while on campus. The highlights shared with short term visitors are found in [Appendix 7](#).

5. Safe Interaction Reminders

Protect Against False Allegations

It is an expectation that interactions between adults and students at ASW are always appropriate. Teachers and community members should be aware however that in international schools around the world, there have been instances where real but also false allegations have been made. To protect against false allegations, the following tips are provided to supplement the ASW Code of Conduct:

- Avoid situations in which you are alone with a child. This includes not transporting a child alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.
- The privacy of children in situations such as toileting, showering and changing clothes should be respected.
- Minimal physical contact should be used only in the following situations: To prevent or treat injury; to ensure safety; as a means of instruction; to meet the requirements of a sport or activity; to comfort a student in distress.
- Do not use corporal punishment in any form.
- Sexual jokes, comments of a personal sexual nature, inappropriate physical contact, sensual massages or sexual gestures are not appropriate behavior for an adult staff member or volunteer.
- When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.
- Maintain your own strict privacy settings on personal online profiles and avoid contact with students on social media and in online forums, such as gaming. Follow the Social Media Policy as described below.

Social Media Policy

Communication with children is governed by the key safety concept of transparency. ASW's full Social Media Policy is outlined in the Staff Operational Manual. The following steps will reduce the risk of private or otherwise inappropriate communication between ASW parents, administration, teachers, personnel, volunteers, and minors:

- Communication via social media between employees of ASW (including volunteers) and minors for any purpose outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited and this remains in effect until after the student graduates.
- 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, What's App, etc.) and text messaging to communicate with minors may only do so for activities involving school business. These groups should be created and

only exist for the duration of the activity and should never be between just one adult and one student.

F. Field Trips and Student Travel

1. General Expectations

To ensure the safety of children on field trips and overnight travel on school sponsored trips, the following procedures must be adhered to:

- Chaperones must have signed Code of Conduct on record.
- Lead Chaperone must complete a Field Trip Request Form which includes a Risk Assessment located in Google Team Drive.
- For all trips there should be a minimum of 2 chaperones, and if there are mixed genders there must be chaperones from each gender represented.
- The chaperone to student ratio should follow this guideline:
 - For grade Pre-K to 2, the ratio should be 1:8.
 - For grade 3-5, the ratio should be 1:10.
 - For grades 6-12, the ratio should be 1:12.
- For all overnight trips, the lead chaperone or program director must conduct a travel meeting for students and parents to provide details, highlight rules and expectations, as well as outline any risks involved in the trip.
- Student may only be released from the trip at the designated meeting point at the end of the trip to their own parent/guardian unless written permission (email, text, or hardcopy) is directly received by a parent.

2. Overnight Trips

All school trips where students stay overnight are either planned or vetted by the Athletics and Activities Office in collaboration with the respective School Principals and the School Head of Security. The trip requestor must complete an Overnight School Trip application form which includes completing a Risk Assessment for all factors including Child Protection considerations. Where vendors are used for transport or services, the vendors must agree to follow all school rules including those specific to Child Safeguarding.

Chaperones should not - under any circumstance - drink alcohol or consume illegal substances. Smoking is not permitted in the presence of or with students. Chaperones should be responsible at all times to ensure their ability to carry out all of their responsibilities, including those specific to Child Protection. Chaperones are on duty for the entire time of the event and could be called on at any time (24 hours a day) for emergencies or incidents involving their students.

3. CEESA/SCIS Specific Expectations

The CEESA organization has specific rules related to Child Protection, and on CEESA trips it is expected that these are followed along side ASW's Child Protection Policy and Procedures. The CEESA Child Protection Policy and rules/regulations can be found in [Appendix 4](#).

Sources Consulted

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<http://www.icmec.org/wp-content/uploads/2017/03/AISA-CP-Handbook-2016.pdf>

International School of Bucharest Child Protection Policy.

<https://www.aisb.ro/child-protection-policy/>

Anglo - American School of Sofia - Child Protection Policy: Safeguarding Children.

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Anglo - American School of Moscow Child Protection Handbook

https://www.aas.ru/file/Child-Protection_June2016.pdf

Safeguarding within the SCIS.

<http://www.scis-sports.org/safeguarding/>

CEESA Safeguarding and Child Protection Statement.

<https://www.ceesa.org/recruitment/child-protection.html>

American International School of Zagreb. Child Safeguarding. Policy and Procedures. AISZ Handbook Draft.

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International School of Paris. Educating for Complexity. Committed to Safeguarding Student Wellbeing: International School of Paris Child Protection Policy and Procedures. Version 1.2.

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International Child Protection Advisors. Consultation and Report conducted by Tim Gerrish October 2017.

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Acknowledgements

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Tim Munnerlyn - HS Counselor

Kristine Raggio - HS Counselor

Agata Kielczewska - MS Counselor

Iza Skoczylas - MS Counselor

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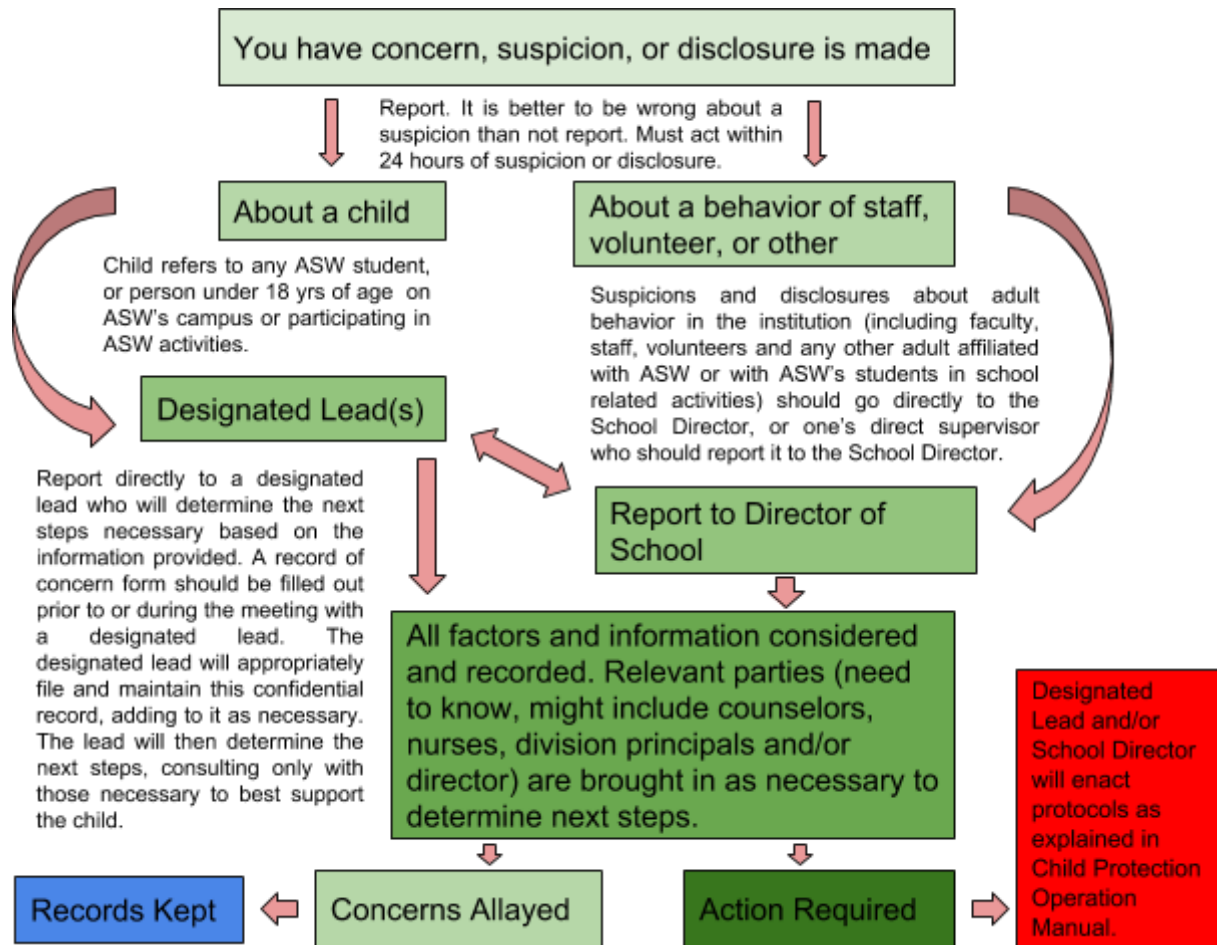
Iza Skoczylas - MS Counselor

Jamie Hamlin - ES Counselor

Stephen Sidaway - Activities Director

Ligita Stawarz - Director of Service Learning

Appendix 1: Reporting Flow Chart



Protocols enacted when action is required:

For all non-embassy children:

- Following a report to the designated lead, an inquiry into the situation will be made. If a definitive conclusion cannot be met regarding the ensured safety of the child, a report to an external agency must be made.
- To do so, the following procedures will occur:
 - A designated lead and or person they have determined is best fit based on the situation will fill out the Blue Card (translation is found in [Appendix 5](#)).
 - Where appropriate, the student will be informed about the likely next steps.
 - The school will host a meeting with the parent to express concerns and of the required next step to reach out to Social Services to enact the Blue Card Process.
 - Typically a meeting and/or home visit will be conducted by a member of the Social Services Committee (translator may be necessary).
 - The school will continue to support the child and collaborate with Social Services.
 - A follow up meeting will be held with the child/family to ensure the child's continued safety and provide support for the family.

*The designated lead will serve as the main contact between Social Services and the

family.

*For all concerns that rise to the level of being reported to external services, the school Director and appropriate Divisional Principal will be informed before the report is made.

For Embassy Children:

- Because most embassies have additional supports and protocols in place for their employees when these concerns arise, slightly different protocols are enacted.
 - If a disclosure has already been made by a student, the student will be informed of our obligation to report, and the embassy will be contacted immediately by the Director (with support from the Designated Lead).
 - If a suspicion has been reported, the Designated Lead and/or the person they deem best for that student's well-being will have a conversation with the student, and if action is required the student will be informed and the Embassy will be contacted.
 - If the Embassy does not have any procedures or protocols to ensure the safety of the child, the Designated Lead will then follow the Blue Card reporting system as outlined for non-embassy children.

*The Director will serve as the main contact between the Embassy and the family.

Actions taken when there is suspicion or disclosures made about an ASW Employee (or affiliate) will utilize existing policy and procedures for disciplinary action, including use of emergency leave while undertaking an investigation and referral to local authorities if so warranted. Staff rights and responsibilities are well articulated in Staff Operations Manual and School Policy and other relevant guides.

Appendix 2: Definitions and Forms of Abuse

Abuse: Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional, education or community setting by those known to them or, more rarely, by others unknown to them (eg via the internet). They may be abused by an adult or adults, or another child or children. ASW personnel partake in inductive training via Educare, who defines four main types of abuse: Physical, Emotional, Sexual, or Neglect.

Physical Abuse:

Physical abuse involves someone inflicting physical injury on a child by other than accidental means. This could include cruel or inhumane actions regardless if they result in observable injury, or omissions of action resulting in injury of a child.

Physical abuse may involve:

- hitting
- shaking
- throwing
- drowning
- burning or scalding
- poisoning
- suffocating
- otherwise causing physical harm to a child
- fabricated or induced injury by proxy
- non-contact abuse – such as stress positions.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or induces illness in a child.

- 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.
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline which demonstrate a disregard of the child's pain or mental suffering.
- Engaging in actions or omissions resulting in injury to, or creating substantial risk to the physical or mental health of a child.
- Failing to take reasonable steps to prevent any of the above.

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe adverse effects on the child's health and emotional development.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Emotional abuse may involve:

- rejecting or ignoring a child completely

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- using degrading language or behaviors towards them
- responding to their attempts to interact with emotional detachment
- making fun of them
- threatening them or encouraging them to develop behaviors that are self-destructive
- preventing the child from interacting socially with other children or adults
- experiences of bullying, including online bullying
- a child seeing or hearing the ill treatment of another causing them to feel frequently frightened or in danger, including domestic abuse, or serious bullying (including online bullying)
- the exploitation or corruption of children
- the constant pressure on children to achieve to a far higher level than they can attain
- high criticism and low warmth, shown at times in parent consultations where the parents only question the failures of the child.

Neglect:

Neglect is the persistent failure to meet a child's basic physical 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 misuse.

Neglect may involve a parent or carer failing to:

- provide adequate food, clothing or shelter (including exclusion from home or abandonment)
- provide appropriate supervision, such as leaving a child unsupervised at home for any extended period of time
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs
- withdrawing their interest in the child's education as they may feel they pay the school to educate their child and withdraw from input
- allowing childminders, maids, nannies, drivers and in some cultures extended family members; for example grandparents to take over the parenting of the child and have very little input in the child's development
- allowing the child all the latest IT and 'gadgets' and abandoning them to these 'material' goods
- provide the love, care and attention children need from their parents.

A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious long-term damage - even death.

Note: ASW requires at least one parent or guardian to be a full-time resident of Warsaw. Should parents/guardians leave the city for any reason, the responsibility of informing the school of all appropriate contact details is that of the parent or guardian.

Sexual Abuse:

Sexual abuse involves someone forcing or enticing a child 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. Perpetrators of sexual abuse may be adult men or women, or other children

(peer-on-peer abuse).

The activities may involve physical contact, including:

- intentionally touching either directly or through clothing the genitals, anus, or breasts of a child for any purposes other than hygiene or childcare.

It may also include non-contact activities, such as:

- watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- involving children in looking at, or in the production of, sexual images
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse has some different characteristics than 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.

Peer on Peer Abuse:

Of course, abuse is not limited to harmful behaviors perpetrated by adults – children and young people can abuse too and this is known as peer-on-peer abuse. This is likely to include behaviors such as online bullying, gender-based violence, sexual touching/assaults and sexting. Staff should follow the procedures outlined in their child protection/safeguarding/anti-bullying/behavior policies and discuss concerns with the designated Child Safeguarding Leads.

Appendix 3: Signs and Symptoms of Abuse

The following signs of abuse are not exhaustive and remember that a child may be experiencing more than one type of harm; for example, emotional abuse and neglect. Children regularly collect bumps and bruises in the course of their everyday social interaction, but it doesn't mean that they are being abused. All injuries need to be considered in the light of the age of the child, their stage of development, their social background, where the injuries are on their body and any explanation given.

Physical abuse

Physical signs include:

- fingermark bruising on cheeks or any other area of the body where bruises are unlikely to appear in everyday activity
- presence of injuries that are in several stages of healing suggesting that a child has experienced repeated maltreatment over time
- injuries to the soles of the feet
- bald patches on a child's head
- bite marks, black eyes or broken bones
- injuries that form a shape or pattern e.g. hit with a belt/strap/stick
- bruising to babies that are immobile because they are yet to reach the developmental milestone where they can sit without support, roll over, crawl or shuffle
- scald marks and burning, including cigarette marks and implements such as spoons and cooking utensils
- marks that might indicate a child has been restrained or strangled
- any injuries that are inconsistent with the explanation given.

Please be aware that some children are born with birthmarks that may, on first inspection, be viewed as bruising.

Behavioral signs include:

- flinching when touched
- inability to recall how injuries occurred
- avoiding getting changed for sporting or other activity
- reluctance to go home
- wearing trousers and shirts or blouses with long sleeves even on hot sunny days, although remember to consider this in the light of the individual child (e.g. some children are dressed modestly for religious or cultural reasons)
- excessively eager to please
- very aggressive or withdrawn
- attempts to run away
- sad, frequently cries
- drug or alcohol misuse
- any behavior that is not consistent with a child's stage of development.

Emotional abuse

Physical signs include:

- self-harm marks
- erratic weight or growth patterns

- delayed development, either physically or emotionally
- erratic behavior
- nervous tics
- estranged parents
- frozen watchfulness (staring, appearing over conscious of a particular adult or adults).

Behavioral signs include:

- difficulty in forming relationships
- inappropriate attention-seeking
- withdrawn
- unexplained underachievement at school
- self-harming
- bed-wetting
- disturbed sleep
- concerns around parents being informed of performance at school.

Neglect

Physical signs include:

- poor personal hygiene/unwashed clothing
- inadequate clothing (for example, not having warm clothes in winter)
- lack of energy due to inadequate food intake and/or poor nutrition
- untreated skin or hair problems (such as rashes, sores, flea bites, head lice)
- unattended medical or dental problems
- consistent hunger/big appetite – can't seem to eat enough
- lack of muscle tone (such as, bones appearing to stick out)
- very thin or swollen stomach
- underweight/overweight
- lack of parental involvement
- strong attachment to 'nanny' or driver.

Behavioral signs include:

- difficulty in making friends
- missing or irregularly attending school or nursery
- anti-social behavior
- withdrawn
- steals food or begs it from others
- developmental delay (weight, language, social skills)
- demands constant attention and affection
- alcohol or substance misuse.

Sexual abuse

Physical signs include:

- stomach pains
- genital soreness, bleeding or discharge
- recurring genital-urinary infections
- discomfort in walking or sitting
- sexually transmitted infections
- weight loss or gain

- no signs at all
- Pregnancy.

Behavioral signs include:

- a change in behavior
- not wanting to undress for physical education or sporting activities
- sexual knowledge, language and behaviors beyond their age
- eating disorders
- fear or avoidance of being with a person or a group of people
- withdrawn
- self-harming
- unexplained amounts of money
- disturbed sleep
- sexualized drawings
- going missing from school
- the types of questions asked (do they suggest sexual knowledge that a child should not have)
- being picked up from school by taxis or cars and people who are not known to be the child's family
- sexualized play
- having a fixation with faeces
- enuresis (bed wetting).

Some 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
- Aggressive language or behaviors toward others
- Continued unwelcome comments towards or about others

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 social media/internet
- Aggressive behaviors or language towards children

Appendix 4: CEESA and SCIS Child Protection Philosophies and Regulations

CEESA/SCIS AC/AD Defined Child Protection Philosophy

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.

We as AC/ADs are committed to our schools being a safe haven for all students. As such, we support the following statements and policy directions for all our schools

1. We support background screening for all community members such as employees, and volunteers who have direct contact and unmonitored supervision with students.
2. We support the adoption of a clear Code of Conduct by each member school governing expectations and behavior for all personnel working with students.
3. We support education programs for students and employees on personal safety and abuse prevention.
4. We support the development of clear and comprehensive Child Protection Policies by each of our member schools.

All AC/ADs and Coaches must report suspected incidents of child abuse or neglect whenever the person involved 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 AC/AD, Principal, Director, to the respective Embassy, to the appropriate child protection agency in the home country, and/or to local authorities.

In the case of an employee reported as an alleged offender, CEESA or SCIS will assist the schools involved in a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

Hosting Expectations

- It is expected that a host school will place visiting students in middle school and high school sports/activities with families of the school community for up to four nights.
- Students must be housed in pairs or larger groups. No student should be housed as a single. It is acceptable for single students from different schools to be housed together. It is also acceptable for boys and girls to be housed together (also from different schools) if the sleeping quarters are in separate rooms.
- A host school's housing responsibility for visiting students ends the morning after the final night of the event for both Middle and High School events.
- In most circumstances, housing assignments shall not be changed once completed by the event director or housing coordinator. Should changes be necessary, however, they may only be made by the event director or housing coordinator. Prior to the arrival of visiting schools, the host site should send all participating schools a list of housing assignments, host family names and phone numbers.
- Special needs and requests for visiting students must be outlined by the guest school prior to the event.

- Host schools must produce and send a copy of the host family list to visiting schools by the Monday before the event. It is critical that this list is sent to the visiting schools on Monday and that it is thoroughly checked for mistakes in housing assignments and dietary/medical needs so all errors may be corrected before visiting schools depart.
- Host schools must give visiting coaches the following information from each host family; full name of the parents, telephone, email and physical address. For security reasons, this information may be given when the visiting schools arrive and must not be emailed in advance. Housing assignments and dietary/medical needs must however, still be sent in advance.
- Coaches or AD/ACs need to report any missing student to host schools in the morning of travel day so host school has time to adjust any housing. Arriving at a school without a student that was planned to attend is too late and not fair for the host schools.
- Host schools must give visiting students a list of emergency contact numbers which includes the phone numbers of their host families. This list could be given in various ways such as; printed piece of paper with the student guidelines, included in the event program or in the form of a wallet size card.
- Schools should only consider putting students in a hotel/hostel is when the following occurs:
 - A school is taking on a cancelled event that was originally not calendared
 - In cases of student discipline issues when students violate CEESA codes of conduct. For example, drinking, smoking or curfew infractions.
 - Arrivals and departures outside the school's established travel window as stated in the invitation. Please note the travel window is set at the discretion of the host school.
 - Emergency situations as determined by the host school.

Appendix 5: English Translation of “Blue Card” for Reporting to Polish Agencies

All reports must be submitted to social services on the original Polish form. This document is a direct translation (as of June 2018) to assist those who will gather data from the child and complete the form.

..... school stamp (location, date)

BLUE CARD - A

I. DETAILS OF THE PERSON WHO IS BELIEVED TO BE THE VICTIM OF DOMESTIC ABUSE

1. Name and surname:

2. Names of parents:

3. Home address:
post code:..... town: voivodeship:
street:house number:..... apartment number:
phone number:

4. Current place of residence:
post code:..... town: voivodeship:
street:house number:..... apartment number:
phone number:

II. INFORMATION REGARDING THE DISCLOSURE OF THE SUSPICION OF DOMESTIC ABUSE (Who is it that is reporting the disclosure or concern?)

1. The person reporting:
the person, whom it is suspected, that is being affected by domestic abuse:
.....
.....
.....

2. The person reporting:
another person (e.g., parent, legal guardian, temporary guardian, close relation, witness)
.....
.....
.....

III. DETAILS OF PERSON WHO IS SUSPECTED OF PERPETRATING VIOLENCE IN THE FAMILY

1. Name and surname:

2. Home address:
post code:..... town: voivodeship:
street:house number:..... apartment number:

phone number:

3. Relationship to the person believed to be the victim of domestic violence:

IV. HAS THE PERSON SUSPECTED OF PERPETRATING DOMESTIC ABUSE BEHAVED IN THE FOLLOWING WAYS:

Forms of domestic violence	Towards adults			Towards Children		
	YES	NO	To who*	YES	NO	To who*
Physical abuse, including:						
pushing						
hitting						
arm twisting						
strangling						
kicking						
slapping						
other (please specify)						
Bodily harm, including:	YES	NO	To who*	YES	NO	To who*
bruising						
scratches						
bleeding						
burns						
other (please specify)						
Emotional abuse, including:	YES	NO	To who*	YES	NO	To who
isolation						
name-calling						
ridiculing						
threats						
controlling						
limiting of contact with others						
criticizing						
belittling						
demoralization						
causing constant concern/anxiety						
other (please specify)						
Sexual Abuse, including:	YES	NO	To who*	YES	NO	To who
forced sex and other sexual acts						
Other behaviors, including:	YES	NO	To who*	YES	NO	To who
destruction of/damage to property						
inappropriate confiscation (steal) of property						
threat of corporate punishment						
forced alcohol consumption						
forced consumption of drugs, or psychotropic substances or other substances not prescribed by a doctor						
other behaviors causing harm or damage to others (please specify)						

* For example: wife, husband, partner, mother, father, daughter, son.

V. HOW LONG HAVE THESE EVENTS BEEN TAKING PLACE

.....

.....

VI. behavior

Person's behavior	Person believed to be the victim of domestic abuse		Person believed to be the perpetrator of domestic abuse	
difficulty establishing contact				
calm				
tearful				
fearful				
avoidant of conversation				
aggressive				
resistant to police				

VII. DESCRIPTION OF INCIDENT

(e.g., damage, destroyed property, untidiness, broken glass, damaged door, dirt, blood-stains, evidence of alcohol consumption, smell of alcohol, other)

.....

VIII. WITNESSES OF DOMESTIC ABUSE (physical witnesses only)

Witness I

1. Name and surname:

2. Home address:

post code:..... town: voivodeship:

street:house number:..... apartment number:

phone number:

Witness II

1. Name and surname:

2. Home address:

post code:..... town: voivodeship:

street:house number:..... apartment number:

phone number:

Witness III

1. Name and surname:

2. Home address:

post code:..... town: voivodeship:

street:house number:..... apartment number:

(Only answer if you know for certain, otherwise leave blank)

IX. HAS THE PERSON BELIEVED TO BE THE PERPETRATOR OF DOMESTIC ABUSE EVER BEFORE BEEN PROSECUTED FOR A CRIME RELATED TO DOMESTIC ABUSE?

YES NO UNKNOWN

X. HAS THE COURT EVER ASSIGNED A COURT CURATOR TO SUPERVISE THE PERSON BELIEVED TO BE

THE PERPETRATOR OF DOMESTIC ABUSE YES	NO	UNKNOWN
XII. DOES THE PERSON BELIEVED TO BE THE PERPETRATOR OF DOMESTIC ABUSE, ABUSE ALCOHOL? YES		
	NO	UNKNOWN
XIII. DOES THE PERSON BELIEVED TO BE THE PERPETRATOR OF DOMESTIC ABUSE, ABUSE DRUGS, PSYCHOTROPIC SUBSTANCES OR MEDICATIONS? YES		
	NO	UNKNOWN
XIV. HAS THE PERSON BELIEVED TO BE THE PERPETRATOR OF DOMESTIC ABUSE EVER BEEN TREATED PSYCHIATRICALY? YES		
	NO	UNKNOWN
XV. IS THE PERSON BELIEVED TO BE THE PERPETRATOR OF DOMESTIC ABUSE IN POSSESSION OF A WEAPON? YES		
	NO	UNKNOWN

XV. IN RELATION TO THE DOMESTIC ABUSE CASE, HAVE THE FOLLOWING STEPS BEEN TAKEN:

- notification and intervention of police
- notification of the prosecution
- detainment
- police supervision
- issue of a restraining order (all contact)
- issue of a restraining order (physical proximity)
- issue of an mandatory order to leave the premises shared with the victim of domestic abuse
- temporary arrest
- commencement of criminal proceedings or court proceedings (what kind? e.g., divorce, family)

- permanent awarding of parental rights to the court
- removal of child in case of immediate danger to the life or health of the child due to domestic abuse
- mandatory drug or alcohol rehabilitation (who?)
- rehabilitation for other addictions (what kind, who?).....
- mandatory participation in child care/development education (mandated by whom?).....

- medical help granted/ provided
- other actions (what are they?)

XVI. ACTIONS TAKEN BY POLICE

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XVII. INFORMATION REGARDING FAMILY

Other persons living in shared accomodation with the person whom is believed to be the victim of domestic abuse:

No.	Name and Surname	Relation	Age	Occupation*

1				
2				
3				
4				

* Occupation, place of work, in the case of children- school/grade.

XVIII. INFORMATION REGARDING THE STATE OF HEALTH OF THE PERSON BELIEVED TO BE THE VICTIM OF DOMESTIC ABUSE

1. Psychological state:

aroused	lethargic/apathetic	tearful
Aggressive	fearful	other (what are they?)

.....

2. Communication:

willingly engages	difficulty establishing contact
quiet	stutters
shouts	expresses self illogically
refuses to answer questions	
communicates non-verbally (sign-language, gesticulates, with pictograms, etc.)	

.....

Reaction to accompanying person (especially in the case of children)

.....

XVIII. INFORMATION REGARDING THE STATE OF HEALTH OF THE PERSON BELIEVED TO BE THE VICTIM OF DOMESTIC ABUSE (c.d.)

3. Type of bodily damage:

cuts	needle (track) marks	bite marks
scrapes	bruises	bleeding
burn marks	sprains	broken bones

4. Hygiene:

Skin:	clean dry burned nappy rash	dirty cold-burned bed-sores
Hair:	clean lice cradle-cap	dirty hair loss/blading/ripped-out

5. Other symptoms suggestive of domestic violence:

uniform/clothing dirty/inappropriate for time of year	weight/height inadequate to age
development inadequate to age	poor immune system
dehydration	frequent doctor visits
avoidance of doctor despite chronic illness	

avoidance of modern medical recommendations

6. Injuries and symptoms are consistent with the version presented by the person believed to be the victim of domestic abuse:

YES NO

7. In the case of a child, are injuries and symptoms consistent with the version presented by the parent/legal guardian?

YES NO

8. Necessity for a specialist consultation:

YES NO

9. Commencement of the following treatment(s):

admitted to hospital (which ward?)
referred to hospital (which one?)
ambulance assistance provided sent home
other (what?)

10. Has been informed of the possibility to receive medical certificate describing the types of injuries sustained from domestic abuse (in accordance with the Ministry of Health regulation of October 22nd, 2010).

YES NO

11. A medical certificate/record has been provided:

YES NO

12. A medical referral has been provided:

YES NO

13. A medical excuse (allowing time off work) has been provided:

YES NO

XIX. INTERVENTIONS INITIATED (only answer if you know for certain, otherwise leave blank)

1. Actions intended to ensure the safety of the person believed to be the victim of domestic abuse:

notification of police forces
provision of medical attention
(in the case of sexual abuse, it is required to act in accordance with police and medical professional protocols)
other (what types?).....

2. Actions intended to ensure the safety of the person believed to be the victim of domestic abuse, regarding removing the victim from the home (safe-house):

specialist support center for victims of domestic abuse
support center
crisis intervention center
shelter for mothers with young children and pregnant women
hospital
other (what type?)

3. Actions intended to provide support/aid to children

.....
.....
.....

4. Communicating information to appropriate authorities in anticipation of preparatory preliminary investigations

.....
.....
.....

5. Other (please name)

.....
.....
.....

.....

XX. CONCLUSION OF REPRESENTATIVE COMPLETING THE BLUE CARD FORM

.....
.....
.....

XXI. ADDITIONAL INFORMATION

.....
.....
.....

.....
(date the form was received by the head of the
interdisciplinary committee)

.....
(signature of representative completing the blue card)
(sign here only)



ESTABLISHED
1953

Appendix 6: Record of Concern Form

Please fill this out immediately when a suspicion develops or a disclosure is directly made by a child. Be as specific as possible using direct or paraphrased quotes for disclosures when possible. Please do not fill out this form during a disclosure meeting, as all attention should be given to the child.

CHILD PROTECTION RECORD OF ACTION (INITIAL)

Child's Name & Grade: _____

Date and Time of Disclosure/ Concern	
Place of Disclosure/ Concern	

Your Name: _____

Your professional role: _____

PLEASE RECORD WITH AS MUCH DETAIL AS YOU CAN RECALL, YOUR INTERACTIONS, STUDENT STATEMENTS, AND YOUR ACTIONS REGARDING THE CHILD PROTECTION CONCERNS:

<p><i>When did incident take place:</i></p> <p><i>Description of disclosure/concern:</i></p> <p><i>Name/relationship of alleged perpetrator:</i></p> <p><i>Details:</i></p>

(Record ctd...)

PLEASE IDENTIFY ANY OTHER PROFESSIONALS WHO MAY VERIFY YOUR STATEMENT:

WHO DID YOU REPORT YOUR ACTIONS/OBSERVATIONS TO, WHEN:

Signed: _____

Dated: _____

Child Protection Designated Lead

Appendix 7: Code of Conduct for Short Term Visitors

KEY REMINDERS Regarding the ASW Code of Conduct

All adults on our campus must comply with ALL our regulations regarding child protection/safeguarding. Listed below are reminders of a few items from our full code of conduct that are most applicable to short term visitors.

The American School of Warsaw is committed to safeguarding and promoting the welfare, both physical and emotional, of every student both inside and outside the school premises.

DO

- Do avoid behavior that might be misinterpreted by others;
- Do be aware of and comply with policies regarding designated bathrooms;
- Do engage with students/children only in open visible areas;
- Do report individuals without badges or engaging in suspicious behavior to security.

DO NOT

- Do not engage in the unauthorized photography of students on campus;
- Do not use bathrooms or locker rooms designated for student use only;
- Do not engage in any behavior that could be interpreted as harassment or bullying;
- Do not engage in any physical contact with a student/child other than your own.

Full code of conduct can be found at the security desk and is posted on the website.

Appendix 8: Code of Conduct Long Form

ASW Code of Conduct

In addition to the expectations outlined in the ASW job description and staff handbooks, all adults who work with and around students have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work. Conduct applies to environments within the workplace, outside of the workplace, and in the 'virtual' world.

I will not engage in Discrimination

- No employee or student may be discriminated against, favored, harassed or ostracized as a result of race, skin color, nationality, parentage, creed, gender, age, sexual orientation, physical constitution or appearance. Any such behavior in the workplace or place of training is not tolerated by ASW.

I will not engage in Bullying

- Bullying, without a sexual element, can be described as repeated emotional or physical harassment with the intent to harm the victim. Bullying can often involve a difference in power and therefore employees must pay special attention to their own interactions as well as student interactions that could be construed as bullying;
- All validated cases of such behavior will lead to disciplinary action. The Board members, director, principals, teachers and other employees are called on to participate actively in measures to hinder and prevent bullying.

I will not engage in Sexual Harassment or Abuse

- Sexual harassment or abuse are completely and absolutely prohibited. No one's position or role gives them the right to abuse it by pursuing personal interests of a sexual, emotional or professional nature;
- Sexual harassment is an infringement of personal integrity and the individual's right to privacy. Sexual harassment in the workplace or place of training is not tolerated at ASW;
- Sexual harassment can take the form of words, gestures and deeds. This might mean:
 - insinuating and suggestive remarks about the appearance of a person;
 - sexist comments and jokes about sexual characteristics, sexual behavior and the sexuality of women and men;
 - showing or displaying pornographic material;
 - issuing unwanted invitations with unmistakable intent;
 - unwanted bodily contact;
 - stalking in or outside the school (including online);
 - attempting to get close in a way which involves promises of advantage or threat of disadvantage; sexual assault, coercion or rape.

I will not engage in Sexual Conduct with students

- Any sexual behavior by an employee with or towards a student is unacceptable;
- It is an offence for a member of faculty/staff in a position of trust to engage in sexual activity with a student at the school or a young person under 18 years of age and sexual activity with a student will result in criminal and/or disciplinary procedures;
- Sexual activity involves physical contact, including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing students to engage in online discussions of a sexual nature or watch sexual activity or the production of pornographic material.

I will not have Physical Contact with students except under the following guidelines:

- There are occasions when it is entirely appropriate and proper for faculty/staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the student's individual needs. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student, in one environment, may be inappropriate in another, or with a different student. Therefore, employees should use their professional judgement based on the following:
 - Physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development;
 - Physical contact should take place only when it is necessary in relation to a particular activity;
 - Physical contact should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary;

- Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority;
- If an employee believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to their direct supervisor.

I will not use Physical Intervention or Physical Restraint except under the following guidelines:

- Physical intervention/restraint can be an appropriate measure/action in extreme situations. However, great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.
- Adults may reasonably intervene to prevent a child from:
 - committing a criminal offence;
 - injuring themselves or others.
- Adults should:
 - always seek to defuse situations and avoid the use of physical intervention wherever possible
 - remove others from potential harm, send for support;
 - seek to have a restraint trained professional intervene if possible;
 - where physical intervention is necessary, only use minimum force and for the shortest time needed.

I will limit my Communication with Students using technology according to the following guidelines:

- In order to make best use of the many educational and social benefits of new and emerging technologies, students need opportunities to use and explore the digital world. E-safety risks are posed more by behaviors and values than the technology itself.
- Faculty/staff should ensure that they establish safe and responsible online behaviors, adhering to the ASW Responsible Use Policy and Rules on Usage of Electronic Communication and Information Media (located in the Child Protection Operation Manual) which detail how new and emerging technologies may be used.
- Communication with students both in the 'real' world and interactions in the 'virtual' world should take place within explicit professional boundaries and maintain the standards of a traditional student-teacher relationship.
 - faculty/staff should not request or respond to any personal information from students other than which may be necessary in their professional role;
 - faculty/staff should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behavior';
 - faculty/staff should not seek to communicate/make contact or respond to contact with students outside of the purposes of their work;
 - faculty/staff should not give out their personal details unless pre-agreed for work purposes;
 - faculty/staff should only use communication platforms approved by the school in the ASW Responsible Use Policy and Social Media Policy.

I will manage all use of Images, Videos, and Other Media according to the following guidelines:

- Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. This means that adults should:
 - adhere to the ASW Rules on Usage of Electronic Communication and Information Media;
 - only retain images when there is a clear and agreed purpose for doing so;
 - store images in an appropriate secure place defined by the school and then delete from any personal device;
 - avoid making images in one to one situations.
- This means that adults should not:
 - take images of students for their personal use;
 - display or distribute images of students unless they are sure that they have parental consent to do so;
 - take images of children which could be considered sexually suggestive, demeaning, or otherwise inappropriate in anyway.

I will not Expose Children to Inappropriate Images

- Adults should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.
- This means that employees should:
 - abide by the ASW's Responsible Use Policy and Rules on Usage of Electronic Communication and Information Media;
 - only show films or material that have ratings appropriate for the ages of the children intended to view (it is important to also consider the diverse nature of our school and the varying values and belief systems represented in it. If there is a question whether a film or material would be appropriate, employees should seek permission from their direct supervisor);
 - under no circumstances should any adult use school setting or equipment to access pornography. Personal equipment containing pornography or links to it should never be brought into or used in the workplace.

I will work in One to One Situations according to the following guidelines:

- Adults working in one to one situations with students, including visiting adults from external organizations, can be more vulnerable to allegations or complaints. To safeguard both children and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken.
- This means that adults should:
 - ensure that wherever possible there is visual access and/or an open door/see through window in one to one situations;
 - always report (to a direct supervisor) any situation where a pupil becomes distressed or angry;
 - consider the needs and circumstances of the student involved.
- This means adults should not:
 - enter or use student only designated bathrooms or locker rooms.

I will not Transport Students except in accordance with the following guidelines:

- In certain situations employees or volunteers may be required to or offer to transport students as part of their work. As for any other activity undertaken at work, the adult has a duty to keep young people safe and to protect them from physical and emotional harm.
 - Employees should not offer to transport students unless the need for this has been agreed by a direct supervisor, the student and their parent / guardian.
 - Employees should ensure that their behavior is safe and that the transport arrangements, driver and the vehicle meet all legal requirements.
- Employees should never offer to transport students outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their line manager and the child's parent(s).
- This means that employees should:
 - plan and agree arrangements with all parties in advance respond sensitively and flexibly where any concerns arise
 - take into account any specific or additional needs of the pupil
 - have an appropriate licence/permit for the vehicle
 - ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
 - ensure that if they need to be alone with a student this is for the minimum time
 - be aware that the safety and welfare of the student is their responsibility until this is safely passed over to a parent/carer
 - ensure that any impromptu or emergency arrangements of transportation are recorded and can be justified
 - ensure all passengers wear seatbelts
 - adhere to current legislation regarding the use of car seats for younger children
 - ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.

I will follow the guidelines for Field Trips & Educational Visits

- Faculty/staff responsible for organizing educational visits should be familiar with the ASW Field Trip Risk Management Procedures.

- Trip leaders, with oversight from Divisional Principals or Activities/Athletics Directors, are responsible for ensuring that all potential risks have been assessed, and appropriate precautions taken, in line with the ASW Field Trip Risk Management Procedures.
- Faculty/staff should take particular care when supervising students in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, adults remain in a position of trust and need to ensure that their behavior cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

I will follow the guidelines for Reporting all disclosures and suspicions as outlined

- All faculty and staff at the American School of Warsaw are mandated to report incidents of, or concerns about any type of abuse or maltreatment of a child according to the procedures. The reporting must be done within the next school day, or at most within 24 hours.

I will follow all guidelines related to security

- Faculty and Staff must wear visible ID badges at all times when in the school building and on school grounds.
- ASW has designated bathrooms for students and adults. All faculty and staff are expected to only use those identified for adults.
- All spaces in the building provide for line of sight, including windows in doors. All faculty and staff must maintain this line of sight at all times.

I will assure that I am prepared to offer First Aid to students

- All faculty and staff with direct contact with students, are obliged to maintain an up to date first aid qualification.
- ASW nurses will provide sufficient opportunities to fulfil this obligation by offering first aid courses throughout the school year.

Signature

Date