

CHILD PROTECTION COMMUNITY INFORMATION

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北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING

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CHILD PROTECTION SCHOOL STATEMENT

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, social-emotional, and cognitive development. Abuse is of concern throughout the world. The International School of Beijing (ISB) endorses the *UN Convention on the Rights of the Child*, of which our host country, the People's Republic of China, is a signatory.

All schools fill a special institutional role in society as protectors of children. Through this role, schools must ensure that all children in their care are afforded a safe and secure learning environment in which to grow and develop. School employees** observe and interact with children over time and are in a unique position to identify children who need protection. As such, schools have a professional, ethical, and legal obligation to identify children in need of protection and to take steps to ensure the child and family avail themselves of services needed to remedy any situation that constitutes child abuse.

All employees of ISB must report suspected incidents of child abuse or any other Child Protection concern when the employee has reasonable cause to believe a child has suffered, or is at significant risk of suffering, abuse. Reporting and following up of all suspected incidents of child abuse will proceed in accordance with ISB's Child Protection reporting procedures. Furthermore, cases of suspected child abuse may be reported to local law enforcement and the Beijing Municipal Education Commission (BMEC).

This statement will be reviewed annually by ISB's Child Protection Leadership Team (CPLT) for compliance and effectiveness and to ensure that all current practices are included.

* The term child refers to anyone under the age of 18, including any student enrolled at ISB.

**An employee is defined as an adult who is working at the school or is engaged with students under the authority of ISB. This includes sub-contracted workers, substitute teachers, coaches, and parent volunteers.

BOARD OF TRUSTEES POLICIES

Policy #7.6041

Every student enrolled at the school has the right to a safe and secure environment.

Policy #7.4032 Harassment / Bullying

All students have the right to be treated with respect. Therefore, the school will be a safe place, where all members of the School community are free from ridicule, isolation, bullying and/or harassment, and where learning takes place in a supportive environment. Harassment of students or any other member of the school community at the school and in the wider community is prohibited.

CATEGORIES AND SIGNS OF ABUSE

Abuse situations are rarely standalone events that can be described by one definition or label. In most cases, multiple forms of abuse occur together. In addition, children with disabilities are statistically more vulnerable to abuse and abuse may be more challenging to recognize due to characteristics associated with certain disabilities (i.e., Autism Spectrum Disorder, ADHD, intellectual disability, communication disorder, mental health conditions, etc.).

What constitutes abuse?

Abuse is any 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 or community setting by those known to them or, more rarely, by strangers. They may be abused by an adult(s) or another child(ren).

One of the most effective ways to protect children is to be aware of the signs of possible abuse. All employees should be aware of the signs of abuse and neglect so they are able to identify children who may need protection. In most cases, these signs will manifest themselves in children who are the victims of abuse.

Abuse is categorized into four main types: physical, sexual, emotional, and neglect. All employees should be familiar with the definitions below which include common signs and symptoms of abuse that may necessitate follow up. It is important to recognize that some children who are sexually exploited or abused do not exhibit

any external signs of abuse. Sometimes children do not even recognize what is happening to them as abusive. Additionally, it can sometimes be difficult to tell the difference between injuries suffered as part of normal childhood activities and those caused by abuse.

Definition of Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or adult fabricates the symptoms of, or deliberately induces, illness in a child.

There is rarely a single sign or symptom that proves a child is being physically abused; if a child often has injuries, there seems to be a pattern of injuries, or the explanation given by the child or parent does not match the injury, the injury should be investigated further.

Possible signs of Physical Abuse

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (i.e., various colors)
- Injuries to parts of the body where accidents are unlikely to occur (i.e., thighs, back, abdomen, including human bite marks)
- Injuries reflecting the shape of the article used (i.e., electric cord, belt, buckle, paddle, hand/ finger marks, etc.)
- Injuries that regularly appear after school absence or vacation

- Untreated or inadequately treated injuries
- Unexplained burns, especially to the soles, palms, back, or buttocks
- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Immersion burns with a distinct boundary line
- Unexplained lacerations, abrasions, fractures, scarring, scalds, burns
- Respiratory problems from drowning, suffocation, or poisoning

Definition of Sexual Abuse

Sexual abuse is a form of abuse which involves forcing or enticing a child to take part in sexual activities, regardless of whether the child is aware of what is happening. It does not necessarily involve a high level of violence. Activities may involve physical contact, including assault by penetration (i.e., rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in the viewing or production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can be committed by adults of any gender, as well as other children.

Possible signs of Sexual Abuse

- Sexually transmitted infection in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Pain, itching, bleeding, bruising, discharge

- to the genital area, anus, or mouth
- Urinary infections
- Persistent sore throats or stomach aches
- Difficulty walking or sitting
- Refusing to change into PE clothes
- Pregnancy with no history of peer socialization
- Sexual knowledge, behavior, or use of language not appropriate to age level

Definition of Emotional Abuse

A form of abuse which involves the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. In addition, emotional abuse may involve serious bullying (including cyberbullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur as a standalone form of abuse. Signs of emotional abuse tend to be behavioral in nature.

Possible signs of Emotional Abuse

- Habit disorders (i.e., sucking, biting, rocking)
- Aggressive or disruptive behavior (i.e., acting out, demanding attention, requiring more discipline than other children)
- Anger or disinterest
- Being frightened of certain adults
- Feeling sad, withdrawn, or depressed
- Difficulty sleeping
- Eating disorders
- Self-harm, suicidal ideation, or attempted suicide
- Lacking confidence or having low self-esteem
- Using drugs or alcohol
- Overly adaptive behavior (inappropriately adult, inappropriately infantile, or needy)

Definition of Neglect

Neglect is a form of abuse where there is a persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. It may also include neglect or unresponsiveness to a child's basic physical or emotional needs.

Possible signs of Neglect

- Appears underweight or is very small for age, weight deterioration
- Inadequate food intake and/or poor nutrition (i.e., lacks energy, swollen stomach, constantly hungry, steals or hides food)
- Appears very overweight for age
- Improperly clothed, with inadequate protection from the weather
- Poor personal hygiene or unwashed clothing
- Often absent from school for no apparent reason or persistently arrives late
- Regularly left alone or in charge of younger siblings

- Unattended medical or dental problems
- Untreated skin or hair conditions (i.e., rashes, sores, flea bites, head lice, etc.)
- Frequently tired or fatigued
- Emotional withdrawal
- Alcohol or substance misuse
- Developmental delay (i.e., weight, language, social skills, etc.)

These situations do not always mean a child is intentionally neglected. Sometimes cultural values, the standards of care in the community, and poverty may be contributing factors, indicating the family needs guidance or assistance from the school. When a family fails to utilize resources provided and the child's health or safety is at risk, child welfare interventions may be required.

SPECIFIC FORMS OF ABUSE

Corporal Punishment

Corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. It most commonly involves hitting a child with the hand or an implement, but may also include acts such as kicking, shaking, or throwing the child, scratching, pinching, biting, pulling hair or boxing ears, forcing the child to stay in uncomfortable positions, burning, scalding, or forced ingestion.

Corporal punishment carries an inbuilt risk of escalation to physical abuse and most substantiated physical abuse incidents are initiated as forms of corporal punishment. The use of corporal punishment strains relationships between parents and children by modeling maladaptive problem-solving strategies and creating a sense of mistrust, unpredictability, and fear within the family unit.

Grooming

Grooming is the process by which an individual prepares a child, significant adults, and the environment for the abuse of a child. Children can be groomed online or in real time, by a stranger or by someone they know. Groomers may be male or female and can be any age. Many children do not understand they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious.

Possible signs of Grooming

- Acting secretive at home
- Having an older boyfriend or girlfriend

- Going to unusual places to meet friends
- Receiving gifts from an unidentified source
- Having access to drugs and alcohol
- Going missing from home or school
- Displaying behavioral changes
- Having sexual health issues/conditions
- Suicidal ideation, self-harming, or depression

Possible signs of Online Grooming

- Spends much more or much less time online, texting, gaming or using social media
- Withdrawn, upset, or outraged after online activity
- Secretive about who they are talking to and what they are doing online
- Has several new phone numbers, texts, or email addresses on their device

Possible signs of Grooming manifested by sex offenders

- Overly affectionate behavior with a child
- Affording special attention or preferential treatment to a child
- Excessive time spent alone with a child outside of the classroom or school
- Frequently spends time with a child in private or isolated areas
- Transports a child to or from school
- Makes friends with a child's parents and visits their home
- Acts as a particular child's confidante
- Gives small gifts, money, toys, cards, letters to a child
- Uses texts, telephone calls, emails, or social networking sites to communicate with a child
- Flirtatious behavior or makes suggestive remarks or comments of a sexual nature around or to a child

In older children, signs of grooming may easily be mistaken for normal teenage behavior, but unexplained changes in behavior or personality and/or developmentally inappropriate sexual behavior may warrant follow-up.

Possible signs of Grooming for radicalization

Radicalization occurs when someone starts to believe or support extreme views, and in some cases, then participates in terrorist groups or acts. It can be motivated by a range of factors, including ideologies, religious beliefs, political beliefs, and prejudices against certain groups of people. Children may be radicalized in many ways and over different time frames. There are no known definitive indicators that a young person is vulnerable to radicalization, but there are several signs that, together, increase risk of being groomed.

Possible signs of vulnerability

- Underachievement
- In possession of extremist literature
- Poverty
- Traumatic events
- Global or national events
- Religious conversion
- Change in behavior
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection or exclusion by peers, family, social groups, or faith

Peer-on-Peer Abuse

Peer-on-peer abuse is any form of physical, sexual, emotional, or financial abuse, and/or coercive control exercised between children and within children's relationships (both intimate and non-intimate). Forms of peer-on-peer abuse can take on various forms including cyber harassment, physical abuse, sexual violence and sexual harassment, sexting, and initiation/hazing violence and rituals.

Forms of Peer-on-Peer Abuse

- **Physical Abuse:** an action that causes another person physical harm
- **Sexual Violence and Sexual Harassment:** may include inappropriate sexual language, innuendo, or role play; sexual touching, assault, or abuse; or non-consensual behavior of a sexual nature.
- **Antagonistic Behavior (physical and verbal):** unwanted, aggressive behavior (i.e., verbal, or physical intimidation, threats, coercive or extortionist behavior) that involves a real, or imagined power imbalance (i.e., physical strength, intellect, popularity, access to embarrassing information, etc.) to control or harm others. Antagonistic Behavior may include abusive or threatening verbal comments, texts, emails, or messages, spreading rumors, attacking someone verbally or physically for a specific reason (physical attributes, gender, sexual orientation, physical or mental condition) or deliberately excluding an individual from a group.
- **Cyber Harassment:** the use of technology (i.e., social media platforms, messaging systems, email) to harass, threaten or intimidate someone for the same reasons as stated above. Forms of cyber harassment may include threatening texts, emails, messages, video posts; posting abusive comments on social media or messaging sites; sharing humiliating videos or pictures of someone else; spreading rumors online; trolling or sending someone menacing or upsetting messages through social networks; group bullying or online exclusion; pressuring others to send sexual messages, photos or engaging in sexual conversations; encouraging someone to self-harm; developing hate sites about someone else; stealing someone's online identity; prank calls or messaging, and anonymous messaging.

- **Sexting:** sending indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically.
- **Initiation/Hazing:** hazing, initiation ceremonies, bastardization, ragging, or deposition, abuse, or humiliation used as a way of initiating a person into a group.
- **Prejudiced Behavior:** a range of hurtful behavior, physical and/or emotional, which causes someone to feel powerless, worthless, excluded or marginalized, and which relates to prejudices around belonging, identity, and equality in wider society. Derogatory statements about race, ethnicity, cultural background, gender, sexual identity, physical disabilities, special educational needs, socio-economic status, and religion can all be classified as prejudiced behavior.
- **Teenage Relationship Abuse:** a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behavior, in a heterosexual or same gender relationship, to gain power and maintain control over the partner.

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is a form of abuse with long-lasting physical and psychological harmful consequences. Some girls are at risk for FGM or have already suffered FGM. Victims of FGM are likely to come from communities that are known to practice FGM. Employees should note girls at risk

may not yet be aware of the practice or that it may be conducted on them so sensitivity should always be shown when approaching the subject.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child sexual exploitation (CSE) and child criminal exploitation (CCE) are both forms of abuse in which an individual or group takes advantage of an imbalance in power to coerce, manipulate, or deceive a child into sexual or criminal activity. While age may be the most obvious factor, a power imbalance may be created through a variety of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial or other benefit (i.e., increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse may be an isolated occurrence or a series of incidents over time and can range from opportunistic to complex organized abuse. It can involve force or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and exploitation can be facilitated and/or take place online.

CSE is a form of abuse which involves children receiving something from another individual in exchange for sexual activity. CSE usually involves an imbalance of power in the relationship. It can involve varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying), and grooming.

Domestic Abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behavior, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. The nature of domestic abuse may be physical, sexual, and/or emotional abuse, and may include financial exploitation.

Children who witness domestic abuse often experience adverse, long-lasting emotional and psychological effects. In some cases, children may blame themselves for the abuse or may need to leave the family home as a result. They may be overly apologetic or react strongly to criticism or conflict in their daily lives.

A TEAM APPROACH

Child abuse is preventable and requires a high degree of vigilance and commitment by every employee to support and adhere to the school Child Protection policies and procedures, which aim to create a culture of prevention and safety. For this reason, ISB has adopted a team approach to Child Protection. The benefits of a team approach include:

- Minimizing the impact of bias or perceived conflict of interest
- Reinforcing transparency of the process
- Reducing the burden of responsibility for addressing allegations and concerns, thereby eliminating a single point of decision-making
- Supporting the Designated Child Protection Officers (DCPOs) and Child Protection Leaders (CPL) with multiple perspectives and cultural understanding when reviewing cases
- Ensuring there is a staff member in every school section who is trained and qualified to identify students that may be at risk of harm
- Ensuring a high level of Child Protection expertise and a shared understanding of response protocols despite inevitable staff transitions

The Child Protection Leadership Team (CPLT) is made up of members of administration, faculty, and staff. Members hold specific roles and responsibilities within the leadership structure.

Child Protection Leaders (CPLs) are administrators, school counselors, and school psychologists. Their qualifications and training include completion of Level 1, 2, and 3 Child Protection training and annual refresher trainings.

CPL responsibilities include:

- Planning and leading school section DCPO meetings each semester
- Leading and participating in school-wide meetings in support of the Child Protection program
- Leading and participating in the presentation of training and various communication efforts among employees, students, and parents to enhance understanding and clarity about Child Protection
- Taking appropriate action when a Child Protection concern is identified
- Extending the reach of the ISB Child Protection program
- Participating in curriculum development to support the Child Protection program

Designated Child Protection Officers (DCPOs) are faculty and staff members who have completed some level of Child Protection training. Their qualifications and training include completion of Level 1 and 2 Child Protection training and annual refresher trainings.

DCPO responsibilities include:

- Attending and participating in DCPO school section and school-wide meetings in support of the Child Protection program
- Participating in the presentation of training and various communication efforts within their respective school sections to enhance understanding and clarity about Child Protection among employees and students
- Extend the reach of the Child Protection program
- Participate, as needed, in curriculum development to support the Child Protection program

REPORTING ABUSE

Abuse allegations against a parent, guardian, or student

The safety of children is our number one priority. Protecting children and promoting social-emotional health is everyone's responsibility. ISB operates within a culture of openness and recognizes abuse can happen in any organization. For this reason, all concerns about a child's safety and health must be reported.

All employees should be vigilant in their reporting of suspected child abuse in any form. Where there is cause to suspect an incident of child abuse, or a pattern of behavior that indicates a child may be subject to abuse, it is the responsibility of the employee to report their suspicions to a DCPO or CPL. Students are encouraged to report incidents for which they or others may be the victims. Reporting by students may be verbal or in writing and shared with any school employee, who in turn, shall communicate this information with a DCPO or CPL.

Once the suspected abuse has been reported to a DCPO or CPL, the following steps occur:

Step 1

The school counselor, in consultation with the school section administrator(s), take initial steps to gather information regarding the reported incident. This involves interviewing the student and employees while documenting information. This documentation includes, but is not limited to, a Confidential Child Protection Report. Assessment of the situation considers the student's:

- developmental needs
- educational history
- physical and mental health
- academic achievement
- identity
- social-emotional development
- behavior
- family relationships
- peer relationships

Other considerations include the parents' capacity and skills, home environmental factors, and a review of the student's records. Based on the information gathered, the school counselor and administrator(s) will determine whether the student's situation will be monitored or whether further investigation is needed.

Step 2

Where further investigation is needed, the school section administrator(s) and school counselor, often in collaboration with the school psychologist, will:

1. Conduct interviews as necessary and document relevant information
2. Conduct a thorough review of the student's school history
3. Share findings and discuss options in a meeting with at least two other Child Protection leaders (i.e. 'Green Room')
4. Determine the course of follow up actions

Step 3

Based on acquired information, a plan of action will be developed to assist the student. Possible actions include:

- Meet with the family to present concerns, unless the family constitutes a possible risk to the child
- Provide support to the student and family
- Refer the student and family to external professional counseling
- Notify the sponsoring employer of the concern
- Consult with the Consulate of the country of the involved family
- Inform Head of Security
- Consult with local authorities
- Monitor the situation

Step 4

Additional and on-going follow up actions may be taken by the school counselor, school psychologist, and/or principal(s):

- Maintain contact with the student and the family to provide support and guidance as appropriate
- Provide the student's teachers with ongoing support
- Provide resource materials and strategies for teacher use
- Maintain contact with outside therapists to align school support with outside therapist support

Abuse allegations against an ISB employee

Abuse allegations against an ISB employee must be reported directly to the Head of School (HoS). The HoS will evaluate, with input from other leadership team members, the merits of the accusation. If the allegation is deemed credible and there is the slightest possibility it is accurate, the HoS will contact a third party for consultation and/or to conduct an independent investigation.

The safety and wellbeing of children in our school is dependent on the vigilance of all our employees and their prompt communication regarding conduct by an adult which causes one to suspect an employee's suitability to work with or have access to children.

If an employee believes the Code of Conduct is not being adhered to or that a student(s) is at risk, they should report their concern to the HoS. No employee will suffer a detriment or be disciplined for raising a genuine concern about unsafe practices, provided they do so in good faith and follow procedures.

CONFIDENTIALITY

Employees should never guarantee confidentiality to students or adults wishing to tell them about something serious as this may ultimately not be in the best interests of the child. They should guarantee they will not tell anyone who does not have a clear need to know, and they will pass on information in confidence

only to the people who must be told in order to ensure the appropriate action is taken. All employees involved will also take whatever steps they can to protect the informant from any retaliation or unnecessary stress that may occur after a disclosure has been made.

PREVENTION PRACTICES

ISB implements multiple actions that promote the safety of children. The CPLT meets regularly during the school year to review current practices and revise and extend practices to better protect children. Below are examples of prevention practices currently in place.

Hiring Practices

For expatriate faculty and staff, the Chinese government requires a recent criminal clearance/police report to apply for a work visa. ISB requires criminal checks for all employees.

Before offering employment, the recruiter or Human Resources representative must review the candidate's employment timeline as indicated on the CV/resume to identify any unexplained employment gaps

and secure a minimum of two references. These references must be individuals who have previously supervised the candidate and answer Child Protection specific questions regarding the candidate's history and suitability in working with students. ISB's employment page highlights our school's Child Protection priorities and practices.

Student Education

Each school section teaches curriculum designed to educate students about various aspects of maltreatment. The curriculum is age specific and is delivered through a variety of instructional formats. The goal of the learning is to empower students of all ages to recognize and respond to threats to their physical and emotional well-being.

Digital Citizenship

Digital Citizenship refers to the set of skills and decision-making abilities that allow students to have healthy, balanced, and safe experiences online. Students with a strong sense of digital citizenship are better able to protect themselves in situations that can lead to inappropriate child/adult interactions, disrespect, and abuse amongst peers, and the discovery of inappropriate online content. ISB has developed age-appropriate curriculum and Responsible Use Agreements that help educate and empower students to make decisions that protect themselves and their peers.

Restroom Policies

Single occupancy restrooms for adults are separate from the student restrooms. Signage is provided in English and Chinese. Employees are allowed in students restrooms only when required to assist a student and to supervise regularly scheduled restroom visits. Single occupancy restrooms may be used by students who identify as non-binary and transgender.

The Life Centered Education (LCE) class is for students with intellectual disabilities. Most students in the class require adult assistance for personal hygiene needs. The LCE teachers and instructional assistants will make every effort to ensure two adults assist students in the restroom.

During the weekends, evenings, and when events with large numbers of adults are on campus the Middle and High School student restrooms may be open for use by adults. In this case, the signage on the doors is changed to indicate adults may use the restrooms. Cameras are located strategically around the school and each restroom entry is monitored by a camera.

Classroom and office doors or entries have clear glass that always allow for visual access into the room. When staff and faculty are meeting with students, doors should remain open to provide visual access. When meeting individually or in small groups with students, adult and students should be seated where there is direct visual access from the doorway.

Use of Reasonable Force

There are circumstances when it is appropriate for an employee to use reasonable force to protect children. The term reasonable force covers the broad range of actions used by employees that involve a degree of physical contact to control or restrain. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or restraining a child to prevent violence or injury. 'Reasonable' in these circumstances means using no more force than is needed. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact, such as leading a student by the arm out of the classroom.

The decision on whether to use reasonable force to control or restrain a child is up to the professional judgement of the employee and should always depend on individual circumstances. By planning positive and proactive behavior support (i.e., behavior intervention plans, effective Tier 1 SEL strategies, etc.) and partnering with parents, the school can reduce the occurrence of challenging behavior and the need to use reasonable force.

Classroom Doors

Online Learning Guidelines

Child Protection considerations continue to be important during Online Learning. This is a unique situation with frequent online interactions with children and sometimes in locations with little privacy or in temporary accommodation. To ensure the safety of teachers and students and to maintain a high level of professionalism and ethical standards, guidelines for online teaching have been established.

- Sit in an environment with a neutral background and wear professional attire.
- Ensure the background on the adult screen does not display bedroom furniture or other distracting objects. If using a virtual background, ensure the background is appropriate for school and does not detract from learning.
- Use school approved platforms when videoconferencing.
- Where inappropriate or illegal content is shared online, contact the principal immediately.
- Pre-arrange video conferences with students during ISB school hours or other agreed upon times. Adhere to pre-arranged start and end times. Parents should be aware of the date and times of online sessions via daily/ weekly schedules or email.
- If an employee observes anything unusual or concerning during a videoconference or has concerns about a student's safety, contact a DCPO or CPL immediately. Child Protection protocols will be followed remotely.
- Advise students to talk with a teacher, school counselor, or other trusted adult if they have concerns about a peer's behavior or social-emotional wellbeing.

APPENDIX

UN CONVENTION ON THE RIGHTS OF THE CHILD

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989

entry into force 2 September 1990, in accordance with article 49

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant

instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) ; and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of

any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - a. For respect of the rights or reputations of others; or
 - b. For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with

the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- a. Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- b. Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- c. Encourage the production and dissemination of children's books;
- d. Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- e. Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- a. Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- b. Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- c. Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

- d. Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
- e. Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.
2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.
4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - a. To diminish infant and child mortality;
 - b. To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - c. To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
 - d. To ensure appropriate pre-natal and post-natal health care for mothers;
 - e. To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
 - f. To develop preventive health care, guidance for parents and family planning education and services.
3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international co-operation

with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.
2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.
3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - a. Make primary education compulsory and available free to all;
 - b. Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - c. Make higher education accessible to all on the basis of capacity by every appropriate means;
 - d. Make educational and vocational information and guidance available and accessible to all children;
 - e. Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in

particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:
 - a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - e. The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
 - a. Provide for a minimum age or minimum ages for admission to employment;
 - b. Provide for appropriate regulation of the hours and conditions of employment;
 - c. Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- a. The inducement or coercion of a child to engage in any unlawful sexual activity;
- b. The exploitative use of children in prostitution or other unlawful sexual practices;
- c. The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- a. No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- b. No child shall be deprived of his or her liberty unlawfully or arbitrarily.

The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

- c. Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- d. Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed

conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
 - a. No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
 - b. Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
 - i. To be presumed innocent until proven guilty according to law;

- ii. To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
- iii. To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
- iv. Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
- v. If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
- vi. To have the free assistance of an interpreter if the child cannot understand or speak the language used;
- vii. To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:
 - a. The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;
 - b. Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.
4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- a. The law of a State party; or
- b. International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present

Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.
3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
6. The members of the Committee shall be elected for a term of four years.

They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.
8. The Committee shall establish its own rules of procedure.
9. The Committee shall elect its officers for a period of two years.
10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations,

reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights

- a. Within two years of the entry into force of the Convention for the State Party concerned;
 - b. Thereafter every five years.
2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.
 3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.
 4. The Committee may request from States Parties further information relevant to the implementation of the Convention.
 5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.
 6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

- a. The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider

- appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;
- b. The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;
 - c. The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;
 - d. The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments

of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.
3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. IN WITNESS THEREOF the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

CORPORAL PUNISHMENT STATEMENT

Definition:

The UN Committee on the Rights of the Child defines corporal punishment as “any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light” (General Comment No. 8, 2006, para. 11). It most commonly involves hitting a child with the hand or an implement, but may also include acts such as kicking, shaking or throwing the child, scratching, pinching, biting, pulling hair or boxing ears, forcing the child to stay in uncomfortable positions, burning, scalding or forced ingestion.

Risks of Corporal Punishment:

Corporal punishment carries an inbuilt risk of escalation to physical abuse and the majority of substantiated physical abuse incidents are initiated as forms of punishment.

School Position:

ISB considers corporal punishment a violation of a child’s basic human rights, and parent follow-up will take place in all situations in which corporal punishment is reported. School personnel will initially address corporal punishment cases from a parent education perspective, introducing alternative strategies and providing resources to answer any questions parents may have regarding discipline in the home. In the event that parent education proves ineffective in eliminating instances of corporal punishment or the frequency/intensity of corporal punishment increases, ISB will take additional measures to help ensure the student’s safety.

Expectations for Employees:

All ISB employees should be vigilant in their reporting of suspected corporal punishment. All statements made by students involving acts of corporal punishment should be reported to the student’s Counselor, as outlined in the “Procedures for Reporting Suspected Cases of Child Abuse or Neglect” section of the ISB Child Protection Handbook. The school counselor will then gather additional information, document the incident in a confidential Child Protection folder, and work with the Child Protection Response Team (CPRT) to determine next steps.

Follow-up actions may include:

- Monitoring the situation
- Family meeting with administrator and counselor
- Referral for intervention (i.e., outside therapist)
- Report to local authorities
- Report to consulate
- Report to employer

PEER-ON-PEER POLICY

Purpose of Policy

The International School of Beijing firmly believes that students must have a safe and secure environment in which to grow and develop. As educators, we have a professional and ethical obligation to identify children who are in need of help and protection from abuse from others, including their peers. All staff employed by the International School of Beijing must report all suspected cases of child abuse, neglect, or peer on peer abuse.

Definition

Any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children’s relationships (both intimate and non-intimate).¹

All ISB employees should be aware of the potential for peer on peer abuse in all sections throughout the school.

Peer on peer abuse can take on various forms including:

- Cyber harassment
- Physical abuse
- Sexual violence and sexual harassment
- Sexting
- Initiation/hazing violence and rituals

Abuse and Harmful Behavior

Abuse is serious and it should never be dismissed as “joking”, “kidding around”, or simply a “part of growing up”. Peer abuse is real and should be taken as seriously as other forms of abuse by adults and be subject to the same child protection procedures.

ISB employees should not dismiss abusive behavior as normal between young people. Faculty and staff need to be proactive in reporting concerning behavior and not develop high tolerance for abusive actions or words.

Types of Abuse:

Physical Abuse – An action that causes another person physical harm. This may include (but is not limited to) hitting, kicking, pinching, biting and hair-pulling.

Sexual Violence and Sexual Harassment

– Children of all ages are susceptible to becoming victims of sexual violence or harassment. ISB must uphold a zero tolerance policy for sexually harmful behavior. Dismissing and non-reporting of any of the inappropriate actions, words or behaviors risks normalizing them.

Sexual Violence and Sexual Harassment

– may include (but is not limited to):

- Inappropriate sexual language and innuendo
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse
- Non-consensual behavior of a sexual nature

Antagonistic Behavior (both physical and verbal)

– This is unwanted, aggressive behavior that involved a real, or imagined power imbalance*. This can include (but is not limited to) verbal or physical intimidation, threats, coercive or extortionist behavior.

Antagonistic Behavior – may include but is not limited to:

Abusive or threatening verbal comments, texts, emails or messages, spreading rumors, attacking someone verbally or physically for a specific reason (physical attribute, gender, sexual orientation, physical or mental illness etc.) or excluding someone from a group on purpose.

* Imbalance of Power: Using physical strength, intellect popularity, access to embarrassing information to control or harm others

Cyber Harassment – Cyber harassment is the use of technology (social media platforms, messaging systems, email, etc.) to harass, threaten or intimidate someone for the same reasons as stated above.

Forms of Cyber Harassment -

- Abusive threatening texts, emails, messages, video posts etc.
- Posting abusive comments on social media or messaging sites
- Sharing humiliating videos or pictures of someone else
- Spreading rumors online
- Trolling – sending someone menacing or upsetting messages through social networks
- Group bullying or online exclusion
- Pressuring others to send sexual messages, photos or engaging in sexual conversations
- Encouraging someone to self-harm
- Developing hate sites about someone else
- Stealing someone’s online identity
- Prank calls or messaging and anonymous messaging

Sexting – The term sexting relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically.

Initiation/Hazing – Hazing, initiation ceremonies, bastardization, ragging, or deposition, refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group including a new fraternity, sorority, team, or club.

Prejudiced Behavior – This term refers to a range of hurtful behavior, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalized, and which is connected with prejudices around belonging, identity and equality in wider society. Derogatory statements about race, ethnicity, cultural background, gender, sexual identity, physical disabilities, special educational

needs, socio-economic status and religion can all be classified as prejudiced behavior.

Teenage Relationship Abuse – Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behavior, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Disciplinary Action

Parent notification and disciplinary action may be appropriate in order to ensure that the student(s):

- a. Take responsibility for and realize the seriousness of their behavior
- b. Understand that peer on peer abuse will not be tolerated
- c. Ensure the safety and wellbeing of other students

ISB administrators will consider whether disciplinary action may be appropriate for any student(s) involved.

ELEMENTARY SCHOOL RESPONSIBLE USE AGREEMENT

At the International School of Beijing, it is important that we are safe, responsible, and respectful when using our devices at school and at home. This includes looking after ourselves, caring for others, and taking care of our devices.

These agreements will help guide us in developing the ISB Core Values of: Global-Mindedness, Integrity, Respect, Balance, Service and Creativity.

I will **Be Safe** by:

- keeping private information about myself or others to myself.
- keeping my passwords safe from others, except for parents, teachers and other trusted adults.
- using my device with permission from an adult and in a supervised area.
- closing my device and telling an adult immediately if I find something online that makes me uncomfortable or unsafe.

I will **Be Responsible** by:

- making appropriate choices in my use of apps and websites.
- being an Upstander for others online and in my class.
- thinking carefully about what I choose to share with others.
- making balanced choices about how much and why I am using my device.
- taking proper care of my device at my desk, in my class, and in the hallways.

I will **Be Respectful** by:

- leaving kind, helpful, and thoughtful comments on the work of others.
- asking permission before using the work of others and giving them appropriate credit.
- thinking about how my use of technology affects the environment and others around me.

Student Agreement:

I have talked about the Responsible Use Agreement with my teacher and my classmates and have shared what we talked about with my parents. I will do my best to follow digital citizenship and will ask my teacher or my parents for help if I have questions.

Student Name _____ Date: _____

Parent/Guardian Agreement:

As the parents or guardians of _____, we have read the Responsible Use Agreement. We understand that students will be given guidance on how to be responsible digital citizens and we will attempt to model and reinforce that at home as well. We understand that these principles of digital citizenship apply to all members of the ISB community, including parents, and we will abide by them when interacting with the ISB community. We understand that, to an age-appropriate level, student technology activities at home should be supervised to provide the highest level of academic and social support.

Parent/
Guardian 1: _____ Parent/
Guardian 2: _____

MIDDLE SCHOOL AND HIGH SCHOOL RESPONSIBLE USE AGREEMENT

The International School of Beijing believes that technology is an essential element for an authentic learning environment and that it is the shared responsibility of the school and the ISB community to guide students in becoming **responsible and ethical citizens in a digital world**. This is in line with our mission and vision as a school, and with our six **core values** that we strive to embody: global-mindedness, integrity, respect, balance, service, and creativity.

Regardless of device ownership and location of use, as members of the ISB community we agree to use the following principles to help guide our actions:

We will be responsible and ethical when **interacting with others** by:

- Protecting our own privacy and personal information, and respecting the privacy and personal information of others;
- Seeking permission when taking or sharing images or videos of others, and respecting their wishes of privacy;
- Ensuring that our communication, whether through email, chat, comments or other means, is not offensive, inappropriate or denigrating;
- Ensuring that our actions online are not disruptive to our learning environment.

We will be responsible and ethical **members of our community** by:

- Seeking a healthy balance of online and offline activity;
- Standing up for ourselves and others by taking positive action when we are aware of inappropriate, harmful or unsafe actions of others;
- Representing ISB in a positive manner through our online actions and interactions;
- Being aware of and respecting the diverse cultures at ISB, including the laws of China.

We will be responsible and ethical **users of information** by:

- Seeking permission to re-use content that has been created by others;
- Appropriately attributing the work of others;
- Using academic citation (e.g. APA or MLA) appropriately.
- Thinking critically about the currency, relevance, authority, accuracy and purpose of information that we use and share.

We will be responsible and ethical **users of devices** by:

- Ensuring that devices used at school are ready for learning, including fully charged batteries, sufficient storage, and updated software;
- Caring for school-owned equipment appropriately, and reporting any loss or damage as soon as possible;
- Using legally licensed software;
- Considering the effect of our devices on ourselves and those around us.

Student Agreement:

I understand that responsible citizenship in a digital world is an important aspect to maintaining a caring and supportive community. This is true not just of the ISB community but of all communities now and in the future. I agree to follow the principles of digital citizenship outlined in this agreement and accept that failing to follow these principles will have consequences. These consequences may include, but are not limited to, the removal of unsupervised computer access and/or other disciplinary action.

Student Name _____ Student Signature _____

HR/Mentor Group _____ Date _____

Parent/Guardian Agreement:

As the parents or guardians of _____, we have read the Responsible Use Agreement. We understand that students will be given guidance on how to be responsible digital citizens and we will attempt to model and reinforce that at home as well. We understand that these principles of digital citizenship apply to all members of the ISB community, including parents, and we will abide by them when interacting with the ISB community. We understand that, to an age-appropriate level, student technology activities at home should be supervised to provide the highest level of academic and social support.

Parent/
Guardian 1: _____ Parent/
Guardian 2: _____



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