



AISL

American International
School of Lagos

CHILD PROTECTION GUIDEBOOK

UPDATE FOR 2022-2023

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An Important Note for Parents

Dear Parents,

I am writing to inform you of a matter of sincere personal interest to me and is one that I hope is of utmost importance to all of you. I would like you to know that the American International School Board of Trustees has adopted a policy to assist our staff and families in matters related to the health, safety, and care of children in attendance at our school. In fact, I am required by this policy to send this letter to parents at the beginning of each school year. Thus, with this letter, not only am I fulfilling my assigned duties, but I also have the opportunity to write to you about this critical aspect of our school's program.

The AISL Child Protection Policy is based on the United Nations Convention on the Rights of the Child of which Nigeria is a signatory. These two key articles from the U.N Convention on the Rights of the Child are essential and we wish to draw your attention to them:

Article 19 Protection from abuse and neglect:

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

Article 34 Sexual exploitation:

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

By enrolling your child at AISL, you agree to work in partnership with the school and abide by the policies adopted by the AISL Board of Trustees. We genuinely value our partnership with you in providing for the safety and care of your children. That is why American International School, Lagos has endorsed child protection policies that define the standards by which all AISL students should be treated with respect and dignity. As part of our overall educational programs and specific to our shared responsibility to educate children and to ensure a safe environment in which all children can learn and grow AISL will:

- Provide age-appropriate information to help students understand personal safety, needs, and rights.
- Provide parent information sessions to help you better understand our programs and policy.
- Help faculty to identify and address issues of abuse and neglect.

Let's work together at home and school to ensure that our children are safe and knowledgeable about their rights and responsibilities to themselves and to each other so they can grow and learn

free of fear in a safe and supportive environment. I thank you for your support of our efforts and invite you to contact our school counselors or principals regarding any specific questions you may have in this regard.

Tom Pado, Superintendent

Child Protection Policy

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education and physical, emotional, and spiritual development. The American International School, Lagos endorses the UN Convention on the Rights of the Child, of which our host country, Nigeria, is a signatory.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are uniquely positioned to identify children who need help and protection. As such, educators have a professional and ethical obligation to identify children who need help and protection and take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at the American International School must report suspected child abuse or neglect incidents whenever the staff member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow-up of all suspected child abuse or neglect incidents will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, the respective consulate in Nigeria, the appropriate child protection agency in the home country, and/ or to local authorities.

The American International School of Lagos seeks to be a safe haven for students experiencing abuse or neglect in any aspect of their lives. As such, the American International School of Lagos will distribute this policy annually to all parents and applicants, communicate this policy annually to students, provide training for all staff, and make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, the American International School of Lagos will conduct a full investigation following a carefully designed course of due process, keeping the child's safety at the highest priority.

For detailed information on the Convention on the Rights of Child see the following link: http://www.unicef.org/crc/index_30160.html

Recognizing Child Abuse and Neglect

Child abuse is any action by another person - adult or child - that causes significant harm to a child or creates a substantial risk of harm. It can be physical, emotional, or sexual. Neglect is a failure to provide for a child's basic needs, lack of love, care, or attention and can be as damaging to a child as abuse. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over some time, rather than being a one-off event.

The signs of child abuse aren't always obvious, and a child might not tell anyone what is happening to them. Sometimes children don't understand that what's happening is abuse.

AIISL classifies abuse into 8 main categories:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Domestic abuse
- Neglect
- Peer-to-Peer abuse
- Bullying
- Cyber-bullying

Physical Abuse may involve hitting, punching, shaking, throwing, poisoning, biting, scalding, drowning, suffocating, or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as cutting and suicide ideation).

Signs of Physical Abuse

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses are given to explain injuries
- Injuries that have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc
- Repeated urinary infections or unexplained stomach pains
- Has fading bruises or other marks noticeable after an absence from school

- Shows reddening or blistering of the tissues through application of heat by fire chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.
- Has an injury to bone, muscle, cartilage, ligaments, fractures, dislocations, sprains, displacements, hematomas
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and complaint
- Chronic running away

Indicators of a Physical Abuser

- Offers conflicting, unconvincing or no explanation for the child's injury
- Describes the child as "bad" or in some other very negative way
- Use of harsh physical discipline with the child

Emotional Abuse is the result of persistent cruel acts or statements made or allowed to be made by the person responsible for the child and that directly affects the child. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Signs of Emotional Abuse in a Victim

- Shows extremes in behaviors, such as overly compliant or demanding behavior, extreme passivity, or aggression
- Highly anxious
- Showing delayed speech or sudden speech disorder (e.g. stuttering, stammering)
- Is excessively withdrawn, fearful, or anxious about doing something wrong.
- Has headaches or stomach aches with no medical cause
- Fear of new situations
- Low self-esteem
- Is untypical socially withdrawn
- Inappropriate emotional responses to painful situations

- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior
- Persistent tiredness
- Lying
- Chronically hungry

Indicators of an Emotional Abuser

- Constantly blames, belittles, calls names, or humiliates the child
- Displays repeated negative acts, yelling, threatening, or bullying directed at the child
 - Uses cruel or unusual actions in an attempt to gain submission, enforce maximum control, or to modify the child's behavior
- Overtly rejects the child by withdrawing attention, affection, physical contact, and other signs of nurturing

Sexual Abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic materials or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not. Disclosure by the child is the single most important disclosure. However, the nature of sexual abuse, the guilt, and shame of the child victim, makes it difficult for children to report sexual abuse.

Signs of Sexual Abuse

- Stays away from certain people
 - Shows fear or distrust of a particular adult
 - Avoids being alone with certain people, such as family members or friends
 - Seems frightened of a person or reluctant to socialize with them
 - Runs away from home without a specific reason
 - Suddenly refuses to change for gym or to participate in normal physical activities
- Shows sexual behavior that is inappropriate for their age
 - Becomes sexually active at a young age
 - Shows inappropriate sexualized behaviors or promiscuity
 - Excessive masturbation
 - Uses sexual language or has sexual knowledge not appropriate to their age level
 - Inappropriate sexual behavior with animals or toys
- Has physical symptoms
 - Frequent genital or anal infections, pain, and itching

- Evidence of physical trauma or bleeding to private parts
- Difficulty with urination
- Has discomfort walking or sitting
- Sexually transmitted diseases
- Pregnancy
- Being unusually quiet and withdrawn or unusually aggressive
- Reports nightmares or bed-wetting

Indicators of Sexual Abuser

- Is unduly and extremely controlling or protective
- Shows inappropriate attention to the child
- There is a significant age gap (inequality of power)
- Behaviors are intrusive upon the child
- Severely limits the child's contact with other children, especially of the opposite sex
- Buys the child expensive gifts or gives them money for no apparent reason
- Promotes or allows children or teens to consistently get away with sexually explicit or inappropriate behaviors
- Encourages silence and secrets with a child

Domestic Abuse is any type of controlling, bullying, threatening or violent behavior between people in a relationship. Domestic abuse includes physical violence and any emotional, physical, sexual, financial or psychological abuse. It includes controlling behaviors designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capabilities for personal gain, depriving them of the means needed to do independence, resistance, and escape, and regulating their everyday behavior. It also includes coercive behaviors like threats, humiliation, and intimidation to punish or frighten someone. Domestic abuse can happen in any relationship, and even after the relationship has ended. Teenagers can suffer domestic abuse in their relationships.

Signs of Domestic Abuse:

- Withholding money or preventing someone from earning money
- Withholding a passport
- Not letting someone leave the house or locking someone out of the house
- Reading emails, text messages or letters
- Threatening to kill or harm them, another family member or pet
- Children can experience domestic abuse or violence in lots of different ways as they might:
 - See the abuse
 - Hear it from another room

- See a parent's injuries or distress afterward
- Be hurt by being nearby or trying to stop the abuse

Indicators of a Domestic Abuser

- Displays verbal abuse
- Is overtly controlling
- Shifts blame
- Is insensitive to others needs

Neglect is the persistent failure (intentional or not) to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development. Neglect includes physical neglect, medical neglect, emotional or moral neglect and educational neglect.

Signs of Neglect

- Medical needs unattended
- Consistent lack of supervision
- Consistent physical signs of hunger and inadequate nutrition
- Insufficient clothing or dress
- Dirty clothing
- Poor personal hygiene
- Consistent fatigue or listlessness
- Self-destructive
- Extreme loneliness
- Extreme need for affection
- Failure to grow
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

Indicators of a Perpetrator of Neglect

- Appears to be indifferent to the child
- Is abusing alcohol or other drugs
- Seems apathetic or depressed
- Does not respond to repeated communications from the school
- Holds the child responsible for the care of siblings or others beyond the child's ability
- Fails to provide, whether intentional or otherwise, supervision or a reliable person(s) to provide child care
- Permits inappropriate use and viewing of internet websites, movies and TV programs
- Allows a child to be continuously absent or tardy from school through intent or neglect
- Is inattentive to special education needs or fails to cooperate with remedial instruction for the child when recommended and provided by the school and the child is not

exceeding in current class placement

Peer to Peer Abuse

Children can abuse other children. This is generally referred to as peer-on-peer/ child abuse and can take many forms. It can happen both inside and outside of school. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based, and discriminatory bullying); abuse in intimate personal relationships between peers, physical abuse, sexual violence, such as rape, harassment, non-consensual sharing of nudes, and semi nude images or videos; causing someone to engage in sexual activity without consent; upskirting, and initiation/ hazing type of violence.

Sign of peer to peer abuse:

- Absence from school disengagement from school activities
- Physical injuries
- Mental or emotional health issues
- Becoming withdrawn/ lacking self-esteem
- Lack of sleep
- Alcohol/ substance abuse
- Changes in behavior
- Inappropriate behavior for age
- Harmful toward others

Indicators of peer to peer abuse:

- Perceived differences on grounds of race, religion, gender, sexual orientation, disability, or other differences
- Children might have complex needs (mental health/ learning needs etc)
- Children might have disruption in their own lives (exposure to domestic abuse; educational underachievement)

Bullying behavior that hurts and is repeated after being told that the behavior is hurtful and have been asked to stop by the victim. Some bullying behaviors include name-calling, hitting, pushing, spreading rumors, threatening, or undermining someone. It can happen anywhere - at school, at home, or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks and mobile phones, is called cyberbullying. A child can feel there is no escape because it can happen wherever they are, at any time day or night.

Bullying includes: Repeated actions below by a perpetrator even after the victim shares how their actions make them feel and asks them to stop.

- verbal abuse, such as name-calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- Emotional abuse, such as threatening, intimidating or humiliating someone
- Exclusion, such as ignoring or isolating someone
- Undermining, by constant criticisms or spreading rumors
- Controlling or manipulating someone
- Racial, sexual or homophobic derogatory comments
- Physical assaults, such as hitting and pushing

Signs of being bullied:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick, faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self-esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

Indicators of a Perpetrator of bullying

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

Cyber Bullying is becoming increasingly common. Unlike other types of bullying, it can happen anytime, anywhere - a child can be bullied when you might think they are safe, like alone in their bedroom. It can feel like there's no escape. Children may know who's bullying

them online, or someone using a fake or anonymous account may target them.

Cyberbullying negatively impacts children emotionally, psychologically, and socially.

Cyber Bullying Includes:

- Sending threatening or abusive text messages
- Homophobia, racism, or sexism
- Making silent, hoax, or abusive calls
- Creating and sharing embarrassing images or videos
- 'Trolling' - the sending of menacing or upsetting messages on social networks, chat rooms, or online games
- Excluding children from online games, activities, or friendship groups
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations

Signs of Cyber Bullying

- Uneasy, nervous, or scared about going to school or outside.
- Nervous or jumpy when texting or using social media.
- Upset or frustrated after going online or gaming.
- Unwilling to discuss or share information about their online accounts and activity.
- Unexplained weight loss or weight gain, headaches, stomachaches, or trouble eating.
- Trouble sleeping at night or sleepy during the day.
- Loss of interest in favorite hobbies or activities.
- A child suddenly seems depressed or anti-social.
- Withdrawn from close friends and family.
- Making passing statements about suicide or making a suicide attempt

Indicators of a Perpetrator of Cyberbullying

- Has a history of bullying, or has been the target of bullying themselves
- Avoids conversations about computer and cell phone activities
- Uses multiple online accounts
- Switches screens or close programs when you, or others, are nearby
- Shows excessive use of the computer and/or cell phone
- Becomes overly upset if access to computers or cell phones is restricted or denied
- Shows low self-esteem
- Lack empathy in recognizing how their actions affect others

How should I respond to a child who reports being abused or neglected?

While it's normal to feel a little overwhelmed and confused in this situation, listening to a child who shares possible abuse or neglected information with you is one of the most important roles you can perform. Just remember, you can make a tremendous difference in the life of an abused or neglected child. While not inclusive, here are a few DO's and DO NOT's that may help ease your mind if a child shares information with you about their situation.

DO:

- ☒ Remain calm and reassuring. A child may retract information or stop talking if they sense a strong reaction.
- ☒ Find a private place to speak without interruptions.
- ☒ Put the child at ease by sitting near them, not behind a desk
- ☒ Ask permission before touching the child. Touch may be associated with physical or emotional pain in children who have been physically or sexually abused
- ☒ Reassure the child that they are not in trouble and have done nothing wrong
- ☒ Use the child's vocabulary when reporting, not yours
- ☒ If possible, write down exactly what the child says to you
- ☒ Let the child know what you will do: "We need to tell the counselor. They know how to help you and your family."
- ☒ Support the child: "I'm sorry that happened to you."
- ☒ Do what you can to make sure the child is safe from further abuse.

DO NOT:

- ☐ Press for details. You do not need to prove abuse or neglect. Simply report the case to the counselor of your school
- ☐ Ask "why" questions or interrogate. These questions require children to explain actions that they may or may not understand or are unable to interpret correctly, and this may confuse or fluster the child, making it harder for them to continue
- ☐ Promise that you will not tell anyone about the child's disclosure of possible abuse or neglect
- ☐ Ask leading or suggestive questions: "It must have hurt you a lot, didn't it?" or "Did your father do that to you?"
- ☐ Make angry or critical comments about the alleged perpetrator. The child often knows, loves, or likes this person
- ☐ Disclose information indiscriminately. Keep in mind the child's right to privacy and

your obligation to confidentiality

- ☐ Make the child feel different or singled out
- ☐ Investigate the case yourself
- ☐ Make a judgment on whether the child is being truthful. Accept their disclosure and report it
- ☐ Put your personal feelings into your conversations: "I am not surprised, you know how much I have been worried about your behavior."

Culturally and Linguistically Diverse Considerations

It is important to keep in mind cultural influences when assessing information or behavior and to avoid allowing personal beliefs or biases to influence decision-making. Culture shapes attitudes and ideas about acceptable child behavior and discipline. For example, a family might have a different attitude toward nudity that is more relaxed than is typical. The same can be said for family sleeping, which is common in some cultures. Some families consider spanking an acceptable disciplinary measure, while other families find it unacceptable under any circumstances. These values can vary widely and cultural issues need to be understood. In order to work with people with various cultural identities in a way that promotes respect and dignity, it is important that you:

- Recognize any of your own pre-existing beliefs and biases and remain neutral
- Become educated about our culture(s) and understand the information within the context
- Resist the temptation to classify or label persons based on cultural preconceptions

When suspected abuse or neglect is reported . . .
(Refer to the Disclosure/ Whistleblowing Flow Chart)

Where there is cause to suspect child abuse or neglect, it is the responsibility of the AISL community member to report their suspicions to the Child Protection Officer to determine if there is reasonable cause. If reasonable cause is to be found, refer to a member of the internal school team, or multidisciplinary team for further investigation/ action. The principal is to inform the superintendent of the suspected child abuse or neglect case. The superintendent will notify the Board President. In cases where the superintendent is suspected, the report can be directed to the Board President. Further procedural details and paper/ electronic forms are available on pages 21-23.

All AISL staff, faculty, and administrators are **mandated to report** incidences of abuse and neglect. All reports of abuse and neglect must be made to the Child Protection Officer within 48 hours for immediate response. In cases of crisis (suicide ideation), reports are immediately made to the counselors first. If the counselors are unavailable, report to the principal, Mr. Mac Donald, or anyone on the leadership team. Do not leave the student in crisis by themselves.

Review the Disclosure/whistleblowing flowchart and detailed procedures for reporting below.

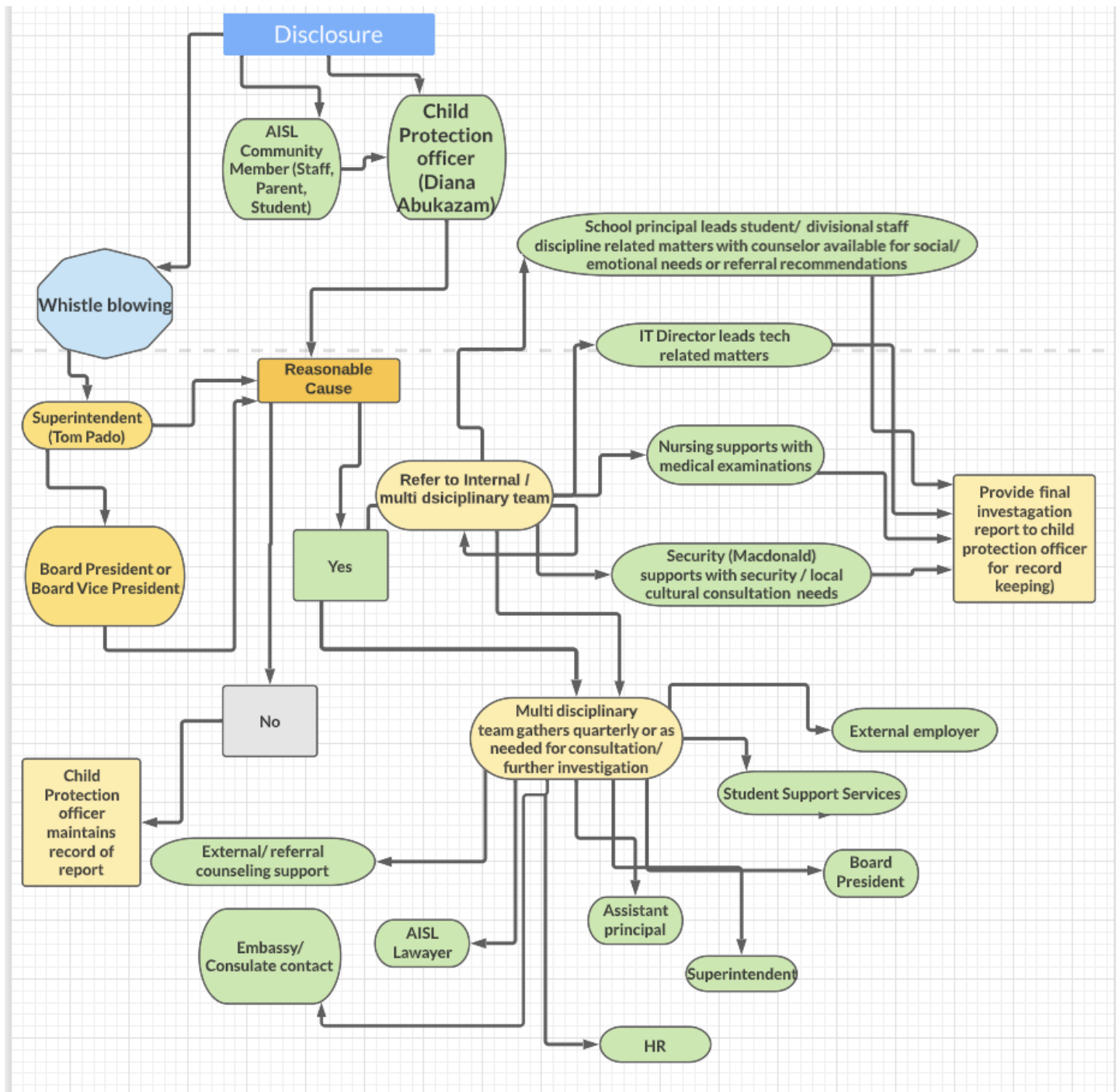
Anonymous reporting: reports can be made anonymously, but please note this might limit the ability to explore reasonable cause.

Confidentiality: All concerns will be treated in confidence. However, the whistleblower may be required to give evidence, e.g., if they have witnessed a crime or regarding disciplinary procedures for this outcome.

Protection: If staff raise a concern in good faith that an investigation does not confirm, no action will be taken. Any staff member expressing concern about their safety following disclosure will be given all necessary support to continue in their role safely.

Confidential filing disclosure reporting and investigation documents: Once the investigation/action taken is complete; the reports are provided to the Child Protection Officer, Diana Abukazam, to file securely.

Disclosure/ Whistleblowing FlowChart
Refer to the Communication and Contact Guide for detailed contact information



Procedures for reporting suspected cases of abuse, neglect:

Step 1

When a child reports abuse or there is reasonable cause to believe that abuse occurs, the AISL community member will complete the child protection form and submit a report to the Child Protection Officer within 48 hours.

You can complete reports either anonymously or share your name. You may complete an [electronic form](#) or paper form. If a paper form is completed and is not anonymous, please send an email to the child protection officer at dabukazam@aislagos.org with the subject CP report and initials of the student of concern.

Please note that only need-to-know members of the child protection multidisciplinary team will be involved in the investigation.

1. the electronic report linked [here](#) is completed/ submitted. If the report was completed in writing (not anonymously) the community member will email the counselor with the subject line “CP report submitted for student initials & grade level.”
2. Peer to peer matters may also be addressed using the EAGLES AISL Positive Behavior Policy for their respective division. The behavior policy manual for elementary school is linked [here](#), and complete the ‘[Students: behavioral issues and parent contact](#)’ form.

For technology related incidents: the Child Protection Officer will liaise with the Technology Director following the acceptable use policy. School owned devices as well as devices used on the AISL property may be confiscated if there is suspicion that the devices are being used to harm themselves or harm another person; only the Tech Director along with one other member of the Child protection internal / multidisciplinary team can explore the contents of the confiscated device for further investigation. **Procedures relating to confiscating technology will involve:**

- ☐ Confiscating the device if it is suspected that it is being used to cause harm
- ☐ Do not look at the device, instead, take the device to Mr Joe Barder, Director of Technology and complete the “**Digital Chain of Custody Form**”.
- ☐ Complete the Child Protection form (paper or [electronic](#)) and provide it to the CPO following general reporting procedures.

The Child Protection Officer will provide the information to the relevant stakeholder (s) after taking initial steps to gather information regarding the report (p. 20) and will form a customized school-based internal response team as needed to maintain confidentiality while furthering the investigation to address the child protection report.

The principal and or multidisciplinary team will be available to address discipline/behavior complaints. The school counselor will be available to support both the victim and alleged perpetrator's social/emotional well-being and families as needed.

In all cases, follow-up activities will be conducted to ensure that information is documented factually and that strict confidentiality is maintained.

The following procedure will be used:

- ☐ Interview staff members as necessary and document information relative to the case.
- ☐ Consult with school personnel to review the child's history in the school.
- ☐ Report status of case to Head of School.
- ☐ Determine the course of follow-up actions.
- ☐ If an electronic device is used, please refer to ["Technology related incidents on Page 18"](#)
- ☐ Once the investigation is complete and noted, provide a copy of the report to the designated Child Protection Officer, Diana Abukazam for record-keeping.

Step 2

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

- ☐ Discussions between the child and counselor to gain more information. Depending on the child's age, these discussions may include drawing pictures and playing with dolls to elicit more details about what may have occurred.
- ☐ In-class observations of the child by the teacher, counselor, or administrator.
- ☐ Meetings with the family to present the school's concerns.
- ☐ Referral of the student and family to external professional counseling.
- ☐ In cases of severe abuse or where outside authority is deemed necessary, a request made to the superintendent (see whistle-blowing procedures linked above) may result in further investigation and possible actions.
 - ☐ Notification of the management of the sponsoring employer of the concern with the child/family, or to the welfare office at the home-of-record.
 - ☐ Consultation with the consulate of the country of the involved family.
 - ☐ Consultation with the school or another attorney.
 - ☐ Informal consultation with local authorities.

If the abuse or neglect allegation involves a staff or faculty member of AISL, the divisional principal will follow board policy pursuant to ethical professional behavior.

Step 3

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

- ☐ The counselor will maintain contact with the child and family to provide support and guidance as appropriate.
- ☐ The counselor will provide the child's teachers and the principal with ongoing support.
- ☐ The counselor will provide resource materials and strategies for teacher use.
- ☐ The counselor will maintain contact with outside therapists and multidisciplinary teams to update the child's progress in school.

All documentation of the investigation can be provided to the child protection officer, Diana Abukazam to be maintained confidentially. The child protection team members will have access to the files as needed. Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the child. AISL will make every attempt to share this information to protect the child.

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

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

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

- Mental health issues such as depression, psychosis, dissociation, suicide ideation.
- Cases reported for investigation and outside resources:
 - Severe and ongoing physical abuse or neglect.
 - Sexual abuse and incest.

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

- Local authorities
- The consulate
- The employer
- The home-of-record welfare office

The AISL child protection policy works for the child, the family, and our community. Research indicates that international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves the dynamics of the child, the family, and the community. The AISL Child Protection Policy works to respond at all three levels

Below is a hard copy form: Once you've completed the form, please return it within 48 hours to: Ms. Diana Abukazam (EC/ES Counselor), Rm 200, dabukazam@aislagos.org. If you select to complete a paper form, please send an email with the subject heading "CP report submitted for student first and last initials". You can also complete a report electronically using this [link](#). **Anonymous reports** can be made both by paper or electronically. Please note that with electronic reporting it might be difficult to do a comprehensive check.

Child Protection Referral Form (pg. 1 of 2)	
Date of form submission to CPO:	In person or Anonymous (circle)
Your full name (optional)	Your role
Full name of the child that you are concerned about. (Please complete a separate form for each child)	Grade Level of the child you are concerned about
What type of abuse was observed? Circle all that apply	Were there any witnesses? Please provide name/ grade level/ role.
<input type="checkbox"/> Bullying <input type="checkbox"/> Cyberbullying <input type="checkbox"/> Domestic Abuse <input type="checkbox"/> Emotional Abuse <input type="checkbox"/> Neglect <input type="checkbox"/> Peer on Peer Abuse <input type="checkbox"/> Physical Abuse <input type="checkbox"/> Sexual Abuse <input type="checkbox"/> Other	
Did the alleged abuse occur at AISL?	What was the date/ time / location of the observed abuse?
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Please share the full name of the alleged suspect?	What is the role of the alleged suspect?

Child Protection Referral Form (pg. 2 of 2)	
<p>Please describe the signs you saw (refer to the Child Protection Handbook for signs) *you can use an additional black document if you need to provide further details.</p>	
<div></div>	
<p>Does the alleged suspect (s) have access to children at home or in their community? *</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know</p>	<p>Is the abuse carried out on a school electronic device?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Did you confiscate the device and complete the digital custody form?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>When will the alleged suspect next encounter children (including their own), and will they be alone with the children? Is there a possibility the alleged perpetrator will be alone with a child in an isolated area or in a room without windows?</p>	<p>Can contact with children be canceled without tipping off the alleged perpetrator? If not, what measures can be put in place to increase supervision and minimize any one-to-one contact until the alleged perpetrator can be informed?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know</p>
<p>If this involves an electronic device, please complete the Digital Chain Custody Form on the next page.</p>	

Digital Chain of Custody Form (attach to Child Protection report) (Submit this form along with the device to the Technology Director (Mr. Joe Barder))	
Date evidence was confiscated	
Time evidence was confiscated	
Name of person who confiscated / is delivering the evidence	
Signature of person delivering evidence	
All technology evidence can be provided directly to the Technology Director	Joe Barder
Signature of the person who received the evidence	
Date evidence received	
Time evidence received	
Full name of the second person examining the evidence with the Tech Director	
Date of examination	
Time of examination	
Results of examination to be filed by the Child Protection Officer:	

Further investigation note-taking form if there is reasonable cause

Assigned Lead Name	
Date provided to lead:	
Stakeholders to be involved in initial investigation (Include names)	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Superintendent <input type="checkbox"/> Nurse <input type="checkbox"/> IT Director <input type="checkbox"/> Other (please name)
Sent e-mail	<input type="checkbox"/> Email with subject header "CP Referral (Student initial) for further investigation/ action steps"
Group meetings	<input type="checkbox"/> Internal Team <input type="checkbox"/> Multi Disciplinary Team/ Committee meeting <input type="checkbox"/> Pending further investigation <input type="checkbox"/> Include date (s) of referral
Follow-up date (s)	
Follow-up notes (can attach separately)	
Action steps (can attach separately)	
Conclusion	
Once investigation/ action steps have concluded, please provide a child protection investigation report and forms to the child protection officer, Ms. Diana Abukazam.	

School Nurse / Doctor Reporting Form

BODY CHECK - CLINICAL

Full Name of examiner:

Full examinee name:

Age:

Grade level / Job title

- ☐ Indicate on the chart all bruises/discolorations, skin breaks, injuries etc.
- ☐ Describe as needed, being as specific as possible (measure in cm).
- ☐ If there is more than one area affected, please number them (1,2,3 etc.)

Description:

The image contains three blank line drawings of a human figure from the waist down, intended for anatomical labeling. The first drawing is a front view, labeled 'FRONT' below it, with 'R' on the right leg and 'L' on the left leg. The second drawing is a back view, labeled 'BACK' below it, with 'L' on the left leg and 'R' on the right leg. The third drawing is a right side view, labeled 'RIGHT SIDE' below it. To the left of the 'FRONT' and 'BACK' views are four horizontal lines for labeling, with the top line aligned with the waist and the bottom line aligned with the feet. Below the 'RIGHT SIDE' view are four horizontal lines for labeling.

Examiner_____Title_____Date____/____/____

Witness _____ Title _____ Date ____/____/____

Is this an incident? _____ No _____ Yes (If Yes, attach this form to the incident report)

Myths and Facts about Child Abuse and Neglect

By understanding some of the myths regarding child abuse and neglect, you can play a huge role in protecting children. While not inclusive, the discovery and knowledge of the myths and facts regarding child abuse and neglect, child molesters, and abusive persons can help us add another layer of information and education that may keep children safe.

Myth #1: It's only abuse if it's violent or meant to physically hurt the child. Fact: Physical abuse is just one type of child abuse. Neglect and emotional abuse can be just as damaging, and since they are more subtle; others are less likely to intervene.

Myth #2: Only bad people abuse their children. Fact: While it's easy to say that only "bad people" abuse their children, it's not always so black and white. Many have been abused and neglected themselves, and don't know any other way to parent. Others may be struggling with mental health issues, marital stress, substance abuse problem, etc.

Myth #3: Child abuse doesn't happen in "good" families. Fact: Child abuse and neglect doesn't only happen in poor dysfunctional families, or bad environments. It crosses all racial, economic, educational, and cultural lines. Sometimes, families who seem to have it all from the outside are hiding a different story behind closed doors.

Myth #4: Most child abusers are strangers. Fact: While abuse by strangers does happen, many abusers are family members or others close to the family such as parents, guardians, baby sitter, relatives, and trusted others.

Myth #5: Abused children always grow up to be abusers. Fact: It's true that abused children are more likely to repeat the cycle as adults, unconsciously repeating what they experienced as children. On the other hand, many adult survivors of child abuse have a strong motivation to protect their children against what they went through and become excellent parents.

Myth #6: It's not my role to interfere in someone else's family. Fact: The effects of child abuse and neglect are lifelong, affecting future relationships, self-esteem, and sadly putting even more children at risk as the cycle continues. Breaking the cycle of abuse is a responsibility we all have legally and morally.

Myth #7: It won't make a difference what I have to say. Fact: If you have a gut feeling that something is wrong, it is better to be safe than sorry. Even if you don't see the whole picture, others may have noticed as well, and your input might help break a cycle of abuse, that otherwise slipped through the cracks

Myth #8: Children make up stories or lie about sexual abuse. Fact: While children do make up stories, they seldom lie about sexual abuse. Also, children who have not been abused do not usually have explicit knowledge of intimate sexual behavior.

Myth #9: Most children who are abused do something to cause the abuse to occur. Fact: The child is always the victim. The responsibility for the abuse lies solely with the adult. In the case of sexual abuse, many offenders try to shift the blame for their actions by accusing

the child of being seductive or that they were simply helping the child.

Myth #10: Abused or neglected children almost always come from poor, minority, or uneducated families. Fact: There is no evidence that links social-economic status, race, culture, or educational levels to abuse or neglect. Child abuse and neglect occur within every aspect of family profiles.

Myth #11: Married men don't molest children; after all, they have their wives. Fact: Marital status doesn't correlate to whether a person is a sexual predator or not. Molesting children is about power position, control, and vulnerability. The taste for sex with children is separate from a normal human adult sex drive oriented to adults.

Myth #12: Child molesters are unsociable and isolated. Fact: Most child molesters are known and liked by others. They often have great personalities and demonstrate concern and care for others. Plus, they cultivate certain relationships in order to gain access to children, and many are genial and personable individuals with whom others enjoy socializing.

Myth #13: People who have high status and respected positions of responsibility can't be abusers. Fact: Child molesters and abusers can be anyone at all. Positions of status, fame, or wealth are no guarantee that children are safe from them.

Myth #14: Anyone who would molest a child is seedy-looking or looks suspicious. Fact: Handsome, rich men molest children. Beautiful, talented women molest children. Ordinary people you laugh with every day molest children; millionaires and highly educated people can be child molesters. Gone are the days of describing molesters as dirty old men, flashers in raincoats. You simply cannot tell a child sexual predator by their physical appearance, status, or personality.

Myth #15: Hugs and additional forms of affection and kindness with children in front of their parents and others prove they are not child molesters. Fact: Molesters begin "grooming" and desensitizing children and adults so that the child thinks their parents and other trusted caregivers approve of the way they are touched. They lavish the child with special attention, kindness, or other gifts for no reason. When it is done in private, the child assumes it is all right and that the person truly has their best interest and welfare at heart. These are the vulnerable conditions that the molester wants.

Myth #16: A real child molester would never talk about the subject. Fact: A child molester may say contemptuous things like "Child molesters are the sickest people on the planet" or

“Child molesters deserve the death penalty.” While others might say the same things, and this is not an indicator by itself, it is a warning that predators know the right line to take.

Myth #17: Most child molesters eventually get caught and put in jail. Fact: Contrary to belief, it is rare that a person who molests a child ever gets caught and when they do over 90% of these cases never find their way into a courtroom or are convicted. If accused they grossly distort the truth to justify their behavior. They blame the child, minimize the situation and makeup a myriad of lame excuses.

- ☐ “It was a loving gesture.”
- ☐ “I was checking a rash.”
- ☐ “I didn’t know better.”
- ☐ “We were just playing around.”
- ☐ “I was simply trying to mentor them.”

Friends, co-workers, and others may see a pattern but very little is witnessed. The hard truth is that each pedophile molests on **average 260 victims** in their lifetime.