



The purpose of this document is to provide clear guidance and procedure related to the implementation of the Child Protection in the PYP

Child Protection Policy

Egyptian International School





IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



EIS MISSION STATEMENT

EIS aims to contribute to making the world a better place through education of a new generation an education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.

EIS works towards exposing students to different cultures locally and internationally to foster the development of research and leadership skills.

EIS helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect.

To fulfill this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures.

EIS aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Child Protection Definition

UNICEF uses the term 'child protection' to refer to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labor and harmful traditional practices, such as female genital mutilation/cutting and child marriage. UNICEF's child protection programs also target children who are uniquely vulnerable to these abuses; such as when living without parental care, in conflict with the law and in armed conflict. Violations of the child's right to protection take place in every country and are massive, under-recognized and under-reported barriers to child survival and development, in addition to being human rights violations. Children subjected to violence, exploitation, abuse and neglect are at risk of death, poor physical and mental health, HIV/AIDS infection, educational problems, displacement, homelessness, vagrancy and poor parenting skills later in life.

How the child protection policy enhancing the students' learner profile:-

The child protection policy is focused and services the learner attributes of being caring and principled

-when he or she is caring with other and be careful of not abusing or bullying.

-when he or she caring to be aware of his or her rights and responsibilities and of others.

To be communicator:

- The school encourages the students and help them to have the ability to speak up when he or she is exposed to any kind of emotional or physical abuse.

Definitions of Abuse and Neglect:

Physical Abuse:

That which results in actual or potential physical harm from an interaction or abuse lack of an interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust. There may be single or repeated incidents

Emotional Abuse:

Emotional abuse involves the failure to provide a developmentally abuse appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can develop a stable and full range of emotional and social competencies commensurate with her or his personal potentials and in the context of the society in which the child dwells. There may also be acts towards the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power. Acts include restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment.

Neglect:

Neglect can be defined as the failure to provide for the development of the child in all spheres: health, education, emotional development, nutrition, shelter, and safe living conditions, in the context of resources reasonably available to the family or caretakers and causes or has a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible.

Responsibilities for those covered by the scope of the Child Protection Policy:

Everyone who works with and engages with EIS has a responsibility to ensure that children are protected.

The responsibilities detailed below are mandatory for those who fall within the scope of the policy.

Staff and Visitors must:

1. Never abuse and/or exploit a Child or act/ behave in any way that places a child at risk of harm.
2. Report any Child abuse and Child protection concerns they have in accordance with applicable Local office procedures and this policy. Plan Staff may also use Plan's Whistle Blowing policy in this event.
3. Respond to a Child who may have been abused or exploited in accordance with applicable local office procedures and this policy.
4. Cooperate fully and confidentially in any investigation of concerns or allegations of Child abuse.
5. Contribute to building an environment where children are respected and encouraged to discuss their concerns and rights.
6. Always treat children in a manner which is respectful of their rights, integrity and dignity, considers their best interests and does not expose them to, or place them at risk of, harm. For example: when taking images/pictures during visits, interacting with children or generating stories of children, ensure that this is done in a manner consistent with the appropriate Plan policies and procedures.

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7. Never ask for or accept personal contact details (this includes email, phone numbers, social media contacts, address, webcam, skype, etc) from any Child or family associated or formerly associated with EIS work or share their own personal contact details with such individuals.

The Egyptian child rights:

The Egyptian child law Part two

Child vaccination and immunization

Article (25)

The child must be vaccinated and immunized with vaccines that prevent infectious diseases, and this is done free of charge, in the health offices

And the health units, according to the systems and dates specified in the executive regulations.

The obligation to present a child for vaccination or immunization rests with the father or the person whose child is His nursery.

A child may be vaccinated or immunized with protective vaccines by a private doctor licensed to practice the profession, provided that

For a person who has a duty to present the child for vaccination or immunization, a certificate confirming this must be submitted to the health office or

The health unit before the deadline ends.

The fourth chapter Child health card

Article (27)

Every child shall have a health card, the data of which is recorded in the special records of the competent health office, and given to his father

Or the one who raised him after confirming her number on the birth certificate.

The executive regulations shall specify how to organize and data for this card.

Article (28)

The health card is presented at every medical examination for a child in health units, maternity and childcare centers, or Other competent medical authorities

The specialist doctor confirms the child's health status in it, as well as records the child's vaccination or immunization and the date of the procedureVaccination or immunization.

Article (29)

The health card must be presented along with the child's enrollment documents for the two stages of pre-university education, and the card must be kept

In the school file, and the school doctor records the results of following up on the child's health condition throughout the two stages.studying.

The school must verify the existence of the health card for children who have previously enrolled in it.

The date on which this law came into effect, and if this card is not available, the child's parent or person in charge of his upbringing must create

A card in accordance with the provision of Article (27) of this Law

The executive regulations define how to organize the periodic examination of the child's health in the school during the two stages of education before

University, provided that this examination takes place at least once a year

Child education Chapter 1

Article (53)

Educating the child at all levels of education aims to achieve the following goals:

- 1- Developing the child's personality, talents, and mental and physical abilities to their fullest potential, with due regard for

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Education programs with the dignity of the child and enhancing his sense of his personal value and preparing him for participation and tolerance the responsibility.

2 - Developing respect for human rights and general freedoms.

3 - To develop the child's respect for his family, his cultural identity, his language, and religious and national values.

4- Raising the child to belong to and loyalty to his country, on brotherhood and tolerance among human beings, and on respect the other.

5- Establishing the values of equality among individuals and not to discriminate on the basis of religion, gender, race, race or ethnicity. Social origin, disability, or any other aspect of discrimination

6 - Development of respect for and preservation of the natural environment

7. Preparing the child for a responsible life in a solitary civil society based on the correlation between awareness of rights and commitment to duties

Article (54)

Education is a right for all children in state schools free of charge, and the educational guardianship rests with the child for the custodian.

In the event of disagreement over what is in the best interest of the child for the child, any of the concerned parties shall refer the matter to the parent

The Family Court, as a judge of temporary matters, to issue its decision by a family order, bearing in mind the extent of the The matter without prejudice to the right of the custodian in the educational state

Chapter II Kindergarten

Article (55)

Kindergarten is an educational system that achieves the comprehensive development of pre-primary school children and prepares them

To join 12

Article (56)

Without prejudice to the provisions related to nurseries stipulated in Chapter Three, a kindergarten is considered for every child A separate educational institution for children and every class or classes attached to a public school and every home that accepts children

After the age of four, and based on the goals set forth in the following article.

Article (57)

Kindergarten aims to help preschool children achieve comprehensive development.

And integrated for every child in the mental, physical, motor, emotional, social, moral and religious fields

Article (58)

Kindergartens are subject to the plans and programs of the Ministry of Education and to its administrative and technical supervision.

Its specifications, how it is established, the organization of work in it, the conditions for acceptance and the admission fee

Chapter III Education stages

Article (59)

The two stages of pre-university education are as follows:

The stage of compulsory basic education and it consists of two cycles:

1- The primary cycle and the preparatory cycle, and it is permissible to add another cycle, as you indicate Executive Regulations.

2 - Secondary education stage (general and technical)

Article (60)

Basic education aims to develop pupils' abilities and aptitudes, satisfy their preferences and provide them with destiny.

The necessary values, behaviors, knowledge and practical and professional skills that are consistent with the conditions of their environments

The different types, so that whoever completes the basic education stage can continue his education at a higher stage and face it

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Life after appropriate vocational training, in order to prepare the individual to be a productive citizen in his environment. And his community.

Article (61)

The general secondary education stage aims to prepare students for practical life and prepare them for higher and university education And participation in public life, and the emphasis on consolidating religious, behavioral and national values.

Article (62)

Technical secondary education aims mainly to prepare a class of technicians in the fields of industry, agriculture and administration

And services, and the development of the technical faculties of students

Article (63)

The provisions of the Education Law shall apply to what is not mentioned in this section.

Communicating the policy

- All EIS IB policies are posted on the EIS website available for downloading and in an easy printing format.
- For teachers, training sessions will be conducted along with handing them a printed version of the policy and sent by email.
- For students, training sessions will be conducted along with handing them a printed version of the policy.
- Parents will receive the policy via mail

The child protection policy committee:

- School principal
- PYP coordinator
- Some teachers
- Some students
- The board of trustees
- It will be reviewed by the **Greenland educational foundation**

References list

- United Nations Children’s Fund, Female Genital Mutilation/Cutting: A statistical exploration 2005, UNICEF, New York, 2005, p. 1
- World Report on Violence and Health (2002) and the UN Secretary General’s Study on Violence Against Children (2006) UNICEF and UNESCO. (2004)
- Prime minister /the National Council for Childhood and Motherhood
The Egyptian child law (1996) and modified in (2008)

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