



CHILD SAFEGUARDING MANUAL

aes

American Embassy School

An International Community

OUR MISSION

American Embassy School provides a balanced education defined by a

*joyful pursuit
of excellence*

in academics, athletics, arts and service.

We enable each student to be an inspired lifelong learner and responsible, compassionate global citizen.

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By enrolling your child at AES, you agree to work in partnership with the school and abide by the policies adopted by the administration. All of us at American Embassy School want you to know that we genuinely value our partnership with you in providing for the safety and care of your children. It is for this reason that American Embassy School has endorsed a Child Protection Policy that defines the standards by which all American Embassy School students should be treated with respect and dignity at all times.

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 AES will:

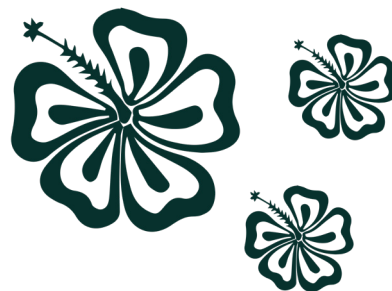
Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.

Annually train faculty and staff to recognize and report issues of abuse and neglect.

Let's work together at home and school to ensure that our children are safe and are 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 your school counselor or principal regarding any specific questions you may have in this regard.



01. CHILD SAFE GUARDING



As protectors of children, schools fill a special institutional role in society. Schools need to ensure that all children in their care grow and develop in a safe and secure environment. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify those who are in need of help and protection. When a child needs help and protection, educators have a professional and ethical obligation to intervene so that children receive the support and assistance they may require and families may obtain services that will remedy situations posing a threat to the child's welfare, including physical, sexual, and/or emotional abuse and neglect. This policy statement is designed to reflect a core value of the American Embassy School, namely the belief that everyone **"needs safety, trust and respect."**

As per the World Health Organization: "Child maltreatment is defined as: all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

Child abuse and neglect are violations of human rights and are harmful to the child's education, as well as to his or her physical, emotional, and social development. If employees at the American Embassy School suspect that a child at the school has been abused or neglected, employees must make a report to the Child Safeguarding Officers. Reporting and follow-up of all suspected incidents of this nature will proceed in accordance with administrative procedures, keeping the safety of the child as the highest priority. Furthermore, such cases may be reported to the appropriate child protection agency in the home country, to the employer of parents or guardians about whom there are concerns, and/or to local authorities.

The American Embassy School seeks to be a safe haven for all members of our community. We feel a particular responsibility to protect children from child abuse and neglect. To meet this responsibility, the American Embassy School will implement educational programs for students and employees regarding personal safety, child abuse and neglect, and appropriate adult conduct with children. Furthermore, the school will implement and regularly review procedures, including hiring, security and training practices, to ensure the safety of the children in its care. The Administration shall communicate this policy, appropriate guidelines and educational resources to students, employees, parents, and parents of applicants.

Cross reference Board Policy Manual 8.32

02. MISSION AND IDENTITY

MISSION

The American Embassy School provides a balanced education defined by a joyful pursuit of excellence in academics, athletics, arts and service. We enable each student to be an inspired lifelong learner and a responsible, compassionate global citizen.

CORE VALUES

We believe that everyone:



Has intrinsic value



Needs safety, trust and respect



Is responsible for their choices



Learns and grows through challenge



Lives more meaningfully when pursuing their passions



Thrives in an environment of honesty and integrity



Is enriched by diversity



Is strengthened through service



Flourishes in a community that is caring, collaborative and nurturing



Has the power to create a more peaceful world

AT AES,

We are committed to nurturing the intellectual, physical, social and emotional development of each student. We have a duty of care to protect children and prevent them from harm, and to act with a sense of urgency if a child is at risk of harm. Our school community needs to consider how they are keeping children safe and promoting the wellbeing of children.

03.

HOW ARE SAFETY CONCERNS DEFINED?

The American Embassy School recognizes four types of child maltreatment, as defined by the **World Health Organization (WHO)** and **IPSCAN**:

Physical Abuse
 Sexual Abuse
 Emotional and Psychological Abuse
 Neglect

Additionally, self-directed violence can occur and includes:

Self-injury
 Suicide

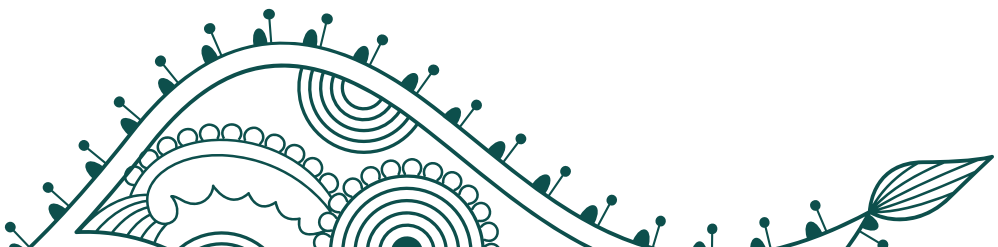


PHYSICAL ABUSE

Physical abuse of a child is defined as the intentional use of physical force against a child that results in — or has a high likelihood of resulting in — harm for the child's health, survival, development, or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning, and suffocating. Much physical violence against children in the home is inflicted with the object of punishing the child.

Signs of physical abuse that may or may not be present:

- + Has unexplained burns, bites, bruises, broken bones, or black eyes
- + Has fading bruises or other noticeable marks after an absence from school
- + Seems scared, anxious, depressed, withdrawn, or aggressive
- + Seems frightened of the caregiver and protests or cries when it is time to go home
- + Shrinks at the approach of adults
- + Reports injury by a parent or another adult caregiver
- + Abuses animals or pets



Consider the possibility of physical abuse when a parent or other adult caregiver exhibits the following:

- + Offers conflicting, unconvincing, or no explanation for the child's injury, or provides an explanation that is not consistent with the injury
- + Describes the child as "evil" or in some other very negative way

EMOTIONAL AND PSYCHOLOGICAL ABUSE

Emotional and psychological abuse involve both isolated incidents, as well as a pattern of failure over time on the part of a parent or caregiver to provide a developmentally appropriate and supportive environment. Acts in this category may have a high probability of damaging the child's physical or mental health, or the child's physical, mental, moral or social development. Abuse of this type includes: undue restriction of movement; patterns of belittling, blaming, threatening, frightening, discriminating against or ridiculing; and other non-physical forms of rejection or hostile treatment.

Signs of emotional and psychological abuse that may or may not be present:

- + Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- + Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head banging)
- + Is delayed in physical or emotional development
- + Shows signs of depression or suicidal thoughts
- + Reports an inability to develop emotional bonds with others

Consider the possibility of emotional and psychological abuse when a parent or other caregiver exhibits the following:

- + Constantly blames, belittles, or berates the child
- + Is unconcerned about the child and refuses to consider offers of help for the child's problems
- + Overtly rejects the child

NEGLECT

Neglect includes both isolated incidents, as well as a pattern of failure over time on the part of a parent or other family member to provide for the development and well-being of the child – where the parent is in a position to do so - in one or more of the following areas:

- + Health
- + Education
- + Emotional development
- + Nutrition
- + Shelter and safe living conditions



Signs of neglect that may or may not be present:

- + Is frequently absent from school
- + Begs or steals food or money
- + Lacks needed medical or dental care, immunizations, or glasses
- + Lacks sufficient clothing for the weather
- + Is consistently dirty and has severe body odor
- + Abuses alcohol or other drugs
- + States that there is no one at home to provide care

Consider the possibility of neglect when a parent or other caregiver exhibits the following:

- + Appears to be indifferent to the child
- + Seems apathetic or depressed
- + Behaves irrationally or in a bizarre manner
- + Is abusing alcohol or other drugs

Note: When parents will be absent from home, AES requires that they complete a Temporary Guardianship Form to specify who will assume responsibility, including medical responsibility, for the child.

SEXUAL ABUSE

Sexual abuse is defined as the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. Children can be sexually abused by both adults and other children who are — by virtue of their age or stage of development — in a position of responsibility, trust, or power over the victim.

Signs of sexual abuse that may or may not be present:

- + Has difficulty walking or sitting
- + Suddenly refuses to change for gym or to participate in physical activities
- + Reports nightmares or bedwetting
- + Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- + Experiences a sudden change in appetite
- + Attaches very quickly to strangers or new adults in their environment
- + Becomes pregnant or contracts a sexually transmitted infection, particularly if under age 14
- + Runs away
- + Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when a parent or other caregiver exhibits the following:

- + Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- + Is secretive, isolated, jealous or controlling with family members
- + Makes up excuses to be alone with the child
- + Talks with the child about the adult's personal problems or relationships
- + Tries to be the child's friend rather than assume an adult role

WHO SEXUALLY ABUSES CHILDREN?

It is impossible to describe a typical abuser. They look and act in various ways, can be found in all areas of society, and are often well-respected members of our communities. They may appear to be kind, caring people who are great with children. Abusers work hard to cultivate this image—so people will not suspect them of, and will not believe it if they are ever accused of, sexually abusing children.

Here is what research tells us:

+ Nearly all child sexual abuse is committed by people known to children and families, including:

Family members such as parents, stepparents, siblings, grandparents, aunts, uncles, and cousins;
People in a family's circle of trust such as friends, neighbors, teachers, or coaches.

+ Most abusers are male—although females also sexually abuse children

+ Over one-third of abusers are under the age of 20.

Offenders vary in many ways. What they have in common is this: They have thought about being sexual with children and have acted on those thoughts.

THE GROOMING PROCESS: HOW ABUSERS GROOM CHILDREN

Grooming is a subtle, gradual, and escalating process of building trust with a child. It is deliberate and purposeful. Abusers may groom children for weeks, months, or even years—before any sexual abuse activity actually takes place. It usually begins with behaviors that may not even seem to be inappropriate.

Grooming may include:

+ Befriending a child and gaining his or her trust.

+ Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling or sexual games.

+ Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitized to the touch.

+ Manipulating the child to keep a secret about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.

+ Confusing the child into feeling responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

How abusers groom adolescents:

+ Identifying with the adolescent. The abuser presents himself as the only one who understands him or her.

+ Displaying common interests in sports, music, video games, etc.

+ Recognizing and filling the adolescent's need for affection and attention.

- + Allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography)
- + Communicating with the adolescent outside the person's role (e.g., teacher or coach), including texting, emailing without parents' knowledge

SELF-DIRECTED VIOLENCE

Self-directed violence refers to violence where the perpetrator and victim are the same person. It is subdivided into self-harm and suicide.

SELF-INJURY

Self-directed violence refers to violence where the perpetrator and victim are the same person. It is subdivided into self-harm and suicide.

Self-injury typically refers to a variety of behaviors in which an individual intentionally inflicts harm to their body for purposes not socially recognized or sanctioned and without suicidal intent. Because of the potential link between self-injury and suicide, self-injury should always be taken seriously.

Self-injury can include a variety of behaviors but is most commonly associated with:

- + Intentionally cutting, carving, or puncturing the skin
- + Scratching
- + Burning
- + Ripping or pulling skin or hair
- + Self-bruising (through punching objects with the intention of hurting oneself or punching oneself directly)

Note: Although cutting is one of the most common and well documented behaviors, self-injury can take many forms. Self-injury can be and is performed on any part of the body but most often occurs on the wrists, stomach, and thighs. Arms, fists, and forearms opposite the dominant hand are common areas for injury.

Reasons for self-injury are diverse and include:

- + Manage intolerable feelings or experience a sense of feeling
- + Cope with anxiety of other negative feelings or relieving stress or pressure
- + Feel in control over one's body and mind
- + Express feelings
- + Distract oneself from other problems
- + Communicate needs
- + Create visible and noticeable wounds
- + Purify oneself
- + Reenact a trauma in an attempt to resolve it
- + Protect others from one's emotional pain

Note: Self-injury is often used as a means of avoiding suicide. Self-injury may be best understood as a maladaptive coping mechanism, but one that works - at least for a while.

SUICIDE

According to the World Health Organization, every year close to 800,000 people take their own lives and more people attempt suicide. Every suicide is a tragedy that affects families, communities, and has long-lasting effects on the people left behind. Suicide is a serious public health problem; however, suicides are preventable with timely, evidence-based and often low-cost interventions.

Misconceptions about suicide often lead people to be afraid to ask someone if they are thinking about suicide. Therefore, it is important to learn, and spread, the truth:

- + People in crisis often try to tell others - verbally or nonverbally - giving hints and warning signs
- + Suicide should always be taken seriously. Don't assume the person just wants attention.
- + Talking with someone about their suicidal thoughts will not give them ideas or cause them to carry it out.
- + Most people considering suicide mainly want to stop the pain they are in.
- + Most suicides are preventable, though some are not.

Risk factors are characteristics that make it more likely that individuals will consider, attempt or die by suicide and include:

- + Previous suicide attempts
- + Mental health disorders, particularly depression, anxiety disorders, posttraumatic stress disorder, schizophrenia, and certain personality disorders
- + Alcohol or other substance use disorders
- + Family history of mental health disorder or substance use disorder
- + History of trauma, abuse or sexual assault
- + Family history of suicide or exposure to others that have died by suicide
- + Family violence
- + Chronic physical illness, including chronic pain
- + Firearms in the home and access to other lethal means
- + Lack of social support or social isolation
- + Major life adjustment
- + Incarceration
- + Perfectionism



Warning signs indicate an immediate possibility of suicide, whereas risk factors indicate someone has an increased likelihood for suicide, but indicate little or nothing about immediate danger.

- + Starting or increasing use of alcohol or drugs
- + Aggressive, impulsive, reckless or disruptive behavior
- + Talking about death and dying, expressing a strong wish to die or talking about wanting "pain" to end
- + Preoccupation with death
- + Planning a suicide
- + Giving away belongings, tying up loose ends, saying goodbye to friends and family
- + Purchasing a firearm or obtaining other means of killing oneself

**HAVING
THOUGHTS**

**PLANNING
& PREPARING**

**ATTEMPTING
SUICIDE**



Note: Suicide has been described as a continuum that begins with suicidal thoughts. It is common for people to have thoughts and act out behaviors early on in this continuum before attempting suicide or without ever attempting suicide. Remember, most people experiencing suicidal thoughts just want their pain to stop. You can reach out to a person at risk and intervene in many places on this continuum.



THE AES CHILD PROTECTION POLICY WORKS FOR THE CHILD, THE FAMILY AND THE COMMUNITY

Research indicates that international communities are as prone to child abuse as other communities. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. Child Safeguarding at AES works to respond at all three levels..

The Child

At risk children include those with difficult temperament, defiance, health issues, social or academic difficulties, and those unaware of their right to protection.



AES - Teaches Children

personal safety skills, encourages healthy relationships, provides interventions, promotes respect.

The Family

At risk characteristics include parents under stress, families with perceived less support and access to resources, socially isolated, unusually high expectations placed on their children, parental history of inappropriate discipline as children.



AES - Works With Parents

to understand appropriate discipline, networks with the community and health services, teaches parents child protection practices.

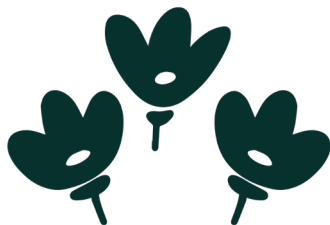
The Community

At risk characteristics include limited laws on child protection, limited resources to expat families, unusually high work stress places on parents, acceptance of inappropriate behaviors towards children (excessive corporal punishment), unusually high expectations placed on children to achieve.



AES - Strictly Implements

the Child Protection Policy, trains teachers to recognize abuse, trains counselors in supporting families, trains and supports parents in protecting behaviors, networks with community and health services for holistic referrals, networks with local authorities.



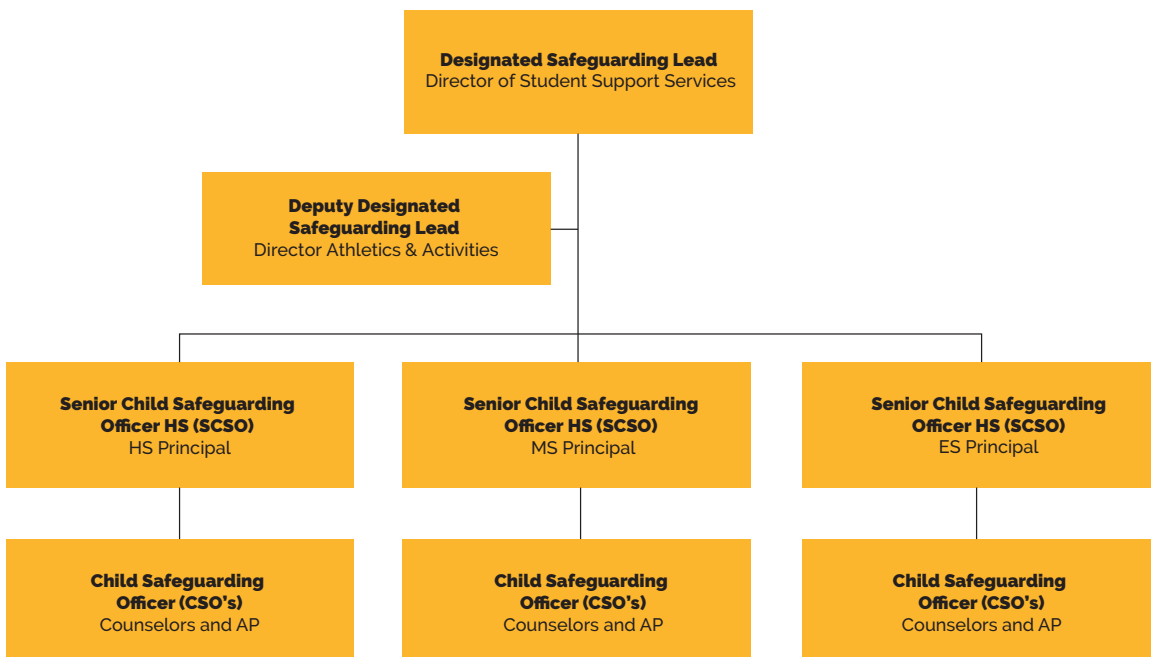
04. STANDARD OPERATING PROCEDURE

ORGANIZATIONAL FRAMEWORK

Child Safeguarding is the responsibility of all adults and especially those working with students. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Child Safeguarding Team, the Senior Leadership team, and the Board.

All adults working with or on behalf of students at the American Embassy School must report concerns regarding abuse, neglect, or child safety. There are, however, key people within the school organization who have specific responsibilities to assess and evaluate those concerns in accordance with the child safeguarding procedures. These people are designated as Child Safeguarding Officers (CSO's).

The positions designated to be CSO's are as follows: All divisional Principals and Assistant Principals, Counselors, Health Services Coordinator and Head of Security.



05. SAFER RECRUITMENT & EMPLOYMENT RECORDS & TRAINING

It is the school's responsibility to ensure, within reason, that its employees are suitable people to work with children. AES takes this responsibility very seriously. AES implements a several layers of suitability and child safeguarding checks during its recruitment process with the aim of ensuring that:

- + Candidates who have a criminal record or about whom there have been some concerns about their suitability to work with children are not considered for nor offered a position at the school.
- + Successful candidates agree to assume responsibility towards Child Safeguarding while employed at the school.
- + AES maintains appropriate records that might be required in a possible future investigation or inquiry.

AES partners with several recruitment agencies (ISS, Search and CIS) to ensure that the reference checks and background screening undertaken by such agencies compliments recruitment protocols at AES. Background checks will be carried out for all local staff, for those expatriate staff who are not able to provide a police clearance certificate or if there are concerns about the reliability of such certificates.

EMPLOYMENT RECORDS

The following records will be maintained by AES in respect of every employee, either in hard copy or digital format.

- + Full CV/ Resume (any gaps in employment accounted for)
- + Statement of Suitability by the candidate
- + Reference checks that cover the last two periods of employment
- + Police Reports from Home of Record and/or Place of last employment (with 5 years minimum teaching experience)
- + Background check including criminal record, social media search and sex offender clearance by external agency, where appropriate
- + Medical Report
- + Valid Teaching credentials
- + Certified copies of education certificates
- + Documentation of first aid training
- + Documentation of child safeguarding training

TRAINING

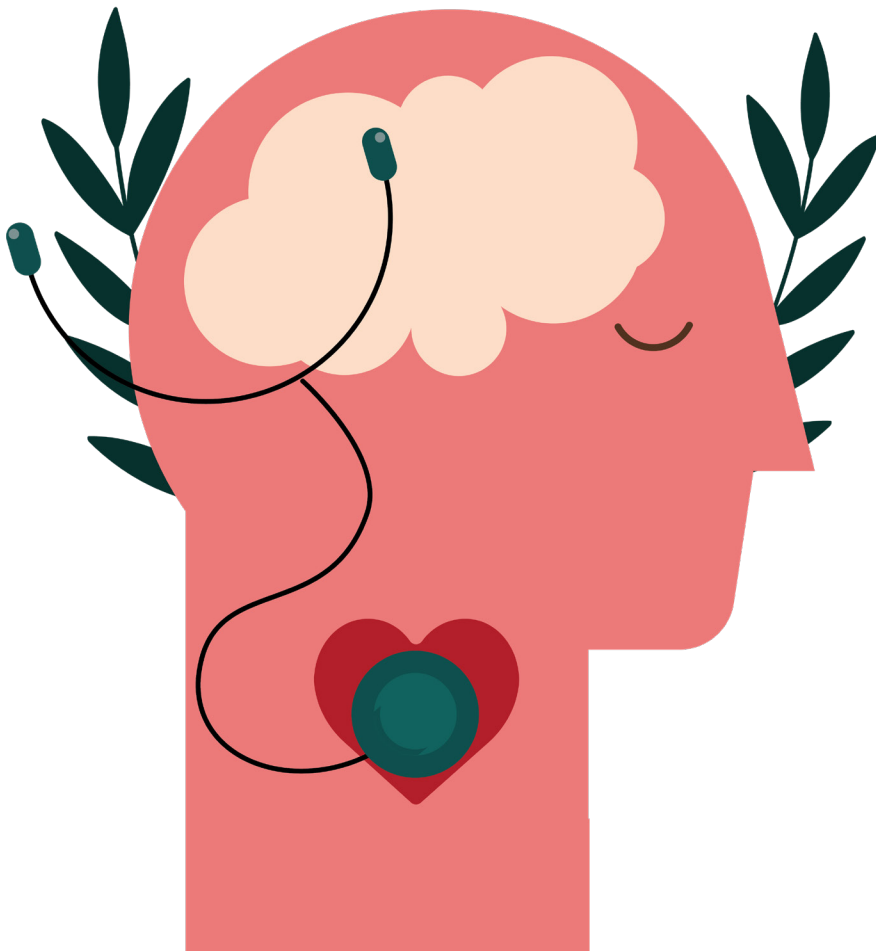
All adults who are regularly working on the AES campus will be expected to undergo appropriate training on a regular basis depending upon their level of engagement with students and their roles with regards to Child Safeguarding. Initial training will be delivered both online and at AES, normally during the orientation process. Training will also be given to volunteers and coaches who regularly interact with students on campus. Regular and comprehensive ongoing training is a requirement at AES.

The Child Safeguarding Training will educate people on the following:

- + The history and background of AES's policy and procedures
- + How to recognize safeguarding concerns in regards to children
- + Who to report any safeguarding concerns to
- + How to respond sensitively and appropriately to students who have experienced any form of abuse or neglect
- + Appropriate boundaries and guidelines for adults in regards to working with children

CURRICULUM

All students at AES are educated in our Child Safeguarding Policy and Procedures. This education takes different forms in terms of each school division. AES follows the standards for curriculum as outlines by the Office of Overseas Schools.



06.

**DISCLOSURE OR
SUSPICION OF
CHILD SAFETY
CONCERNS**



REPORTING A CONCERN

“Doing nothing is not an option.”

All adults at AES have a duty to act if they have a concern about a child's welfare. When an AES employee suspects that a child has been abused or neglected, or may be unsafe due to self-injury or suicide risk, the employee is required to make a report to a Child Safeguarding Officer. Whatever the nature of the concern, adults will be expected to:

- + Recognize their concern
- + Communicate their concern to a Child Safeguarding Officer as soon as possible (within 24 hours). A specific disclosure by a student must be reported before the close of the school day.

Concerns may be the result of:

- + Observed student behavior (physical, emotional, change of behavior)
- + Third party disclosure
- + Disclosure (specific report made by a student directly or by a trusted adult)
- + Observed adult behavior

HANDLING CONCERNS

In most cases reports of concern will be based on observations or disclosure by a third party; however, on occasion, a student may make a direct disclosure to a faculty or staff member on campus. In these situations, it is best practice for the adult to articulate to the student that “this sounds like a safety concern, let's go and speak with a Child Safeguarding Officer.” If that is not possible, the following are some guidelines for adults in a disclosure situation.

- + Stay calm and listen carefully to what is said
- + Don't interrupt or prompt the child
- + Let the child tell the story
- + Reassure the child that they are right to speak up
- + Remain calm, attentive, and non judgemental
- + Do not promise confidentiality, make it clear that when safety is a concern, you have a duty to report it to a Child Safeguarding Officer
- + Write down the report of the child.

HIERARCHY OF REPORTING

Under typical circumstances, a Report of Concern can be given to any designated Child Safeguarding Officer, preferably one from the same division as the student about whom there is a concern. Under certain circumstances, however, the report must be made to a person with the appropriate level of authority as follows:

- + If the concern involves any AES student, the Report of Concern should be made to a Child Safeguarding Officer
- + If the concern involves a member of the faculty or staff, the Report of Concern should be made to the School Director as this may become a disciplinary matter. Where necessary, the identity of the person making a report about another member of staff will remain confidential

INFORMATION GATHERING

If there is reasonable cause to be concerned, the Senior Child Safeguarding Coordinator will assist in setting up a Child Response Team, usually led by the Counselor who normally works with the student, to undertake an initial assessment and establish whether the student is in need of support. If there is reasonable cause to suspect neglect, abuse or a significant safety concerns, information gathering is required. Information can be gathered from:

- + Observations, play assessment, drawings or interview with the child
- + Interviews with teachers and staff who regularly work with the child
- + School records (e.g. attendance, visits to the health office/ medical records, or academics)
- + Witnesses who were nearby
- + Going back to the original reporter if there is missing information
- + If the incident suggests that a member of staff or other adult on campus is involved, the Director should be alerted

Information gathering will focus on obtaining factual information and will be conducted in a way that assures respect and privacy for the child, his or her family, and others who may be involved. Based on the results of the investigation, the Child Response Team will develop a plan, keeping the Director informed.

INTERVENTION

Based on the data collected, the Child Response Team will make an assessment as to the level of risk to a child's wellbeing and agree to a strategy for working with the student and family. If the information gathering process indicates that a third-party (i.e., a person outside the family) has potentially abused a child, parents will be contacted as soon as possible. If the suspected person is an employee of the school, policies governing employee conduct will be followed. If parents or family members are involved in the abuse or neglect, the following may be options:

- + Parent meeting to present the concerns
- + Referral of the family to outside resources for counseling
- + If the family member involved is an employee of the US Embassy, notification of the regional security officer (RSO)
- + If the family member is an employee of another diplomatic mission, possible notification of that mission.

Depending on the type of abuse, the findings of the response team, and the response of the family to interventions, other actions that may be taken are as follows:

- +The parent's employer may be contacted
- + Local authorities may be contacted
- + Home country authorities (such as child welfare authorities) may be contacted;
- + Another school the child may attend may be notified

Indian laws governing child abuse will be observed.

**Support for the child will be offered throughout this process by counselors at AES.
The counselor may:**

- +Maintain contact with the child and family to provide support
- + Provide support to teachers and administrators
- + Provide resources and strategies to teachers
- + Maintain contact with outside counselors working with the child

Documentation of the neglect and/or abuse, and child safety concerns, including information about the dates, the reported incidents, the people involved, and the plans to assure the child's safety will be kept in a confidential file at the school.



07.

EMPLOYEE-STUDENT RELATIONS

School employees shall maintain a professional, ethical relationship with AES students conducive to an effective and safe learning environment. Employees shall establish appropriate personal boundaries with students and not engage in inappropriate conduct that could reasonably lead to the appearance of impropriety.

Inappropriate behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; inappropriate personal communication with a student (including but not limited to phone, email, letters, notes, social networking sites) unrelated to professional responsibilities; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.

Employees are prohibited, under any circumstances, from dating or engaging in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have consented to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists.



REPORTING INCIDENTS:

Any Student who believes that they have been subjected to inappropriate employee behavior as described in this policy, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of inappropriate employee-student relations, shall report the incident to the Director.

Allegations of inappropriate employee-student behavior shall be promptly investigated by the Director and will be treated as confidential and private to the extent possible within legal constraints. Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse (specifically, child abuse in the educational setting) shall report such conduct to their Supervisor, Principal or Director.

If a student initiates inappropriate behavior toward an employee, that employee shall document the incident and report in to their Principal or Supervisor. The Director shall promptly investigate all complaints of inappropriate employee-student relations, and take prompt corrective action to stop such conduct if it occurs.

**PROHIBITION OF RETALIATION:**

The Board of Governors prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of inappropriate employee-student relations. Follow-up inquiries and/or appropriate monitoring shall be made to ensure that the alleged conduct has not resumed and that all those involved in the investigation have not suffered retaliation.

**DISCIPLINARY SANCTIONS:**

Any employee who engages in inappropriate conduct with a student, prohibited by the terms of this policy, shall be subject to appropriate disciplinary action as guided by Board policy. Violation of this policy may also subject the employee to criminal and/or civil sanctions.



08.

ACKNOWLEDGEMENTS

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Child Protection Handbook-Association of International Schools in Africa



09.

Annex 1: Designated Child Safeguarding Officers 2020-21



After school hours please contact Rand Harrington— Phone-+91 76690 11947

Name 성함/성명	Position 지정/지명	Email 이메일	Extension 내선 번호
Rand Harrington	Director	rharrington@aes.ac.in	3100
Heidi Laws	Director of Student Support Services	hlaws@aes.ac.in	3337
Matt Lautenbach	Director of Athletics & Activities	mlautenbach@aes.ac.in	3800
Bronwyn Weale	Director of Teaching & Learning	bweale@aes.ac.in	3337
Senior Child Safeguarding Officers 아동 보호 책임자			
Iftekhhar Syed	HS Principal	isyed@aes.ac.in	3200
Anthea Clifton	MS Principal	aclifton@aes.ac.in	3300
Charles Bellomy	ES Principal	cbellomy@aes.ac.in	3400
Child Safeguarding Officers 아동 보호 책임자			
Derwin Kitch	HS Assistant Principal	dkitch@aes.ac.in	3229
Warren Emanuel	HS Director of University Counseling	wemanuel@aes.ac.in	3259
Issa Daoud	HS Counselor	idaoud@aes.ac.in	3299
Kayla Nolen	HS Social & Emotional Wellbeing	knolen@aes.ac.in	3230
Tim Stokes	HS Counselor	tstokes@aes.ac.in	3220
Alan Graveson	HS Counselor	agraveson@aes.ac.in	3210
Kasey Shiver	MS Assistant Principal	kshiver@aes.ac.in	3306
Jonathan Webster	MS Counselor	jwebster@aes.ac.in	3310
Catie Tesreau	MS Counselor	ctesreau@aes.ac.in	3367
Scott White	ES Assistant Principal	swhite@aes.ac.in	3410
Zoe Gare	ES Counselor	zgare@aes.ac.in	3408
Deborah Lucas	ES Counselor	dlucas@aes.ac.in	3407

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