



CHILD PROTECTION POLICY



CIS CHILD PROTECTION POLICY

Updated August 2024



CAYMAN INTERNATIONAL SCHOOL
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TABLE of CONTENTS

Introduction	3
Student Protection Overview	4
Key Responsibilities and Applicability of Child Youth Protection	4
Staff Behavior Expectations:	5
Sexual and Non-Sexual Harassment, Bullying and Violence	6
Realities of Child Abuse and the International Community	7
Preparing for a Disclosure of Abuse or Neglect	9
Procedures: Reporting Suspected Child Abuse or Neglect	10
CIS Flowchart for Reporting Concerns and Actions after Disclosure	13
Appendix A Part 1: Internal Disclosure Report Form	14
Appendix A Part 2: Internal Disclosure Report Form	15
Appendix B: Mash Report EXAMPLE	16
Appendix C: Follow up to referral EXAMPLE	17
Appendix D: Cayman International School’s Student Protection Agreement	18
Appendix E: Sample Parent Letter (Elementary)	19
CIS Child Protection Staff Training	21
Safety Skills Program for Students	21
Legal Requirement to Notify – Children Law (2012 Revision), Part IIIA.32A	22
Acknowledgements	22

Introduction

Dear CIS Community,

At Cayman International School (CIS) we want students to have the best available educational experience free from any type of bullying, neglect, or abuse of any kind. I am taking this opportunity to notify parents and other community members as necessary, reminding them about this critical issue. Supporting the above, as a reminder, as people who serve in schools, we are all mandatory reporters.

CIS's Student Protection Policy is based on the policy provided by The Ministry of Education, international law and on the United Nations Convention on the Rights of the Child in which the Cayman Islands is also a signatory. In particular, the two key articles which address protection to children are:

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

As part of our overall educational programs and specific to our shared responsibility to educate children, to protect them, and to learn and grow in a safe environment, CIS will:

- Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.
- Provide parent materials and information sessions to help parents better understand our programs and policy.
- Annually train faculty to recognize and report issues of abuse and neglect.

Working together we can ensure our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that 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 the school counsellor or principal regarding any specific questions you may have.

Sincerely,



Jim Urquhart
Director
Cayman International School

Student Protection Overview

Student protection is an important concern in schools throughout the world. Child abuse and neglect are a violation of a child's human rights and create significant obstacles to a student's education and the physical, emotional, and social development of the student.

Schools fill a special institutional role in society as protectors of students. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Educators, having the opportunity to observe and interact with students over time are in a unique position to identify students who need help and protection. As such, educators have a professional and ethical obligation to identify students who are in need of help and to 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. Cayman International School aims to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision in the school.

The school is committed to maintaining the appropriate procedures to ensure proper reporting of suspected child abuse that may occur in or out of school. Such reporting is the responsibility of any employee who suspects that a child/youth has been abused and includes provisions for self-reporting of abuse by students. The school will investigate all reports and will take appropriate action to ensure the safety of the child/youth in accordance with Cayman Island law.

Cayman International School (CIS) endorses the Convention on the Rights of the Child* of which the host country, Cayman Islands, is a signatory and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. CIS is committed to communicating this policy annually to all parents and applicants, communicating this policy annually to students, providing annual training for all staff, and will make every effort to implement hiring practices to ensure the safety of children. If the suspected offender is an employee of Cayman International School (CIS) or is hired to perform duties on the campus, the Principal will report the incident to the Director and/or Board of Directors and will follow board policies pursuant to ethical professional behavior.

Sources: Amnesty International Unofficial Summary of the UN Rights of the Child: <http://www.amnestyusa.org/our-work/issues/children-s-rights/convention-on-the-rights-of-the-child>; and Actual Convention on the Rights of the Child: <http://www.crin.org/docs/resources/treaties/uncrc.asp#Nineteen>.

Key Responsibilities and Applicability of Child Youth Protection

Key Responsibilities:

- All members of CIS's community will take reasonable precautions and/or measures to protect the safety and well-being of the school's children and youth from bullying, neglect, and child abuse including physical, emotional or sexual abuse, and sexual or commercial exploitation.
- In summary, all school community members contribute to the school being a "safe haven" for children.

This is best accomplished through:

- (Adult community members):
 - Appropriate personal conduct whenever interacting with children and youth;
 - Awareness or increased understanding of potential harmful conduct or behaviors in the prevention or mediation of potential abuse or neglect;
 - Removal of a child or youth from an immediate dangerous situation; and

- The reporting of inappropriate conduct, neglect, or abuse; or reasonable suspicion thereof.
- (Children and Youth):
 - Children and youth should also exemplify respectful and dignified conduct toward one another and other members of the community in conjunction with the school's code of conduct
 - In consideration of age and grade appropriateness, children and youth should receive training for appropriate/inappropriate conduct and the reporting of reasonable incidents/procedures.

Applicability:

- Members of the school community in which this policy applies include:
 - All employees of CIS and employees of the school's affiliated organizations.
 - Individuals and entities with contractual relationships with the school.
 - Board members and other school leaders.
 - All students, parents, and legal guardians; in particular, with respect to upholding the school's code of conduct, respect for one another, and the reporting of incidents/reasonable suspicions.
 - All school chaperones and volunteers who work with children and youth; or participate in school programs and activities involving children and youth.
 - Visitors, vendors, or guests on school premises.

Staff Behavior Expectations:

As a measure of prevention and of setting clear expectations to protect students and staff a Student Protection Agreement is important to be agreed to by all school personnel and all volunteers who are part of the school community. See Addendum C.

Adult's Position of Trust and Authority

- An adult is not a peer of the students. Adults are in a position of trust and authority in relationship to students and therefore their interactions with students must focus on meeting the needs of the student. In working with students, adults must take great care that their actions and motivations will not be misinterpreted.
- The burden of responsibility and accountability rests with the adult. It is the adult's responsibility to remove himself or herself from any physical or verbal contact with students that could lead to the initiation or perception of any form of abuse or harassment.

Personal and Professional Boundaries

Adults must respect each student's right to personal boundaries in all interactions. It is the responsibility of the adult to be sensitive to, and respectful of, the personal boundaries of all students whether or not the student communicates discomfort with the interaction.

When interacting with a student, an adult is advised to consider the appropriateness of his or her conduct in relation to such factors as the student's age, developmental level, cultural and educational background.

- If a student's behavior toward an adult is, or appears to be, of a sexual nature, the adult must let the student know the behavior is inappropriate and not allow it to continue and report it to an administrator within the school day.
- If an adult has an interaction with a student which is a cause of concern, he or she should discuss the situation immediately with an administrator. Adults are expected to refer to matters beyond their expertise or role to the appropriate resource person.

Physical Contact

While physical contact can be used to comfort, reassure, or assist a child, the following should be factors in assessing its appropriateness:

- It is acceptable to the child concerned
- It is open and not secretive
- It is appropriate to the age and development stage of the child
- School personnel should not do things of a personal nature for a child which the child can do for himself or herself
- Inappropriate physical contact also includes rough physical play and horseplay (tickling, wrestling, etc.)

Examples of Acceptable Behavior are:

- Respectful language, tone and attitude towards students;
- Respect for students' personal/physical boundaries
- Age-appropriate forms of touching such as comforting a hurt or upset child with side-by-side hug or pats on the shoulder or upper back as positive reinforcement;
- School-related communication with students through the use of professional email accounts. When communications do not have a strictly academic focus, include a copy to the student's parent or guardian, or communicate by telephone through the student's family/home phone;
- Support diversity within the school population (e.g. ethnic groups, gay and lesbian students/families)

Examples of Unacceptable Behavior are:

- Humiliation of students (e.g. demeaning comments, intimidation);
- Inappropriate touching of students (e.g. massaging, stroking, caressing);
- Physical or corporal discipline of students (e.g. shoving, hitting);
- Discrimination or harassment including that based on race, color, ancestry, place of origin, religion, family status, socio-economic status, physical or mental disability, sex or sexual orientation);
- Being under the influence of recreational drugs and alcohol while supervising or professionally interacting with students;
- Disrespectful language towards students;
- Sharing or soliciting overly personal/private information;
- Texting or online communication with students on the adult's personal email, or being "friends" on a social networking site;
- Engaging in any sexual behavior with a student, with or without consent;
- Exposing students to, or involving students in, any activities involving staff, volunteer or student nudity;
- Inappropriately disclosing confidential student-related information (beyond a "need to know" basis);
- Asking students to keep secrets.

Sexual and Non-Sexual Harassment, Bullying and Violence

Harassment of any kind, including sexual harassment, violence, or bullying, or any other behavior that has the purpose of causing harm, either verbally, physically, mentally, or emotionally, or used to intimidate others, in person or via the internet, is also unacceptable. This includes behavior directed between staff members, between students, or between staff members and students.

Sexual harassment is:

- Uninvited or unwelcome sexual advances
- Requests for sexual favors

- Sexually motivated physical conduct
- Other verbal or physical conduct of a sexual nature

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, evaluation of a student's academic performance, or condition of participation in student activities or in other events or activities sanctioned by the school; Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or other decisions about participation in student activities or other events or activities sanctioned by the school; or Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive working and/or educational environment.

- Verbal: Unwelcome requests for sex, sexual innuendoes, suggestive comments, and jokes of a sexual nature, sexual propositions, intrusive questions or insinuations of a sexual nature about a person's private life, unwanted invitations of a sexual nature, and related threats.
- Non-verbal: Sexually suggestive objects or pictures, graphic commentaries, displays of offensive or pornographic materials such as posters, pinups, cartoons, graffiti or calendars, staring or leering at a person or at parts of his/her body, suggestive or insulting sounds, leering, whistling, obscene gestures.
- Physical: Unwanted physical contact, including touching, pinching, brushing the body, massaging, pushing, touching, or fiddling with a person's clothing in a suggestive manner. The unwelcome behavior needs not be repeated or continuous. A single incident can amount to sexual harassment.

What is Not Considered to be Sexual Harassment:

Sexual interaction, flirtation, attraction or friendship which is invited, mutual, consensual and reciprocated between staff members of legal age is not sexual harassment. All staff members, however, must be mindful of any relationship with other staff members that may present a potential conflict of interest in which an individual's personal interests materially interferes with their ability to adequately accomplish the responsibilities of their employment with the school or the relationship contributes to creating an intimidating, hostile, or offensive working environment.

Non-Sexual Harassment, Bullying and Violence are:

- Intentionally aggravating another individual persistently either verbally or physically
- Negative, repeated and persistent actions, which tend to intimidate, oppress, injure, distress or discomfort another individual
 - Student Bullying is defined as aggressive, deliberate, and premeditated action by an individual pupil to inflict physical, verbal, mental, or emotional suffering on another pupil or group of pupils. The school defines a pupil as being bullied or picked on when another pupil or group of pupils say or write nasty or unpleasant things to him or her in a repeated manner. It is also bullying when a pupil is hit, kicked, threatened, sent nasty notes/emails/texts, or when he/she is ostracized or intentionally ignored repeatedly by the same individual.
 - Violence includes physical assault, threatening another with bodily harm, or any other related illegal act.

Realities of Child Abuse and the International Community

It is important to understand the realities of child abuse. Abuse often occurs against the background of secrecy, insularity, isolation and limited resources, which can be factors in international communities.

Offenders come from all walks of life and child abuse occurs in all racial, ethnic, socioeconomic and cultural sectors of society. Both men and women offend, although men offend more often. Notably juvenile offenders (under the age of 18) are responsible for 30% of child abuse¹.

Over 90% of offenders are individuals known and trusted by the child and the family². Friendly and likable, they integrate themselves into a child's life through his or her family, school, house of worship, sports and hobbies. This is often referred to as the grooming process. Secrets typically play a significant role in the process and most incidents of child sexual abuse occur in one-to-one situations. It is important to teach children early on that there should be no secrets from parents, even seemingly innocent ones. In addition, limiting opportunities for individuals to be alone with children is important in keeping children safe.

How is abuse and neglect defined?

Definitions of abuse are complex and based in various cultures of child-rearing behaviors, gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the needs of the more powerful person, either a member of the family, a teacher, or a friend. Research guides much of the definitions that are based in understanding the impact of certain behaviors.

Physical Abuse is:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function death; and/or
- Creating a substantial risk of physical harm to a child's bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- Assaulting or criminally mistreating a child as defined by either the Cayman Island criminal code or school policy; and/or
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible Indicators of Physical Abuse:

- Unexplained bruises, injuries or burns
- Injuries that regularly appear after absence or vacation
- Injuries inconsistent with information offered by the child

Emotional Abuse is:

- Persistent emotional ill-treatment of a child (threats, humiliation, sarcasm, degrading punishments) so as to cause severe and adverse effects on a child's emotional development.
- Conveying to children that they are worthless or unloved and inadequate or valued only insofar as they meet the needs of another person
- Causing children to frequently feel frightened
- Putting developmentally inappropriate expectations on children

Possible Indicators of Emotional Abuse:

- Highly anxious or fearful of new situations
- Physical, mental or emotional development is delayed
- Delayed speech or sudden speech disorder
- Inappropriate emotional responses to painful situations
- Drug or alcohol abuse
- Sudden underachievement, lack of concentration and persistent tiredness

- Chronic running away, compulsive stealing, obsessions or phobias, and lying

Sexual Abuse is:

- Committing or allowing to be committed any sexual offense against a child as defined in either the Cayman Island criminal code or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child-care purposes.

Possible Indicators of Sexual Abuse:

- Sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Sudden underachievement, lack of concentration and persistent tiredness
- Sexually transmitted infections in a child of any age, or pregnancy at a young age
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual

Neglect is:

- Failure to provide for a child's basic needs within their own environment
- Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision-this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time.) Note, CIS requires one parent to be a full-time resident of the Cayman Islands. Should parents / guardian leave the country for any reason, the responsibility for informing the school of all appropriate contact details lies with the parent or guardian.
- Medical (e.g., failure to provide necessary medical or mental health treatment)
- Emotional (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to abuse alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc.)

Possible Indicators of Neglect:

- Child is unwashed or hungry
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Child is left for extended periods of time (age appropriate) without parents or a guardian
- Parents or legal guardian cannot be reached in the case of emergency

Preparing for a Disclosure of Abuse or Neglect

Adults working with children must understand and know how to respond appropriately to disclosures from students knowing that it is often very difficult for children to disclose abuse. Students often cannot easily talk about an abuse problem because they may:

- Try to forget it in order to cope
- Worry they will lose the love of their parents or friends
- Fear the shame of abuse or getting in trouble for telling (especially older children)
- Be under the threat by an offender to harm them or their family

Understanding these fears of disclosure will help you in your response. Respond calmly and matter-of-factly. Even if the story the student tells you is difficult to hear, it is important not to register disgust or alarm.

Do:

- Accept what the student tells you, even though your first reaction may be, “This can’t be true.” It is very unlikely the student will make up an abuse experience, particularly a sexual abuse experience. It is important to report to the counsellor immediately. If the counsellor is unavailable, report to the school nurse and/or the principal. Ask the student to accompany you to the office.
- Affirm the student by acknowledging the importance of talking about the abuse and getting help. Do not assume the student knows how to talk about it.
- Support the student. Reinforce that a student who has been victimized is not to blame.
- Empower the student. A victim often feels helpless and powerless. Affirm and support feelings; listen to fears, concerns and needs; assure that every effort will be made to keep them safe.

Don’t:

- Do not promise the student that “you won’t tell” -- You are required to tell.
- Do not lead the student in telling (just listen, letting the student explain in his or her own words).
- Do not pressure the student for a great amount of detail.
- Do not make judgmental or disparaging comments about the offender -- it is often someone the student loves or with whom he or she is close.
- Do not make promises to the student that things will get better.
- Do not confront the offender.

Procedures: Reporting Suspected Child Abuse or Neglect

Where there is reasonable suspicion of child abuse or neglect, it is the responsibility of the staff member to report their suspicions. All faculty and staff are mandated to report incidences of abuse and neglect. All CIS staff are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the divisional Primary Child Protection Officer (PCPO). The respective divisional principal and school director are notified via the PCPO.

Responsibilities of School Employees and Volunteers

Teachers and other school employees/volunteers who have reason to believe that a student is being abused are mandated to report that information to the divisional counsellor or the EC – learning support teacher, the Primary Child Protection Officer (PCPO). Or if that is not possible before the close of the school day, a report will be made to the additional divisional child protection officer; EC Coordinator, ES Assistant Principal K-2, ES Assistant Principal 3-5, MS Assistant Principal, HS Assistant Principal.

- In deciding whether or not to report an incident or situation of suspected abuse/neglect, it is not required that the person making the report have proof that abuse/neglect has occurred. Any uncertainty in deciding to report suspicion shall be resolved in favor of the child and the report made immediately.
- The employee or volunteer will report what has been said by the student or what has been observed leading to the suspicion of child abuse/neglect, including the context of that information. There shall be no attempt by the school employee to question the child, as the role of investigation lies with the Department of Children and Family Services (DCFS) and/or Family Support Unit (FSU) of Royal Cayman Islands Police Service (RCIPS). The child shall be protected from repeated disclosures.

- Documentation of what is said (or of any injuries) is important. The student's own words shall be used as much as possible.
- If the child is injured, the employee/volunteer shall escort the student to the school's nurse (or seek appropriate medical attention) and inform the PCPO of the action.
- The employee or volunteer referring the suspected case of child abuse/neglect must not contact the parents.
- Given the sensitive nature of child abuse/neglect referrals, the employee or volunteer should not expect feedback following the referral to the School Child Protection Officer. Children Law, (2012 Revision) Part IIIA.32C provides protection to the notifier and requires that the receiver of notification of suspected child abuse (DCFS/FSU) shall not disclose the identity of the notifier to any other person other than in the instance of communicating to another person acting in the course of official duty. Only in cases when "the court is satisfied that the evidence is of critical importance in the proceedings and that failure to admit it would prejudice the proper administration of justice" will a notifier be called to provide evidence. In these instances, the DES will support the employee by assigning another professional to accompany them at such hearings.
- School leadership shall undertake to ensure that all employees and volunteers are provided with information and training that will enable them to carry out their duty to report suspected child abuse or neglect as well as training regarding identifying and responding appropriately to Child Protection issues.

Where there is reasonable suspicion that a child may be suffering or may have suffered abuse/neglect, there is immediate duty to report that suspicion and the information upon which it is based to the Department of Children and Family Services (DCFS). This requirement applies whether or not the information was initially extended in confidence. This requirement also applies whether the information comes directly from the child or indirectly from another employee, volunteer or community member.

PCPO and/or teacher staff members will complete an internal disclosure report (Appendix A Part 1 and 2). The PCPO will determine whether a MASH report (Appendix B) also needs to be filed with the DCFS. Once information for a report has been obtained, a written referral must be submitted by the PCPO to the Multi Agency Safeguarding Hub (MASH) unit as soon as possible, utilizing the DCFS Suspected Child Abuse Report Form. Where deemed necessary (in time sensitive situations, for example, where there are concerns about the child going home), a telephone call to the MASH would be appropriate. If after hours, the report shall be made directly with the RCIPS. The telephone referral will be followed by a written referral. PCPO fills out the form and submits to the MASH.

When making the referral to DCFS, how the parents become informed will be discussed and the best course of action agreed upon with that agency.

Divisional Principals and School Director are informed by PCPO that a report has been filed but not details of the disclosure. All records, both internal and external made to external regarding a referral made shall be kept in the Director's office in a secure filing cabinet accessible only by CPOs.

Responsibilities of the School after Referring Cases of Suspected Child Abuse and Neglect

Following any report of suspected child abuse/neglect, PCPO will assume a role of student support and advocacy as required. PCPO completes CIS record of follow-up to a referral. (Addendum D) Owners, school leaders, staff and volunteers must cooperate with DCFS and/or FSU throughout any investigation and release relevant student records and employee/volunteer reports, considering laws addressing data protection.

If the suspected offender is an employee of Cayman International School (CIS) or is hired to perform duties on the campus, the Principal will report the incident to the Director and/or Board of Directors and will follow board policies pursuant to ethical professional behavior. If the report received is in regard to one of the principals then the staff member reports to the Director. If the report received is regarding the Director, then the Senior Leadership Executive with International Schools Services (ISS) is contacted.

Should DCFS or the RCIPS need to interview a child at Cayman International School, it is not the school's responsibility to inform parents of the interview; however, the subject of parent notification will be discussed with DCFS and a decision taken in the best interest of the child. CIS shall assist the DCFS/RCIPS by providing an appropriate interview space and arranging discreetly for the student to be interviewed. The DCFS worker/RCIPS Officer may request that a school employee be present during an interview to offer support to the student. If the worker/officer does not ask for student support, the school representative may make this request on behalf of the student.

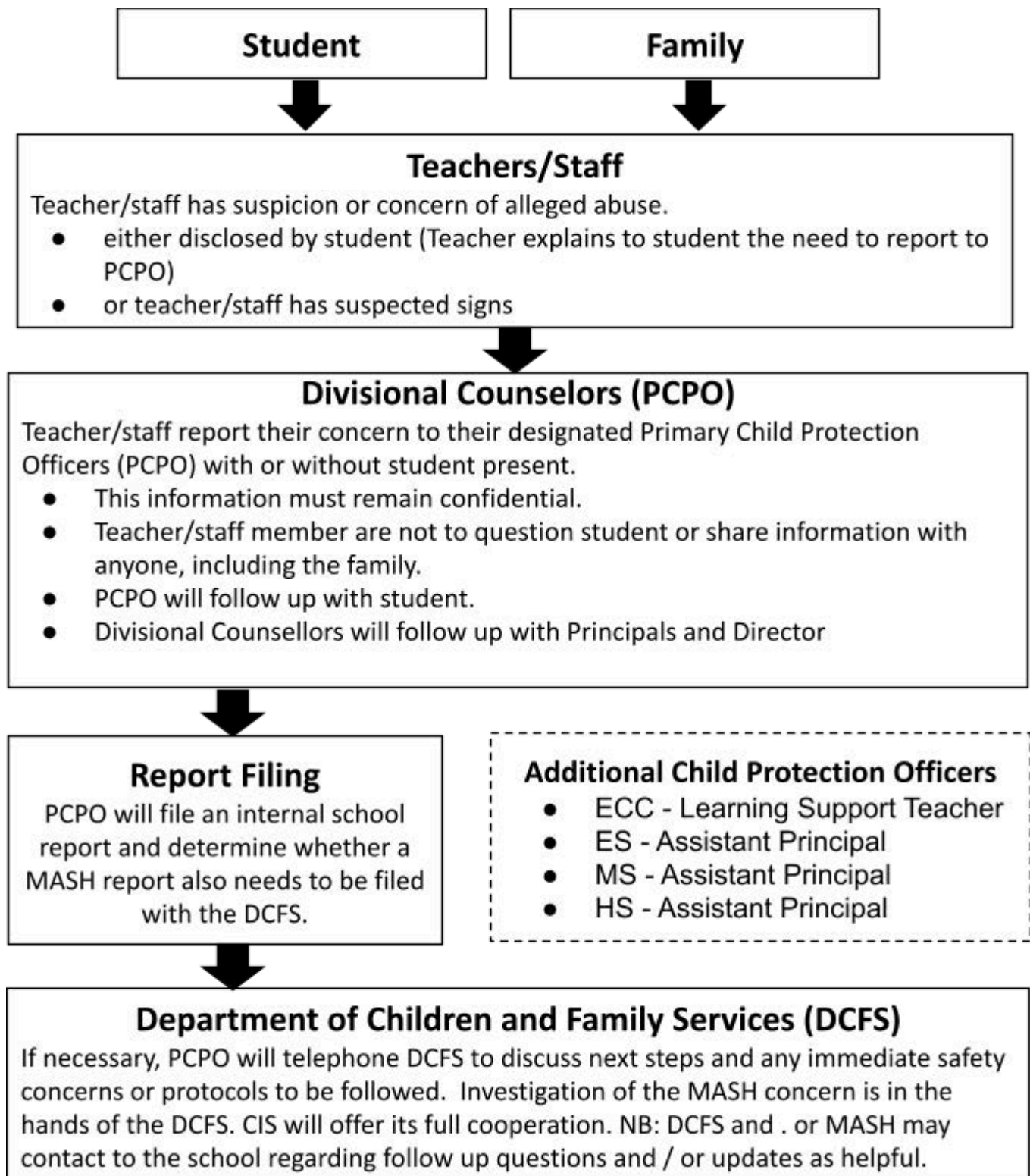
If it is necessary for DCFS/RCIPS to remove the child from school during the investigation, the school shall comply with this request.

Following investigation, an appropriate school representative will participate in DCFS case conferences and liaise with DCFS staff on behalf of the child as requested.

All information related to suspected child abuse/neglect cases shall be treated confidentially. CIS will provide a secure cabinet for the filing and maintaining of confidential information related to child abuse/neglect cases. No documentation related to child abuse/neglect reports or investigations shall appear within the student's cumulative folder.

When following procedures for reporting suspected cases of child abuse/neglect, the safety and welfare of the student will always dictate which course of action is to be pursued. Any uncertainty shall always be resolved in favor of the child's best interest. When in doubt, consult the MASH.

CIS Flowchart for Reporting Concerns and Actions after Disclosure



Appendix A Part 1: Internal Disclosure Report Form

(EXAMPLE: FORM FOUND ON CIS STAFF RESOURCE PAGE)

Student Name: _____

Date: _____

Class Teacher/ Counsellor/ Volunteer writing this form:

State the nature and extent of the current injury, neglect, or sexual abuse to the child in question and circumstances leading to the suspicion that the child is a victim of abuse or neglect. Please describe the conversation with the student, providing as many specific details as possible. Use direct quotes whenever possible:

Date (dd/mm/yyyy)

Name of Individual

Signature of Individual*

*Individual represents person
completing form

Appendix A Part 2: Internal Disclosure Report Form

(EXAMPLE: PART 2 IS COMPLETED BY PCPO ONLY)

PCPO checks for the previous Child Protection file in the Director's office to determine if any other prior information has been recorded.

_____ Please check if previous reports are on file.

_____ PCPO refers to any previous reports and determines if further action will be taken

State other known information that may be helpful in establishing the cause of the child's status.

Date (dd/mm/yyyy)

Name of PCPO

Signature of PCPO

Appendix B: Mash Report EXAMPLE

(EXAMPLE: PART 2 IS COMPLETED BY PCPO ONLY)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **MANDATED CHILD ABUSE REPORTERS**
Pursuant to Section 32A of The Children Law (2012 Revision)

MASH CASE NAME: _____	RMS# _____
HOPE #: _____	CPR# _____

I understand that I am making a report of child abuse and/or neglect in good faith and in accordance with the Children Law (2012 Revision) Section 32A, which requires me, as a mandated reporter, to send a report to the Department of Children and Family Services (DCFS).

This form is available for you to use to make a written report of child abuse and/or neglect to DCFS. If you are unable to print out the form, contact DCFS and one will be sent to you.

Complete each item with the information known by you that may be pertinent to the suspected abuse/neglect. If there are items for which you have no information, please complete with "unknown". It is not necessary for you to try and get all information requested. If you need more space, please add a page. Once completed it may be printed and emailed to the DCFS office at MASH@gov.ky. The local office, address and fax number are located on this website www.dcf.gov.ky. Thank you for your interest and commitment to the safety and well-being of children.

A. REPORTING PARTY	NAME OF MANDATED REPORTER: _____		POSITION: _____		
	REPORTER'S BUSINESS/AGENCY NAME & ADDRESS: _____			DID REPORTER WITNESS INCIDENT: <input type="checkbox"/> YES <input type="checkbox"/> NO	
B. REPORT NOTIFICATION	REPORTER'S TELEPHONE: _____ FAX: _____ EMAIL: _____		SIGNATURE: _____		TODAY'S DATE AND TIME: _____
	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> DCFS		AGENCY: _____		
C. DETAILS ABOUT CHILD/YOUNG PERSON (One report per victim)	OFFICIAL CONTACTED – TITLE: _____		TELEPHONE: (____) _____		DATE/TIME OF PHONE CALL: _____
	NAME (LAST, FIRST, MIDDLE): _____		BIRTHDATE: _____	APPROX. AGE: _____	SEX: <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE
	ADDRESS: _____		TELEPHONE: (____) _____		
	PRESENT LOCATION OF CHILD/YOUNG PERSON: _____		SCHOOL: _____	CLASS: _____	GRADE: _____
	PHYSICALLY DISABLED <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED: <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY): _____		PRIMARY LANGUAGE SPOKEN IN HOME: _____
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILDCARE CENTRE <input type="checkbox"/> SCHOOL <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> GROUP HOME <input type="checkbox"/> RELATIVE'S HOME <input type="checkbox"/> FAMILY FRIEND			TYPE OF SUSPECTED ABUSE: <input type="checkbox"/> PHYSICAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> EMOTIONAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY): _____
RELATIONSHIP TO SUSPECT: _____		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH : <input type="checkbox"/> YES <input type="checkbox"/> NO	

Appendix C: Follow up to referral EXAMPLE

(EXAMPLE: PART 2 IS COMPLETED BY PCPO ONLY)



CAYMAN INTERNATIONAL SCHOOL

95 Mirava Dr., Camana Bay
 P.O. Box 31364, Grand Cayman,
 KY1-1206, Cayman Islands

Tel: 1-345-945-4664
 Fax: 1-345-945-4650

Email: ci@cis.ky
 Website: www.cis.ky

CIS RECORD OF FOLLOW UP TO A REFERRAL

Agency (Agencies) Contacted:			Date copy given to Primary Child Protection Officer (PCPO):		
DCFS Name of Intake Officer:			Date contacted:		
FSU Name of Intake Officer:			Date contacted:		
FOLLOW UP					
Follow up calls to:			Follow up calls to:		
DCFS			FSU:		
DCFS Worker:	Date:	Outcome:	FSU Officer:	Date:	Outcome:
1.			1.		
2.			2.		
3.			3.		
4.			4.		
Students Name:					
Referent Information:				Title	
Referring Individual:				Phone:	
Address:				Relationship to the child:	

Appendix D: Cayman International School's Student Protection Agreement

As an employee of CIS, I shall be responsible for the following rules and guidelines in the Staff Expectations That Clarify Appropriate Professional Boundaries and Interactions Between Staff and Students, as well as the "I will" and "I will not" rules and guidelines listed below:

I will:

- Treat students with respect, patience, integrity, courtesy, dignity, and consideration.
- Use positive reinforcement rather than criticism, competition, or comparison when working with students.
- Maintain professional boundaries with students at all times.
- Establish and clarify appropriate boundaries when the student initiates inappropriate physical contact.
- Avoid situations in which I am alone with a student out of sightline.
- Only touch students in ways that are appropriate, public and non-sexual.
- Avoid touching areas that are normally covered by swimsuits.
- Respect the privacy of students in situations such as toileting, showering and changing clothes.
- Only hug students when appropriate and do so in a professional manner.
- Use technology communication and interactions through the internet with students for activities only involving school business.
- Comply fully with the school's policies on student protection, anti-harassment, anti-bullying and anti-violence.
- Comply fully in any investigation regarding student protection.

I will not:

- Touch or speak to a student in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse on a student.
- Create opportunities to be alone around students outside the context of my role as a staff member.
- Engage in any school or non-school activities on evenings or weekends alone with a student without another staff member being notified.
- Transport any student alone in my car without express permission of the parent and my supervisor in advance.
- Engage in private communications with students using social media in ways that are outside my professional relationship with students.
- Accept or give gifts to students without the knowledge of their parents or guardians and division administrator. This includes not making any gifts secretive.
- Use profanity in the presence of students
- Smoke, use or possess tobacco products, or be under the influence of alcohol or illegal drugs at any time while working with students.

I understand that as a person working with and/or providing services to students under the auspices of Cayman International School I am subject to a criminal history background check.

Acknowledgement and agreement to comply with the CIS Code of Conduct

My signature in the back-to-school contracts packet for all employees confirms that I have read this Student Protection Agreement and that as a person working with students, I agree to follow these standards. I understand that any action inconsistent with this Student Protection Agreement or failure to take action mandated by this Student Protection Agreement may result in disciplinary action up to and including removal from Cayman International School.

Appendix E: Sample Parent Letter (Elementary)

Dear Parents of Kindergarten Students,

As part of our focus to safeguard children, Cayman International School (CIS) is taking an active role in Child Protection. In order to do this, we incorporate safety lessons into the guidance curriculum for students in Kindergarten to Grade 5. In K-2, these lessons will take place over the next few weeks and will be taught by our Counsellor for grades K to 2. Please note, lessons for grades 3-5 will be taught by our Counsellor for grades 3 to 5. Usually these lessons are taught in the spring semester of the school year, but as the content requires 'in person' teaching, and last spring CIS was only holding virtual lessons, we felt it was best to introduce these topics and skills earlier in the school year.

The lessons will focus on the following themes as introduced by the Second Step Safety Curriculum:

- Personal safety
- Touching safety and assertiveness

The lessons begin with the introduction of the following safety rules to guide children in any situation:

- Stop and Think: Is it safe? What is the rule?
- When in doubt ask or tell an adult.
- Use your words
 - Say, 'No, No Thanks, Stop, I don't want to' . . .

Weeks One and Two:

The initial lessons will focus on the following areas: road, bike, car, water, as well as areas of home safety such as product safety, animals, fire, earthquake etc. Please ask your children about the lesson and the strategies taught. Which safety lesson do they feel is the most important and why? Discuss the 3 general safety guidelines above and regularly review with your children.

Weeks One and Two:

These next 2 lessons focus specifically on safe and unwanted touches.

- Safe touches (Safe touches are caring and comfortable)
- Unsafe and/or unwanted touches (Unsafe touches can be painful or harmful such as a slap or a push. Unwanted touch is any touch you do not want. It is important we honor a child's wishes over his/her own body. Unwanted touches can make you feel uncomfortable or scared).
- Safety steps and being assertive

As part of the above information, students will also learn the touching rule: No one should touch your private body parts except to keep you clean and healthy. The anatomically correct names for private body parts will be used and taught. Finally, students will learn these safety steps: Say "NO" in a loud and strong voice, get away, tell a grown-up they trust. When reviewing safety situations with your children, it is easier for them to discuss if you phrase your question as 'What could someone do when. . .' vs 'What would you do if . . . ?'

Children need to be able to identify trusted adults to talk to, both inside and outside the family. They will also learn that it is never a child's fault if someone else breaks the Touching Rule.

Please note that these lessons are just the beginning of what we all need to do to keep children safe. In addition, please remind your child that he or she should never keep secrets about touching and it is never too late to tell them about a touching problem.

Listed below are two websites with guidance about how to continue to have these conversations at home. Our final lesson will be a review of all the safety practices and rules covered.

- https://www.aifs.com.au/static/media/uploads/childwise_parentsguide.pdf
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics/>

If you have any questions or concerns, please contact us via email.

Kind Regards,

The ES Counseling Team
Cayman International School

CIS Child Protection Staff Training

Yearly training on CIS Child Protection Policy and Procedures at the beginning of each school year. Training elements include,

1. Reporting Flow Chart

- Who reports
- When a report is made
- How the report is made
- Where the documentation is kept
- Primary Child Protection Officers and their role
- Additional CPO and their role
- Teachers/staff duties and responsibilities (to include how to report staff violations of CP policies)

2. Comprehensive Training every 2 Years

- Darkness to Light -Stewards of Children
- To also include local components of reporting as outline in Reporting Flow Chart
- To include definitions and indicators of other abuse types: physical, neglect
- And how to support children coping with abuse/neglect
 - Prevalence of abuse & neglect

Safety Skills Program for Students

In addition to staff training, the school counsellors provide students with developmentally appropriate lessons which must include the following topics.

- Personal Safety (identifying safe and unsafe situations)
- Identifying trusted adults to whom they can report (inside and outside of school)
- Touching Safety (safe touches, unsafe and unwanted touches, safety steps and assertiveness) N -12
- Touching Rule: No one should touch your private body parts except to keep you clean and healthy. N -12
- They will learn the anatomically correct names for body parts. Gr. 2 - 12
- Never keeping secrets about touching. N -12

A parent letter and additional resources are given to all families ahead of beginning the lessons. An example of the letter can be found on the following page.

Legal Requirement to Notify – Children Law (2012 Revision), Part IIIA.32A

If a teacher, principal, counsellor or other employee/volunteer in an institution established for the care and education of children has a reasonable suspicion that a child has been or is being abused or neglected, and the suspicion is formed in the course of the person's work, that person shall notify the Department (Department of Children and Family Services) of the suspicion as soon as practicable after s/he forms the suspicion.

A person who contravenes this section commits an offence and is liable on summary conviction to a fine of five thousand dollars or to imprisonment for a term of one year or both.

Acknowledgements

A special thanks to the following associations, people, and school for the resources and guidance in this document.

Cayman Ministry of Education, Employment and Gender Affairs: National Child Abuse and Neglect Protection Policy

The American International Schools of the Americas (AMISA): Student Protection documents

International School Services: Child Protection Template

The American International School of Muscat (TAISM): Student Protection at TAISM

Ms. Camila Ferreira - Programme Manager, Youth at Risk - Cayman Islands Government Ministry of Education, Youth, Sports, Agriculture & Lands