American International School Dhaka

Safeguarding and Child Protection Manual

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Introduction

Dictionary of Terms

Safeguarding: Proactive approach to prevent harm and ensure well-being

Child Protection: The response to actual or threatened harm, utilising the Safeguarding framework.

AISD School Board of Trustees: A group of individuals appointed as representatives of the School parent body to oversee the management and related policies of the School.

Safeguarding Leads: A person or persons appointed by the Head of School to oversee the Safeguarding students and adults within AISD. This will include ensuring that policies, manuals and procedures are kept up to date, with regular reviews. The Safeguarding Lead will also be responsible for ensuring that cases are handled promptly, sensitively and in accordance with best practice.

Response Team: A team made up of at minimum: the safeguarding lead(s), divisional counselor, and divisional principal. The purpose of the team is to consult and determine next steps whenever there is a child protection case pending.

Sex Offender Registry: Sex Offender Registries provide details of sexual offenses committed by citizens of a particular jurisdiction. It is designed to keep track of people with a criminal history for sexual offenses in order to minimize risk to the public.

Staff: Refers to all employees at every level of the organization whether they be permanent full time or part-time contractually employed by AISD.

Students: Children and young people of all ages enrolled at AISD.

Personnel: Used interchangeably with the term 'Staff' but additionally includes volunteers acting in formal roles for the School.

Guiding Principles

In 1989, 196 nations, including Bangladesh, signed the **United Nations Convention on the Rights of the Child (UNCRC).** AISD has adopted and applied the four fundamental principles of the statement in the creation of this policy:

1. Children should neither benefit nor suffer because of their race, color, gender {gender identity, transgender, gender expression, gender nonconforming}, language, religion, national, social or ethnic origin, or because of any political or other opinion; because of their caste, property or birth status; or because they are disabled.

2. Policies, procedures, and actions affecting children should put their best interests first and benefit them in the best possible way.

3. The leadership of AISD must protect children and help ensure their development – physically, emotionally, morally, and socially.

4. Children have the right to have their say in decisions that affect them and to have their opinions taken into account.

Additionally, children enrolled at AISD must be made aware of their rights through age appropriate Life Skills and/or Advisory classes.

Articles of the United Nations Convention on the Rights of the Child (UNCRC)

There are two key articles in the UNCRC on which this policy is based:

1) 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.

2) Article 34 – The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Scope of Application

The protection of children is a collective community responsibility. This policy will be read, understood, and adhered to by ALL adults engaged at AISD, including those operating in a voluntary capacity.

Accessibility of Policy

AISD administration must ensure that any staff with low literacy skills are provided with support in understanding this document.

The policy is accessible to the parents of students via the AISD website and in the appropriate handbooks for students and parents.

Training Obligations

All staff, including part-time, substitutes and anyone routinely in contact with students, must attend or complete a Safeguarding and Child Protection training session as soon as possible and preferably prior to interacting with students. Visitors who will be working directly with students, such as educational consultants, will complete a Safeguarding and Child Protection training session prior to working with students. This training may be face-to-face or virtual. One time visitors will be registered with security using the Campus Visitor Registration form, and accompanied by the adult who completed the form at all times.

All staff will be provided with updated training, and will be required to sign the Code of Conduct, annually.

The Safeguarding Lead(s) must have completed appropriate and regular training in safeguarding. Regular updates and connections to resources and safeguarding groups for International Schools must be maintained.

One member of The Board should be the 'Nominated Board Member for Child Protection'. Appropriate professional development should be provided to this Board Member.

Definitions of Abuse

Definitions of abuse are complex and can differ across various cultures according to their child-rearing behaviors, gender 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, typically either a member of the family, a teacher, a friend or a previously unknown individual. Research guides much of the definition that is based on understanding the impact of certain behaviors.

AISD defines child abuse (but does not limit the definition of abuse) as the following:

Sexual Abuse

Child 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 that violate the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who, by age or development, is in a relationship of responsibility, trust, or power; the activity is intended to gratify or satisfy the needs of the other person. *Child sexual abuse involves a wide range of sexual activity including but not limited to:*

Contact forms of sexual abuse such as:

- Fondling a child's genitals or getting a child to fondle the perpetrator
- Rubbing the perpetrator's genitals against the child's body, or vice-versa

- Masturbation
- Oral sex
- Vaginal and anal penetration

Noncontact forms of sexual abuse such as:
- Making sexual comments (verbal, letter, telephone, email, text)
- Voyeurism
- Exposure to pornography
- Perpetrator exposing parts of their body or the child's body
- Inappropriate (sexual poses, nude, and/or partially nude) photography of children

Possible Indicators of Sexual Abuse

- Sexual knowledge, behavior, or use of language not appropriate to the age level
- Unusual interpersonal relationship patterns
- Evidence of physical trauma or bleeding in the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of bathrooms
- A child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Extremely protective parenting

Neglect and Negligent Treatment (including Affluent Neglect)

Neglect is defined as the failure to provide for the development of the child in all spheres. This includes health, education, emotional development, nutrition, shelter, and safe living conditions in the context of resources reasonably available to the family or caretakers. This includes the failure to properly supervise or the high probability of causing harm to the child's health or physical, mental, emotional, moral or social development. *Affluent neglect* refers to a situation where a child experiences neglect or lack of proper care due to the assumption that material wealth can compensate for emotional or physical needs.

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

- Both parents or legal guardians are absent from Dhaka for any period of 24 hours or greater, without appropriate provision made for child's care.
- Parents cannot be reached in the case of emergency

Emotional Abuse

Emotional Abuse occurs when a significant person in the child's life, typically a parent or caregiver, teacher or friend, repeatedly rejects the child or uses threats to frighten the child. This may involve name-calling, put-downs, or continual coldness from the parent or caregiver, to the extent that it significantly damages the child's physical, social, intellectual, or emotional development. It also involves repeated exposure to family violence or being forced to participate in a conflict as a tool for spying or psychological pressure.

Possible Indicators of Emotional Abuse

- Physical, mental, and emotional development is delayed
- High anxiety
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior
- Persistent tiredness
- Lying

Physical Abuse

Physical abuse occurs when a child suffers, or i*s likely* to suffer, significant harm from an injury inflicted by a child's parent or caregiver. The injury may be inflicted intentionally or may be the inadvertent consequence of physical punishment or physically aggressive treatment of a child's body. This can also include delayed or absent health care. AISD does not support physical punishment.

Possible Indicators of Physical Abuse

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
- Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back, or buttocks
- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained laceration, abrasions, or fractures

Child Exploitation

Commercial or other exploitation of a child refers to the use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labor and child prostitution. These activities are to the detriment of the child's physical or mental health, education, emotional, moral, or social-emotional development.

Grooming

Grooming is defined as the predatory conduct undertaken by an adult to prepare a child for sexual activity at a later time. It occurs when an adult communicates, by words or conduct, with a student or with a person who has care, supervision, or authority for the child with the intention of facilitating the child's involvement in sexual conduct, either with the groomer or another person. Grooming does not necessarily involve any sexual activity or even discussion of sexual activity. For example, it may only involve establishing a relationship with the child, parent or caregiver for the purpose of facilitating sexual activity at a later time.

Early Warning Signs to Look for in Potential Groomers:

- Has "favorite" student or child
- Attempts to find ways to be alone with child(ren)
- Inappropriate language, jokes and discussions about students/children
- Sexualized talk in the presence of students/children

Peer to Peer or Sibling Abuse

Peer to peer or sibling abuse occurs when a child or young person uses their power to engage a child in unwanted sexual contact or activity causing physical and/or emotional harm. It may be garnered by one or all of the following factors:

- Superior age
- Developmental stage
- Intellectual status
- Physical strength or position of strength

Peer to peer or sibling abuse may involve (but is not limited to) the following:

- Unusual interest in sex, sexualizing inanimate objects and activities
- Uses force and coercion in social situations
- Socializes with children much younger
- Gives gifts, requires secrecy in relationships
- Sexual harassment
- Sexting
- Unwanted kissing and sexual touching
- Sexual pressure and coercion
- Sexual assault, including rape

Other Reasons to Disclose

There will be other concerns which may not fall under the above categories, and may not be considered to be forms of abuse, but still need to be shared with the student's counselor to ensure their safety. These may include:

- Risk taking behaviors that can lead to harm (i.e. driving under the influence, any actions leading to risk of physical injury)
- Student use of drugs or alcohol, especially when student is incapacitated or may require medical assistance
- Self-harm and self-injury
- Thoughts, plans, attempt of suicide or homicide
- Eating concerns (i.e. refusal to eat, binging and purging, extreme weight loss)
- Concerns with Student Use of Technology: At times students may use technology in inappropriate ways such as viewing or playing excessively violent or sexualized video games, viewing pornography, accessing or viewing other harmful content, or may engage in cyberbullying. These activities can be detrimental to a child's mental health, educational, or social-emotional development. For more details, refer to the **Student Responsible Use Policy (RUP)**.

Reports and Allegations Guidelines

What happens after suspected abuse or neglect is reported?

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff or community member to report his or her suspicions to the Divisional Counselor of the involved student, and/or the Safeguarding Lead. This can be in the form of a personal conversation or by submitting an email directly to the counselor and/or safeguarding lead.. An email can also be sent directly to safeguarding@aisdhaka.org. In all instances a Report of Concern will be completed.

If there is concern regarding an AISD staff member, please direct your concern to the Safeguarding Lead.

All staff are mandated to report incidences of abuse and neglect.

Suspicion of abuse or neglect should also be reported. All reports of abuse and neglect should be made within 24 hours if possible.

Please see the Child Protection Flowchart to understand the process of investigation and action following a report.

Step 1: Information Gathering

After a report the Counselor and/or Safeguarding Lead will determine if there is reasonable cause for concern.
If it is determined that there is no cause for concern, the event will be logged into a Report of Concern by the counselor and/or Safeguarding Lead.
In all cases that require a Safeguarding disclosure, follow-up activities will be conducted in a manner that ensures that information is documented factually, using the Report of Concern, and that strict confidentiality is maintained.
If determined that there is cause for concern:
A Core Response Team will be assembled to help to ascertain the facts. This will usually include, but is not limited to:

- The Safeguarding Lead
- The Divisional Counselor
- The Divisional Principal
- The School Nurse
- The Deputy Head of School

If the case involves an AISD staff member the Core Response team is likely to be:

- The Safeguarding Lead
- The Head of School

- The Human Resources Director

It will be the Safeguarding Lead's responsibility to lead the investigation and move the case forward.
Parallel to this will be the Divisional Counselor's continued support of the student.

Step 2: Plan of Action

Based on the acquired information, a Plan of Action will be developed by the Safeguarding Lead, in conjunction with the Core Response Team to assist the child and family.

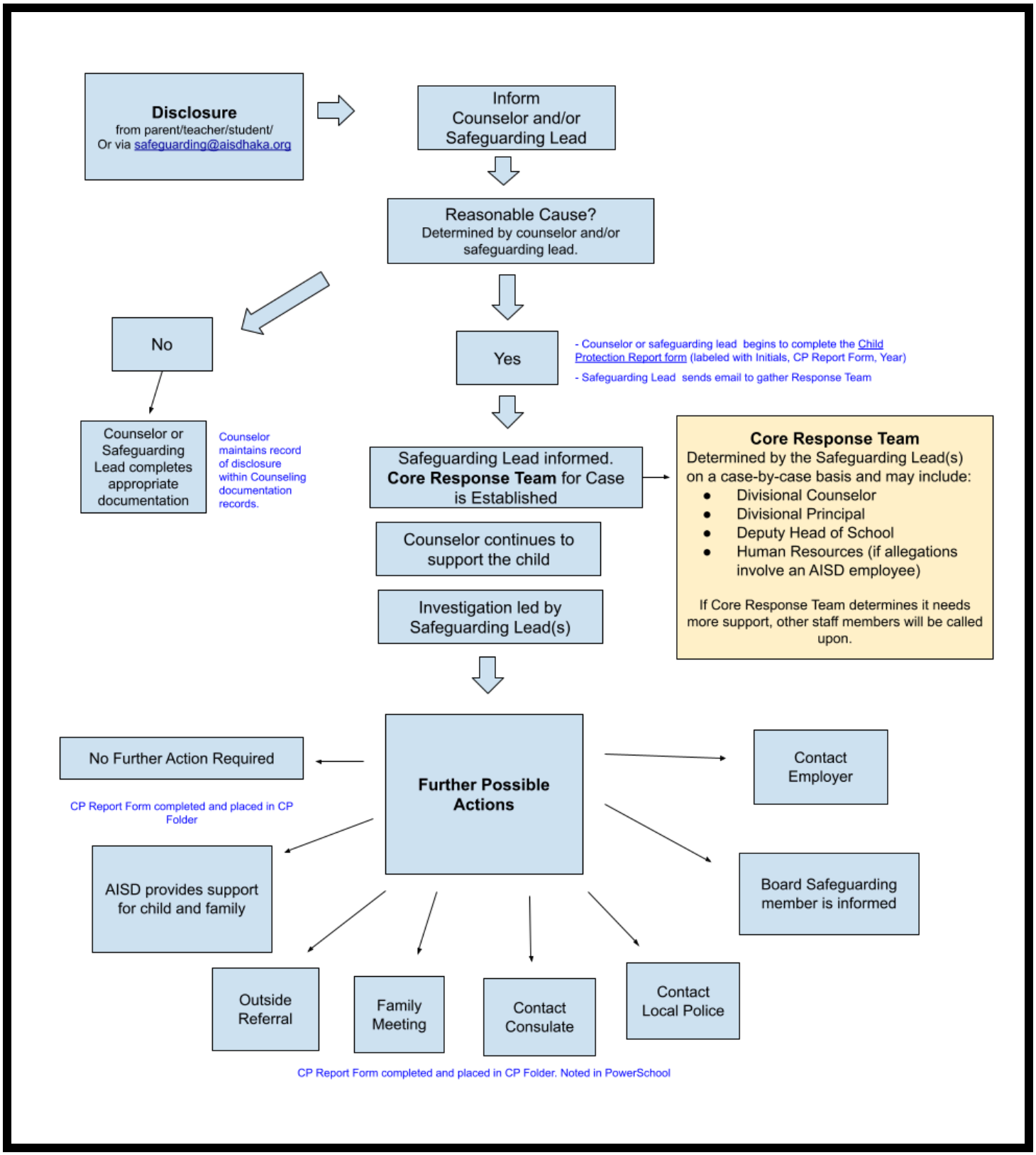
Possible follow-up actions include:

- Discussions with the child in order to gain more information. To maintain pre-existing relationships, this discussion is likely to be led by the divisional counselor. Depending upon the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred.
- Referral of the student and family to external professional counseling with Release of Information to counselor/psychologist.
- Notification of the management of the sponsoring employer of the concerns with the child/family, or to the welfare office at the home-of-record.
- Consultation with the diplomatic mission of the country of the involved family.
- Consultation with the school's legal advisor.
- No further action is required

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

The Counselor - will provide all required support for the child. This may involve liaising with the Principal, teachers, family, or providing referral resources or outside, ongoing psychological support.
The Safeguarding Lead - will continue to ensure that follow up actions are proceeding, that all documentation is up to date and accurate and that confidentiality is being maintained.

In the event that the allegation involves someone from outside the family, the same procedures will be followed, with the focus of the school's efforts to protect the child and work with the family.


Disclosure
from parent/teacher/student/
Or via safeguarding@aisdhaka.org
Inform
Counselor and/or
Safeguarding Lead
Reasonable Cause?
Determined by counselor and/or
safeguarding lead.
No
Yes
- Counselor or safeguarding lead begins to complete the Child Protection Report form (labeled with Initials, CP Report Form, Year)
- Safeguarding Lead sends email to gather Response Team
Counselor or
Safeguarding
Lead completes
appropriate
documentation
Counselor
maintains record
of disclosure
within Counseling
documentation
records.
Safeguarding Lead informed.
Core Response Team for Case
is Established
Core Response Team
Determined by the Safeguarding Lead(s)
on a case-by-case basis and may include:
Divisional Counselor
Divisional Principal
Deputy Head of School
Human Resources (if allegations
involve an AISD employee)
If Core Response Team determines it needs
more support, other staff members will be called
upon.
Counselor continues to
support the child
Investigation led by
Safeguarding Lead(s)
No Further Action Required
CP Report Form completed and placed in CP
Folder
Further Possible
Actions
Contact
Employer
AISD provides support
for child and family
Board Safeguarding
member is informed
Outside
Referral
Family
Meeting
Contact
Consulate
Contact
Local Police
CP Report Form completed and placed in CP Folder. Noted in PowerSchool

Dealing with Disclosures of Abuse

Children or young people may disclose abuse. The welfare of the child is paramount. The child's best interests should guide the response. How disclosure is handled can affect the child's self-concept, sense of shame and blame, and long-term prospects for recovery from the incident of abuse.

The abuse may have been perpetrated by another staff member or volunteer, an adult in the student's immediate or extended family, an unrelated adult, another child or young person, or a sibling. In some rare cases, abuse may be perpetrated by a stranger.

The guidelines for handling a disclosure are the same in all circumstances.

Guidelines for Handling a Disclosure

WHAT TO DO:

- In age-appropriate language, praise the child for being courageous enough to tell you about this incident. Assure them that they are understood; that their disclosure is being taken seriously, that you believe the child, that what happened is not their fault, and they are not in trouble.
- Explain that you may need to write down information so that you can remember it later. Take notes recording the child's words, descriptions, phrases and terms.
- Take note of the time, date, place, and any physical marks on the child resulting from the abuse. Sign and date the notes.
- Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to express disgust or alarm.
- If the child does not want to go home, this should be considered an emergency. Report immediately to a counselor or administration.
- Respect the child's confidence. Treat the disclosure as a confidential matter.
- Explain to the child what will happen next and that you must tell the counselor to get help. The counselor may talk with other people about the incident so that help can be sought.

DO NOT:

- Agree to keep their disclosure a secret. If you agree to keep a secret and then make a report, the child will view you as breaking your trust with them.
- Lead the child in telling, or pressure the child for a great amount of detail. Your role is to listen, letting the child explain what happened in their own words.
- Make judgmental or negative comments about the alleged perpetrator.
- Make promises to the child that things will get better or promises that you can't keep.
- Confront the alleged perpetrator of abuse.
- Take the child to your home.

Privacy

- Maintain the privacy and confidentiality of all parties concerned. All documentation must be kept in a secure environment.
- If the Head of School feels it is appropriate, the Board will be informed of the incident; however, privacy regarding identities should be upheld when possible.
- When appropriate, the response team may consult with external agencies. Privacy regarding identities should be upheld when possible.
- When possible, the response team will relay potential safety concerns to a new school.

Historical Abuse

It is not uncommon for people to report acts of abuse 20 to 25 years after the event. AISD is aware that community members or other people involved with AISD in the past may have a historical grievance, complaint, or allegation of abuse.

If a person presents with a historical grievance, complaint, or allegation, AISD will listen to the complainant with respect. AISD will employ the procedures as outlined for a current incident, allegation, grievance, or complaint. AISD will follow the above guidelines for dealing sensitively with incidents of historical abuse of children in a respectful age-appropriate manner. The adult needs to be understood, believed, and respected. The principles of confidentiality apply.

Selection, Screening, and Induction of Staff and Volunteers

AISD's selection, screening, and induction process for staff and volunteers has been developed to ensure that all staff members and volunteers are adequately screened prior to their appointment to ensure their suitability to work safely with children and young people. The selection, screening, and induction process involves the following steps:

1. Advertising positions
2. Position descriptions
3. Interviews
4. Identity Check
5. Qualifications check
6. Reference checks
7. Upon appointment – Safeguarding and Child Protection Policy training session
8. Sign the code of conduct

The HRSafeguarding Manual should be viewed for further information.

Code of Conduct

This Codes of Conduct for both Staff and visitors contains practical guidelines to ensure that students are protected from intentional and unintentional harm from adults and from their own peers. The Code of Conduct is also designed to protect children from grooming behaviors. The Code of Conduct will be signed by all staff annually, by AISD parents, and by all adults who will be interacting with students.

The document provides guidelines to protect all members of the school community. Enacting this Code protects students as well as the integrity of staff and volunteers.

Sexual Misconduct

Any sexual act (contact or noncontact) with a student by an adult is a breach of our code of conduct and will be dealt with and reported in the same way as other reports of abuse (following the steps of disclosure). Exposing children or young people to pornographic material through any medium (a non-contact act of sexual abuse) will be treated with equal seriousness as "contact" acts of sexual abuse.

In the event that a young person attempts to initiate an intimate relationship, the adult must take personal responsibility for discouraging and reporting such approaches, explaining the ethical basis for such actions.

Relationships formed between older students and an AISD adult in positions of authority over them, must not become a sexual relationship for at least 2 years after the student becomes an adult. Even if the young person is legally over the age of consent, the relationship has been formed under circumstances of authority of power so the matter is one of ethics. Sexual contact involving a young person (over 18) and an adult person placed in a position of authority over them, whether consensual, or not, may be perceived to be exploitative. There is usually a disparity between a young person and an adult previously in the position of responsibility for them in terms of authority, maturity, status, influence and dependence.

One to One Contact With Students

These guidelines are designed to protect students as well as the reputation and integrity of adults. Situations where students can be alone with staff members are potentially problematic for both staff and students.

The following guidelines are in place to ensure that students and staff feel safe and comfortable:

- A teacher (or any other staff member employed at the school) should avoid being alone with a student in a ratio of 1:1.
- Efforts should be made to meet in public spaces or in places where other adults are in view during any activity outside of regular school hours.
- When a staff member is alone with a student, they should only be in a room where there is a window in the door, or alternatively, the door must be left open. Staff should not be in a room alone with a student where there is no window or they cannot be seen through the window or an open door. Windows embedded in doors should not be covered with posters or blinds.
- It is preferable, where possible, that tutoring takes place in open spaces.

Physical Contact

AISD does not seek to create a climate of fear by banning all physical contact between staff and students. However, the following guidelines need to be considered:

- Contact between adult and child must be appropriate and in the best interest of the child. For example, it is acceptable for a teacher to high five a child as a greeting or as recognition of an achievement, to provide a pat on the back as encouragement, or to comfort a distressed child with a hug as long as the child is in agreement. In the case of a hug, this should occur in full view of other adults present and not in private.

- It is also acceptable to touch a student in order to administer first aid. In this case, it is preferable to do so in the presence of another adult when this option is available. There is no doubt that the medical safety and welfare of the student take precedence over all else.
- There are times, within the teaching context (for example, but not limited to, PE, theater, music, aquatics) when some physical contact may be required to assist with a particular movement. This should be done with the agreement of the student as well as paying attention to the fact that any physical contact or touching is done in a professional manner, and not near the student's private areas.
- Touching in the above circumstances should only occur when other students or staff are present and/or in physical spaces that are clearly observable at all times. If touch can be replaced by verbal instructions, verbal instructions are preferable.
- Physical contact with a student to gratify the needs of an adult is not acceptable. For example, an adult who is feeling lonely or sad and in need of a hug must not seek to meet their needs for comfort from a student.
- Any physical contact that is intended to cause pain or distress to a student, for example physical punishment, is unacceptable.
- Roughhousing, tickling, and wrestling between a staff member and a student is prohibited.
- Any physical contact that is initiated against the will of the student is unacceptable and prohibited.
- Any touching that appears to have a sexual connotation or purpose is unacceptable. Touching of a student on their breasts, buttocks, or genitals will be viewed as sexual abuse. Touching a student's intimate clothing such as underwear is inappropriate.
- Any unnecessary physical assistance with tasks based on the age, stage, or physical abilities of a student, for example assisting with toileting or showering when not required, is prohibited.
- Physical restraint of a student is not acceptable, except as a last resort when all other measures have failed and there is an immediate risk of harm to that child or other people in the vicinity. Ideally, another adult would be present.

Supervision of Students

Appropriate supervision of students is central to creating a safe environment. Adequate adult supervision helps to prevent inadvertent or intentional harm to children from adults. Peer to peer abuse and bullying can also be prevented by monitoring the activities of children and by providing guidance, limits, support, and counsel to children and young people.

- Students in grades 9 through 12 can be on campus up until 8pm supervised minimally by security guards. Students in grades 6 through 8 can be on campus minimally supervised by security until 5:00 on school days. Elementary students need to be supervised by a parent outside of school hours.
- The school must ensure that no student is left behind on the premises or at any event off-site. Adequate supervision must be provided until the student's parent/guardian/caregiver or other authorized adult collects the child.

- The school must ensure that only authorized people may collect a student from school during school hours. If a Secondary Student who usually walks to school needs to go home early, written permission from a parent, in the form of an email, must be provided for the student to walk home alone.

Transporting Students

- It is advisable that staff should decline all invitations to travel in cars with students.
- The transportation of students by staff to or from an activity in a private vehicle is strongly discouraged.
- The school strongly discourages staff from being alone in a vehicle with a student. It is recommended that when adults transport students, another school representative or adult should be present. This action is designed to protect both the child and the adult.
- Only in the case of an emergency, when all other possible options have been explored and a second adult is not available, are adults permitted to transport students alone in a vehicle. When this occurs it needs to be communicated to the parent and to the immediate supervisor before the journey takes place.
- In the case whereby the school hires a bus company to take students on an activity, care needs to be taken to ensure that a student should not be left alone with the bus driver or any other unscreened, unsupervised third party.
- **Exceptions:** The school acknowledges that the expatriate community is a relatively small community and there will be occasions when adults employed at the school have multiple connections to a particular student. For example, the student may be a friend of the adult's own child or the adult may be friends with the child's family. In these situations the adults are expected to use their best judgment in regards to child protection.

Field Trips

From time to time, staff may be required to accompany students on trips, including, for example, *Discovery Week* and sporting matches away from home. When away on field trips with students, staff must adhere to the Code of Conduct at all times. Additionally, the following must be observed:

- Students have a right to feel safe and protected at all times. It is the responsibility of staff that students have sleeping arrangements that do not compromise their safety.
- It is the responsibility of staff to ensure that students are not left in the care of unauthorized persons.
- Students need to be provided with privacy when bathing and dressing, when at all possible, and students should not be exposed to adult nudity.
- Students should only share rooms or bedrooms with children of the same gender. In rare exceptions, if deemed appropriate for genders to be mixed, the safeguarding lead will get consent from all involved parties.
- When traveling away from home, students should have the contact details of the responsible staff member with them at all times.
- Students should have the right to contact their parent or guardian if they feel unsafe, uncomfortable, or distressed at any time while away from home.

- If students express or report any fear for their safety, allegation of abuse, or discomfort in relation to their safety away from home, immediate steps must be taken to remove them from the location and follow procedures according to this manual.
- At no time should a teacher be alone with a student in a hotel room with the door closed. When room checks are made, there should be two adults.

Use of Alcohol or Drugs

The supply of alcohol or drugs (including tobacco and e-cigarettes) to children is prohibited and will be treated as such.

- Adults must not be under the influence of illegal drugs or alcohol when responsible for the supervision of students on-site or off-site of the school.
- Adults must not be impaired or incapacitated by any legal drug when responsible for students at the school on-site or off-site.
- Medication may be administered by staff to students only with written permission and instructions from the child's parents or guardian. A Medication Permission Form should accompany any medication being used by the student, either prescribed or over the counter, self carried or held by the teacher.
- No adult should transport a student while under the influence of alcohol or drugs.

Boundaries of Role

- Adults employed (or volunteering) at the school must abide by the position descriptions of their role.
- If a student asks a staff member to keep a secret, the adult must explain that they cannot promise to do so.
- If adults identify that a young person requires assistance with a matter that is outside the scope of their prescribed role, they must refer the matter to a school counselor, principal, or immediate supervisor.
- Staff should not have any ongoing, unofficial contact with students outside of school hours without parent/guardian awareness.

Photographing of Students at AISD

Annually, the admissions office will ask parents to sign a statement that they have read and accept the parent admissions and re-enrollment contract. This student application includes a section giving AISD permission to photograph and publish photographs of students in authorized publications, including both digital and print media, unless a parent has specifically submitted in writing a request to the Communications Office that their child not be photographed. This permission will extend only to publications authorized by the Communications Office. Pictures may be taken at school events; however, please do not use any information that may identify the people in the photos. We also ask that you do not list the dates or locations of current or upcoming events. At no time should any member of the faculty or staff publish photographs of the faces of students participating in school sponsored events in personal publications. Similarly, student names should never be published outside the school community with student photographs.

Electronic Communication

Perpetrators of child abuse sometimes use social media or other forms of electronic communication to secretly groom children for the purposes of sexual abuse or to enact forms of sexual abuse (e.g., exposure to pornography or photographing the child in forms of undress). For this reason, AISD requires that when staff and volunteers are using any electronic communication, it must be related to school matters only using a school supplied platform. The use of social media when interacting with a student should not be for recreational purposes.

It is clear at the time of writing this policy that technology will continue to expand, and that AISD will be required to review this section for relevance and risk to children on an ongoing basis as the environment changes and risks to children become apparent. Responsible use of technology with adults is also addressed as a part of the Code of Conduct for all staff members Responsible Use and Student Handbook documents

Locker Room/Bathroom Facilities

The right to a child's privacy must be balanced with their need for safety and protection. Therefore school staff are required to use their discretion based on the age, developmental stage, and needs of the student. There may be some circumstances where a student due to their age (e.g., under 5 years old) or ability (e.g., a student with a disability) needs assistance with changing, but listed below are general principles that need to be adhered to:

- School staff are not to be in one-to-one situations with a student (who is not their own child) when changing in an open area in the locker room or bathroom.
- School staff are discouraged from dressing or undressing in an open area of a locker room or bathroom, and they should change within an individual stall.
- Male coaches, or other male staff members, must not enter female locker rooms or bathrooms and female coaches, and other female staff members must not enter male locker rooms or bathrooms. Exceptions are in the case of an emergency or when unoccupied.
- Staff members should ensure that no photography of students occurs in locker rooms or bathrooms.
- Adults should only use Adult or Unisex bathrooms. Student bathrooms should not be used by adults.

Gift Giving and Favoritism

- Staff members should refrain from showing favoritism towards any particular student. Giving of small gifts to students may be culturally appropriate at times; however, staff should avoid a pattern of gift-giving to particular students.
- Favoritism behaviors could be interpreted as an adult attempting to groom a student. Patterns of gift-giving, special favors, or other actions that exhibit favoritism should be avoided.

Discipline

The school strives to create a safe and positive environment for all participants at all times. At times, students will need behavioral limits imposed. This ensures the safety of all in attendance, including adults.
Acceptable and unacceptable behavior must be outlined and defined to students in a clear and respectful way. Please see *AISD's Divisional Parent/Student Handbooks.* (Secondary Handbook, and ES Handbook)

Use of Language and Tone of Voice

When communicating with students, staff need to observe the following guidelines:

- Language should be clear, encouraging, and aimed to affirm and encourage children's learning and well-being.
- Language that is harmful to the development and maintenance of children's self-esteem is prohibited. Examples of prohibited language include language that is discriminatory, racist, negative, belittling, profane, sexual in nature, or intended to frighten or intimidate the child.
- Staff need to ensure that students also respect the above guidelines when communicating with their peers.

Breaches of The Code of Conduct

Disciplinary procedures will be imposed on any person for a breach or failure to act in accordance with the Code of Conduct. Possible consequences of breaching this code may well depend on the seriousness of the breach and include but are not limited to:

- Counseling and training to address the behavior
- A formal warning
- Immediate removal from campus
- Suspension or expulsion (student)
- Suspension or termination of employment or voluntary role or membership (staff and/or campus members)
- Requirement to deliver a verbal or written apology to an aggrieved party
- Any other reasonable measure deemed appropriate by AISD administration

In the case of a criminal act, the matter will be referred to the police and possibly the respective diplomatic mission. Any breaches of the Code of Conduct will be reviewed by the Head of School.

Review of Manual

The Child Protection Manual and associated procedures will be reviewed annually by the Safeguarding Lead. Changes will be shared formally with the Counselors, Head of School, Board, and will be available to be viewed by the wider AISD community.

The purpose of the review is to:

- Reflect any significant experiences in the past year in relation to this Manual.
- Reflect any changes in the operating environment, including advances in technology and/or risks to children in relation to new projects or programs, incursions, or excursions.
- Continuously review and upgrade best practices.
- Updates to this Manual currently need to be approved by the Board of Trustees, typically in April.

Documents Cited

Following are direct links to the documents cited within this Manual:

- **Professional Code of Conduct (Staff)**
- **Visitor Code of Conduct**
- **Child Protection Flowchart**
- **Release of Information**
- **SEC Parent/Student Handbook**
- **Elementary School (ES) Handbook**
- **HR Safeguarding Manual**
- **Student Responsible Use Policy (RUP)**

Reviewed June, 2026