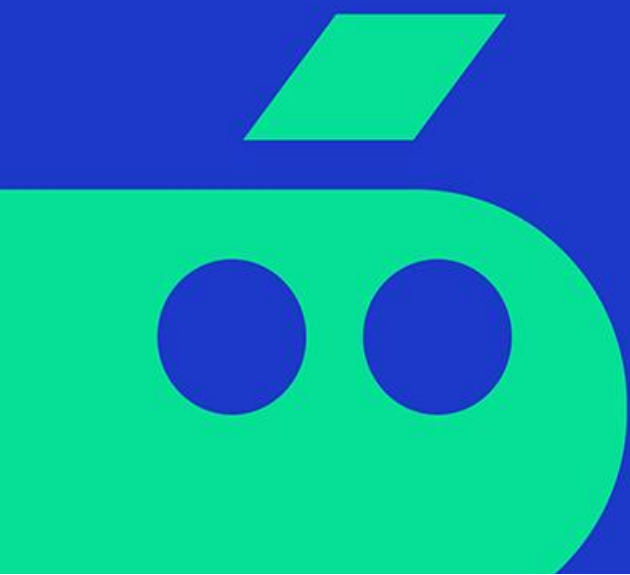


Child Protection Policy and Safeguarding Handbook



**Bavarian
International
School**

Purpose

BIS is a welcoming, respectful, and caring international learning community, where everyone has the right to **BELONG** and **FLOURISH**.

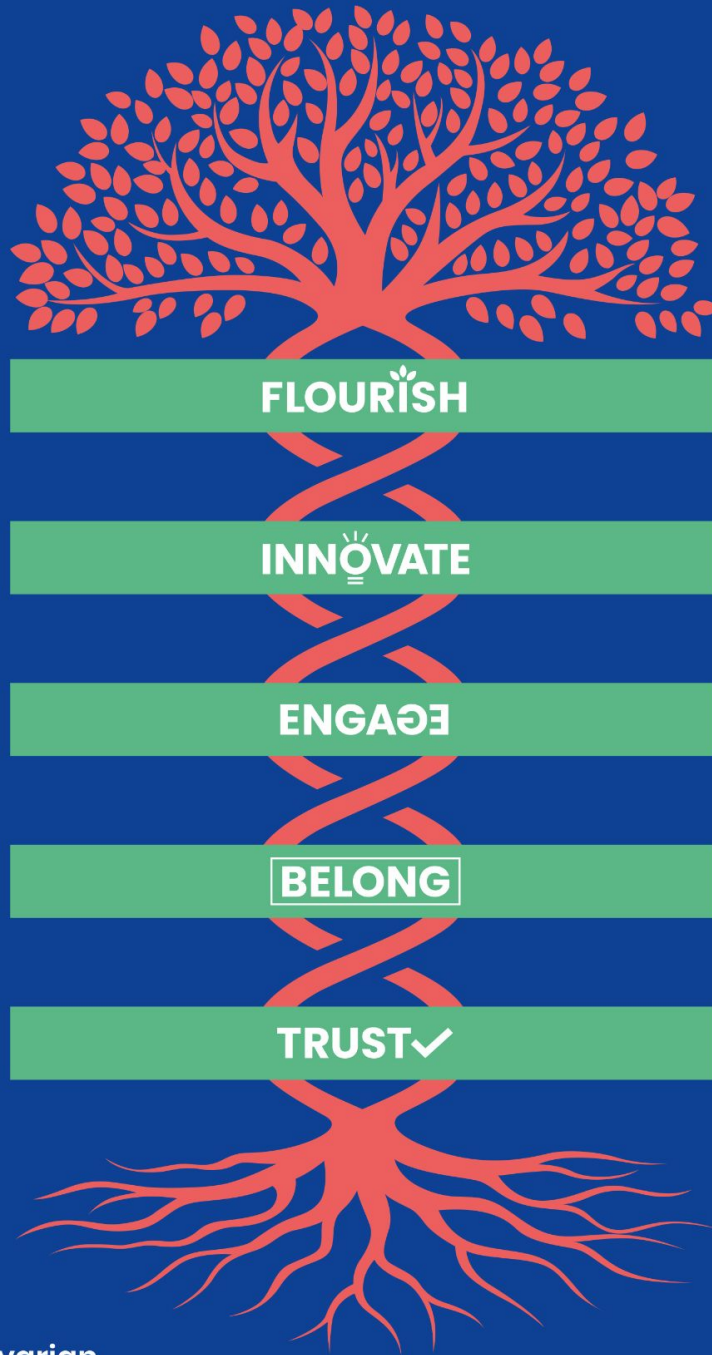


Encouraged to believe and **TRUST**✓ in ourselves and one another, we know that we can inspire others, **INNÖVATE**, and succeed in becoming the best we can be.



Together, we **ENGAGE** in making positive and meaningful contributions to a more sustainable and peaceful future.

Commitments



Bavarian
International
School

Believe. Inspire. Succeed.

Table of Contents

1. Guiding Statements	5
1.1 Statement of Purpose	5
1.2 Our Commitments	5
2. Supervisory Board Policy Context	6
3. Policy Purpose	7
4. Child Protection Policy	7
5. Policy Context	8
6. Roles and Responsibilities	9
7. Understanding Abuse	14
8. Safeguarding Procedures	23
9. Safeguarding Response Process and Reporting	26
10. Education	31
References	33
Links	33
Accountability & Compliance	34
BIS Academic Policies Update Process	35

1. Guiding Statements



**A place for everyone
to grow and flourish.**

1.1 Statement of Purpose

BIS is a welcoming, respectful, and caring international learning community, where everyone has the right to belong and flourish. Encouraged to believe and trust in ourselves and one another, we know that we can inspire others, innovate, and succeed in becoming the best we can be. Together, we engage in making positive and meaningful contributions to a more sustainable and peaceful future.

1.2 Our Commitments

Trust: We are committed to a culture of care rooted in trust, and use high quality, healthy and safe school-wide systems and procedures that ensure accountability, responsibility and good governance.

Belong: We are committed to caring for our diverse, inclusive and collaborative learning community, ensuring that everyone feels safe, respected, and valued.

Engage: We are committed to facilitating experiences that develop passionate and resilient individuals, who can direct their own learning, transfer their understanding, and exercise agency.

Innovate: We are committed to contributing to an ethical and sustainable future by developing our capacity for innovation, adaptability, critical thinking and creativity.

Flourish: We are committed to providing a supportive, well-resourced environment driven by inquiry, where everyone knows how they can contribute, and be successful.

2. Supervisory Board Policy Context

2.1 Equity, Diversity and Inclusion

In fulfilling our purpose, BIS is dedicated to creating systems that value the unique contributions of all students and staff to our school and fully engage all members of our school community in achieving our purpose. Accordingly, we commit to explicitly embedding a diversity, equity, and inclusion lens in our organizational culture, policies and educational practices.

The Executive Board is responsible for ensuring that the school culture embodies and actively promotes diversity, understood as the collective mix of differences and similarities among individuals within the school community; equity, ensuring fair and equitable access to success across all school programmes; and inclusion, fostering an environment in which all individuals experience a genuine sense of belonging within the diverse school community.

2.2 Behavioral Responsibility

BIS does not tolerate behavior that is detrimental to the health, safety, integrity or dignity of any individual or the school. Such conduct may include but is not limited to, child abuse or neglect, bullying, sexual harassment, and discrimination.

Bavarian International School encourages employees to report unethical or illegal conduct of any type, and ensures that there will be no retaliation for reporting pursuant to the established protocol. The protocol for reporting and addressing alleged unethical or illegal conduct is described in the [Whistleblowing Policy](#). Further guidance on behavioural expectations can be found in the [BIS Community Code of Conduct](#)

2.3 Identity Based Harm

BIS acknowledges that targeting a person based on identity markers such as race, color, ethnicity, religion, gender identity, gender expression, sexual identity, national origin, citizenship status, socioeconomic status, age, language, or disability constitutes harm and abuse. BIS recognises that marginalised identities are at higher risk for identity-based harm. BIS also acknowledges that the intersectionality of identity is nuanced and multidimensional and that many people may be represented in more than one identity marker.

BIS takes responsibility for preventing, interrupting, and correcting identity-based harm. Identity-based harm can manifest in many forms including, but not limited to:

- microaggressions
- hate speech
- online harassment
- peer-to-peer abuse
- physical violence

- social exclusion, intimidation and coercion

(Source: Bavarian International School Supervisory Strategic Board Policy Manual)

(Adapted from NSPCC Learning and ICMEC)

3. Policy Purpose

The Child Safeguarding Policy and accompanying Safeguarding Handbook defines the core aspects, principles, standards and procedures which apply to everyone who interacts with our students, regardless of the precise nature of their work.

This document ensures that our practice is in line with international standards and rights, German law, and the child protection standards as set out by [New England Association of Schools and Colleges](#) (NEASC) and [The International Centre for Missing and Exploited Children](#) (ICMEC).

The Child Safeguarding Policy will be subject to an annual review, and, as it sits within the Safeguarding Handbook, this too will be revised as necessary.

3.1 Safeguarding and Child Protection Distinction

This policy sets out the school's commitment to safeguarding and promoting the welfare of all children and young people in our care. It is important that all staff, volunteers, and stakeholders have a clear understanding of the key terms used within this policy. The following definitions explain the meaning of safeguarding and child protection, and clarify the distinction between the two, as both terms are often used interchangeably but carry different meanings and responsibilities.

- Safeguarding is a broad approach to promoting well-being, preventing abuse and neglect, and ensuring children grow up in safe and supportive environments.
- Child Protection focuses on responding when there is a concern that a child is in danger of harm.

4. Child Protection Policy

The Bavarian International School (BIS) is committed to providing a safe environment for the whole school community and to safeguarding the welfare of its students.

As all children have equal rights to be protected from harm and abuse, every adult has a responsibility to support the protection of children, and we recognise that we have a duty of care to all children enrolled in the school and those who are affected by its operations. Child abuse and neglect represent a growing concern within educational institutions globally. These acts constitute violations of a child's human rights and pose significant impediments to the child's education, as well as their physical, emotional, and holistic development.

BIS adheres to the [Convention on the Rights of the Child](#), to which the host country, Germany, is a signatory, the key components of which are articles 19, 24.1, 27.1, 33, and 34.

BIS also recognizes its legal obligation under German law to promote and uphold the right of every child to be protected from harm, abuse and exploitation. German law ([§ 1631, para. 2](#)) states that children have the right to grow up without emotional or physical abuse, and to live in an environment free of emotional or physical violence.

BIS will thereby maintain a very high standard of safeguarding and child protection practices, supported by regular, compulsory training programs for all faculty, designated staff and volunteers, ensuring this protection extends to all activities, including residential and travel arrangements. The School will execute rigorous recruitment procedures to ensure all employees and volunteers are consistently suitable to work with children and young adults. All staff members of the BIS community are mandated reporters meaning they have a duty to report suspected child abuse to the DSL.

The Head of School (HOS) and Designated Safeguarding Lead (DSL) shall oversee the development, implementation and annual review of the safeguarding policy, regulations and practices. An annual safeguarding report will be submitted to the Supervisory Board via its Safeguarding representative.

5. Policy Context

BIS' Safeguarding Policy and Handbook upholds the United Nations Convention on the Rights of the Child (UNCRC, 1989) of which Germany is a signatory. As an international school, BIS is obliged and committed to meeting the German national requirements in how it develops and implements its child protection policy and procedures.

BIS will act in accordance with the following legislation and guidance:

UNCRC Article 19: States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

UNCRC Article 24: Pertains to all children having the right to access the services and the education they need in order to stay safe and healthy.

UNCRC Article 27: Pertains to all children having the right to a standard of living adequate for their physical, mental, spiritual, moral and social development.

UNCRC Article 33: States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in

the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

UNCRC Article 34: States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.

For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

German Civil Code (Bürgerliches Gesetzbuch)

The German Civil Code states that children have a right to a non-violent upbringing. Physical punishments, psychological injuries and other degrading measures are inadmissible. (§ 1631-2 BGB)

German Constitution (Grundgesetz)

From Article 6 par. 2 of the German Constitution (parental responsibility for the upbringing of children), the parents have a right to information regarding school matters as keeping it a secret could affect the upbringing of the child (outside school). Teachers are obliged to notify parents of any concerns regarding the child's welfare, as long as it does not compromise the child's welfare.

Social Code (Sozialgesetzbuch) – The guiding principles, structures and responsibilities of the German Child and Youth Welfare System are regulated in the Social Code, Book VIII – Child and Youth Services (SGB VIII). The protection mandate in (suspected) child endangerment is legally stipulated in §8a SGB VIII.

Bavarian Law on Education and Teaching

The Bay EUG (Bayerisches Erziehungs- und Unterrichtsgesetz – Bavarian Law on Education and Teaching) requires schools to inform the relevant youth office if facts become known which indicate that a student's welfare is endangered or affected. (Art.31 BayEUG and § 81 Nr. 1 SGB VIII).

6. Roles and Responsibilities

Schools fulfil a critical institutional role in society as protectors of children. Schools must ensure that all children under their care are afforded a safe and secure environment conducive to learning and development. Educators, given their sustained opportunity to observe and interact with children, are uniquely positioned to identify children requiring help and protection. Consequently, educators bear a professional and ethical obligation to identify children in need of assistance and protection, and to take appropriate steps to ensure the child and family avail themselves of the necessary services to address the situation.

As outlined in the [BIS Community Code of Conduct](#) the safety and well-being of every student is BIS' highest priority and is foundational for any trusting and healthy school community. All community members must commit to creating and maintaining a safe and nurturing environment where children can belong and flourish free from harm.

Safeguarding is the responsibility of every adult within the BIS community. All employees, volunteers, contractors, consultants, coaches, service providers, and visitors who interact with students are expected to uphold the principles and procedures outlined within this handbook and related school policies. All adults share responsibility for contributing to a culture of vigilance, accountability, professional boundaries, and child-centered practice.

BIS recognizes that some children may be more vulnerable to abuse, harm, or exploitation due to factors including age, disability, neurodiversity, mental health needs, language barriers, family circumstances, identity-based discrimination, or experiences of trauma, transition, or isolation commonly associated with international school communities. Safeguarding responses must therefore be inclusive, trauma-informed, culturally responsive, and attentive to the individual needs and circumstances of each child.

6.1 Leadership and Governance of Safeguarding

The Executive Board, as overseen by the Supervisory Board, is responsible for ensuring that BIS operates under the laws of the Federal Republic of Germany, and remains a safe, secure and nurturing environment for children.

The Supervisory Board maintains strategic oversight of safeguarding, which includes appropriate and clear designation of responsibility for safeguarding, fostering of a safe culture, and overseeing the mitigation of safeguarding risks, and ensuring appropriate systems of accountability, review, and compliance. All Supervisory Board members complete internationally recognized safeguarding training (e.g., ECIS or ICMEC) during orientation and refresh their training annually.

The Designated Safeguarding Board member provides a 'check and challenge' role to the Designated Safeguarding Lead and Head of School, by asking for clarification of safeguarding arrangements in a way that is supportive of the role of the Safeguarding Lead, but that also facilitates accountability and ensures the safety of students. Further details can be found in The Role of the [Designated Safeguarding Board Member](#).

The Designated Safeguarding Lead (DSL), working under the direction of the Head of School, has oversight of safeguarding at BIS. This includes training and professional development, implementation of structured procedures for reporting suspected or disclosed child abuse, the delivery of student learning experiences related to child protection, management of safeguarding records and documentation, coordination with external safeguarding agencies where appropriate and the annual review of the safeguarding policy, regulations and handbook. The Safeguarding Lead also supervises the integration of community and child safeguarding measures within all relevant school policies, regulations

and practices, including strategic planning, recruitment and performance management

6.2 Safeguarding Team (SGT) Member Roles and Responsibilities

Title	Responsibilities
Head of School (HOS)	• Oversee and collaborate with the Designated Safeguarding Lead • In collaboration with the DSL, ensure that the Safeguarding Handbook and Child Protection Policy and procedures are reviewed annually in line with NEASC and ICMEC best practice and in accordance with German Law • Ensure budgeting for safeguarding program requirements (training, resources, materials, etc.) • Oversee and directly manage Safeguarding reports that involve a member of staff.
Whole School Designated Safeguarding Lead (DSL)	• Oversee all safeguarding matters at BIS (Reporting, case review, victim and perpetrator support and family communication). • Oversee and directly manage Safeguarding reports that involve the Head of School. • Ensure that BIS safeguarding policies and procedures are in compliance with German law, local authority requirements, and relevant international conventions • Establish and maintain relationships with local German authorities and other relevant agencies • Coordinate the school's response to any safeguarding concerns as they arise. • Coordinate and make official reports to external authorities. • Coordinate and lead on the professional development of all safeguarding staff • Ensure annual safeguarding training for the whole BIS community • Attend advanced Safeguarding training every year. • Oversee the implementation of the Safeguarding curriculum in all sections. • Collaborate with the Safeguarding and Curriculum teams for the implementation of Safeguarding and Social-Emotional Curriculum (Second Step/ Mario) • Ensure safe recruitment practices are in place in collaboration with Human Resources • Facilitate regular reviews of the safeguarding policy and handbook in accordance with review cycles • Facilitate yearly review and signing of various Code of Conduct documents • Lead SGT Team meetings • Develop strategic action plans as needed
Safeguarding Leads	• Receives and responds to Safeguarding reports and participates in

Principals	the response team • Assist with the annual training of the BIS community • Attend Child Protection Training every 2 years
Safeguarding Support Leads Counsellors / Pastoral Coordinator / Pastoral Lead (CC)/ Nurse	• Receives and responds to Safeguarding reports and participates in the response team • Assist with the annual training of the BIS community • Collaborate with the DSL for the implementation of Safeguarding and Social-Emotional Curriculum (Second Step/ Mario) • Support the reporting procedures from the Pastoral Team through Toddle (Pastoral Coordinator) • Recommended to attend Child Protection Training every 2 yrs • Liaise with external support for students
Safeguarding Team (SGT) Team includes: Designated Safeguarding Lead, Safeguarding Leads, Safeguarding Support Leads	Meet weekly to discuss and review to safeguarding matters, cases, and processes.
Child Protection Response team (CPT)	Based on the case and the school section, the DSL will convene the appropriate members of the team. A minimum of three members of the Safeguarding Team are required to determine next steps of any Child Protection incident.
Safeguarding Development Team (HOS, DSL, Principals, Counsellors, Pastoral, Ed tech/ IT Director, Athletics Director, Designated Safeguarding Board Member)	Meeting three times a year (termly). The role of the school-based SDT is to ensure that there is a comprehensive safeguarding program in place at BIS. • To review the safeguarding handbook for necessary updates related to best practice • Evaluate and reflect upon case studies to ensure best practice
BIS community member	- Members of staff, if there is a safeguarding or child protection concern, you are duty-bound to report to safeguarding@bis-school.com or log concern in BIS Safeguarding reporting platform. - All employees must sign the code of conduct annually - Parents and visitors are required to familiarise themselves with school expectations and procedures outlined on the safeguarding section of the BIS website. - Upon entry to campus, visitors are required to familiarise themselves with and sign the BIS Visitor Safeguarding Guidelines.

6.3 All Employees

All faculty, staff and volunteers share responsibility for the protection of children and young adults enrolled or involved in the school. It is required that members of the school community report suspected or disclosed child abuse or other safeguarding concerns, including low-level concerns and breaches of professional boundaries, in line with the regulations outlined in Reporting Procedures below.

This responsibility applies to all adults working with or around students, including temporary staff, bus drivers, contractors, coaches, activity providers, consultants, interns, volunteers, and external service providers. Furthermore, every adult in our community adheres to a comprehensive [BIS Community Code of Conduct](#) underpinned by a scheduled program of annual professional training to ensure everyone is equipped to prevent, recognize, and report any safeguarding concerns effectively.

It is essential that all adults understand the categories and signs of abuse and harm in order to protect children effectively. It is therefore essential that they undergo annual training. International school communities have unique characteristics of which school staff must be made aware, and all adults and school staff should be knowledgeable of the reasons why children may not willingly talk about the abuse or harm they have experienced.

Annual safeguarding training includes, but is not limited to: recognizing indicators of abuse and neglect; responding appropriately to disclosures; maintaining professional boundaries; peer-on-peer abuse; online safety and digital safeguarding; low-level concerns; mandatory reporting obligations; confidentiality expectations; and procedures for documenting and escalating concerns.

Employees are expected to respond to safeguarding concerns in accordance with BIS safeguarding procedures and training. All adults at BIS are expected to act to the best of their ability and conscious in accordance with the principles of proportionality, confidentiality, accountability, and child-centered practice when responding to safeguarding concerns.

BIS recognizes that safeguarding extends beyond reporting procedures and includes safer recruitment, professional conduct, appropriate boundaries, and early identification of concerning behavior. The following sections outline the preventative safeguarding expectations applicable to all adults working with or on behalf of the school.

6.4 Safer Recruitment and Hiring Practices

BIS is committed to implementing safer recruitment practices to deter, identify, and prevent unsuitable individuals from working with children.

Recruitment procedures include:

- check of identity and qualifications

- criminal background checks from relevant countries of residence
- safeguarding-focused reference checks
- safeguarding interview questions
- internet and public-record searches where legally permissible
- signed agreement to the BIS Code of Conduct before beginning work

Safeguarding considerations form part of all employment decisions at BIS. No employee, contractor, volunteer, agency staff member, or third-party provider may have unsupervised access to students until all safeguarding clearances are completed.

BIS reserves the right to withdraw employment offers where safeguarding concerns arise during recruitment or onboarding procedures.

All employees receive safeguarding onboarding and are required to complete safeguarding training prior to beginning direct work with students.

The school maintains safeguarding-related recruitment and vetting records in accordance with legal and data protection requirements.

7. Understanding Abuse

According to the [World Health Organization](#), child maltreatment is ‘the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results 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.’

A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; children may be abused online or in person by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously. Most child abuse is inflicted by someone the child knows, respects, or trusts.

Commonly Held Myths Vs the Realities About Child Abuse & Neglect

Myth: Child abuse is carried out by strangers.

Fact: Research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient life-style then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

Myth: Learning about child protection is harmful to your children.

Fact: Research indicates that developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behaviour.

Myth: Abuse education is sex education.

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviours that include bullying, harassment and other forms of exploitation.

Myth: Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.

Fact: The reality is that there is no excuse for child abuse! No culture supports harming children.

Myth: Child abuse is a result of poverty and happens in low socioeconomic circumstances.

Fact: Research indicates that child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

Myth: International Schools do not have to report abuse to local authorities.

Fact: International schools are bound by the laws of the host country and as such international schools must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect; there are cases now pending where schools are facing legal action in regard to non-compliance.

(Adapted from: AISA Child Protection Handbook And Department Of Education, 2018)

7.1 Physical Abuse

Physical abuse occurs when there is a physical use of force against a child, resulting in harm and injury to the child. Physical abuse may involve hitting (with a hand or other item, punching, shaking, throwing, poisoning, biting, kicking, burning or scalding, suffocating, drowning, sustained physical activity, or otherwise causing intentional physical harm to a child.

Physical abuse symptoms could also indicate harm to self, such as non-suicidal self injury (NSSI). Corporal punishment or the use of physical discipline may also meet the criteria of physical

7.2 Sexual Abuse

Sexual abuse involves forcing, enticing, or involvement of a child to take part in a sexual act, whether or not the child is aware or able to understand what is

happening, or give consent. Activities may involve physical contact, including penetrative or non-penetrative acts such as kissing, rubbing and touching inside or outside of clothing.

It may include non-contact activities, such as involving children in the production or viewing of pornographic material, encouraging children to behave in sexually inappropriate ways, or performing sexual acts in their presence. Child sexual abuse is often thought to occur between a child and an adult, but it can also occur between a child and another child if the relationship (by age, development, or position) is evidenced by a higher level of responsibility, trust, or power by one of the individuals, with the sexual activity being intended to satisfy the needs of the more responsible or powerful member (UNICEF, 2012).

7.2.1 Child Exploitation and Grooming

Child exploitation occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate, deceive, or exploit a child for personal, financial, social, criminal, or sexual purposes. Exploitation may occur in person or online and may involve individuals known or unknown to the child.

Children who are exploited may not recognize themselves as victims of abuse. Grooming often involves building trust, secrecy, emotional dependence, or the provision of gifts, affection, status, substances, money, or online attention.

Forms of exploitation may include:

- sexual exploitation
- online grooming
- sextortion
- trafficking
- forced criminal activity
- image-based abuse
- coercive relationships
- commercial exploitation

Indicators may include sudden secrecy, unexplained gifts or money, multiple phones/accounts, withdrawal from peers or family, excessive online activity, fearfulness, changes in behavior, or relationships involving significant power imbalances.

7.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child so as to cause severe and adverse effects on a child's emotional and psychological growth and development. Emotional abuse is often manifested through words, actions, and/or deliberate indifference, and can involve rejection, isolation, belittlement, domination, and frequent criticism of the child. Children who suffer emotional abuse often, but not always, suffer other forms of abuse. Examples of emotional child abuse from UNHCR Article 19 can include but are not limited to:

- a. All forms of persistent harmful interaction with the child, such as conveying to children that they are worthless, unloved, unwanted;

- b. Scaring, terrorizing or threatening children
- c. Using words to insult, name-call, humiliate, belittle, and ridicule a child;
- d. Placing a child in solitary confinement, isolation or degrading conditions of punishment;
- e. Frequent exposure of a child to family violence;
- f. Psychological bullying or hazing via social media.

7.4 Online Abuse

Online abuse is a form of abuse that takes place over the internet or through digital devices, including smartphones, tablets, and computers. It can occur across social media platforms, online games, messaging applications, chat rooms, and any other digital communication channel.

Online abuse may include cyberbullying, online grooming, coercion, exploitation, sextortion, image-based abuse, exposure to harmful content, radicalization, harassment, or the sharing of sexual images without consent. The online environment may increase vulnerability due to anonymity, secrecy, peer pressure, social influence, and the rapid sharing of digital content.

Children may experience abuse entirely online, or online abuse may facilitate in-person harm. Online abuse can occur between adults and children or between children and peers.

Staff should be aware that digital evidence, including messages, screenshots, images, or online communications, may form part of a safeguarding concern and should be handled in accordance with school safeguarding procedures.

7.5 Child on Child Abuse

Children can abuse other children. Child-on-child abuse may occur both inside and outside of school, online or in person, and can include physical abuse, bullying, emotional abuse, sexual harassment, sexual violence, harmful sexual behavior, coercive relationships, hazing, initiation practices, image-sharing abuse, or exploitation.

Even where abuse occurs between children of a similar age, there may still be significant imbalances of power related to age, status, popularity, strength, development, confidence, social position, or vulnerability.

BIS recognizes that child-on-child abuse can cause significant harm and should never be dismissed as “banter,” “drama,” “growing up,” or “part of adolescence.”

All reports of child-on-child abuse will be taken seriously and responded to in accordance with safeguarding procedures, with consideration given to the safety, welfare, and support needs of all students involved.

7.6 Neglect And Negligent Treatment

Neglect is the persistent failure of a parent or other person with responsibility for the care of the child to provide a child's basic physical, medical, social, and psychological needs or supervision to the degree that the child's health, safety and well-being are threatened with harm and/or results in serious impairment of the child's development. Types of neglect can be medical, physical, or emotional. Negligent treatment would include failure to provide age-appropriate adult guardianship.

7.7 Exposure to Domestic Violence

Children who witness domestic violence or coercive behavior within the home may experience significant emotional and psychological harm, even if they are not the direct target of physical abuse. Exposure to domestic violence is recognized as a safeguarding concern and may impact a child's safety, development, emotional regulation, mental health, relationships, and sense of security.

7.8 Bullying And Harassment

We know that sometimes children resort to using mean and unkind words with one another when they are experiencing an emotional response when upset. It is important to understand that infrequent, unkind comments to another peer is NOT bullying. In order for mean and unkind comments to become bullying, there must be a power differential and the behavior must recur over time. Bullying is intentionally and repeatedly causing distress or harm to the same individual often making it difficult for them to defend themselves.

Bullying is either a real or perceived power imbalance (physical or social), with a pattern of behavior that repeatedly hurts a target over time. Bullying can be physical, verbal, social/relational, and or through digital means (e.g. cyberbullying).

Bullying is dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress. Bullying can happen anywhere – at home, at school, or online, and can be either direct or indirect.

Under German law, certain bullying behaviors can be considered criminal offenses, such as insults, bodily harm, or extortion, with criminal responsibility starting at age 14.

Types of Bullying:

- Verbal: such as name-calling, gossiping, spreading lies and false rumors
- Emotional: such as undermining by constant criticism, humiliation, intimidation and/or taunting

- Social Exclusion or Isolation: such as ignoring or intentionally isolating someone from a group or activity
- Physical: such as hitting, shoving, kicking and spitting
- Controlling/ Manipulating: such as threatening, forcing someone to do things, taking or damaging someone's personal possessions or money
- Racial / Sexual / Gender: such as sexual or homophobic derogatory comments
- Cyberbullying (online bullying): happens online, using social media and digital communication
- Disability-based harassment

Behaviors identified as bullying or harassment involving any student (s) and/or employees of BIS are considered a violation of the school's community values and beliefs and will be subject to the standards of a safeguarding inquiry and/or disciplinary procedures.

7.9 Discriminatory and Identity-Based Harm

Bullying, harassment, or harmful behavior targeting aspects of a child's identity or lived experience may have a significant safeguarding impact. This may include discrimination or harassment related to race, ethnicity, nationality, language, religion, disability, neurodiversity, gender, gender identity, sexual orientation, family structure, or socioeconomic background.

BIS recognizes the importance of creating an inclusive environment in which all students feel safe, respected, and able to seek support.

7.10 Recognizing Child Abuse And Neglect

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.

This often happens over a period of time, rather than being a one-off event. The signs of child abuse aren't always obvious, and a child might not tell anyone what is happening to them. Sometimes children don't understand that what is happening to them is abuse. It is important to be aware of possible indicators of abuse, however it is important to note that signs and indicators may not always be present, and may not indicate abuse if they are present. If you notice indicators of abuse, it is best to share your concerns with the designated safeguarding lead and closely monitor the student. The following identified indicators need to be considered in the context of the child's age, capabilities, medical and developmental history.

Children may disclose abuse directly, indirectly, behaviorally, or not at all. Some children may delay disclosure due to fear, shame, loyalty conflicts, confusion, trauma responses, cultural pressures, fear of consequences, dependency on the perpetrator, or concerns about not being believed.

The absence of visible indicators does not mean abuse has not occurred. A child's disclosure should always be taken seriously.

Physical Abuse	
Possible Physical Indicators	Possible Behavioral Indicators
• Bruises • Burns • Bite marks • Broken bones or dislocations • Lacerations/ abrasions • Missing or loosened teeth • Arms or legs are covered in warm weather • Injuries that occur on the body in places that are NOT normally exposed to falls, playing games,	• Very passive and compliant • Uncommunicative • Signs of regression • Fear of returning home or of parents being contacted • Aggressive towards others • Refusal to discuss injuries or improbable excuses given to explain injuries • Withdrawal or avoidance from physical contact • Little/ no emotion when hurt • School attendance issues • Drug/ alcohol abuse • Non-suicidal self-injury • Suicidal ideation and/or attempted suicide

Sexual Abuse	
Possible Physical Indicators	Possible Behavioral Indicators
• Has discomfort walking or sitting • Difficulty with urination • Signs of pain, itching or discomfort in the anal or genital area • Bruises or bleeding from external genitalia, vagina or anal regions • Urinary tract infections • Blood stained underwear • Pregnancy or fear of pregnancy • Sexually transmitted diseases • Enuresis and/or encopresis (Bed wetting & soiling)	• Shows inappropriate sexualized behaviors and/or interest in sexual matters • Knowledge of sexual behavior inappropriate to age • Promiscuity • Excessive masturbation • Inappropriate sexual behavior with animals or toys • Regression to infantile behavior • Sudden unexplained fears • Excessive attention getting, aggression or clinging behavior • Inappropriate expressions of affection • Depression and/or withdrawal into fantasy • Suddenly refuses to change for gym or to participate in normal physical activities • Running away from home • Avoids being alone with certain

	people, such as family members or friends • Shows fear or distrust of a particular person or reluctance to socialize with them • Mentions receiving special attention from an adult or a new "secret" friendship with an adult or young person
--	--

Emotional Abuse	
Possible Physical Indicators	Possible Behavioral Indicators
• Showing delayed speech or sudden speech disorder • Persistent tiredness • Physical, mental and emotional development is delayed • Has a headache or stomach ache with no medical cause • Eating disorders • Drug or alcohol abuse • Rocking • Sucking thumb • Self-harm	• Highly anxious • Is fearful of new situations or doing something wrong • Low self esteem; low tolerance to frustration • Sudden under achievement or lack of concentration • Inappropriate emotional responses to painful situations • Attention seeking behavior • Obsessions or phobias • Extremes in behavior: overly passive or aggressive • Poor peer relationships and/or socially withdrawn • Expresses feelings of worthlessness • Discloses having witnessed domestic violence • Suicidal ideation and/or attempted suicide • Chronically running away

Neglect	
Possible Physical Indicators	Possible Behavioral Indicators
• Poor personal hygiene • Dirty/ unwashed appearance	• Extreme loneliness and need for affection

- | | |
|---|---|
| <ul style="list-style-type: none"> • Lack of adequate or suitable clothing • Constantly hungry and/or inadequate nutrition • Consistent fatigue or listlessness • Lack of medical or dental care • Developmental delays • Untreated physical or medical problems • Lack of adequate supervision • Drug and/or alcohol abuse at home | <ul style="list-style-type: none"> • Frequent lateness or non-attendance at school • Poor social relationships • Has inappropriate use and viewing of internet websites and TV • Has responsibility for siblings beyond the child's capability • Always attends school even when sick • Poor academic performance • Stealing |
|---|---|

(Tables source: American International School of Bucharest, Safeguarding Handbook)

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and life-time health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.

The most important point to consider is that children are often exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

Long Term Impacts of Child Abuse:

- Poor educational achievement
- Inability to complete responsibilities
- Inability to live according to plan/ability
- Inability to care for oneself
- Inability to coexist, cooperate or work with others
- Lack of self-confidence, prone to addiction
- Inability to express love / or accept love
- Inability to lead a family, constant health problems
- Prone to mental health problems
- Low self-esteem, depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations, self-injurious behaviour (e.g., suicide attempts)

In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential offenders:

Signs of offenders (Students):	Signs of offenders (Adults):
• Unusual interest in sex, sexualizing inanimate objects and activities • Does not stop sexual misbehaviour when told to stop • Uses force and coercion in social situations • Unusual intensity when discussing sex and sexuality • Socializes with children much younger • Gives gifts, requires secrecy in relationships	• Has “favourite” student or child • Attempts to find ways to be alone with children • Inappropriate language, jokes and discussions about students/children • Sexualized talk in the presence of students/children • Gives private gifts or has private chats on facebook/internet
(Adapted from: AISA Child Protection Handbook And Department Of Education, 2018)	

7.11 Additional Safeguarding Concerns

Safeguarding concerns may also include circumstances or behaviors that place children at risk of harm, even where they do not fit neatly into traditional abuse categories. Additional safeguarding concerns may include:

- self-harm and suicidal ideation
- substance misuse
- eating disorders
- missing or runaway children
- radicalization or violent extremism
- forced marriage or honor-based abuse
- female genital mutilation (FGM)
- criminal exploitation
- unsafe caregiving arrangements
- technology-facilitated abuse

These concerns should be responded to in accordance with BIS safeguarding procedures and, where appropriate, in consultation with external safeguarding agencies or professionals.

8. Safeguarding Procedures

Safety For Our Students

A formal Safeguarding Team, comprising the Designated Safeguarding Lead (DSL), School Principals, Counsellors, Nurses, and the Pastoral Coordinator oversees safeguarding provision and response. Counsellors and nurses offer confidential services, creating a trusted environment in which students, staff, and families feel safe raising concerns.

BIS is committed to ensuring that students, parents, caregivers, and community members have safe, accessible, and developmentally appropriate ways to report safeguarding concerns.

Students may report concerns to:

- trusted adults
- teachers
- counsellors
- nurses
- pastoral leaders
- the Designated Safeguarding Lead
- designated reporting systems where applicable
safeguarding@bis-school.com

Parents and caregivers may report concerns through:

- designated safeguarding contacts
- school leadership,
- counsellors
- or official school communication channels

BIS prohibits retaliation against any individual who raises a safeguarding concern in good faith.

8.2 Safeguarding in Practice (Prevention and Protection Measures)

Safeguarding at BIS is embedded across all aspects of school life. Systems are in place to ensure that students are supervised, accounted for, and supported throughout the school day and during all school-related activities.

This includes structured attendance monitoring, supervision during breaks and transitions, clear discipline and behavior procedures, and safeguarding measures for trips and off-campus activities. Travel and hosting arrangements are carefully managed, and students are never hosted individually during school-organized trips.

The school maintains clear procedures for student arrival and dismissal, as well as robust campus security measures, including controlled access and supervision of visitors, volunteers, and external providers. All adults on campus are expected to adhere to safeguarding expectations, and access to students may be restricted where these expectations are not met.

Safeguarding considerations also extend to peer relationships. Any concerns involving child-on-child abuse, including bullying, harassment, harmful sexual behavior, coercive relationships, or online abuse, are taken seriously and addressed through a child-centered, trauma-informed approach. Responses may include immediate safety planning, supervision adjustments, communication with families, and, where appropriate, involvement of external agencies.

8.3 Digital Safeguarding

BIS recognizes that safeguarding risks increasingly arise in:

- online communication
- social media
- gaming environments
- artificial intelligence tools
- emerging technologies
-

The school addresses these risks through a combination of education, clear expectations, and monitoring systems. Students are taught about safe online behavior, including risks related to grooming, image-sharing, sextortion, and online exploitation. Recognizing that safeguarding is a partnership, the school relies on parents to manage and oversee age-appropriate access to digital tools at home. Reporting pathways are in place for digital concerns, and safeguarding principles apply equally to online and offline interactions.

8.4 Immediate Risk or Emergency Situations

If a student is believed to be in immediate danger or at imminent risk of harm, staff must act immediately to ensure the student's safety and notify the Designated Safeguarding Lead without delay.

Immediate risk situations may include:

- serious physical injury
- suicidal intent or immediate self-harm risk
- sexual assault
- unsafe collection or custody situations
- credible threats of violence
- medical emergencies
- immediate danger within the home environment

In emergency situations, safeguarding action should not be delayed while awaiting additional evidence or administrative consultation.

8.5 Responding to Student Disclosures

When a student shares a concern or discloses abuse, the response of the adult is critical. Staff must create a calm, safe, and supportive environment in which the student feels heard and taken seriously. It is important to listen without judgment and to respond in a way that prioritizes the student's safety and wellbeing.

Staff must be clear that confidentiality cannot be guaranteed, as information may need to be shared in order to keep the student safe.

In responding to a disclosure, staff should:

- remain calm and listen attentively
- allow the student to speak freely
- use minimal, non-leading prompts only where necessary
- respond with reassurance and care

- reassure the student that they were right to tell someone
- explain honestly that the information will need to be shared to keep them safe
- record the student's words as accurately as possible
- report the concern promptly in line with safeguarding procedures

Staff must not:

- investigate allegations independently
- promise secrecy
- ask probing or leading questions
- express shock, anger, or disbelief
- pressure the student for additional details
- confront the alleged perpetrator
- share information beyond those with a legitimate safeguarding need to know

8.6 Reporting Safeguarding Concerns

All safeguarding concerns, whether arising from observation, disclosure, or suspicion, must be reported on the same day to the Designated Safeguarding Lead or appropriate safeguarding personnel. Any Safeguarding concerns can be emailed to safeguarding@bis-school.com

Staff are not responsible for determining whether abuse has occurred, but for recognizing concerns and reporting them promptly. Safeguarding concerns are managed through a structured process to ensure that responses are timely, consistent, and centered on the safety and wellbeing of the child.

9. Safeguarding Response Process and Reporting

Once a concern has been reported, BIS follows a structured safeguarding response process to ensure that concerns are assessed and responded to appropriately:

9.1 Overview of Safeguarding Response (See Fig 9.1.1)

The safeguarding response typically includes:

1. A concern is identified or disclosed
2. The concern is reported to the DSL without delay
3. A factual record is completed
4. The DSL assesses the level of risk using  Safeguarding Risk Assessment Tool and team consultation when appropriate
5. The Child Protection Response Team is convened if required (A minimum of 3 members are required to form a CPRT). This can consist of the DSL, Counsellor, Principal, Health department or Pastoral Coordinator (Secondary)
6. Appropriate action is taken, including referral to external agencies where necessary

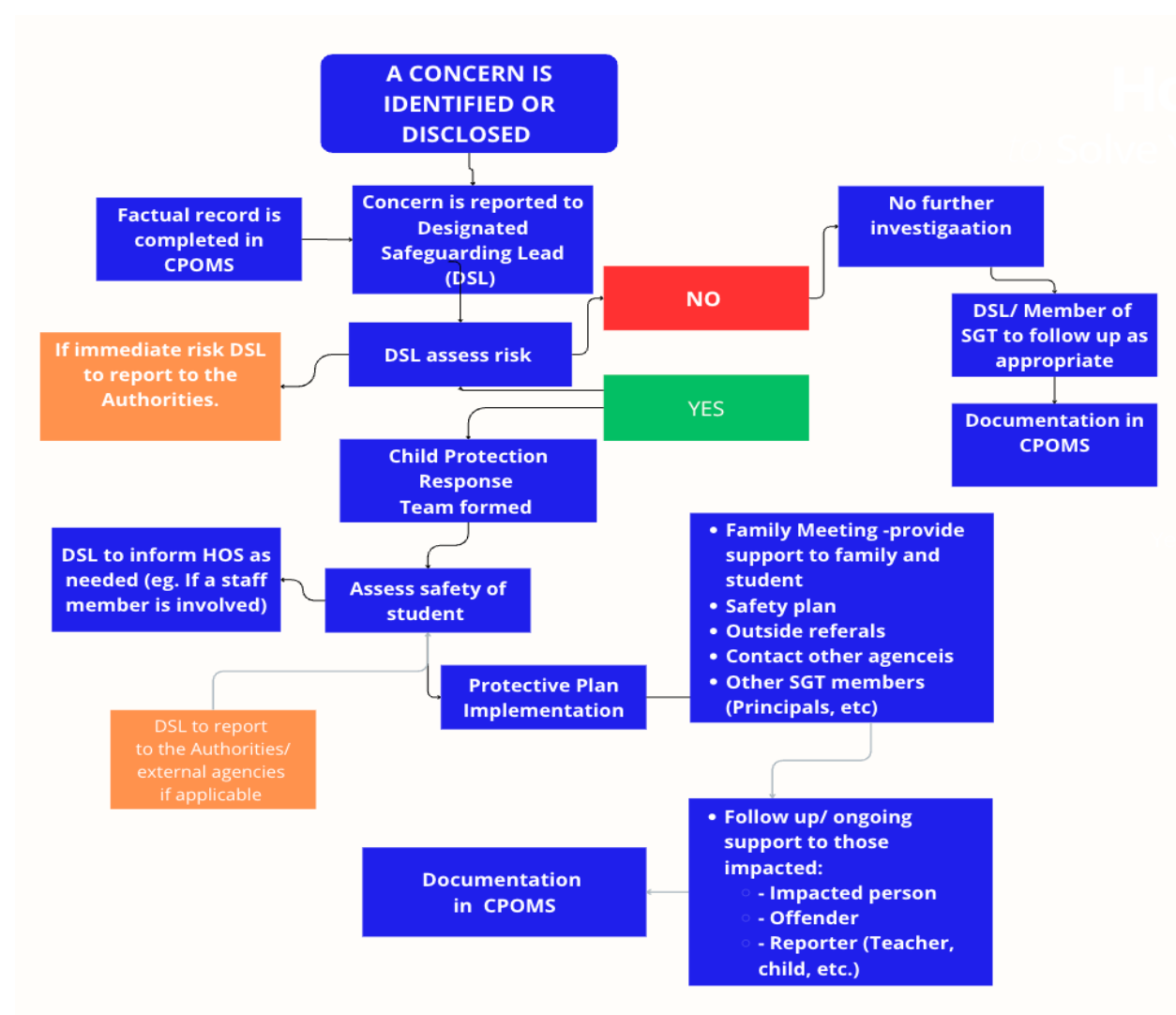
7. Ongoing monitoring and support are provided

The response may include immediate protective actions, communication with parents (unless this places the child at risk), consultation with external professionals, and referral to appropriate authorities such as the Jugendamt or law enforcement.

BIS staff do not conduct formal investigations into allegations of abuse. Investigations are the responsibility of external child protection agencies and law enforcement. The school's role is to assess risk, ensure safety, document concerns, and support the child.

Following initial actions, ongoing monitoring and support are provided as needed. All actions are guided by the principle of acting in the best interests of the child.

Fig. 9.1.1 Child Protection and Safeguarding Response Flowchart



Notes:

The school will normally seek to discuss any concern about a student with their parents. This must be handled sensitively and the Head of School and Child Protection Team will make a determination as to whether and when involving the parents is in the best interest of the student. If the school believes that notifying the parents could increase the risk to the student or exacerbate the problem, advice may be sought first from an anonymous child protection counselor, an Isef specialist.

Following a report, the Safeguarding Response Team will conduct an initial safeguarding assessment to determine:

- whether a child may be at immediate risk
- whether emergency protective action is required
- whether external agencies must be contacted
- whether the staff member should be restricted from student contact pending further review
- what support is required for affected students and families
- what communication plan is necessary

Temporary protective measures are neutral safeguarding actions and do not imply guilt or disciplinary findings.

9.2 Operational Safeguarding Practice and Expectations

In addition to the structured safeguarding response process, all staff are expected to follow the principles below when identifying and responding to safeguarding concerns.

Act Promptly and Maintain Confidentiality

Staff must remain vigilant to early warning signs of abuse or neglect and act without delay when concerns arise. All concerns must be reported on the same day. Safeguarding information must only be shared with those who have a legitimate need to know and must be handled sensitively and securely.

Report Concerns Clearly and Without Delay

Concerns must be reported to the Designated Safeguarding Lead (DSL). If the DSL is unavailable, concerns must be reported to a member of the Safeguarding Team, including a Principal, Counsellor, or other designated safeguarding personnel. Staff must not wait for certainty before reporting.

Team-Based Safeguarding Decision-Making

BIS follows a structured, team-based safeguarding approach. A minimum of three members of the Child Protection Response Team will be involved in determining appropriate next steps, depending on the nature and severity of the concern.

A lead safeguarding professional will be identified for each case to:

- coordinate actions
- maintain oversight
- ensure accurate and timely documentation

Appropriate Information Gathering (Non-Investigative)

Safeguarding staff may gather relevant information to assess risk and determine next steps. These actions are for safeguarding assessment only. BIS staff do not conduct formal investigations. This may include:

- supportive, non-leading conversations with the student
- age-appropriate engagement strategies

- observations within the school environment

Where appropriate, external professional consultation may be sought, including with the ISEF (Insoweit erfahrene Fachkraft), Jugendamt or Law officials.

Decision-Making and External Referral

The safeguarding team will determine:

- whether and when to inform parents (unless this places the child at risk)
- whether a report must be made to the Jugendamt or other relevant authorities
- what immediate and ongoing support is required

The Head of School should be informed of serious concerns. However, this must not delay urgent safeguarding action or required reporting to external authorities.

Professional Conduct During Safeguarding Cases

All staff must:

- refer all case-related questions to the Safeguarding Team
- avoid independent action outside their role
- maintain strict confidentiality
- ensure all records are factual, accurate, and securely stored

The school will:

- liaise with external professionals and agencies
- consult legal counsel where appropriate
- manage communication, including potential media involvement

9.3 Managing and Reporting an Allegation or Concerns Involving Adults

BIS follows guidance from ICMEC on [how to manage staff allegations](#).

Any allegation or concern involving a staff member, volunteer, contractor, or other adult connected to the school must be reported immediately to the Designated Safeguarding Lead and Head of School.

This applies to all adults working with or on behalf of the school, including teachers, administrators, counsellors, coaches, volunteers, contractors, boarding or trip chaperones, external providers, and visitors.

Allegations or concerns may arise through a range of sources, including:

- a direct disclosure from a student
- a report from a parent, staff member, or community member
- observed behavior
- written or online communication
- anonymous reports
- social media content
- patterns of low-level concerns

- information provided by external agencies or law enforcement

All concerns must be treated seriously, regardless of the role, reputation, or seniority of the individual involved.

BIS is committed to managing allegations promptly, fairly, and confidentially. The safety and wellbeing of the student are the primary consideration in all cases. At the same time, the school will ensure that individuals who are the subject of allegations are treated with fairness, respect, and in accordance with legal safeguarding obligations and due process.

If the concern involves the Designated Safeguarding Lead, the report must be made directly to the Head of School or Supervisory Board safeguarding representative. If the concern involves the Head of School, the report must be made directly to the Designated Supervisory Board Member.

If criminal conduct or immediate danger is suspected, BIS may contact law enforcement, Jugendamt, or other relevant authorities without delay.

9.4 Immediate Response to Allegations

When an allegation or concern involving an adult is received, BIS will:

- act promptly
- prioritize the immediate safety and wellbeing of the child
- maintain appropriate confidentiality
- avoid unnecessary sharing of information
- ensure concerns are documented factually and securely
- consult with appropriate safeguarding, legal, or external authorities as necessary

Staff members must not independently investigate allegations or interview students beyond obtaining minimal factual clarification necessary to determine immediate safety needs. Questioning should remain limited, non-leading, and developmentally appropriate.

9.5 Preservation of Evidence and Information Sharing

BIS will take reasonable steps to preserve relevant documentation, electronic communication, photographs, digital evidence, and safeguarding records. Staff members must not delete messages, images, emails, or digital material relevant to an allegation.

Information sharing will occur strictly on a need-to-know basis and in accordance with safeguarding obligations, data protection requirements, and legal guidance.

9.6 Record Keeping

All allegations, low-level concerns, decisions, actions taken, referrals, communications, and outcomes will be documented and securely retained in BIS's school reporting platform in accordance with school safeguarding procedures and applicable legal requirements. Patterns of low-level concerns may contribute to risk assessment and escalation decisions.

9.7 Support for Students and Staff

BIS recognizes that allegations and safeguarding investigations can be distressing for all involved.

The school will seek to provide appropriate support for:

- students
- families
- reporting individuals
- staff members subject to allegations
- witnesses
- affected community members

Support measures may include counselling, safety planning, supervision adjustments, schedule modifications, external referrals, and communication support.

9.8 Outcomes and Follow-Up

Following safeguarding review or external investigation, outcomes may include:

- no further action
- additional monitoring
- professional support or training
- disciplinary action
- referral to external agencies
- termination of employment or contracts
- reporting obligations to regulatory or legal authorities

Following the conclusion of serious safeguarding incidents, BIS may conduct a safeguarding review to evaluate lessons learned, policy effectiveness, procedural improvements, and ongoing support needs.

10. Education

Students

Education, Well-being, & Inclusion

At BIS, we actively support the whole child by monitoring each student's well-being, attendance, and academic progression to maximize learning success. Our safeguarding and social-emotional programs cultivate a welcoming, safe,

and inclusive learning community where every student experiences a deep sense of belonging and connectedness.

Curricular Delivery & Scope

Safe and supportive education is intentionally woven into the student experience across all divisions:

- **Primary School:** Integrated natively directly into primary school lessons.
- **Secondary School (Grades 6–12):** Timetabled into targeted PHE lessons and grade-level or mentor assemblies on both a curricular and responsive basis.

BIS is committed to delivering a K–12 curriculum that embeds evidence-based resources fully aligned with the standards and benchmarks established by ICMEC [ICMEC Safeguarding and SEL Curriculum Standards and Benchmarks](#).

Immediate Safeguarding & Well-being Support

Complementing our classroom instruction, safeguarding and student care at BIS extend beyond timetabled lessons. Students maintain open access at any time to trusted, professional mental health and medical support directly through our dedicated School Counsellors and the School Nurse.

Parents, Volunteers and Visitors

BIS will offer parent workshops on the critical nature of Safeguarding in addition to ongoing supportive parent programs. For parents and non-staff who are regular volunteers, after school activities leaders, chaperones, or on-site for any other educational purposes, background checks will be required in order to work with students.

Parents and visitors are reminded through our handbooks, online communication and at reception sign-in regarding photo and data protection policies as well as our stance as a school that is intolerant of any abuses toward its students. Parents and visitors are required to prominently wear a colour-coded BIS identity badge at all times when they are on school premises.

References

- [UN Convention on the Rights of the Child](#)
- Supervisory Board Policy
- [New England Association of Schools and Colleges](#) (NEASC)
- [The International Centre for Missing and Exploited Children](#) (ICMEC).
- [SEL/Safeguarding Curriculum \(ICMEC and CASELS\)](#)
- [Addressing Child on Child Abuse \(Farrer Co.\)](#)
- [NSPCC Learning](#)

Links

- [BIS City Campus practical information](#)
- [BIS Haimhausen Primary practical information](#)
- [BIS Secondary practical information](#)
- [Staff Resources](#)
- [Health department information/forms](#)
-  [Draft May 2026 Code of Conduct](#)
- [Student Code of Courtesy and Conduct](#)
- [Responsible Use Agreement](#)
- [Data Protection Policy: Photos made in school from parents /students raise awareness](#)
- [Whistleblowing Policy](#)

AI – In alignment with our values of open communication and transparency, AI tools were utilised to support the drafting and refinement of this policy's language.

Thank you to the following international schools for inspiration and sharing key resources: *American International School of Bucharest* and *Frankfurt International School*.

Accountability & Compliance

Revision date:	Reviewers:	Approved by:	Read by:
30 June 2026	SLT & Safeguarding team	Executive Board & DSL	SLT & Safeguarding team

BIS Academic Policies Update Process

Identify need



We review and update the majority of our school policies every four years, or sooner, to meet IB, NEASC, or Bavarian ministry requirements. Handbooks are updated alongside these changes.

Review & Collaborate

We work collaboratively to align:

- BIS' needs & expectations
- Everyday practice
- Attitudes & aspirations
- Best-practice & wisest practice
- Policy & handbooks
- Purpose & Commitments

Research



We don't just review to check compliance with IB, NEASC and Bavarian Ministry requirements, we look to best practice and emerging research to guide our updates and reviews process.

Draft, Review & Revise



Initial planning

Define who is involved, roles, responsibilities and timelines



Stakeholder input / review

Draft shared with section heads & stakeholders for input



Teams review

Teams review feedback, suggest edits and add recommendations



Additional feedback

Consult external experts for advice where relevant



ExSLT review

ExSLT makes final edits and check internal compliance



Approval

Present policy to Supervisory Board for ratification



Publishing

Publish, notify the community, and apply practice across BIS



Share



In this final sharing stage, the entire school community or relevant section is presented with the final policy for the purposes of:

- Explaining reasons behind changes
- Clarifying philosophy and expectations
- Ensuring aligned practice across the school