Student Protection Policy

Student Protection

ICSB values human life and strives to provide a safe and supportive learning environment in which all individuals are treated with dignity and respect. In fulfilling its duty of care, the school is committed to protecting the health, safety, and well-being of our students, who have the right to live free from abuse. Student Protection means we work together to prevent and reduce risks, occurrences, and impact of harm.

ICSB is a member of the Child Safety & Protection Network (CSPN), a network of organizations who collaborate, share resources, and develop best practices in child protection. This Student Protection Policy has been developed to create an environment where students are protected from harm and where adults' behavior is above reproach. You can learn more about CSPN by visiting their website.

Definitions Related to Abuse and Harm

- Child: While the definition of child generally refers to any person under the age of 18, within this policy, it applies to all currently enrolled ICSB students, regardless of their age.
- Child abuse: The maltreatment of a child by an adult or another child which endangers or impairs the health or safety and well-being of a child. The following factors are considered for all the types of abuse defined below:
    - The maltreatment may occur over a period of time or be a one-time occurrence.
    - Abuse usually occurs in the context of a relationship of responsibility, trust, and power.
    - If both parties are under 18, it is considered abuse if there is an age difference of more than 36 months. The following factors will be considered in the response to child-to-child harmful behaviors: difference in age, responsibility, trust, power, development, awareness or understanding.
- Child Physical Abuse: Actual, non-accidental, or likely physical injury to a child. Physical harm is, therefore, the effect or impact of such abuse on a child. It may include slapping, punching, hitting, kicking, biting, shaking, throwing, burning, hair-pulling, pinching, suffocating, holding under water, or otherwise causing intentional physical harm.
- Child Emotional Abuse: The actual or likely severe adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill-treatment. Emotional harm is, therefore, the effect or impact of such abuse on a child.

  - *Emotional ill-treatment* is the result of subjecting or exposing a child to behavior that may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder. It includes acts of commission and acts of omission.
  - *Spiritual abuse* can result in emotional abuse when Scripture or spiritual language is used to control or manipulate a child, to protect the abuser, or to manage the child for the convenience of the adult.
  - Child emotional abuse may include patterns of belittling, scapegoating, threatening, ridiculing, isolation, exclusion, ignoring/rejection, humiliating, or spiritually manipulating behavior. Emotional abuse can be verbal, written, or online.
- Child Sexual Abuse: Forcing or enticing a child to take part in sexual activities, by physical, verbal, or visual means, whether the child is aware of what is happening. Sexual harm is, therefore, the effect or impact of such abuse on a child.
  - *Verbally oriented sexual* abuse may include sexual threats, innuendoes, solicitation, suggestive comments about a person's body or appearance, sexual speech using the phone or internet, inappropriate affectionate comments, and any verbal expression with the intent to arouse or stimulate.
  - *Visually oriented sexual abuse* may include indecent exposure, taking suggestive pictures, peeping, leering, voyeurism, exhibitionism, and showing pornographic material.
  - *Physically oriented sexual abuse* includes kissing and other romantic overtures, any sexual touching of clothed or unclothed genitals, self-touching, and masturbation in the presence of the victim.
  - *Child sexual exploitation* is a form of sexual abuse in which the abuser gives a child things such as gifts, drugs, money, status, or affection in exchange for performing sexual activities.
- Harmful Sexual Behavior: Developmentally inappropriate sexual behavior displayed by children and young people which is harmful or abusive.
  - *Peer-on-peer sexual abuse* is a form of harmful sexual behavior where sexual abuse takes place between children of a similar age or stage of development.
  - *Child-on-child sexual abuse* is a form of harmful sexual abuse that takes place between children of any age or stage of development.
  - *Problematic sexual behavior* is developmentally inappropriate or social unexpected, sexualized behavior which does not have an overt element of victimization or abuse.
- Grooming: Building a relationship, trust, and emotional connection with a child, and possibly their family and/or community, which breaches boundaries and may lead to manipulation, exploitation, and abuse. Grooming behavior can be both through in-person and/or online interactions.

- Neglect: Serious deprivation of necessities such as food, shelter, supervision appropriate to a child or young person's age, and essential medical and physical care.
    - *Educational neglect* refers specifically to a parent's failure to ensure the child's educational needs are being met.
- Inappropriate Behavior: Unwanted attention and ANY of the above actions (either wanted or unwanted) among peers who are closer than three years of age that causes physical or emotional harm. are considered inappropriate.

Prevention Strategies

ICSB employes several strategies to prevent student harm and promote student safety, including:

- Student Protection Team:
  ICSB has a trained staff team that:
    - ensures student protection policies and procedures are in place and are followed.
    - plans and implements relevant student protection training for staff and students.
    - maintains a clear reporting mechanism for raising concerns.
    - leads the response to any concerns of harm to a child.
    - leads staff training and awareness

- Screening: ICSB staff and volunteers are adequately screened prior to beginning their service. Screening includes a criminal background check and may include reference checks, interviews, and any other screening processes deemed necessary. Individuals who have been accused, convicted of, or are under the suspicion of crimes against children, or who have been convicted of violent crimes or other relevant crimes, will not be permitted to serve at ICSB.

- Student Awareness: Our yearly schoolwide student protection objectives at ICSB are that all students, in an age-appropriate manner, will be able to:

  Explain in their own words an individual's right to be safe.
    - Recognize that our bodies are lovingly created by God and He cares for us.
    - Recognize and use anatomically correct terminology for body parts, including genitals.
    - Explain that we have the right/responsibility to care for our bodies.
    - Affirm that abuse is never the child's fault.

  Demonstrate child safeguarding strategies, in both online and personal situations.
    - Differentiate between safe and unsafe touch, words, or images.
    - Explain the difference between safe and unsafe secrets.

- Analyze situations for high-risk using safety cues.
- Explain the value of assertiveness in abuse prevention.

Identify personal safety advocates in the community.

- Identify trustworthy helpers/advocates.
- Give examples of words to say when accessing advocates.
- Defend the value of persistence in accessing an advocate.
- Recognize that it is never too late to tell.

- Staff Training: New staff receive training in student protection and returning staff get a refresher on important points every fall.

- Code of Conduct (below)

Student Protection Code of Conduct

Staff assume the burden of maintaining safe, clearly established safeguards in all interactions with children. The safeguards established in this Code of Conduct are intended to do the following:

- Provide a safe environment for children.
- Ensure that adults model safe and healthy interactions with children.
- Protect those interacting with children from invalid reports of inappropriate behavior.

The most effective way to prevent abuse of children is to be wise and vigilant in how we interact with our students. Applying as many of these safeguards as possible will reduce risk and demonstrate professionalism and wisdom in our interactions with students.

Primary Safeguards

In any setting where children are present, at least one of these primary safeguards should be implemented, and as many as possible should be followed. These safeguards are applicable for in-person and online interactions.

- Visibility: *"Is it possible for others to see me?"*

  When interacting with children, adults position themselves in a place that is visible to other unrelated adults. This can be accomplished by such things as planning activities in areas where other adults are present, staying within view of the window in the door, or keeping doors open.

- Accountability: *"Do others know where I am or what I am doing?" "Am I promoting a culture of transparency and accountability?"*

  One-on-one interactions with a child, such as tutoring, discipling, personal counseling, or private lessons, whether done physically or online, should only occur in situations where other staff members are in the vicinity or when permission has been given by a supervisor or a parent. If a situation with a

student becomes uncomfortable, this should be discussed with your supervisor immediately.

- Power Balance: *"Do students feel safe in my presence?"*

  Adults, by virtue of their age, size, strength, and authority, exert control over children. Balancing control enhances student safety. This can be accomplished by avoiding one-on-one situations, when possible, and avoiding favoring or showing differential treatment to particular children to the exclusion of others. Students should be supervised so that there is also a balance between students in age, size, strength, power, and authority. Bigger or more aggressive students should not have opportunities to exercise power over other students.

Additional Safeguards

- Healthy Affection: *"Is this connection in response to the need of the student or my own?"*

  Examples of healthy affection include, but are not limited to, verbal praise, side or shoulder-to-shoulder hugs, and arm's length physical proximity in conversation. Because healthy, caring, touch is valuable to children, but unhealthy touch is abusive, touch should ALWAYS be:
  - In response to the need of the child and not the need of the adult.
  - Age-appropriate and initiated by the child rather than the adult. Resistance to touch should be respected.
  - Open rather than secretive or behind closed doors.
  - Communicating respect for the child.

- Wise Choices: *"Might this behavior be perceived as inappropriate in any way?"*

  Do not engage in inappropriate behaviors, including:
  - Communicating with or "following" a student using private social media or email accounts rather than approved school platforms, such as Microsoft Teams and PowerSchool.
  - Touching any part of a student's body that would be covered by our ICSB Dress code
  - Full frontal hugs or other types of affection in isolation.
  - Sleeping or lying on the same bed as a child.
  - Individual counseling and/or discipling students of the opposite sex.
  - Undressing/showering in the presence of students.
  - Flirtatious or seductive looks
  - Using sexually suggestive pictures, games or explicit language with students
  - Dating or romantic relationships with students

- Using student restrooms when students are present. Staff should use bathrooms labeled for adult use during school hours. In the event the staff bathrooms in a building are all unavailable, staff may use a lockable stall in a student bathroom if the bathroom is unoccupied at the time they enter.
- Grooming behavior, as defined above.
- Being alone with a student in an area without visibility (e.g., elevator, closet, building or garden nooks, etc.).

Note: No policy covers every situation. When in doubt, be sure to keep in mind the values of visibility, accountability, and power balance. Talk to your supervisor for your protection as well.

Self-Harm

Self-harm includes anything someone does to intentionally hurt themselves. Self-Harm is a counter-intuitive way of expressing and dealing with deep distress and emotional pain. Injuring oneself may be a way a person who is doing self-harm is trying to cope with feelings like sadness, self-loathing, emptiness, guilt, and rage.

Some of the more common ways include cutting or severely scratching their skin, burning or scalding themselves, hitting themselves or banging their head, pulling their hair to the point of hair loss, punching things or throwing their body against walls and hard objects, sticking objects into their skin, intentionally preventing wounds from healing, and swallowing poisonous substances or inappropriate objects. Self-harm can also include less obvious ways that puts a person in danger such as driving recklessly, drug and alcohol abuse, and unsafe sex.

If a staff member hears of or sees evidence of possible self-harm with an ICSB student or staff member, then the staff member should verbally notify their supervisor and fill out the Raise a Student Protection Concern Form within 24 hours. The staff member should not approach the student on their own unless the student is in immediate danger. This form should be filled out whether the student admits or denies the self-harming behavior.

The locations of the Raise a Student Protection Concern Form are listed under the Guidelines for Responding to and Raising Concerns section above.

The Student Protection Team Lead will coordinate the response, including follow-up conversations with the student, parents, school counselor, and teachers. A plan for monitoring the situation may be developed.

Guidelines for Responding to and Raising Concerns

If someone comes to you with a concern about harm or inappropriate behavior, your highest priority at that point is to care for him/her. Provide reassurance to any person raising a concern that they were right to tell, and that you are glad they told you. Offer support and tell them what you will do next. Do not make promises or push for more information. Consider if there are any immediate safety concerns.

It is **mandatory to immediately raise concern** about any reasonable suspicions or allegations of harm that come to your attention in any way to a supervisor or the Head of School. This includes any behavior related to ICSB's child abuse definitions, regardless of when (i.e., "years ago") or where (i.e., "off campus") the harm may have occurred. Do not try to first verify or handle the situation privately. This initial verbal raising of a concern must be followed by completing a Raise a Student Protection Concern Form within 24 hours. It is necessary to preserve confidentiality for the sake of all involved by restricting information to only those who need to know and have authority to know.

The Raise a Student Protection Concern Form can be through the links in this policy. It is also accessible on the ICSB website and on the ICSB Forms and Lists section of the ICSB: Policies, Procedures, and Forms site, accessible through the Policy & Forms tab at the top of the ICSB Staff Community Team. The form is also available as a tab at the top of the General channels in the following Microsoft Teams:

- ICSB Lower School
- ICSB Upper School
- ICSB Learning Support Services Division
- ICSB Middle Grades Community (available to students)
- ICSB Upper School Students and Staff (available to students

This report goes to the Student Protection Team. If you do not hear back confirming someone has seen it, please follow up with your supervisor.

Examples of what and where to raise concern

The following chart provides examples of different types of inappropriate behavior about student safety and how it needs to be corrected and addressed through raising a concern. These are examples only and do not exhaust all types of inappropriate behavior, child harm, or child abuse. This chart doesn't replace the Behavior Expectations and Discipline Process policies, but it is meant to clarify when the Student Safety Team needs to become involved.

Level 1 Raised with and resolved by a staff member/ teacher	**Level 2** Raised with and resolved by Principal (with possible counselor involvement)	**Level 3** Raised with and resolved by the Student Protection Team Lead (with Head of School, Principal involvement) spt@icsbudapest.org
• Inappropriate language • Gossip/slander • Mocking/teasing • Hurtful physical behaviors • Personal misuse of technology	• Serious or repeated behavior that violates school behavioral expectations • Consensual sexual activity between peers* above sixteen	• Abuse (physical abuse, sexual abuse, emotional abuse, neglect or exploitation) whether adult-to-student, student-to-student, contact or non-contact and including online behavior • Inappropriate behavior/relationships between adults and students

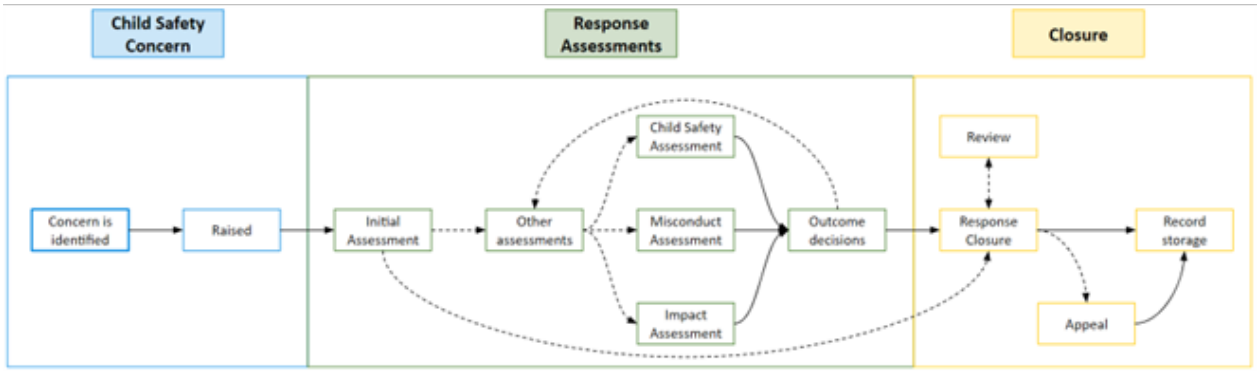
	• Bullying between peers* • Violent behavior that is not defined as physically abusive behavior • Possession of weapons • Possession or use of tobacco, alcohol or drugs • Possession or pattern of viewing pornography	• Harassment: aggressive pressure and intimidation including sexual harassment • Threatening or bullying younger/weaker students or a pattern of bullying behavior • Nonconsensual, exploitative or concerning sexual activity and anything below 16 • Possession or distribution of child pornography • Abusive or inappropriate social media or online communication between students including nudes and sexting • Depression, eating disorders, self-harm, and suicidal expressions or indicators

*A peer relationship exists when there is not a significant difference in responsibility, trust, power, age (36 months or less), development, awareness, and/or understanding between the individuals.

Administrative Response

All reports of abuse or inappropriate behavior, current or historical, will be accepted by ICSB's administration. According to the guidelines set forth by CSPN (Child Safety and Protection Network), a response process will take place following established protocols. This process will be objective and confidential.

Administrative outcomes depend on the findings and the nature of the behavior, but could include coaching, mentoring, counseling, formal warning placed in file, opportunity to resign, contract not renewed, or immediate termination. Government or other authorities may need to be contacted and become involved.



Historical Concerns

ICSB is committed to taking all concerns about harm to children seriously whether past or present. Because of the importance to the individual, other children, and the organization itself, ICSB will respond to concerns about abuse, no matter how old. Individuals who choose to come forward can do so knowing that ICSB will listen to whatever experience they choose to share, will always take them seriously and will respond in the appropriate way to help ensure the safety of our whole community.

Guidelines for Student Protection during Online Interactions

Circumstances occasionally may alter our normal way of communicating with our students, and we must interact with them from a distance via technology. Please follow these general guidelines in such situations:

Professional Hours

Communicate with students between 8:00 AM and 4:00 PM on school days, whenever possible. There is no expectation that a staff member will communicate outside these hours, although it may be advantageous at times. The use of the "schedule send" feature in Teams and Outlook can facilitate this.

Professional Platforms

- Only use PowerSchool, Microsoft suite tools (such as Teams), or previously approved tools to communicate with students.
- Use caution when directing students to outside sources. Pay attention to the types of ads that may be used.
- Never give your personal phone numbers, email addresses, or social media usernames to students for school-related communication.

Professional Engagement

- Stay on topic, stay professional, and stay brief.
- There should be a difference between the way you communicate with students and your friends online. While we want to maintain warm relationships, terms of endearment, emojis, and informal terminology should be avoided.
- Choose group communication whenever possible. A brief 1:1 text or video chat is acceptable within the general guidelines.
- Staff should not video chat from bedrooms or bathrooms. If staff must chat from a bedroom, the camera should be positioned in such a way that it is not obvious it is a bedroom and the door should be left open for both students and staff, in any case.
- Staff and students should be dressed according to the school dress code, although staff may dress somewhat more casually than usual. If students appear on-screen out of dress code, let them know, and reschedule the call, if needed.

Professional Responsibility

- Staff members are responsible for raising any student safety concerns to their supervisor and submitting a written report within 24 hours, using the Raise a Student Protection Concern Form. The form's locations are listed under the Guidelines for Responding to and Raising Concerns section above.
- Your supervisor must be notified no later than the end of the current school day (4:00 PM) of any one-to-one video chats with a short description of what was discussed and any concerns. If a video chat happens outside of school hours (8:00 AM to 4:00 PM), parents should also be notified. Regularly scheduled chats do not require daily updates, but your supervisor should know they are happening.