



**International School Dhaka**

# **Child Protection Handbook**

(Reviewed: August 2021)

## ISD Mission Statement

ISD is a community that



## ISD Definition of Learning

ISD embraces inquiry and collaboration, which empowers learners to develop skills, knowledge and understanding that inspires positive change.

## ISD Definition of International Mindedness



Awareness, Responsibility and Action for our Shared World

## IB Mission Statement

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (Mission, IBO)

## Introduction

The International School Dhaka (ISD) takes responsibility for taking all our students very seriously. We strive to provide a safe and supportive learning environment to maximize their learning and well-being. Both the United Nations Convention on the Rights of the Child, of which Bangladesh is a signatory, and the Bangladesh Act No 24, provide the background for establishing a set of transparent ISD practices, procedures, and guidelines for child protection and safeguarding. All forms of child abuse violate children's human rights and impede their intellectual, physical, social, and emotional development.

### **United Nations Convention on the Rights of the Child-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."

### **The Bangladesh Children's Act, 2013-Act No. 24 of 2013**

"The Act changes the legal definition of a child from being a person under the age of 14 to one under the age of 18. It criminalizes any kind of cruelty inflicted on children while they are working in both the formal and informal sectors. In addition, the Act will prescribe punishments for using or exploiting children in begging, in brothels, and in carrying drugs, arms, or other illegal commodities".

The framework outlined in this document seeks to guide ISD's faculty, staff, volunteers, and families in child protection and safeguarding matters. This handbook should be read in conjunction with the school's Code of Conduct, counseling practices and procedures, safe technology use, the school's curriculum supporting emotional, social, and physical health, and the ISD Child Protection Policy (Appendix A). The handbook includes roles and responsibilities, procedures, protocols, and key definitions based on worldwide best practices. ISD is committed to providing a safe environment with open communication for faculty, staff, visitors, volunteers and families.

## Roles and Responsibilities

Faculty, staff, or volunteers may directly witness child abuse or have disclosures or allegations relayed to them made by a child or an adult. There may also be disclosures of abuse that have occurred prior to attending ISD. Sustained abuse of children can have significant long-term effects on all aspects of children's health, development, wellbeing, and ability to sustain stable and meaningful relationships in the future. ISD commits to ensuring that all staff understand their roles and responsibilities aligned with child protection and safeguarding. This is achieved through training during orientation on ISD practices, protocols, and procedures related to child protection and safeguarding. Additionally, annual training is conducted by external providers and school social emotional counselors.

ISD internal inquiries will be reported to the police and other authorities as relevant. The investigation of child abuse allegations is the statutory responsibility of the police.

### **Role of employees**

It is the primary responsibility of faculty and staff to be vigilant, have knowledge and awareness of the indicators of potential or actual abuse (Appendix B), and report any disclosures, suspicions, or allegations immediately. If an employee suspects or has evidence of abuse, they must report this information to the respective social emotional counselor/CPO within 24 hours of the initial concern. Faculty and staff are responsible for the initial referral and should not engage in any further involvement, potentially compromising the investigation.

In addition to other duties, each employee must:

- Read the Child Protection Handbook and stay informed on where it can be located.
- Attend bi-annual school provided training, and any required supplemental training, to be informed on child protection and safeguarding
- Understand definitions and indicators of child abuse (Appendix B & C)
- Follow reporting procedures and protocols
- Maintain confidentiality
- Sign a pledge stating your commitment to upholding ISD practices, procedures, and policy regarding child protection and safeguarding
- Immediately inform CPOs of disclosures, allegations, or suspicions of harm.

### **Role of the Social Emotional Counselor**

The role of the Social Emotional Counselor is fully detailed in the 'Social Emotional Counselor Job Description.' Responsibilities relevant to child protection and safeguarding are as follows:

- Develop PSHE/SEL curriculum for homeroom lessons
- Host parent workshops
- Deliver training on Child Protection concerns, abuse, disclosure, and reporting

- Maintain and safely store hard copy disclosure reports
- Maintain confidential counseling records in support of child protection
- Liaise with CPOs and participate on the School-Based Response Team (SBRT) when requested
- Provide external resources and referrals as needed
- Maintain relationships with external partners to benefit ISD students positively
- Establish a close link with the relevant local agencies, as needed, to ensure clear and effective communication and be a recognized contact within ISD for agencies to contact regarding concerns.

### **Role of the ISD School Nurse**

The role of the School Nurse is fully detailed in the 'School Nurse Job Description.'

Responsibilities relevant to child protection and safeguarding are as follows:

- Have clinical knowledge of the indicators for child abuse and report any concerns or suspicions immediately to the CPO.
- Make student medical records available, as needed, to the CPO.
- Keep all information strictly confidential - report information on any child protection cases only to the CPO.

### **Role of the Head of Human Resources**

The Head of Human Resources role is fully detailed in the 'Head of HR Job Description.'

Responsibilities relevant to child protection and safeguarding are as follows:

- Ensure that all staff are recruited and employed per the guidelines identified in the Employment Policy to identify those people safe to work with children.
- Require and collect Staff Employment Declarations from all newly hired staff (Appendix D)

### **Role of Head of Security**

In addition to roles as described in the job description and the duties of all employees, the Head of Security must:

- Oversee the entry and exit procedures to ensure only appropriate and cleared persons are on campus at all times and students arrive and depart with a trusted, identified adult.
- Ensure that no contractors, vendors and service providers operating on-site during school operating hours will be left with unsupervised access to students.
- Consult with the Director about local laws and reporting any criminal allegations to local authorities.
- Ensure campus is secure to ensure child protection and safeguarding

- Annually review and conduct crisis procedures and drills, including lockdown, evacuation, bomb/terrorist attacks, fire, earthquakes, and other natural catastrophes.
- Require that external organizations (such as field trip venues, study centres, or sports facilities) provide evidence beforehand that the adults accompanying the minors have undergone the appropriate background and criminal record checks where possible.

### **Role of the CPO**

The role of the CPO is held by the Primary Principal, Secondary Principal, and Director. Full details of the roles can be found in the respective job descriptions.

Responsibilities relevant to child protection and safeguarding are as follows:

- Ensure that the Child Protection Policy is effectively implemented throughout ISD.
- Ensure that all staff are aware of and have access to complete copies of the procedures for reporting child abuse (covered in the Child Protection Handbook).
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively. This is kept up-to-date by refresher training at two yearly intervals.
- Be personally responsible for ensuring that they receive refresher training every two years to keep their knowledge and skills up-to-date.
- Ensure and safeguard clear, confidential, detailed and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken. These records will be kept separate from student's records for confidentiality.
- Establish a close link with the relevant local agencies, as needed, to ensure clear and effective communication and be a recognized contact within ISD for agencies to contact regarding concerns.
- Work closely and effectively with the social emotional counselor, ensuring that information is appropriately shared to safeguard the child effectively.
- Work closely, as applicable, with parents in the inquiry and safeguarding process.
- Ensure that all staff are supported appropriately when dealing with child protection concerns.
- Consult with the Director regarding all child protection concerns.
- Provide all records, in written form, to the Director for decision and further inquiry.
- In liaison with the Director, decide upon the appropriate level of response to specific concerns about a child, if needed.

### **Role of the Director**

As the Director is a CPO, the following should be read in conjunction with the CPO description:

- Consult with the Board of Directors, as needed, with regards to further action to be taken.
- Provide up-to-date child protection training to all faculty and staff.
- Initiate and attend all informational and action-based parent meetings regarding open child protection inquiries.
- Collect all relevant data from all stakeholders to assist in the inquiry.
- Interview and investigate faculty and staff who are accused of any wrongdoing concerning child welfare.
- Determine final outcome and plan of action of an inquiry. This may include a conference with students involved, parent notification, meeting with parents, meeting with others pertinent to the case, including the alleged perpetrators, psychological assessment, mandatory counseling sessions, suspension or termination of employment or any other action supporting the child.

## ISD Disclosure Flowchart and Procedures

### Child Abuse Reporting

All employees at ISD have a duty and a responsibility to act if they have reasonable cause for concern about a child's welfare. If an employee suspects or has evidence of abuse or receives a disclosure, they must report this information to a CPO as soon as possible and within 24 hours.

### Responding to a Disclosure:

ISD Student Protection Reporting form will be completed if a suspicion of harm, allegation, or disclosure is made. The person receiving the disclosure should not record the meeting digitally, ask leading questions, and not criticize the alleged perpetrator. The person cannot promise confidentiality as it might be necessary to refer to a CPO. The person receiving the disclosure should do the following:

- Listen to what is being said without displaying shock or disbelief
- Allow the child to talk freely and only ask questions to clarify
- Explain what will be done next and who needs to be informed
- Record, in writing, the disclosure with detail and record the date and time
- Inform the Child Protection Officer

### Confidentiality:

Confidentiality, data protection, and human rights principles must be adhered to when obtaining, processing, or sharing personal or sensitive information or records.

### School Based Response Team:

If a reasonable cause is identified by the CPO(s), a school based response team will be formed in response to a disclosure, suspicion of harm, or allegation. In addition to the CPO(s), the following individuals may be involved:

- Social Emotional Counselors
- Principals
- ISD School Nurse
- Head of Security
- Director
- Any other relevant member dependent on the situation (e.g., Lawyer)

### Storage of Records:

All records of child protection concerns are treated as sensitive information and are kept together securely and separately from the child's general school records.



## ISD Disclosure Procedure Flowchart

Use the printed disclosure forms when reporting a disclosure, suspicion of harm, or allegation. Promptly call or video conference a CPO and/or social, emotional counselor:

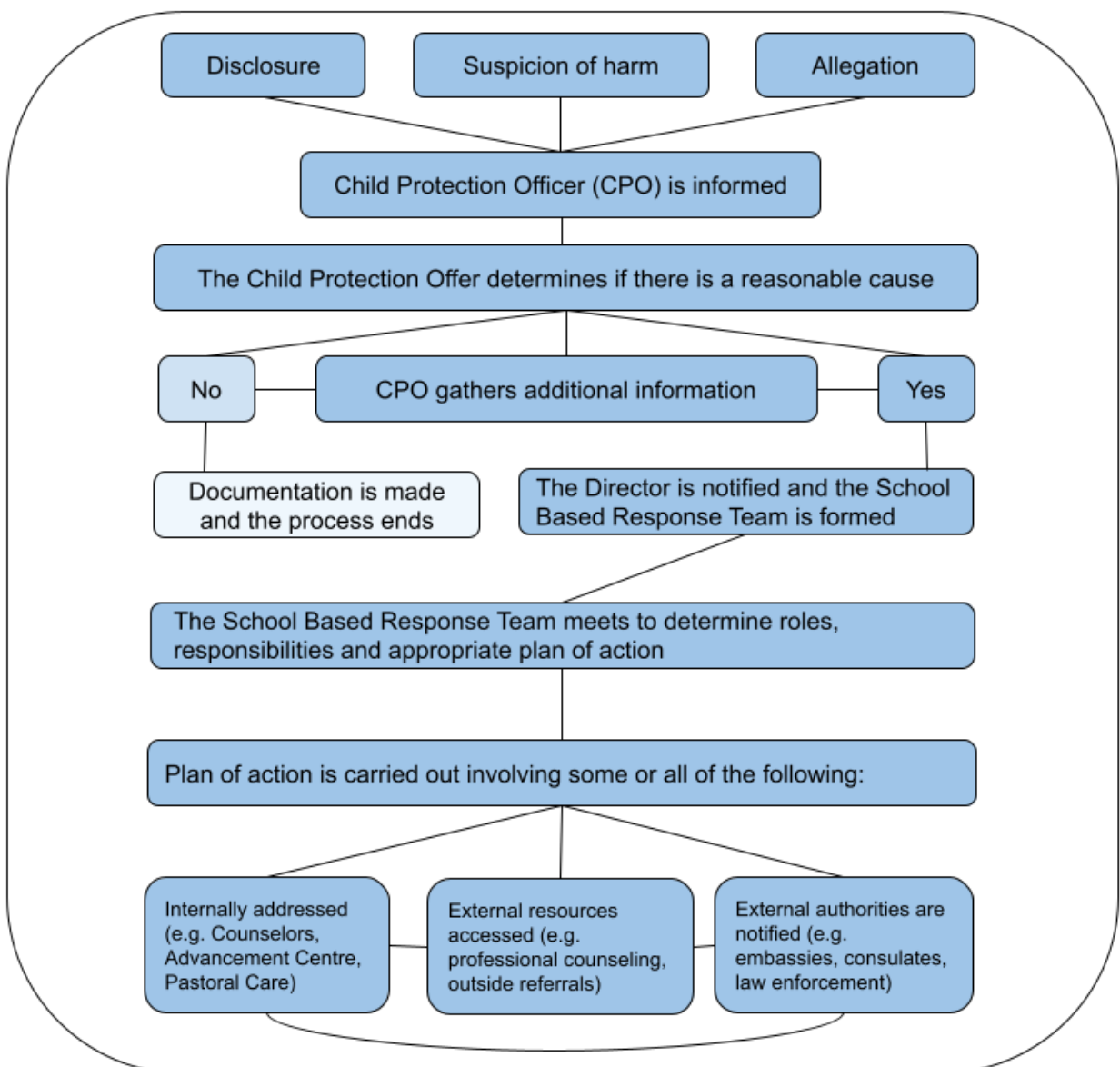
CPO: Thomas Van Der Wielen +880 18 4727 7976

CPO: Chris Boyle +880 18 4727 7993

David Longworth: +880 1708130496

Primary Counselor: Vivian Huizenga +880 18 4742 6704

Secondary Counselor: Sekai Chitaukire +880 17 0813 0491



## Organization and Training

### Training

Teachers and staff will be trained regularly regarding how to identify and report abuse and neglect. This document will be reviewed and updated annually to keep up to date with best practice and the latest training.

### Comprehensive and Coordinated Education - ISD Wellness Program

ISD understands that at the heart of keeping all students safe on our campus is a twofold process - a set of well-developed Child Protection policy and procedures is necessary, but also required is an education program that teaches all students the essential skills to engage in healthy relationships and to learn to advocate for themselves.

The primary school offers a wellness curriculum to all students from Preschool to Grade 5. This is primarily Second Step which covers; learning skills, empathy, calm down and problem-solving. Mind Yeti teaches mindfulness skills, and in addition, PANTS is used to teach; what is private, good touch and bad touch, how to be assertive and disclose. These concepts are explored at age-appropriate levels and where the learner is developmentally ready. The overarching understanding of the Second Step, PANTS and Mind Yeti curricula is that all children deserve respect, learning social emotional skills enhances academic learning, self-control and knowing how to protect themselves and feel safe.

At the Secondary School, Wellness is taught within a dedicated classroom. From Grade 6 to Grade 12, the program follows UK Statutory PSHE and SEL Programs. SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy and just communities.

### SEL Core Competencies:

- Self-awareness
- Social awareness
- Self-management
- Responsible decision making

- Relationship skills

## Staff Pledge

I confirm that I have read the Child Protection Handbook and understand my role and responsibilities towards child protection and safeguarding.

I agree to follow all practices, procedures, and policy in support of child protection and safeguarding.

I understand any failure to fulfill my role and responsibilities may result in disciplinary action.

Full Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix A - Policy from the ISD Policy Manual (Bilingual)

Policy 7.6023

### ISD CHILD PROTECTION POLICY

The International School Dhaka is committed to the safety and protection of children and all members of our ISD community. This Child Protection Policy and the related Child Protection Guidelines shown in Appendix M apply to all staff, employees, volunteers, and students who represent ISD and interact with children or young people in either a direct or unsupervised capacity.

The school aims to provide protection from and preparation for potentially abusive encounters. It is, therefore, the duty of all school personnel to be vigilant to signs of abuse and report their suspicions immediately to the appropriate Head of School. Such matters are of great sensitivity and must be dealt with confidentially. Students and teachers who report suspected abuse and neglect cases will be protected and supported by the Board. It is the duty of the Director or Head of School to implement the Child Protection Guidelines promptly so the children under the care of ISD are protected and supported, and all suspected incidents are thoroughly investigated.

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শিশু সুরক্ষা নীতিমালা

বিশেষ দৃষ্টব্যঃ এই নীতিমালার খসড়াটি আইএসএস এর দ্বারা গঠিত সর্বশেষ শিশু সুরক্ষা নীতিমালা এবং আইএসডি'র মূল নীতিমালা অনুসরণ করে সংশোধন করা হয়েছে। এই নীতিমালার অ্যাপেন্ডিক্স এম-এ একটি সম্পূর্ণ নির্দেশিকা সংযুক্ত করা হয়েছে।

ইন্টারন্যাশনাল স্কুল ঢাকা আমাদের আইএসডি কমিউনিটির সকল শিশু এবং সদস্যের নিরাপত্তা ও সুরক্ষা নিশ্চিত করতে বদ্ধ পরিকর। শিশু সুরক্ষা নীতিমালা এবং অ্যাপেন্ডিক্স এম-এ উল্লেখিত শিশু সুরক্ষা নির্দেশিকা সকল স্টাফ, স্বেচ্ছাসেবক এবং ছাত্রছাত্রী যারা আইএসডির প্রতিনিধিত্ব করে ও যারা প্রত্যক্ষ বা পরোক্ষভাবে শিশু ও তরুণদের সাথে যুক্ত তাদের সবার জন্য প্রযোজ্য।

যেসব ক্ষেত্রে অবমাননাকর পরিস্থিতির সম্ভাবনা রয়েছে স্কুলের লক্ষ্য হচ্ছে, সেইসব ক্ষেত্রে সুরক্ষা প্রদান করা এবং প্রস্তুতি গ্রহণ করা। অতএব, স্কুলে কর্মরত সবার কর্তব্য হল, যে কোন ধরনের নির্যাতনের লক্ষণ সম্পর্কে সজাগ থাকা এবং কোন ব্যাপারে সন্দেহ হলে অবিলম্বে উপযুক্ত স্কুল প্রধানকে জানানো। এই জাতীয় বিষয়গুলি অত্যন্ত সংবেদনশীলতার সাথে এবং অবশ্যই গোপনীয়তা রক্ষা করে সমাধান করতে হবে। যে শিক্ষার্থী এবং শিক্ষকগণ নির্যাতন এবং অবহেলার সন্দেহজনক ঘটনাগুলি রিপোর্ট করবে তাদেরকে বোর্ডের মাধ্যমে সহায়তা এবং সুরক্ষা প্রদান করা হবে। শিশু সুরক্ষা নির্দেশিকাগুলি অবিলম্বে বাস্তবায়ন করা স্কুলের ডিরেক্টর বা স্কুল প্রধানের দায়িত্ব, যাতে আইএসডির তত্ত্বাবধানে থাকা শিশুদের সুরক্ষার সহায়তা নিশ্চিত করা যায় এবং প্রতিটি সন্দেহজনক ঘটনার বিশদভাবে তদন্ত করা হয়। শিশু সুরক্ষা নির্দেশিকাগুলির জন্য অ্যাপেন্ডিক্স এম দেখুন।

## Appendix B: Definitions

**Child:** For this document, a child is any person under the age of 18 or any person enrolled at ISD as a full-time student, even if that person has reached their 18th birthday.

**Abuse:** According to the World Health Organization, “Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity.” Within this broad definition, four subtypes can be identified: neglect, physical abuse, psychological abuse, and sexual abuse.

### Types of abuse:

**NEGLECT:** failure to provide for a child’s basic physical, medical, psychological or educational needs.

Examples include:

**Physical:** Failure to provide adequate food, shelter, clothing or lack of appropriate supervision - this would include failure to provide proper adult guardianship, such as leaving children unsupervised at home for any extended period. (For details on ISD’s guardianship policy, see the next section).

**Medical:** Failure to provide necessary medical or mental health treatment.

**Psychological:** inattention to a child’s emotional needs and failure to provide psychological care.

**Educational:** Lack of interest or involvement in a child’s academic performance. Failure to respond to repeated communications from the school. Failure to adequately support a child’s academic progress at home.

**PHYSICAL ABUSE:** causing internal or external physical injury, not accidental.

Examples include:

Hitting, kicking, shaking, suffocating, burning, biting.

**PSYCHOLOGICAL ABUSE:** a pattern of behavior where a child is subjected to continuous and hurtful non-physical abuse that may diminish their sense of identity, dignity and self-worth.

Examples include:

Excessive criticism, constant disapproving, belittling, extreme teasing, humiliation, negative comparisons, insults, harmful threats, inappropriate expectations, verbal assault, silent treatment, excluding child, lying/withholding important information, confinement, and/or not respecting boundaries or child’s development.

**SEXUAL ABUSE:** any act where an adult or a more powerful person includes a child in sexual activity.

Examples include:

Inappropriate sexual comments, developmentally inappropriate conversations about sexual material, asking a child to pose in seductive ways, showing private parts by an adult, facilitating a child to watch sexual acts, or pornographic material, oral, anal or genital penetration.

## Appendix C: Possible Indicators of Abuse

Possible behavioral indicators can be found across all forms of child abuse, however, in and of themselves, they do not necessarily constitute abuse or neglect. What is most important is that, together with other concerns, they may warrant a referral to the appropriate counselor and/or CPO for further investigation and or documentation.

### **Possible Indicators of Neglect:**

- Child is unwashed, exhibits a lack of sleep, or appears uncared for
- Child does not want to go home
- Both parents or legal guardians are absent from the home for any period longer than 24 hours.
- Parents cannot be reached in case of emergency
- Stealing or scavenging compulsively
- Frequent tardiness or absence
- Untreated medical/psychological issues or recurring illness or infection
- Child is excessively attention-seeking or overly affectionate with adults

### **Possible Physical Abuse Indicators:**

- Unexplained injuries including bruises, cuts, scrapes, burns, or fractures on any part of the body
- Injuries that regularly appear after absence or vacation
- Injuries inconsistent with information offered by the child
- Head or brain injuries
- Blackened eyes or any damages on the face
- continuous or multiple injuries
- Physical aggression or quick to anger
- Emotionless when hurt
- Habitually absent
- Unusual fear of parental contact from school
- Exaggerated startle response or wary of physical contact
- Dressing inappropriately for the weather (e.g., long sleeves when hot outside)
- 

### **Possible Psychological Abuse Indicators:**

- Fear of failing
- Fear of consequences
- Lying
- Mood swings, withdrawal/lacking emotion or aggressiveness
- Overly sensitive to criticism
- Mental or emotional developmental lags
- Social isolation
- Low self-esteem, depression
- Frequent psychosomatic complaints (e.g., headache, nausea, stomach aches)
- Bedwetting and/or diarrhea
- Reports of humiliation, or intimidations, and bizarre punishments
- Refuses appropriate affection or praise
- Acts older than age.

### **Possible Sexual Abuse Indicators**

- Is quiet or more distant than usual
- Starts to wet or soil themselves
- Asks questions about secrets
- Seems aggressive or angry
- Says head and tummy hurt
- Not interested in playing, or avoids people and places
- Unusual sexualized behaviors
- Doing less well in school
- Emotional or clingy

### **Appendix D: Recruitment Practices**

ISD follows the Board of Directors approved policy in the recruitment of staff and faculty. All volunteers, outsourced contractors, and employees are screened to ensure that they are suitable to work with children as far as is practicable. For locally hired staff, ISD requires a range of documentation that includes police clearance and written references from at least two previous employers. When hiring internationally, ISD always attempts to interview face to face and checks multiple references by phone call and /or email.

As part of the ISD teacher contract, all teachers receive a list of expectations that explicitly states that “All teachers at the International School Dhaka are required to demonstrate a professional commitment to the school, its students, and parents.”

With specific reference to students, the following statements are included:

- Remember that student wellness and safety is the highest priority of the school and the teacher. If you have concerns about the welfare of any child, or the behaviour of any teacher/staff member with a child, it is your absolute responsibility to register such concern with a social emotional counselor or administrator.
- Teachers will maintain clear and appropriate roles with students. Avoid acting as a peer or a parent. Be a role model at all times.
- Teachers will maintain personal boundary awareness. Remember that, although we are friendly to students, we are NOT their friends.

### **Staff Employment Declaration**

When hired at ISD, individuals must complete the following declaration:

I \_\_\_\_\_ hereby declare that:

I have not been convicted of any criminal offence.

I have not been dismissed or have voluntarily left any school following accusations of inappropriate behavior with a student.

I am not on any national or educational register prohibiting me from working with children.

I accept that International School Dhaka has the right of investigation to verify these statements, and if this Declaration is found to be false, I will be subject to immediate dismissal for cause.

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

## Appendix E: Resources

### Local Resources/ Specialists/Agencies

#### References and Sources

International School Dhaka acknowledges and appreciates the support of the following individuals, schools, and organizations whose publications and ideas have assisted in producing this document.

Breaking the Silence <http://breakingthesilencebd.org/>

International School Manila- <https://www.schoolcounselor.org>

International Centre for Missing & Exploited Children -

<http://www.icmec.org/education-portal/>

International School Kuala Lumpur - <http://www.iskl.edu.my/learning/index.aspx>

International School Manila Board of Trustees Policy Manual, Student Planner, Teacher Contract and Expectations Attachment "2".

International School Tanyanika -

[http://www.istafrica.com/uploaded/documents/All\\_School/2015-16/Child\\_Protection\\_at\\_IST.pdf](http://www.istafrica.com/uploaded/documents/All_School/2015-16/Child_Protection_at_IST.pdf)

International Taskforce on Child Protection -

<http://www.cois.org/page.cfm?p=1898&cldee=dG96ZWRAaXNtYW5pbGEub3Jn&urlid=3>

Jakarta Intercultural School -

<https://www.jisedu.or.id/join/families/child-protection/index.aspx>

Republic of The Philippines, Department of Justice, Committee for the Special Protection of Children

<https://www.doj.gov.ph/child-protection-program.html>

Shanghai American School -

<https://www.saschina.org/en/academics/child-protection-policy-at-sas>

UN Convention on the Rights of the Child -

<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Western Academy of Beijing - <http://my.wab.edu/node/208>

WHO - <http://www.who.int/en/>

Wolowitz David - [david.wolowitz@mclane.com](mailto:david.wolowitz@mclane.com)