

Child Protection and Safeguarding Policy

Kelem International School



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Introduction

This policy has been developed to provide clear guidance for all members of the Kelem International School (KIS) community about the expected codes of behaviour in dealing with child protection issues, ensuring child protection concerns and referrals will be handled sensitively and professionally and in ways that support the needs of the child.

Child Protection Policy Statement

Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. Kelem International school's child protection policy is based on the United Nations Convention on the Rights of the Child (UNCRC), as well as the African Charter on the Rights and Welfare of the Child, of which Ethiopia is a signatory.

We believe that as educators we are in a privileged position working with children on a daily basis and we must be able to identify children who are in need of protection and support. All staff at KIS, therefore, have a professional obligation and must report any suspected cases of child abuse or neglect so that the child and family can get the support they need to remedy the situation.

International Law and Statutory Guidance

This policy is governed by two key articles in the UNCRC; and from the African Charter on the Rights and Welfare of the Child

1) **Article 19** – Protection from abuse and neglect – The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

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

African Charter on the Rights and Welfare of the Child

1) **Article 16** - States Parties to the present Charter shall take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse, while in the care of a parent, legal guardian or school authority or any other person who has the care of the child”.

Section 1 - Recognising abuse

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect.

The definitions of abuse have been taken from [working together to safeguard children](#) (UK Government guidance)

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Possible Indicators:

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible Indicators:

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

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible Indicators :

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible Indicators:

- Child is unwashed or hungry
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Both parents or legal guardians are absent from Addis Ababa for any period of 24 hours or greater, without appropriate provision made for child's care, and a temporary guardian named.
- Parents cannot be reached in the case of emergency

The Impact of Child Abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Section 2- Roles and Responsibilities

Safeguarding Roles and Responsibilities Chart 2020-21		
Person	Role in School	Safeguarding role
Kate Joicey	Principal	Response Team Child Protection Team
Bereket Gezahegn	Vice Principal	Response Team Child Protection Team
Natan Getachew	School Counsellor	Designated Safeguarding Lead Child Protection Team
Asqual Mamo	School Nurse	Response Team Child Protection Team
Mahlet Birhanu	Learning Support Coordinator	Child Protection Team
Metania Getahun	Dean of Students	Child Protection Team
Getahun Argachew	Teacher rep	Child Protection Team
Feven Bzuayehu	Teacher rep	Child Protection Team
Hela Getachew	Teacher rep	Child Protection Team
Bemnet Lemma	HR Manager	Child Protection Team
April Reading	Teacher rep	Child Protection Team
Parent Rep	To be decided	

Designated Safeguarding Lead (DSL):

A person who serves as the lead manager and point of contact person for all aspects of the child protection and safeguarding program in the school.

The DSL reports to the Principal and will maintain up-to-date professional development training in policy and program management aspects of child protection in order to implement best practices within the role of Coordinator. The DSL should develop connections and be part of a network of international schools in relation to safeguarding, to monitor best practices, share teachings with colleagues, and improve in-house training.

The DSL will:

- Promote and champion child safeguarding in the school
- Coordinate necessary training for staff
- Review child safeguarding policy in conjunction with the Child Protection team on a regular basis
- Liaise with local child protection organizations, including police and hospitals.
- Ensure a comprehensive child protection program is in place
- Initiate the response to any child safeguarding issues
- Monitor the progress of each case to its conclusion if not directly involved
- Convene meetings of the Child Protection Team
- Provide summaries of any child safeguarding issues, including data, training, budget and system recommendations to the Head of School
- Ensure a confidential, centralized procedure exists for recording and reporting child protection issues
- Manage the child protection case files for individual incidents
- Maintain up-to-date professional development training in child protection in order to implement best practices within their specific roles

Child Protection Team: Is a working group of staff members who have the collective responsibility of designing, managing, and reviewing all aspects, including self-reviewing case studies, of the Safeguarding Program.

The Child Protection Team consists of the school counselor, school nurse, teacher representatives from each division, and the school principals. The role of the CPT is to ensure that there is a comprehensive child protection program in place at the school and to annually monitor the effectiveness of the program. Specific tasks include:

- Ensure a comprehensive child protection program is in place
- Work within the school's existing structures to ensure development and adoption of child protection curriculum to meet school needs
- Support teachers and counselors in implementing child protection curriculum
- Ensure/guide training for all staff that have direct/indirect contact with students regarding the child protection program
- Ensure/guide parent education programs to support understanding of the objectives and goals of the policy/curriculum.
- Be visible and accessible for students to report their concerns to.

Section 3 - Report and Allegations Guidelines

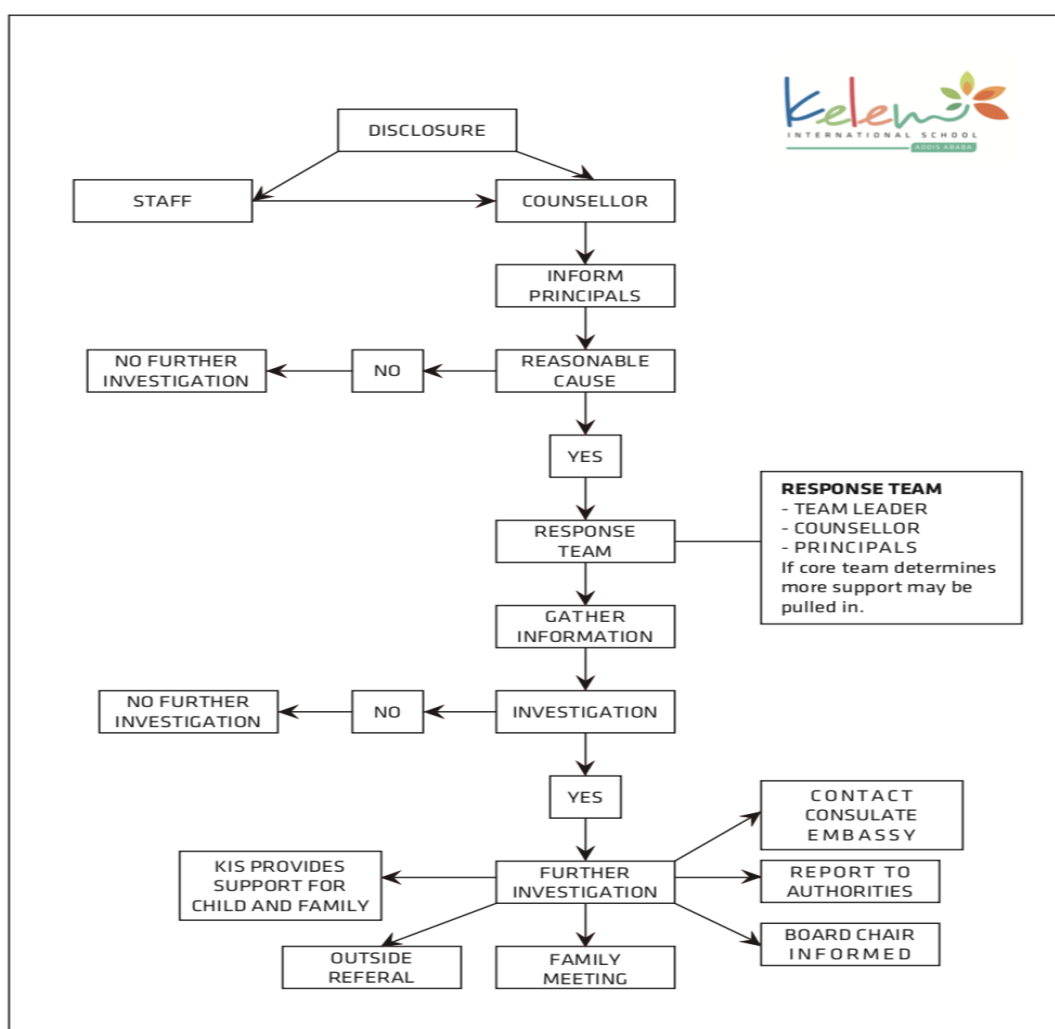
What happens after suspected abuse or neglect is reported?

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report his or her suspicions to the Designated Safeguarding Lead (DSL) Using the Report of Concern (See Appendix 1).

In all cases, the principal and vice-principal will be notified.

All staff are mandated to report incidences of abuse and neglect. All KIS employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the DSL within 48 hours (using the Report of Concern) for immediate response. School disciplinary procedures may be applied for staff who do not report suspected cases.

Flow Chart - Steps to follow after a disclosure



Step 1 - A child reports abuse or there is reasonable cause to believe that abuse is occurring

If a child discloses a safeguarding issue staff should follow these guidelines.

- **Listen attentively.** It takes courage for a child to make a disclosure or report about themselves or a friend, and they need to feel believed and heard.
- **Control your reaction.** Do not over- or underreact. Be aware of your facial expressions, gestures, and tone of voice, as the student will be sensitive to your reaction.
- **Praise the child for telling.** Assure the child that they are doing the right thing by disclosing the information. In cases of abuse, make sure they know it was not their fault.
- **Never blame.** Be non-judgmental with your words and body language.
- **Do not correct language.** When describing abuse, children may not use the correct terminology. Ask for clarification if you don't understand, but do not correct any language they may use, do not ask any leading questions.
- **Protect the privacy of the child.** Respect the child's need for privacy and confidentiality. Ensure that no other children are around to hear the conversation
- **Do not promise you will keep the disclosure a secret.** Promise the child you will take the report seriously by telling the right school employees who can help.
- **Record and write down what the child tells you** in the child's own words as soon as possible after the conversation. If possible use the Report of Concern form in the appendix.

It is the responsibility of the staff member to report his or her suspicions to the Designated Safeguarding Lead (DSL) Using the Report of Concern (See Appendix 1). The staff member should write exactly what the child has said in the child's words and should not put their own judgment on the report.

All disclosures should be reported to the DSL within 48hrs. All documentation must remain confidential.

Step 2 - Plan of Action developed

The principal, vice-principal and DSL will develop a Plan of Action to take the next steps regarding the reported incident and **may form a school-based response team** to address the report. In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. A Plan of Action will be developed to assist the child and family. Actions that may take place are:

- Discussions between the child and counselor in order to gain more information - Depending upon the age of the child, these discussions may include drawing pictures and

playing with dolls to elicit more information as to what may have occurred.

- In-class observations of the child by the teacher, counselor, or administration.
- Meetings with the family to present the school's concerns.
- Referral of the students and family to external professional counseling.
- In the case when there is consideration given to contact an organization outside of KIS the Principal will make that decision.

Step 3 - Response

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

- The counselor will maintain contact with the child and family to provide support and guidance as appropriate.
- The counselor will provide the child's teachers and the principal with ongoing support.
- The counselor will provide resource materials and strategies for teacher use.
- The counselor will maintain contact with outside therapists to update the progress of the child in school.

Most cases of suspected abuse or neglect will be handled by school counselors, such as those involving:

- Student relationships with peers
- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving

Some cases will be referred to outside resources, for example:

- Mental health issues such as depression, major anxiety, dissociation, suicide thoughts or attempt

Cases reported for investigation and outside resources (Principal will make this determination):

- Severe and ongoing physical abuse, neglect and emotional abuse
- Sexual abuse

In extreme cases, when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to (Principal will make this determination):

- Report to authorities
- The consulate
- The employer
- The home-of-record welfare office

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

Step 4: Follow-up

All activated cases will be monitored and will be part of an annual review to provide the team information to improve the stages of reporting and responding.

Allegations against a staff member

Should an accusation of abuse be made against a staff member - the Principal, Vice Principal, DSL and HR manager will meet to review the allegation and decide on the course of action. The Principal will inform the Board Chair and keep them informed of all actions. The Board Chair and Principal will determine if information needs to be shared with others.

If an accusation of abuse is made against a senior member of staff who is usually part of the investigative team, such as the Principal, Vice Principal, DSL or HR manager, that member will not form part of the investigation team. The most senior member of the staff investigative team will contact the Board Chair.

The person who initially received the allegation should create a documented record of all the information received and all evidence preserved.

Actions may include:

- Further documentation of incident and review of procedures
- Further investigation
- External agencies may need to be contacted for assistance.
- Communications needed (parents, staff, community)
- When and how to notify the employee
- Notification of outside agencies.

Documentation and Confidentiality

The reporting and response procedures will be accompanied by secure documentation throughout the process. This documentation will be initiated by the appropriate DSL, and will be maintained in a confidential manner throughout the process.

The documentation will clearly outline the nature of the concern, the steps of the inquiry process, the response plan, implementation of the response plan, and any audit/review results.

The DSL is responsible for the completion and storage of the documentation in a secure location.

Section 4 - Code of Conduct

The following guidelines are in place to ensure that students and staff feel safe and comfortable at all times.

Visitors Code of Conduct, Appendix 2

The purpose of this code of conduct is to provide the expectations around the conduct of all parents, carers, and visitors connected to our school. The code is placed in the family handbook and also at the front of the school.

Security Staff Responsibilities

- Security staff will inquire about the reason for entering the school when visitors approach the main entrance.
- Security staff will call to ask permission from the department or individual that the visitor is meeting.
- Security staff will request the visitor to sign in and ask for an official ID card from visitors and give them a school visitor card.
- Security has the right to ask permission from visitors to inspect bags, parcels and other packages before granting permission to enter the school.
- Security staff will escort visitors to their destination.
- When the visitor is leaving the premises, security staff will return ID cards in exchange for the school visitor cards.
- In cases of emergency, safety drills or other uncertain circumstances, visitors will not be permitted entry to the school.

The KIS Employee Code of Conduct, Appendix 3, outlines clear behavioral expectations for all employees, staff, and volunteers in their interactions with children, and clearly states that disciplinary procedures will be enforced if violations occur. This agreement must be signed by all faculty, staff, contracted employees, interns, and volunteers every year, indicating their agreement to follow the guidelines.

One to One Contact With Students

Situations, where students can be alone with staff members, are potentially problematic for both staff and students.

- Staff members should avoid being alone with a student in a ratio of 1:1. Staff should try to meet in public spaces or in places where other adults can view the activity especially during any activities outside of regular school hours.

- If a staff member must be alone with a student, they should only be in a room where there is a window in the door, or the door must be left open. Staff should not be in a room alone with a student where there is no window or they cannot be seen through the window or door. Windows embedded in doors should not be covered with posters or blinds.

Physical Contact

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

- It is also acceptable to touch a student in order to administer first aid. In this case, it is preferable to do so in the presence of another adult when this option is available. Medical safety and welfare of the student takes precedence over all else.
- There are times, within the teaching context (for example ,PE, drama, music, swimming) when some physical contact may be required to assist with a particular movement. This should be done with the agreement of the student as well as paying attention to the fact that any physical contact or touching is done in a professional manner, and not near the student's private areas.
- Touching in the above circumstances should only occur when other students or staff are present and/or in physical spaces that are clearly observable at all times. If touch can be replaced by verbal instructions, then this is preferable.

Supervision of Students

Appropriate supervision of students is central to creating a safe environment. Adult supervision helps to prevent inadvertent or intentional harm to children.

Monitoring and supervision can reduce peer to peer abuse and bullying by monitoring the activities of children and by providing guidance and support to children and young people.

- Students should be supervised at all times and should not be in classrooms without permission and supervision from an adult.
- At the end of the school day, after school events or at any off-site events (eg sporting fixtures). Students must be supervised until the student's parent, guardian or other authorized adult collects the child.

Transporting students

- The transportation of students by staff to or from an activity in a private vehicle is strongly discouraged.
- Although not recommended it may occur from time to time school staff may be required to transport children in their own vehicle. In this instance the staff's supervisor and child's guardian must be notified.
- The School strongly discourages staff from being alone in a vehicle with a student. It is recommended that when adults transport students, another school representative or adult should be present. This action is designed to protect both the child and the adult.
- In the case of an emergency when all other possible options have been explored and a second adult is not available, adults are permitted to transport students alone in a vehicle. When this occurs it needs to be communicated to the parent and to the immediate supervisor before the journey takes place.
- In the case whereby the school hires a bus company to take students on an activity, care needs to be taken to ensure that a student should not be left alone with the bus driver or any other unscreened, unsupervised third party.

Field Trips

At Kelem we currently do not run any overnight field trips. If this changes then this section will need to be developed further.

When taking a student on a day trip the [educational visit procedures](#) must be followed. The request form must be filled in, together with a risk assessment at least 1 week prior to the visit. The visit must be approved by the Principal.

Bathroom Facilities

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

- Adults at the school should use adult-only bathrooms.
- Male staff members must not enter female bathrooms and female staff members must not enter male or bathrooms, except in the case of an emergency.

- Cleaning staff should do most of the cleaning of bathrooms before and after school hours. During school hours, any cleaning should be done during times when students are in class. If cleaning is done during this time, cleaners should first verbally check to see if any students are in the locker rooms or bathrooms. If they are, cleaners should wait until everyone leaves. Once the cleaner is in the bathroom, a sign indicating that the bathroom is closed for cleaning should be outside the door. If a student ignores the sign, or there is an emergency, or a student enters the room for any other reason, the cleaner should leave immediately.

Gift Giving and Favoritism

- Staff members should refrain from showing favoritism towards any particular student. Giving of small gifts to students may be culturally appropriate at times. However, staff should avoid a pattern of gift-giving to particular students.
- Favoritism behaviors could be interpreted as an adult attempting to groom a student(s). Patterns of gift-giving, special favours, or other actions that exhibit favouritism should be avoided.
- If a student or parent gives a staff member a gift, the staff member should declare the gift to the HR manager to assess the appropriateness.

Use of Images and Information

The school uses photographs and videos of school activities and events to support the learning process and to record the individual progress and accomplishments of our students. Social media platforms such as Facebook and the school website may be used to share images. Parent permission is sought when the student enrolls at school for the use of student images in-school marketing and publications. No photographers will have unsupervised access to children, be allowed to have one-to-one photo sessions, or be allowed to have photo sessions at a student's home without permission from a parent.

The following general guidelines apply when posting, sharing or sending photos or videos of school events:

- No names, personal, identifying information should appear with photographs on public sites.
- Consider cultural, religious, and other beliefs.
- Staff personal equipment such as tablets or phones should be avoided for school use. If this is unavoidable, images must be deleted after being uploaded to the correct school computer or content folder.

Acceptable Use of Technology Agreement

This agreement should be signed annually by staff (Appendix 4). Staff should never use phone calls, texting, social media, emails, or similar technology to communicate with students in ways that are outside their professional relationship with students. A significant number of social media sites require children to be over the age of 13. Staff should not ask their students to use social media in a way that violates legal requirements or terms-of-service agreements.

Every KIS student agrees to engage with technology in a respectful, honest, responsible, and safe manner through an **Acceptable Use Agreement (Appendix 5)**. The specific expectations are outlined in the family handbook and ICT Handbook which should be referred to if violations occur.

Section 5 - Safe Recruitment and Hiring Procedures

Ensuring that all current and potential employees, outsourced contractors, interns, and volunteers are safe to work with children is paramount to safeguarding. A thorough and standardized process applies to the recruitment and hiring of personnel, and includes the following:

- Advertisements for vacancies (including those posted on the school website) should clearly state that safeguarding policies and procedures are enforced for all employees at KIS, and screening procedures will take place during recruitment.
- Criminal background/police checks are undertaken for all newly hired and contracted employees, and retroactive checks which have taken place for all current employees.
- The requirement that all potential employees sign a self-disclosure statement reporting any criminal or misdemeanour convictions.
- Attentiveness will be paid to anything suspicious in employment history (including gaps), and the use of references to clarify any areas of concern.
- At least one interview question will include a child safeguarding question or scenario to gauge the appropriateness of the response.
- The employee must read, understand and agree to comply with the KIS Code of Conduct as part of the terms and conditions of employment.

- A minimum of three professional references shall be required and include questions about the candidate's safety in working with children.

Section 6 - Education and Training

Annual training will be scheduled for the KIS community to develop and maintain the necessary knowledge and skills to safeguard children.

Employees, interns, volunteers:

Initial induction safeguarding training will be mandatory for all incoming employees, interns, and volunteers, and will include instruction on definitions, signs, and symptoms of child maltreatment, reporting expectations, a detailed review of the KIS Child Protection and Safeguarding Policy and Procedures, and expectations as outlined in the Code of Conduct. Any established employees who have not been through the induction training will be required to do so retroactively.

Subsequent to induction training, all employees, interns, and volunteers who have direct contact with children will be mandated to undergo refresher training annually, with scenario-based learning modules to enhance practical understanding and problem solving around child safeguarding issues, and to incorporate lessons learned and update best practices.

Contracted Partner Agencies, Vendors, and Invited Guests:

Contracted partner agencies, vendors, student mentors, and invited guests with whom the school has a written contract will be instructed on the Safeguarding Program, and if there is extended student contact as part of their duties, undergo screening protocols and agree to sign and abide by the code of conduct for non-employees.

Parents and guardians:

Parents and guardians will have annual opportunities to attend educational workshops on safeguarding.

Students:

Students will receive age-appropriate curricular instruction on health and safety topics relevant to their age and stage including digital citizenship and social-emotional learning.

Links with other policies

This policy links to the following policies and procedures:

- Behaviour Policy
- Staff and family Handbooks
- Health and safety Policy
- Attendance and Punctuality Policy
- Technology User Policy and agreements

Appendix 1 - Report of Concern

REPORT OF SUSPECTED CHILD ABUSE		
REPORTING PARTY		
Date_____		
Name of Business or Agency _____		
Phone_____	Address_____	
Name of Referring Adult_____	Position_____	
Your Phone_____		
Did you witness the incident Yes____ No____		
MANDATED REPORTING AGENCY		
Law Enforcement Phone: (+251-912-09 3678)		
The Ministry of Women and Children Affairs (Ethiopia) (+251-115-52 83 94)		
Address: Stadium Nearby Ghion Hotel City: Addis Ababa Email: mowca.affairs@gmail.com		
Twitter/MOWCA2		
Phone: (+251-115-52 83 94)		
Time_____		
VICTIM		
Name _____		
First	Middle	Last
Birthday (DD/MM/YYYY)	M/F	Nationality
Address	City	Phone
Suspect's Name (First, Middle, Last)	Phone	
Time of incident		
NARRATIVE DESCRIPTION (What did you see? What did you hear the victim say? And what past incidents involving the victim or suspect made you file this report today? Use another sheet if necessary.)		
Admin Name & Sign: _____		
Position: _____		

Kelem International School (KIS) believes in a culture of respect and belonging and takes child safeguarding seriously. The following code outlines KIS conduct expectations for visitors

on our campus. This code is intended to promote a safe learning environment that supports child protection and safeguarding policies and practices.

Visitors must show and give Identification Cards to the KIS security unit and sign in when entering the campus. Visitors receive a visitor badge which must be displayed clearly at all times.

It is expected that visitors act and speak in a kind and respectful manner at all times and follow the values of the school.

Visitors must use adult-only bathrooms.

Visitors should avoid taking photographs of students without permission.

In an emergency, please listen to announcements and follow directions.

When signing in, you acknowledge your agreement to the Visitor Code of Conduct as outlined above. If there is any violation of this Code of Conduct, visitors may be asked to leave the campus

Appendix 3 - Code of Conduct (*adapted from the African International Schools Association*)

(DRAFT) FSCSPCO/KIS Employee Code of Conduct

KIS is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

I promise to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children and youth participating in KIS programs.

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children at school activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children. Adults should be aware of the possible harm and misunderstanding associated with the use of sarcasm, especially with second language learners.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Only take and distribute photos of students for official KIS purposes.
- Commit to upholding the KIS Child Protection Policy and comply with the mandatory reporting regulations of KIS and to report suspected child abuse
- Cooperate fully in any investigation of abuse of children.

I will not:

- Touch or speak to a child in a sexual or any other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children.
- Give a child who is not my own a ride home alone without the knowledge of their parent or guardian.
- Accept gifts from or give gifts to children without the knowledge of their parents or guardians. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Staff members and volunteers should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.
- Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business without the knowledge of their parents or guardians. Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- Use rude or inappropriate language in the presence of children at any time.

I understand that as a person working with and/or providing services to children I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct *and the KIS Child Protection Safeguarding policy* and that as a person working with children I agree to follow these standards. I understand that any action inconsistent with this

Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from KIS.

Name _____ Date _____

Signature _____

Appendix 4 - Acceptable Use of Technology

Technology User agreement for Staff Members

- I appreciate that ICT includes a wide range of systems, including mobile phones, personal digital assistants, cameras, email, internet, intranet access and the use of social networking. ICT use may also include personal ICT devices when used for school business.
- I understand that I must not communicate information which is confidential to the school or which I do not have the authority to share.
- I understand that school information systems and hardware may not be used for personal or private use without the permission of a senior leader.

- I understand that my use of school information systems, internet and email may be monitored and recorded, subject to the safeguards outlined in the policy.
- I understand the level of authority required to communicate with parents and students using the various methods of communication.
- I understand that I must not use the school ICT system to deliberately access inappropriate content.
- I understand that accessing, viewing, communicating and downloading material which is pornographic, offensive, harassing or bullying is an inappropriate use of ICT.
- I understand that if I were to share my name, address, credit card or bank details etc. on the internet in school, I am doing so at my own risk and the school accepts no responsibility.
- I will respect system security and I will not disclose any password or security information to anyone other than an authorised system manager. I will not use anyone's account except my own.
- I will not install any software or hardware on school computers without permission.
- I will ensure that personal data is stored securely and is used appropriately whether in school, taken off the school premises or accessed remotely. I will not routinely keep personal data on removable storage devices.
- I understand that images of students and/or staff will only be taken, stored and used for professional purposes. Images will not be distributed outside of the school network without the written permission of the parent/carer or senior leader.
- I will respect copyright, intellectual property and data protection rights.
- I will report any incidences of concern regarding children's safety to a senior leader.
- I will ensure that any electronic communication undertaken on behalf of the school, including email and instant messaging are compatible with my professional role and that messages do not present personal views or opinions and cannot be misunderstood or misinterpreted.
- I understand the school's stance on use of social networking and given my professional role working with children, will exercise care in any personal use of social networking sites.
- I will ensure that any electronic communications with students, where permitted, are compatible with my professional role and that messages cannot be misunderstood or misinterpreted.
- I understand that personal details, such as mobile phone numbers and personal email addresses should not be given to students.
- I understand that inappropriate use of personal and other non-school based ICT facilities can have implications for my employment at the school where this becomes known, and that activities undertaken are inconsistent with expectations of staff working with children.
- The school may exercise its right to monitor the use of the school's ICT systems and accesses, to intercept email and to delete inappropriate materials where it believes unauthorised use of the

school's ICT systems may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, images or sound. I understand this agreement forms part of the terms and conditions set out in my contract of employment.

- I understand that staff are more than welcome to access and work outside of the normal working hours if they wish, but this is not an expectation. Equally, it is not expected for staff to read or respond to communications received outside of normal working hours.

User's Signature

I agree to follow this agreement and to support the safe and secure use of ICT at Former Swedish Community School PCO/Kelem International School.

Full Name (Block capitals)

Job Title (Block capitals)

Signature

Date (Day/Month/Year)

Appendix 5

Acceptable Use of Technology Agreement for Students

School Profile Statement

At KIS we support the right of all members of the school community to access safe and inclusive learning environments, including digital and online spaces. This form outlines the school's roles and responsibilities in supporting safe digital learning, as well as the expected behaviours we have of our students when using digital or online spaces.

At School we will:

- Educate our students about digital issues such as online privacy, intellectual property and copyright;
- Supervise and support students using digital technologies in the classroom;
- Use clear protocols and procedures to protect students working in online spaces. This includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at the earliest opportunity.
- Use online sites and digital tools that support students' learning.

- Address issues or incidents that have the potential to impact on the wellbeing of our students.
- Refer suspected illegal online acts to the relevant Law Enforcement authority for investigation.
- Support parents and care-givers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home.

Expected Student behaviour when using digital or online spaces.

To encourage safe, responsible and behaviour

When I use digital technologies I **communicate respectfully** by:

- Always thinking and checking that what I write or post is polite and respectful.
- Being kind to my friends and classmates and thinking about how the things I do or say online might make them feel.
- Not sending mean or bullying messages or forwarding them to other people.
- Creating and presenting my own work, and if I copy something from online I show people where I copied it from by writing the website link.

When I use digital technologies I **protect personal information** (which is my full name, photo, birthday, address and phone number), and know that it is not to be shared online.

This means I:

- protect my friends' information in the same way
- protect my passwords and don't share them with anyone except my parent
- only ever join spaces with my parents or teacher's guidance and permission
- never answer questions online that ask for my personal information
- stop to think about what I post or share online

When I use digital technologies I **respect myself and others** by thinking about what I share online.

This means I:

- use sites that are appropriate, and if I am not sure I ask a trusted adult for help
- speak to a trusted adult if I see something that makes me feel upset or if I need help
- speak to a trusted adult if someone is unkind to me online or if I know someone else is upset or scared.

- speak to a trusted adult if anyone asks if anyone I've met online asks me to meet them in real life.
- don't deliberately search for something rude or violent
- turn off or close the screen if I see something I don't like and tell a trusted adult
- I am careful with the equipment I use.
- will not write bad comments about the school online.

When I use **school equipment I will be respectful.**

This means I:

- Only use school computers to help my learning.
- Only look at and work on my own files
- Keep all school equipment at school and not take any home
- Will ask the teacher to scan any external flash drives (USB) before I use
- Will tell a teacher if I think a school computer has a virus
- Only use the school network with permission from a teacher.

When I communicate with others using email or social media **I will protect myself** by:

- Only using email for learning purposes
- Not using social media sites if underage (Twitter, Facebook, Snapchat, Instagram, YouTube etc.)

When I use my own personal device at school I will **use it responsibly.**

This means I:

- only use my personal device when given permission by a teacher or in an emergency situation. If I am not using it for learning it must be switched off at all times. (not in silence or vibrate)
- If I am using my own device when I should not, it may be taken by a teacher.

I understand that the teachers may check that I am using technology correctly according to this agreement. If I do not follow this agreement my parents may be contacted and I may not be able to use technology at school.

Student name:

Signature.....

Parent name:.....

Signature:.....

Grade:.....

Date:.....