



# Child Protection Policy



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**Our Mission**

The European School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

**Our Values**

Our values-driven international education is expressed through core values that are woven into every academic and extracurricular activity at the European School. We actively promote four values that form the basis of everything we do. They include:

- Leading through innovation
- Pursuing excellence
- Growing by learning
- Global citizenship

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at ES learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

**We are committed to:**

Offer inclusive, diverse and innovative learning communities.

Develop, support and empower our students intellectually, creatively, socially, physically and ethically in harmony with Georgian culture.

Focus on academic excellence and integrity.

Creating lifelong learners.

### The IB learner profile

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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## **An Important Note for Parents**

**Dear Parents,**

I am writing to inform you of a matter that is of sincere personal interest to our school and is one that I hope is of utmost importance to all of you. I would like you to know that the European School has adopted a Child Protection Policy to guide our staff and families in matters related to the health, safety, and care of children in attendance at our school. In fact, I am required by this policy to send this letter to parents at the beginning of each school year. Thus, with this letter not only am I fulfilling my assigned duties, I also have the opportunity to write to you about this important aspect of our school's program.

**The European School Child Protection Policy** is based on Georgian law and on the United Nations Convention on the Rights of the Child of which Georgia is a signatory. These two key articles from the U.N Conventional on the Rights of the Child are important and we wish to draw your attention to them:

**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.

**Article 34** Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

By enrolling your child at European School, you agree to work in partnership with the school and abide by the policies adopted by the European School Board. All of us at European School want you to know that we genuinely value our partnership with you in providing for the safety and care of your children. That is why European School has endorsed a Child Protection Policy that defines the standards by which all European School students should be treated with respect and dignity at all times.

As part of our overall educational programs and specific to our shared responsibility to educate children and to ensure a safe environment in which all children can learn and grow European School will:

- Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights
- Provide parent materials and information sessions to help you better understand our programs and policy
- Annually train faculty to recognize and report issues of abuse and neglect.

Let's work together at home and school to ensure that our children are safe and knowledgeable about their rights and responsibilities to themselves and to each other, so they can grow and learn free of fear in a safe and supportive environment. I thank you for your support for our efforts and I invite you to contact your school counselor or Academic Director regarding any further questions you may have.

**Sophio Bazadze - Academic Director**

## **Child Protection Policy**

Child abuse and neglect are concerns throughout the world. 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. European School endorses the UN Convention on the Rights of the Child, of which Georgia is a signatory.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at European School must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate child protection agency in the home country, and/or to local authorities.

European School seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, European School will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, and will make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, European School will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

**The European School child protection policy works for the child, for the family, and for our community.**

## How are Abuse and Neglect defined?

Definitions of abuse are complex and based in various cultures of child-rearing behaviors, gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the need of the more powerful person, either a member of the family, a teacher, or a friend. Research guides much of the definitions that are based in understanding the impact of certain behaviors.

### Physical abuse is:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- Creating a substantial risk of physical harm to a child's bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy; and/or
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above

### Possible indicators of physical abuse

Unexplained bruises and welts on any part of the body

Bruises of different ages (various colors)

Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)

Injuries that regularly appear after absence or vacation

Unexplained burns, especially to soles, palms, back, or buttocks

Burns with a pattern from an electric burner, iron, or cigarette

Rope burns on arms, legs, neck, or torso

Injuries inconsistent with information offered by the child

Immersion burns with a distinct boundary line

Unexplained laceration, abrasions, or fractures

**Neglect is** failure to provide for a child's basic needs within their own environment.

- Physical (e.g., failure to provide necessary food or shelter, 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 of time

- Medical (e.g., failure to provide necessary medical or mental health treatment); and/or
- Emotional (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc.)

#### **Possible indicators of neglect**

Child is unwashed or hungry

Parents are uninterested in child's academic performance

Parents do not respond to repeated communications from the school

Child does not want to go home

Both parents or legal guardian are absent for any period of 24 hours  
or greater

Parents cannot be reached in the case of an emergency

**Sexual abuse** is committing or allowing to be committed any sexual offense against a child as defined in either the criminal code of the host country or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious.

The planning, referred to as grooming, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behavior of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.



**Possible indicators of sexual abuse**

Sexual knowledge, behavior or use of language not appropriate to age level

Unusual interpersonal relationship patterns

Venereal disease in a child of any age

Evidence of physical trauma or bleeding to the oral, genital, or anus areas

Difficulty in walking or sitting

Refusing to change into physical education (PE) clothes, fear of bathrooms

Child running away from home and not giving any specific complaints

Not wanting to be alone with an individual

Pregnancy, especially at a young age

Extremely protective parenting

**What Happens When a Teacher has Reasonable Cause to Believe?**

These possible indicators of abuse and neglect (this page and the previous page) will be used by the staff member as a guideline for reporting to the Coordinator, who will determine if the case- needs further attention. A report must be made when a staff member has reasonable cause to believe that a child has suffered abuse or neglect. All reports are confidential.

**When Suspected Abuse or Neglect is Reported . . .**

Where there is causing to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the Homeroom teacher or Coordinator. In all cases, the Academic Director will be notified. It is the responsibility of the Academic Director to inform the Board or other Authorities of the suspected case of child abuse or neglect.

All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All European School employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the Coordinator within 24 hours for immediate response.

**Procedures for Reporting Suspected Cases of Abuse, Beglect**

**Step 1** When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher will seek advice from the programme coordinator within 24 hours. The Coordinator will take initial steps to gather information regarding the reported incident and will inform Academic Director to form a school-based response team as needed to address the report. The response team will include the school doctor, coordinator, psychologist, and other individuals as the Academic Director sees fit.

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. The following procedure will be used:

- Interview staff members as necessary and document information relative to the case.
- Consult with school personnel to review the child's history in the school.
- Report status of case to Academic Director of School.
- Determine the course of follow-up actions.

**Step 2** Based on acquired information, a plan of action will be developed by the School-Based Response Team to assist the child and family. Actions that may take place are:

- Discussions between the child and counselor 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, and coordinator
- Meetings with the family to present the School's concerns.
- Referral of the student and family to external professional counseling.

**In cases of severe abuse** or where outside authority is deemed necessary, a request made to Academic Director may result in further investigation and possible actions:

- Consultation with the consulate of the country of the involved family.
- Consultation with the school or another attorney.
- Informal consultation with local authorities/consulates.

**In the event that the abuse or neglect allegation involves a staff or faculty member of European School, the Academic Director will follow board policy pursuant to ethical professional behavior.**

**Step 3:**

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

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

All documentation of the investigation will be kept in the child's confidential school depression records file. Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the child. will make every attempt to share this information to protect the child.

**Most cases of suspected abuse or neglect will be handled by school coordinators, heads of sections, and Academic Director, 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, psychosis, dissociation, suicide ideation.

**Cases reported for investigation and outside resources:**

- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest.

**In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:**

- Local authorities.
- The consulate/embassy.

### **Works Cited**

United Nations Human Rights Office of the High Commissioner. "OHCHR Convention on the Rights of the Child." [www.ohchr.org/en/professionalinterest/pages/crc.aspx](http://www.ohchr.org/en/professionalinterest/pages/crc.aspx).

**Appendix A: Child Protection Flow Chart**