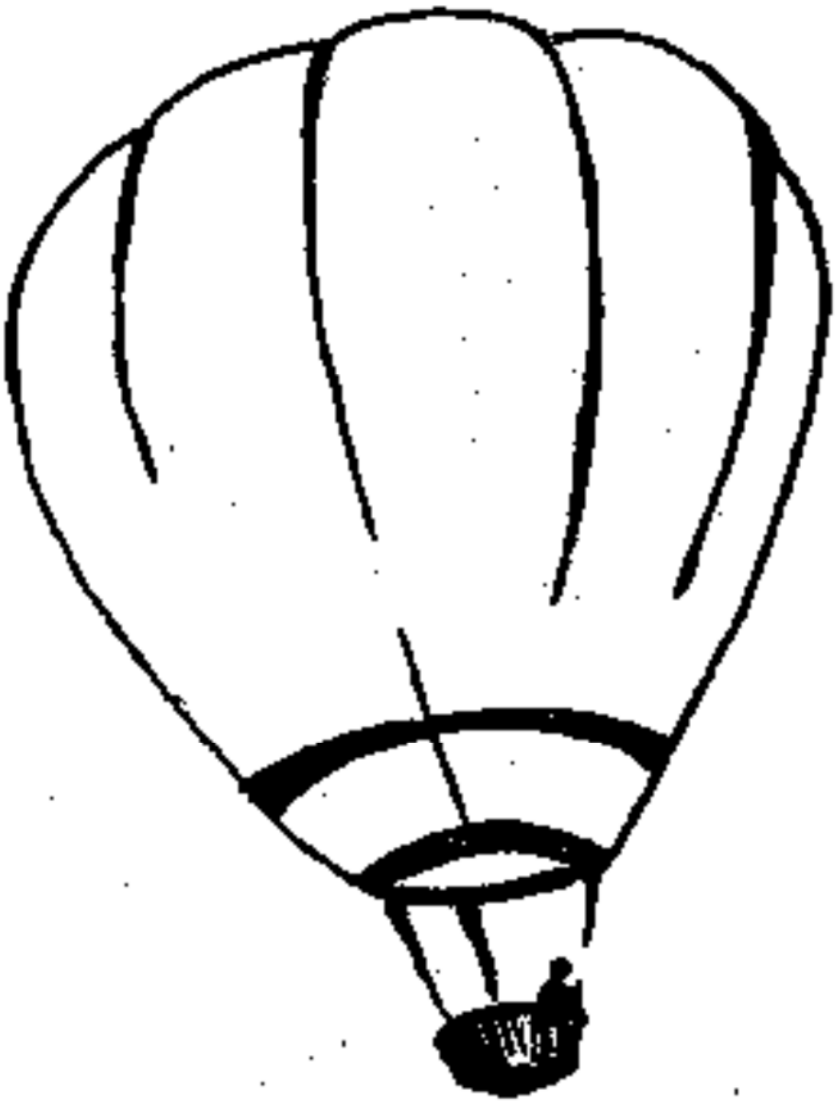

Association of
International
Schools in Africa

Child Protection Handbook

FOR TEACHERS, ADMINISTRATORS AND BOARD MEMBERS

May 2014

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AISA would like to thank …

Dr. Lois Engelbrecht and **Dr. Dennis Larkin** whose belief in protecting the rights of children has been the main impetus behind this publication and the ongoing AISA Child Protection Program.

Dr. Anthony (Tony) Rizzuto is currently an abuse prevention consultant in private practice offering professional consultation in the prevention of child abuse and neglect including corporate awareness and prevention strategies, organizational and policy assessment, process reengineering, curriculum development, education and training, accountability, and effectiveness measurement. From Jan 2002- Dec 2009 Dr. Rizzuto served as the Director of the Office of Child Advocacy, Implementation and Oversight for the Archdiocese of Boston under Cardinal Sean O'Malley. Appointed at the height of Boston's clergy sex abuse scandal, he was directly responsible for evaluating and strengthening the policies and procedures for child protection. During his career, Dr. Rizzuto has served in various State and private agencies charged with the protection of and services to children and families. He is also a member of the International Society for the Prevention of Child Abuse and Neglect (ISPCAN). A noted author and speaker, Dr. Rizzuto has also published two child safety manuals for the National Association of Independent Schools (for heads of school and parents); a handbook for educators on designing and implementing public school child abuse reporting protocols for the Massachusetts Children's Trust; and several best practices standards on child safety for the National Leadership Roundtable on Church Management. His current projects include the development of "child-safe campus" policy manuals, guidelines and training for both Tufts and Harvard Universities. Dr. Rizzuto also helped develop and edit this handbook. (rizzutoto@aol.com)

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Dr. Doug Walker for comments related to child protection in difficult times. Douglas W. Walker, Ph.D. is the Clinical Director of Mercy Family Center in New Orleans, Louisiana. He is a Clinical Psychologist and Principal Investigator of *Project Fleur-de-lis*, a school-based mental health system for New Orleans area schools; a member site of the National Child Traumatic Stress Network (NCTSN.org). Dr. Walker is a consultant to AISA and the National Center for Child Traumatic Stress at the University of California, Los Angeles. He has most recently provided training and consultation in Nairobi, Kenya for international schools impacted by the Westgate Mall terrorist attack. He has also conducted training and consultation to mental health professionals assisting school communities impacted by Hurricane Sandy across the five boroughs of New York City and Long Island. Dr. Walker has served as technical advisor to the US State Department's Office of Overseas Schools in Africa and Guyana's Ministry of Health to assist in the dissemination of trauma focused, evidence – based practices. You may contact Dr. Walker through Dr. Peter Bateman, AISA Executive Director or dwallacewalker@yahoo.com or Twitter: @DouglasWWalker

Justice for children can be obtained ....

1. … through the legal system.
2. … when the offender accepts the guilt and responsibility, seeks forgiveness, and provides restitution based on the effects of the abuse and needs of the child.
3. … when the family supports the child and makes changes for ongoing protection for the whole family.
4. … when the community supports the child and makes changes for ongoing protection for all children.

Be a part of finding where your school will work for justice!

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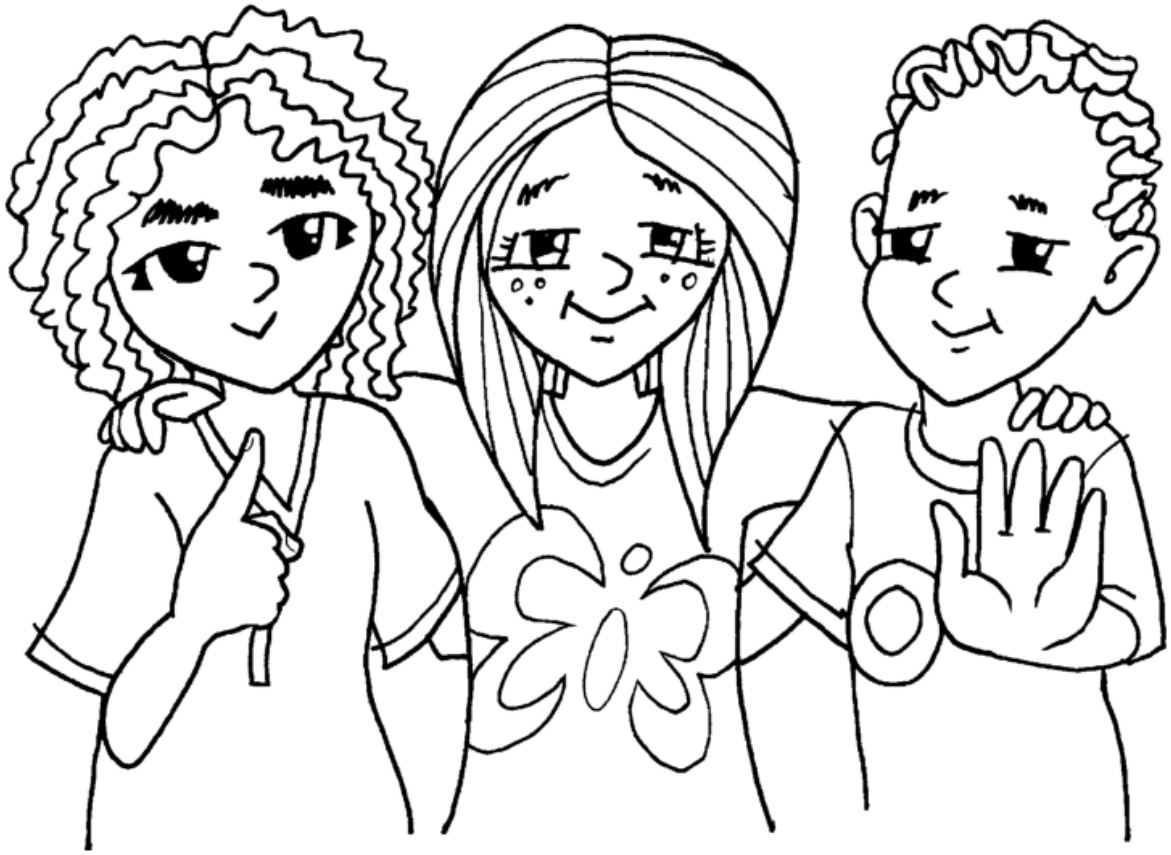

EXECUTIVE SUMMARY TO AISA CHILD PROTECTION HANDBOOK

Child abuse and neglect – particularly sexual abuse – are among the world's most serious concerns, with millions of cases reported to various children's protective service organizations each year. It is estimated globally that 150 million girls and 73 million boys under the age of 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact (International Center for Assault Prevention: www.internationalcap.org/abuse_statistics.html). Yet, it is also estimated that much abuse is underreported either because the victims are afraid to tell anyone what has happened, or the adults who observe or suspect the abuse are unsure of what to do.

International schools have a moral as well as legal duty to safeguard the welfare of our students, as well as those children using our facilities or involved with our programs and activities. The AISA Child Protection Program Handbook sets forth the steps our faculty, staff, students, volunteers, contractors, and consultants are required to take to minimize the threat of child abuse in our schools and to respond promptly and effectively should abuse be observed, suspected, or disclosed.

The Handbook addresses the following essential components of a comprehensive Child Protection Program:

1. Recognizing, responding to, and reporting allegations and suspicions of child abuse and neglect.
2. Screening and selecting staff, faculty, and volunteers.
3. Training and education about child sexual abuse prevention.
4. A Code of Conduct that guides interactions between adults and children.
5. Ensuring safe environments and practices.
6. Connecting to local authority and resources.

Our goal is to build and maintain a proactive environment that protects children by either preventing child abuse before it occurs or by ensuring its earliest possible detection, intervention and reporting. Our strategy is to ensure that all AISA school personnel, from professional faculty and staff, employees and contractual personnel, to student teachers, interns, volunteers, classroom assistants, students and parents understand the issues of child abuse and neglect; know how to recognize its signs and symptoms; are familiar with national, international and local reporting procedures; and know the responsibilities of mandated reporters, including how, when, and to whom to make a report. Ultimately, AISA schools should strive to have policies, procedures, and training in place so that if child abuse is suspected, observed, or disclosed to any member of the AISA community, that person will have the knowledge, information, and resources necessary to ensure that the child is safe, that the situation is communicated promptly and effectively, and that the suspicion or incident is reported to the appropriate authorities.

The AISA Child Protection Handbook is divided into sections that provide the context and rationale for the creation of a child protection framework, guidance for the development of policies and procedures; suggestions for an annual calendar of activities; links to curriculum resources; and suggestions for connecting to local, national, and international resources dedicated to the legal, investigative, social service and advocacy needs of abused and neglected children and their families. Multiple appendices provide a code of conduct; a step-by-step process outlining how AISA schools can begin or review child protection programs at their school; protocols for handling disclosures; and suggestions for monitoring a school child protection program – all of which can be adapted to individual school culture and need.

This AISA Child Protection Handbook was developed by a team of international professionals who came to Accra, Ghana to work together in March 2013. The team was led by consultant, Dr. Tony Rizzuto. The work of this team was made possible by a grant from the Office of Overseas Schools awarded to AISA and is supported and endorsed by the AISA Board of Directors in the hopes that AISA will set the standard for international schools around the world in developing and implementing child protection programs for children in schools throughout Africa.

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INTRODUCTION

The purpose if this AISA Child Protection Handbook is to provide impetus and support for AISA and all international schools to embrace Child Protection as an essential responsibility of the school in their community and to embrace the school's role and responsibility to ensure systems and programs are in place to support children and families in need.

This AISA Child Protection Handbook is divided into two major components:

1. An Administrative Handbook that provides an overview of the major elements of a comprehensive Child Protection Program including:

- The various components that should be in place in a comprehensive program;
- The responsibilities of schools and school personnel with regard to child protection;
- Sample policies, procedures and appendices to provide a hands-on means to begin a Child Protection Program at your school;
- How-to information about forming Child Protection Teams and connecting your school with local communities and local authorities/resources; and
- Suggested training agenda for teachers, parents and nurses.

2. A Child Protection Curriculum Framework that provides a starting point and spring board for implementing a school-wide Child Protection Program including:

- Sample lessons that can be implemented and adapted at your school to engage teachers, students and parents in learning about child protection; and
- A sampling of resources that your school can review and expand to support the curriculum you design and implement at your school.

Much of this handbook does not provide new information. In fact, much of this document will look like child protection programs from organizations that include independent and western public schools. We have found, however, that many schools are over-sensitive to the topic of child protection because they tend to focus on the worst-case scenarios that have at times created deep rifts in our communities. This appears especially worrisome when our school is a guest in the country.

In the spirit of creating a protective environment, it is not uncommon for schools to jump to the worst-case scenario as a major determinant of whether to implement child protection. Worse case scenarios are not common. While they could occur, we believe that being ready for the common issues that arise will increase your ability to respond to the uncommon difficult cases. Worst-case scenarios are not a reason to not implement child protection. The positive results of implementing a child protection program include increased trust between teacher and child, increased discussion about safety issues in general between teacher and child, and even increased comfort of parents to talk with their child. And finally, when a policy is in place and the community is aware of the procedures, worst-case scenarios are handled with less difficulty and more community support.

What is different in this handbook, however, is the information to fill the gap that many schools find between their school and the authority or support they need to handle child protection, especially the difficult cases that include severe physical punishment and sexual abuse. Most examples of school-based child protection policy ends with the turn-over of the case to external authority or other support services. This handbook gives ideas for how schools can work to fill that gap in order to ground its community in local authority and services on behalf of the protection of our children. This handbook outlines how you can develop a multidisciplinary team that mirrors a western-based child protection unit found in hospitals, social welfare services and police forces.

OBJECTIVES OF THIS DOCUMENT

- Assist AISA schools and all international schools in creating a Child Protection Program that is appropriate and applicable to all international schools in their local setting;
- Provide all of the necessary definitions and assessment tools for clear identification and recognition of abuse/neglect situations;
- Ensure a high standard of child protection in every AISA school and in all international schools;
- Ensure that prompt and adequate assistance is provided to a child in need of special care and protection;
- Define procedures for staff members and establish clear reporting guidelines and mechanisms;
- Outline processes and protocols for AISA schools and all international schools in connecting to their local community, and to agencies for child protection support; and
- Provide sample personal safety/abuse prevention lessons, curriculum modules, and resources to educate both adults and children about the dangers of child maltreatment, its recognition, and its prevention.

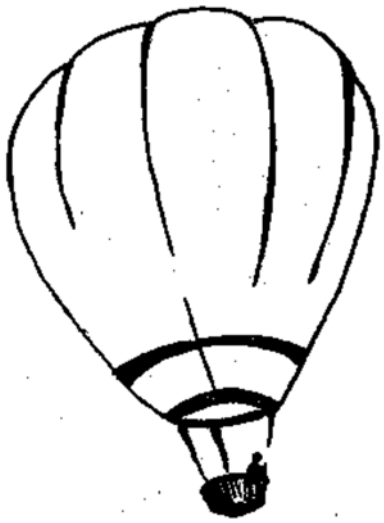
COMMONLY HELD MYTHS VS THE REALITIES ABOUT CHILD ABUSE AND NEGLECT

- **Myth**: *Child abuse is carried out by strangers.* **Fact:** Research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient life-style then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.
- **Myth**: *Learning about child protection is harmful to your children.* **Fact:** Research indicates that developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behavior.
- **Myth**: *Abuse education is sex education.* **Fact:** Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviors that include bullying, harassment and other forms of exploitation.
- **Myth**: *Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.* **Fact:** The reality is that there no excuse for child abuse! No culture supports harming children.
- **Myth**: *Child abuse is a result of poverty and happens in low socioeconomic circumstances.* **Fact:** Research indicates that child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.
- **Myth**: *International Schools do not have to report abuse to local authorities.* **Fact:** International schools are bound by the laws of the host country and as such international schools must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect; there are cases now pending where schools are facing legal action in regard to non-compliance.

THE CONTEXT OF INTERNATIONAL SCHOOL COMMUNITIES

The approach to a comprehensive child protection program must emerge from the needs of students and families in our schools and communities. International schools should be understood as evolving and dynamic eco-systems that have common characteristics and attributes. International schools are shaped by and respond to these needs in various ways and through well-developed programs.

Visualizing international expatriate communities – **THE HOT AIR BALLOON**



Having an illustration to explain who we are always helps. Looking at characteristics of international schools, a flying hot air balloon serves to represent our international students and families. There are different levels of connecting to the host community as international students and families move through its space - some families and students jump in and are a part of the local culture and social life - with ladders from the balloon placed everywhere. Others students/families live as they have always lived and visit the host culture and community only now and then. Most international students and their families experience our communities somewhere in between on that continuum. Whatever way we as individuals see ourselves, most of our international students and families are in the hot air balloon, in our own space, letting down the rope ladder to the host country to meet their needs - social, emotional, medical, adventure, and even curiosity

Now consider in this illustration the child who is experiencing some form of maltreatment. Child protection depends on systems in place to help the child. This means the child must first get the support from the parent who will throw down the ladder to the host country's resources. However, we know that most child abuse is perpetrated by someone that the child knows, loves, or trusts. So when the system is outside the balloon, requiring a ladder that the parent must throw down, reaching the needed resources from the host country that is foreign to the family can be a great challenge. Thus, the child in need of protection and help remains in that floating hot air balloon alone – isolated from the resources and support he or she needs. Similarly, the non-offending parent(s) remains in that floating hot air balloon alone with a child in need of help and often with the offender still in the balloon or with the sadness and fear the situation has caused. And often, even the parent is unaware of the types of resources available – figuratively not knowing where to throw the ladder down.

The metaphor serves to illustrate that one of the essential roles and characteristics of the international school is that the school becomes the conduit, the social life the family engages in for expatriate families. Thus, international have a responsibility to literally fill the child protection gap in helping to connect these families to the necessary services. Whenever the family is in a safe and nurturing environment, the hot air balloon is a wonderful place. It is the families and children who are in unsafe and often abusive balloons whom international schools must reach.

To bring the metaphor of the floating hot air balloon down to earth and safely secured in our schools it is important for school personnel to understand and be cognizant of the experience of the students we serve. Following are some of the characteristics/attributes of International school communities that should be taken in account when considering the context for developing a Child Protection Program.

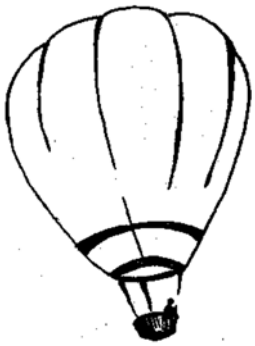
1. Characteristics/attributes of international school children
   - Transience and mobility impacts development of identity and relationships (especially for support in times of need);
   - Early maturity/sophistication vs. naiveté and immaturity in other areas;
   - Separation from extended families; working and traveling parents, and separation from long term friendships/relationships results in attachment issues and thus support during times of crisis or need may be minimal or non-existent;
   - Lost between multiple and sometimes conflicting cultures and value systems resulting in confusion of behavioral expectations;
   - High expectations placed on students to achieve academically;
   - Access to maids and other daily helpers (drivers); and
   - Access to expensive international schools because companies pay tuition while *they* (and their peers) in their home-of-record, previously attended public school

2. Characteristics of international school families
   - Isolation from extended family, previous community for support;
   - Power differential in marriage (who has the work permit) creates vulnerability;
   - Impact of absentee parents;
   - "Love – hate" relationship with host country for expatriates;
   - Lack of control over critical life decisions: company decides where, when, and how the family moves. Lack of stability; and
   - Superficial/tourist relationship with host country.

3. Characteristics of international school communities
   - School takes on sole role as center of family life - "goldfish bowl" - and often provides superficial relationships that cannot meet mental health needs;
   - Power influence: family's "position" in community can be an inhibitor for school to act; and
   - Sense of being "lost" in diversity of community – can cause further isolation.

4. Cultural dynamics of international school communities
   - Multiple norms rooted in different cultural traditions can cause confusion: religious values, values of parenting, discipline, care-giving, sexuality, gender roles and responsibilities;
   - Impact of rapidly changing "pop culture" from developed nations;
   - Varying degrees of openness rooted in cultural traditions; and
   - Varying cultural attitudes toward gender issues and child development – different concepts of developmental needs through childhood.

International school communities are vulnerable to abuse because the nature of abuse requires secrecy, insularity, isolation and limited access to support resources, which are some characteristics of the international community. International schools must respond to the reality that these characteristics are exactly the characteristics that perpetrators will use to their advantage in abusing children.



RESPONSIBILITY TO ACCREDITATION AGENCIES

International schools are responsible to meet the program and best practice standards of various accrediting agencies around the world; in some places international schools must also meet accreditation standards of the host country as well. It is important for international schools to be knowledgeable about and respond to recent changes in standards of accreditation. The Council of International Schools (CIS) and the Middle States Association (MSA) have added specific standards related to Child Protection Programs in their most recent edition of accreditation standards. International schools can reasonably anticipate that, following the leadership of The Council of International Schools and the Middle States Association, other accreditation agencies will similarly include Child Protection Standards in the next revision of their standards. All international schools will be well served by these standards in developing the Child Protection Program for their community.

Below is the statement from the Council of International Schools and Middle States.

To reflect evolving programs and practices in the areas of Child Protection and related issues as well as the continuity of learning programs in exceptional circumstances, CIS and MSA are introducing a specific number of amendments to the Accreditation Standards and Indicators contained in the 8th Edition of the "Guide to School Evaluation and Accreditation". These amendments will apply to all schools, whatever their position in the accreditation cycle, from 1st January 2013 onwards.

The changes will occur in Standard D1 and Indicators D1a, E4b, and G4b. The new versions now follow, with specific word changes or additions underlined:

Standard D1

The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.

Indicator D1a

Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.

Indicator E4b

A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programmes to address awareness, prevention and responsiveness to issues such as sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.

Indicator G4b

Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible - programme continuity under exceptional circumstances.

All updated accreditation documentation showing the above-mentioned changes will be designated as "Version 8.1".

CIS and MSA are confident that these changes will encourage schools to become even more pro-active and effective in the areas concerned, and that this will promote logical improvements in student learning and well-being. We hope you will offer collaboration and support by aligning your school with the revised Standards & Indicators and by contributing sample policies/programmes in the new areas covered, namely:

- Child Protection and Harassment/Bullying/Discrimination etc.

- Continuing delivery of school programme during exceptional circumstances (socio-political, natural disasters, epidemics, etc.)

Please send all contributions to accreditation@cois.org and jgilbert@cess-msa.org

What are the child protection laws in my school's country?
What are the child protection standards of the accreditation agency of my school?
What are the child protection services in my host country?

RESPONSIBILITIES TO LOCAL AND INTERNATIONAL LAWS AND AGENCIES

In addition to the standards above, there are local, national and international obligations with respect to protecting children. International school administrators must also be aware of host country and international requirements in developing and implementing their child protection frameworks and programs.

Relevant documents that require and guide the development and implementation of child protection policies and procedures include the United Nations Convention on the Rights of the Child (CRC) 1989, and the African Charter on the Rights and Welfare of the Child (ACRWC) 1999.

These documents make clear the commitment of the member states to address significant issues of child abuse and neglect, and the inherent responsibility to protect children from its various forms. Below are relevant statements of which AISA schools should be aware:

The African Charter on the Rights and Welfare of the Child, Article 16, *Protection Against Child Abuse and Torture* (UN CRC #19) states that:

> 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 caring for the child (underlines added).

Further, the same Article states that:

> Protective measures under this Article shall include effective procedures for the establishment of special monitoring units to provide necessary support for the child and for those who have the care of the child, as well as other forms of prevention and for identification, reporting, referral, investigation, treatment, and follow-up of instances of child abuse and neglect.

Article 27 of the African Charter; Sexual Exploitation, states that:

> States Parties to the Charter shall undertake to protect the child from all forms of sexual exploitation and sexual abuse and shall in particular take measures to prevent:
>
> a) the inducement, coercion or encouragement of a child to engage in any sexual activity;
> b) the use of children in prostitution or other sexual practices;
> c) the use of children in pornographic activities, performances and materials.

The statements above emphasize the high priority placed on the protection of children from child abuse and neglect, its many forms, and the obligation to establish and strengthen structures and organizations responsible for providing comprehensive services to child abuse victims and their families.

AISA schools and all international schools must become aware of criminal laws and reporting procedures regarding child abuse and neglect in their host country. It is essential that international school administrators are knowledgeable in regard to the legal and moral obligations in host countries in which AISA schools reside and the specific laws that pertain to required and mandated reporting of child abuse and neglect.

Although host countries may vary in the maturity of the community resources, social service systems and organizations in place to receive reports of child abuse and neglect, as well as in their ability to provide investigative, social, psychological, medical, and legal services to victimized children and their families, AISA schools should make themselves aware of the services that do exist in their immediate communities and make every effort to utilize them.

DEFINITION OF TERMS

Child Protection is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document the term "child protection" applies to protection of children in international schools. **Please note that this definition also includes harm to self.**

Child Protection Policy is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility seriously. This handbook considers that schools will provide appropriate child safety classes supported with a well-defined curriculum to increase children's ability to understand abuse prevention.

Child protection concerns include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

Child Abuse - According to the World Health Organization, child abuse constitutes "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

Most child abuse is inflicted by someone the child knows, respects or trusts. International school communities have unique characteristics of which school personnel must be aware in terms of the individuals who are around our children. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimization they might have experienced.

To increase the AISA community's awareness, this Handbook focuses on four main categories of abuse and provides basic information about the physical and behavioral signs associated with each type.

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as, cutting and suicide ideation).

Signs of physical abuse

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Signs of emotional abuse

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or 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 to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse

- Pain or irritation to the genital area
- Vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- STDs
- Fear of people or places
- Aggression
- Regressive behaviors, bed wetting or stranger anxiety
- Excessive masturbation
- Sexually provocative
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Refusal to continue with school or usual social activities
- Age inappropriate sexualized behavior or language

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Some indicators of neglect

- Medical needs unattended
- Lack of supervision
- Consistent hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Fatigue or listlessness
- Self-destructive
- Extreme loneliness
- Extreme need for affection
- Failure to grow
- Poor personal hygiene
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

Long term impact of unmitigated child abuse

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

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

Long term impact of child abuse

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

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

Signs of offenders (students)

- Unusual interest in sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehavior when told to stop
- Uses force and coercion in social situations
- Unusual intensity when discussing sex and sexuality
- Socializes with children much younger
- Gives gifts, requires secrecy in relationships

Signs of offenders (adults)

- Has "favorite" student or child
- Attempts to find ways to be alone with children
- Inappropriate language, jokes and discussions about students/children
- Sexualized talk in the presence of students/children
- Gives private gifts or has private chats on facebook/internet

PLEASE NOTE THAT IN MANY COUNTRIES THE AGE OF DISCERNMENT IS AS LOW AS 9 YEARS. THIS COULD MEAN THAT OUR STUDENTS COULD BE ARRESTED FOR BEHAVIORS THAT INCLUDE HAVING SEX AND INTERNET/CELL PHONE SHARING OF PICTURES. IN SOME COUNTRIES IT COULD BE THE PARENT WHO IS ARRESTED.

RELEVANT RESEARCH

Increasing research is being conducted in the field of Child Protection. This research provides a strong rationale for the basis of the implementation of Child Protection Programs at international schools.

Some good news has been provided by David Finkelhor, Director of the University of New Hampshire Crimes Against Children Research Center, is that cases have declined in the United States by 60% in the past two decades. He attributes this to a number of factors including:

- Growing public awareness
- More vigorous prosecution of offenders
- Improved treatment of victims
- Policies, education & training, collaboration

A 2011 summary of research studies conducted by the East, Central and Southern African Health Community (ECSA-HC) found:

- Lifetime exposure to sexual violence reported by 23% of 13-15 year olds
- High levels of sexual coercion (as high as 38%) reported by 12-19 year old girls
- 24% of school children report forced sex
- 33% reported the attacks in the home, 23% in the house of a neighbor, friend or relative
- 10% of attacks occurred in a school building

A 2011 research summary entitled *Child Maltreatment* conducted by the U. S. Department of Health and Human Services reported:

- 3.4M referrals, involving the alleged maltreatment of 6.2M children
- Over 3M children received services from child protection agencies
- 681,000 were victims of one or more instance of child abuse or neglect
- The largest percentage of reports are filed by teachers, law enforcement, social services

Of the substantiated cases:

- 78.5% suffered from neglect/emotional abuse
- 17.6% suffered physical abuse
- 9.1% suffered from sexual abuse
- 1,570 children died from abuse and neglect
- 86% of all perpetrators were related to the children
- **THE** Largest percentage (81%) were committed by parents

An indicator that our international school students experience the same amount of abuse is evident in 2002 research by Dr. Engelbrecht using the Finkelhor-Hamby Juvenile Victimization Questionnaire. The questionnaire was given to middle school students in 3 international schools then compared with the Finkelhor and Dziuba-Leatherman 1994 data.

"Children as Victims of Violence: A National Survey" Finkelhor and Dziuba-Leatherman, 1994, PEDIATRICS Vol 94, No. 4, October 1994, Table 1, p. 415

Type of victimization (ever)	%	Int'l Schls survey
Any victimization (excl. corporal pun.)	51.3%	
Family assault	13%	15.2%
Parent perpetrator	4.5%	5.6%
Corporal punishment	74.5%	
Physical assault		18.2%
Theft/nonphysical/witnessing/neglect		21.8%
Sexual abuse	10.5%	7.8%
Rape	0.7%	4%
Violence to genitalia	9%	16%
Kidnapping	6.1%	5%

Child abuse is a multifaceted issue that involves dynamics of the child, the family, and the community. In international communities we can assume that child abuse occurs, that certain factors and characteristics of international communities make expat children vulnerable to abuse, that international schools tend to be isolated from social service resources, and that **we care about our students** and their families.

Resources:

https://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm

http://www.aifs.gov.au/cfca/pubs/papers/a143161/cfca11.pdf

Finkelhor, D and Jones, L. (2006). Why have Child Maltreatment and Child Victimization Declined? *Journal of Social Issues*, 62(4): 685-716.

Finkelhor, D. (2009). The Prevention of Childhood Sexual Abuse, *The Future of Children*, 19(2),169-194.

Finkelhor, D. (2007). Prevention of Sexual Abuse Through Educational Programs Directed Toward Children. *Pediatrics,* 120(3), 643.

Hopper, J. (2012). *Child Abuse Statistics, Research and Resources,* downloaded from www.jimhopper.com.

Jones, L. and Finkelhor, D. (2009). *Updated Trends in Child Maltreatment:* Durham, NH. Crimes Against Children Research Center.

Plummer, C. (2013, March). *Using Policies to Promote Child Sexual Abuse Prevention: What is Working?* Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence.

WHO and ISPCAN, (2006). Preventing child maltreatment: a guide to taking action and generating evidence.

Other research to guide us

RISK MANAGEMENT

International schools routinely engage in risk management analysis on all aspect of their operations. Likewise, international schools must engage in risk management analysis related to the issue of Child Protection as part of the school program. In an increasingly litigious society, international schools can, and are, being held legally liable for their response to issues of child abuse. Institutional responsibility and liability for failure to act can expose a school to significant financial, legal and moral loss. International schools are well served to develop and implement a comprehensive Child Abuse Prevention Program to meet legal and moral standards and to protect the school from exposure to liability.

BUDGET IMPLICATIONS

Like all programs the school offers, the school needs to provide adequate resources of personnel, time and financial support in order for a comprehensive Child Protection Program to be successful. Heads of School, administrators and budget line managers need to ensure that the necessary support is in place for the Child Protection Team to oversee a well-funded and well-supported comprehensive Child Protection Program.

Some possible considerations include:

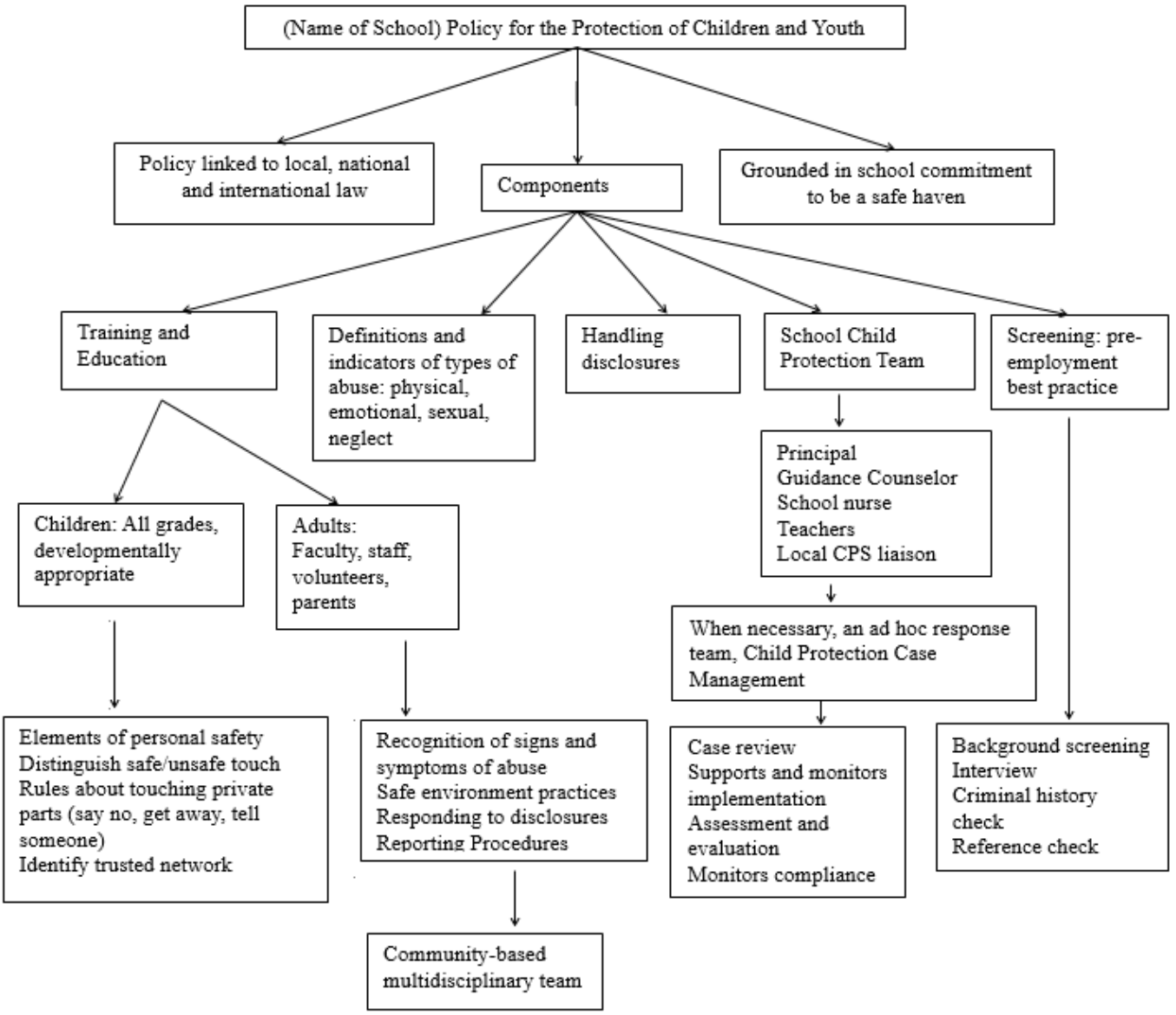
Start Up Expenses

- Personnel – formalize a Child Protection Team at your school; formalize job descriptions for team members and allocate adequate time within overall scope or each person's job responsibilities.
- Time – adopt a formal school calendar of events; allocate time for the Child Protection Team to accomplish tasks
- Financial – budget for:
    - Release time or special assignment stipend or both for research and development of all aspects of the Child Protection Program
    - Provide support for curriculum development within school established curriculum program and purchase of materials
    - Provide support for training of staff
    - Provide support for consultant services
    - Annual training sessions, led by consultants on-site, individuals sent abroad or internet training modules.

Recurring Expenses

- Personnel – monitor and adjust to include time demands of the school Child Protection Team and the Multi-Disciplinary Team; release time may be needed for meetings, **OR** off-site visits to community social and legal agencies
- Financial –provide for recurring costs of materials for program needs
- Provide support for on-going training of staff
- Provide support for Multi-Disciplinary Team members from other agencies or organizations such as hosting meetings, transportation costs, perhaps small token of appreciation
- Provide support for consultant services

OVERVIEW OF A COMPREHENSIVE CHILD PROTECTION PROGRAM



PART 1: Elements of a Comprehensive Child Protection Program

In order to build a comprehensive child protection program we suggest that the first and foremost task is to form a Child Protection Team (such as a principal, teacher, and counselor) at your school and to give the team a clear and sweeping charge to develop a comprehensive approach to Child Protection at your school. See Appendix B for a detailed list of personnel and responsibilities of the Child Protection Team and other school personnel. The following outline of the elements of a comprehensive child protection program is expanded in the section that follows.

A PROACTIVE framework includes the following:
1. Policies and procedures
2. Screening and criminal background checks
3. Code of conduct
4. Education and training (adult and child)
5. Child protection teams
6. Community partnerships
7. Community-based multidisciplinary team
8. Measurement, analysis, self-audits
(provide supporting forms to ensure documentation to implement procedures and protocols)
9. Turn-over Issues

1. Policies and Procedures for child protection

- Codify the safety framework
- Announce pre-employment/volunteer screening
- Identify mandatory training requirements (ie annual training)
- Articulate the reporting protocol
- Step-by-step instruction with flow chart
- Rules for school, classroom, interpersonal safety
- Identify who is expected/required to report and to whom
- Emergency/after school procedures
- Procedures for support of teacher and parents
- Procedures for case when school personnel are accused of abuse
- Articulate parent training
- Set up a Support Network for your school
- Participate in the community-based multidisciplinary team

2. Screening and criminal background checks

- Written application/statement of suitability
- Personal interview
- Credential check
- Reference checks
- Criminal history background check
- Sex offender registry
- Faculty, staff, volunteers, parents, contractors, vendors/service providers

3. Code of Conduct and an awareness of power differential and the responsibility to maintain appropriate boundaries

- Use of discretion when touching a child
- How to handle 1-on-1 meetings / team approach
- Prohibition against smoking, drinking, profanity, sexual innuendo or jokes when around children.
- Use of social media, text, email restricted
- Compliance with reporting policies / protocols
- Must be read by all current/potential employees and volunteers and signed to acknowledge receipt

4. Education and Training for the three major populations in schools

- For teachers: Awareness, types, signs/symptoms, prevention, policies and laws, reporting process, children's curricula, local authority and resources
- For students: Age appropriate personal safety/abuse prevention training for all grade levels based on core elements and evidence-based practices
- For parents: School safety goals and objectives, how to talk with their children, local authority and resources available, parent films, take-home letters and home exercises
- Collaboration/partnership with school and community resources

5. Child Protection Teams

- Sets the schedule for lessons and other child protection tasks for the school year
- Keeps up-to-date on research and best practices
- Provides a group and venue where concerns can be discussed/assessed for suspected maltreatment to support teachers
- Can address teacher reluctance to report
- Provides emergency/after-hours contact points and facilitates reporting
- Interface with local social/medical/legal services, expertise
- Can conduct internal audit

6. Community Partnerships (Western model) for resources and reporting to authority

- Legal/Social
    - Departments of Social Services, Children and Families, District Attorney's Associations
    - Governor's Commission on Sexual and Domestic Violence, Child Sexual Abuse
    - Prevention Partnership
- Education/Training/Advocacy
    - Children's Trust Funds, Committee for Children, State Department of Education, State Child Advocate
- Research
    - Colleges, Universities, Children's Hospital, General Hospital, Crimes Against Children Research Center
    - Essential for legitimacy, expertise, advocacy

7. Community-based Multidisciplinary Team (MDT) built on Western model for third-party support and authority

- Determine the locations of the authorities (police, embassy, employer, home-of-record resources) relevant to our population and which cases the school handles vs. which are out-sourced or referred
- Set up an alternative to western reporting units with a community-based multidisciplinary team along with other international schools:
    - A representative from each international school in the area
    - Social worker with an awareness of the issue in your area
    - Medical doctor with an awareness of child abuse
    - Psychologist with an awareness of child abuse
    - Legal contact with an awareness of local child protection law
    - Local authority (police, domestic violence, women's desk, etc)
    - Local non-government agency that focuses on children, domestic violence, etc.

8. Measurement, Analysis, Self-Audits

- Compliance and quality/effectiveness (both/and)
- Annual self-audit assesses the basics
- Analysis of policies and procedures every 3 years
- Continuous quality improvement
- Effectiveness measurement
- Collect and collate brief description of each case for ongoing research

9. Turn-over Issues

1. COMPONENTS OF CHILD PROTECTION POLICY AND PROCEDURE

Every international school has the responsibility to have and to implement a Child Protection Policy. A concise policy should contain the following components:

- Brief rationale for policy
- Statement on role of the school and staff in protecting children and supporting families to remedy issues of child abuse or neglect (safe haven for children)
- Mandate for staff to report according to administrative procedures
- Annual communication and training requirements for leadership, staff, parents, and students
- Refer to hiring practices to ensure safety of children
- Refer to procedures for dealing with alleged staff offender
- Policy needs to be aligned with international and local laws and take into account potential relationships to local resources
- Self-audit annually to ensure compliance and effectiveness of the policy

When writing your policy, develop a relationship with local resources for support and grounding in the local system. Examples are UNICEF and local offices of the International Society for the Prevention of Child Abuse and Neglect (ISPCAN). Go through your regular board policy development process and include input from school counselors, teachers, parents and school lawyers. Solicit input through an open and re-iterative process before reaching a final product. Set deadlines.

The school should engage community professionals in reviewing, vetting and responding to the draft policy before it moves to the Board level for action. A community multi-disciplinary team is made up of volunteer professionals and should include: social work professionals, child protection services professionals, local police, local juvenile and domestic violence unit personnel, a lawyer who is not a school attorney, medical doctor/hospital personnel, a court advocate professional, and a licensed psychologist/professional community counselor. Ideally this multi-disciplinary team should be culturally diverse; however it is most essential that all members are well versed in the issue.

Involving the community multi-disciplinary resource team will provide valuable input to the policy development, and will ground the school's policy and actions in local laws. Additionally, the school will develop valuable community partnerships that will provide professional expertise and support to the school's Child Protection Team in the case of extreme incidents of abuse.

Generic Sample Policy Statement

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. (School Name Here) _____ endorses the *UN Convention on the Rights of the Child*, of which our host country, (School's Host Country Here) _____, is a signatory.

Schools fill a special institutional role in society as protectors of children. Schools need to insure 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 are in need of 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 insure 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 (School Name Here) _____ 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 employer, to the respective consulate in (Host City/Country Here) _____, to the appropriate child protection agency in the home country, and/or to local authorities.

(School Name Here) _____ seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, (School Name Here) _____ will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, will make every effort to implement hiring practices to insure the safety of children, and will review the policy annually for compliance and effectiveness.

In the case of a staff member reported as an alleged offender, (School Name Here) _____ will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

For detailed information on the Convention on the Rights of Child see the following link:
http://www.unicef.org/crc/index_30160.html

Generic sample letter to parents about CP policy

Dear Parents,

I am writing to inform you of a matter that is of sincere personal interest to me and is one that I hope is of utmost importance to all of you. I would like you to know that the [School] Board of Trustees 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 [school] Child Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which [host country] 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 [school], you agree to work in partnership with the school and abide by the policies adopted by the [school] Board of Trustees. All of us at [school] want you to know that we genuinely value our partnership with you in providing for the safety and care of your children. It is for this reason that [School] has endorsed a Child Protection Policy that defines the standards by which all [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 [school] will:

1. Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.
2. Provide parent materials and information sessions to help you better understand our programs and policy.
3. Annually train faculty and staff 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 are 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 of our efforts and invite you to contact your school counselor or principal regarding any specific questions you may have in this regard.

Sincerely,

Procedures: Preventing Child Abuse and Responding to Incidents of Child Abuse

Schools should focus most of their energy on implementing policies and procedures that prevent incidents of child abuse from occurring; however, schools must also have clear procedures in place for reporting and responding to suspected, observed or disclosed incidents of child abuse.

Focus on Prevention

1. Child Protection Policy and Procedures are distributed annually to parents and staff
2. School provides parents, staff and students with a common definition of child abuse (physical, neglect, sexual and emotional)
3. Vertical curriculum written and taught to students annually that includes strategies to recognize inappropriate behaviors, respond assertively and to report incidents to school personnel and/or family members
4. Staff Code of Conduct to give clear expectations and boundaries
5. Student-on-student violence policy, including bullying, is publicized and implemented
6. School leadership designs and implements procedures to ensure the safe recruitment and selection of staff

Staff and Parent Responsibility to Be Prepared

The policy and procedures should contain a clearly delineated reporting system that addresses the roles and responsibilities of staff, administration, parents and other adults who have access to the school campus. For example, administration is responsible for distributing the Child Protection Policy and Procedures to staff, parents and other school community members. Faculty and staff must receive regular training on how to recognize and respond to breaches of the Child Protection Policy, and the school principals must hold teachers accountable for teaching the Child Protection Curriculum. Additionally, the school administration may want to require parents to annually acknowledge the receipt and understanding of the expectations outlined in the Child Protection Policy and Procedures.

Prepare for disclosures

Teaching students about child protection and making yourself a part of their support system invites them to come to you with a problem. School personnel must understand and know how to respond appropriately, knowing that it is often very difficult for children to disclose abuse. Students often cannot tell about a touching problem because of the fear of:

Memory. Children often cope with their abuse by pushing it so far back in their minds that they "forget." To remember means to feel hurt again.

Loss of Love. Children often worry that their parents or friends won't love them once they know about their abuse because now they are "dirty." This is often because children will take responsibility for their abuse. Children also often fear the separation of their family because of the telling. Offenders work hard to reinforce these feelings in order to keep the child silent.

Shame & Guilt. Children either know or can sense that what happened, especially a sexual experiences with an adult are wrong. By telling someone and acknowledging that this happened, they fear the shame of the abuse. They fear they will get into trouble for telling. Older children will experience more of a sense of guilt than younger children, especially in sexual abuse.

Blame. Children fear that they will be blamed for what happened and in the case of sexual abuse that they somehow wanted it. Adults tend to be believed over the child and offenders often state that the child "asked" for the sexual touch or other abuse.

Harm. Offenders often maintain control over their victims by threatening harm to them or their families if they tell. Children are then burdened with the inappropriate responsibility for keeping their families safe.

Understanding these fears of disclosure will help in your appropriate response.

Guidelines for Responding to a Child's Disclosure

- **Do not let a child swear you to secrecy before telling you something. You may need to report, which the child will view as breaking your trust with them.**
- **If a child asks to speak with you, try to find a neutral setting where you can have quiet and few interruptions.**
- **Do not lead the child in telling. Just listen, letting him/her explain in his/her own words. Don't pressure for a great amount of detail.**
- **Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm.**
- **Do not make judgmental or disparaging comments about the abuser - it is often someone the child loves or with whom he/she is close.**
- **Do not make promises to the child that things will get better.**
- **Do not confront the abuser.**
- **If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting your school-based Support Team or the Community-based Multidisciplinary Team. Do not take the child home with you!**
- **Respect the child's confidence. Share with the Child Protection Team, but limit information from and with other staff.**
- **Explain to the child that you must tell someone else to get help.**
- **Try to let the child know that someone else also will need to talk with him/her and explain why**
- **Empower the student by as much as possible allowing the child a part in the process.**

Refer to Appendix C for three other examples for handling disclosures.

PLEASE NOTE: TEACHERS ARE NOT INVESTIGATORS. YOUR ROLE IS TO LISTEN AND RESPOND TO DISCLOSURES IN ORDER TO DETERMINE THE NEXT STEP FOR STUDENTS TO GET THE HELP THEY NEED. WHEN APPROPRIATE, A REQUEST FOR AN INVESTIGATION MUST BE COMPLETED.

Generic Sample Procedures for Disclosure, Reporting and Further Action

General Principles

International schools are diverse and complex organizations that need to operate differently according to their local context and needs. As such, the following principles are taken into account when suggesting a framework for procedures for disclosure, reporting and further action:

- International schools often reside in cities and countries that may offer limited internal and external support services.
- International schools should recognize the limitations of expertise in the area of child protection. For example, teachers are not trained investigators or therapists. Therefore, international schools should make use of any local community partnerships and engage consultants with particular expertise in the area of child protection services whenever needed.
- International schools need to assess the skills needed for their counselors in environments that have few professional mental health resources and determine boundaries for which cases they can handle and which cases to refer.
- Laws vary from country to country, and individual international schools need to act according to their local regulations and international conventions to which the host country is signatory.
- The cases of alleged abuse need to be considered both from the perspective of the alleged victim and the alleged child abuser, establishing the need for a due process.
- Respect the child's readiness and privacy. The child will disclose whenever he or she is ready. Therefore, do not push for any additional information other than what the child volunteers.
- It is important to minimize the number of times the child has to engage in disclosing.

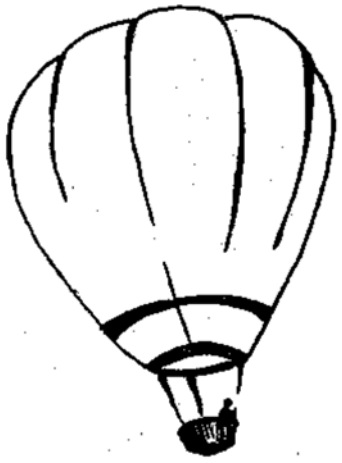
Guidelines on Procedures for Reporting and Disclosure

Schools need to have procedural guidelines in place once abuse or neglect is suspected, disclosed or observed. These procedures should clearly outline:

- Required faculty/staff training and procedures for handling disclosure in order to protect the integrity of what the child is disclosing
- The roles and responsibilities of the administration, faculty, and staff to report and react to suspected, observed or disclosed abuse
- A timeline for response
- Procedures for investigating the suspected, observed or disclosed abuse
- The possible actions that will address the confirmed cases of abuse
- A flow chart for steps to be followed after disclosure

VULNERABLE POPULATIONS

When working with issues around abuse it is important to be concerned with vulnerable populations. This population consists of students who are developmentally delayed, children with learning differences, or children with disorders such as Asperger's or autism. These populations often do not express emotions or understand human interaction in the same way as the average child. Often they will not understand that what is happening is wrong, nor may they have the voice to express the danger they are in. With these children it is particularly important to notice if their behavior changes or they become self-destructive in any way.



Sample to Whom to Report and When

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 mild depression, low self-esteem, grieving.**

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

- **Mental health issues such as severe depression, psychosis, dissociation, suicidal ideation or attempts**

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:
Community-based multidisciplinary team

- **Local authorities.**
- **The consulate.**
- **The employer.**
- **The home-of-record welfare office.**

Sample Procedures for Reporting and Action

*Adapted from policy written at International School Nido de Aguilas

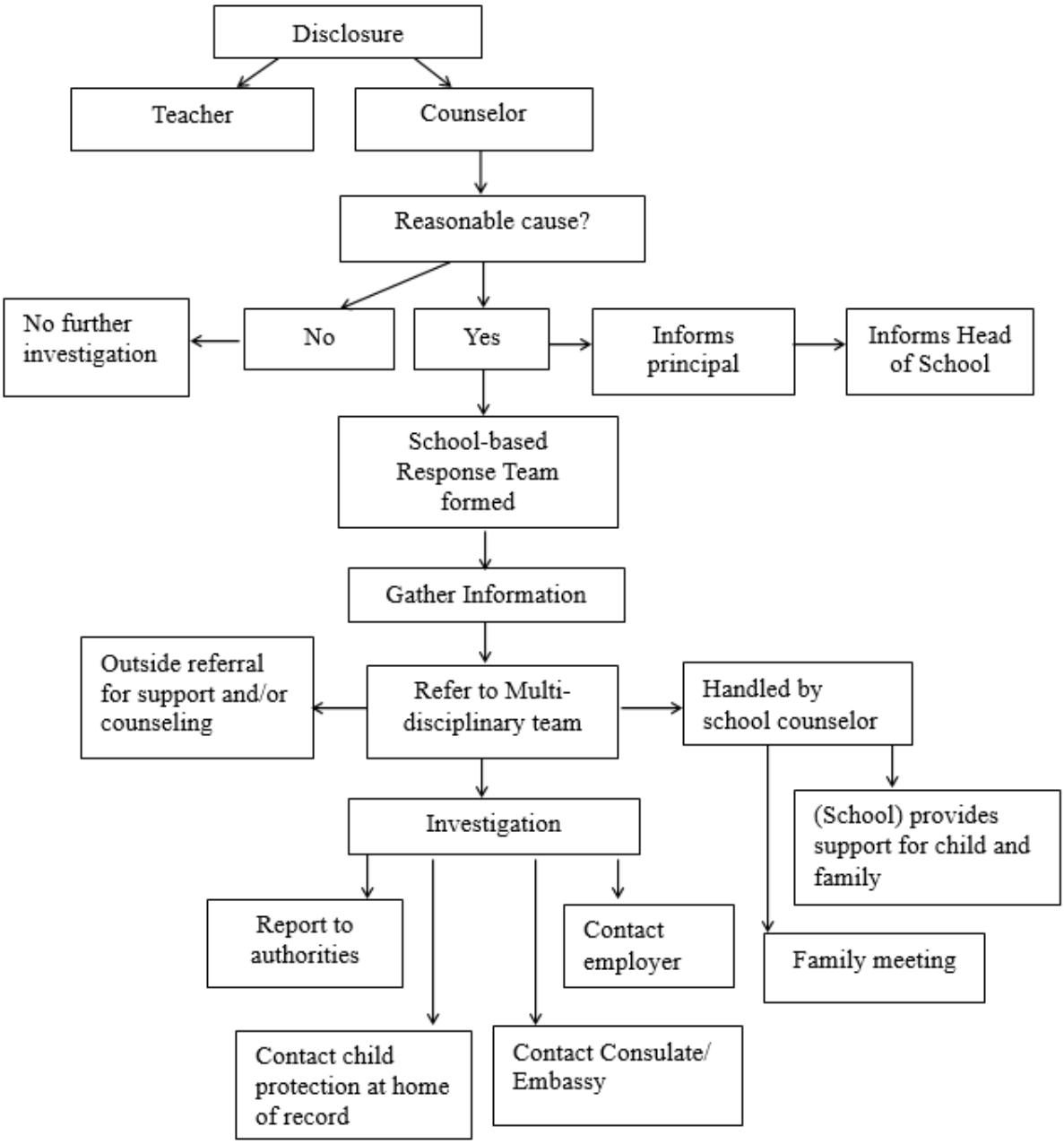
It is obligatory for faculty, staff, and administrators to report incidents of physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately or within the next school day, to a school counselor who, in turn, shall inform the principal. The principal shall inform the director. Students are encouraged to report incidents for which they themselves or others may be the victims. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a school counselor. The counselor shall gather information and provide written documentation including the date, person or persons involved, and any additional relevant information. If there is reasonable cause to believe child abuse has occurred, the counselor will report to the Principal who shall follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions. Such actions include, but are not limited to, one or more of the following:

- Conference with students involved
- Parent notification
- Meeting with parents
- Meeting with others pertinent to the case, including the alleged perpetrator(s)
- Contacting school nurse
- Psychological assessment
- Mandatory counseling sessions
- Referral to the Child Protection Team
- Reporting to child protection services
- Legal action and prosecution by the authorities
- Suspension or termination of employment (if a school employee)

Sample Flow Chart for Reporting and Actions after Disclosure

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the counselor, or to the principal. In all cases, the principal will be notified. It is the responsibility of the principal to inform the superintendent of the suspected case of child abuse or neglect.

All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All (name of school) employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the counselor within 48 hours for immediate response.



Documentation of reported or disclosed cases of abuse

School policy regarding confidentiality and management of school records applies to all aspects of the documentation of incidents of abuse. Schools are encouraged to research what is best practice in similar schools and to develop their specific procedure for managing documentation of incidents of abuse as well as transmission of documents to other schools or agencies.

The school should be guided by local law, international law, and the advice of the school legal team and local community child protection resources/personnel. Issues for discussion include where to keep the child's records and what information to give to the next school based on legal requirements and possible liability for non-reporting. Child protection usually follows the child, especially if the problem is within the family; thus we are morally obligated to do as much as we can to help the next community protect the child/youth.

Admission policy and procedures should specifically inform parents that school records will be forwarded to other schools upon transfer of the child to another school. Parents should indicate their agreement with this requirement in the admission contract.

The individual school should review and define specific documentation that could include the following:

- Confidentiality agreement for all members of a case management team
- Minutes of Child Protection Case Management Team meeting including decision or actions recommended
- Case Management standard reporting form (usually compiled by counselor or case manager) should include:
    - Reporter's relationship to the child/victim
    - Child's name, gender, age, address
    - Information on parents/guardians
    - Information about the reporter and school
    - Nature and extent of injuries/maltreatment
    - How reporter became aware (firsthand witness?)
    - Description of action taken (if any)
    - Other information that may be helpful
    - Name of perpetrator, siblings at home, prior evidence
    - Information about the cause, and those responsible
- If determined that the case warrants making a report to local authorities or agencies, this report should be documented using applicable forms.

2. SCREENING

The first and most effective means of preventing child abuse is screening out potential abusers before they come to the school. All personnel, staff, teachers, volunteers, and other members of the community whose potential employment or volunteer service involves direct contact with, and/or the potential for unmonitored access to children (including any individuals who regularly provide transportation to children) should be given thorough reference and background checks, including review of criminal and sexual offender records.

Likewise, organizations should require all contractors, vendors and service providers to provide evidence that a background check was completed on any individual sent by the contractor to provide onsite services. Further, when an organization enters into a contractual relationship with an external organization where that external organization will be bringing minor children onto its property, such organizations should be required to provide evidence beforehand that the adults accompanying the minors have undergone the appropriate background and criminal record checks.

Organizations should ideally be able to designate an office responsible, usually Human Resources, for initiating and evaluating the applicants for positions that require background checks. The elements of a comprehensive background check should include:

- A written application and a "statement of suitability" requiring a signature stating that the applicant knows of no reason or prior circumstance that would preclude him/her from working safely with minor children
- A personal interview
- Credential check depending on position being sought
- Reference checks
- Criminal history background check (local, state, multi-state, national, international options depending on where the applicant is coming from and the position being sought). Note: for applicants from the United States, most states require an Authorization Form to be filled out and signed by the applicant before a criminal records check can be accomplished. An online module designed to assist in the pre-employment/volunteer screening process can provide links to the required. For applicants from the United Kingdom you can use this website: http://www.cobis.org.uk/page.cfm?p=752 forms.
- Sex offender registry check in some Western countries
- Published procedures as to how and by whom criminal history records will be reviewed and evaluated (with criteria for disqualification) – including a description of the appeals process required by law
- A statement that all background screening accomplished by or on behalf of the organization will comply with relevant privacy laws.

Schools should also reserve the right to conduct background screening and make this explicitly clear to employees and volunteers, at any time after employment or volunteer service has begun – and will do so periodically. It should also be made clear to all applicants that any misrepresentations, falsifications, or material omissions in the information provided by the applicant, whenever discovered, may result in disqualification from, or termination of employment or volunteer service with the organization.

In any policy, it will be important to note that unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. In general, if a background check indicates that there is adverse or criminal activity in the applicant's background, the office responsible for screening (i.e., Human Resources or another designated office) can bring the adverse or criminal information to a small "Review Committee" comprised of senior staff for final determination and possible appeal (with criteria for disqualification determined by the organization). In other United States cases, certain types of background checks are accompanied by state-regulated criteria for disqualification that have been predefined.

For example, if a check indicates that the applicant has an adult criminal record it must be reviewed by the school and placed into one of the following three categories:

- Permanent Disqualification: permanently disqualified from working with children because of the particular criminal offense
- Presumptive Disqualification: before a determination can be made the school can review additional information and consider:
    - The relevance of the criminal offense to the nature of the employment or volunteer service being sought;
    - The nature of the work to be performed;
    - The seriousness and specific circumstances of the offense;
    - The age of the candidate at the time of the offense;
    - The number of offenses;
    - The length of time since the offense occurred;
    - Whether the applicant has pending charges;
    - Any relevant evidence of rehabilitation or lack thereof;
    - Any other relevant information, including information submitted by the candidate or requested by the hiring authority.
- Discretionary Disqualification: infraction is minor enough that hiring decision can be left to the discretion of the school.

After-school instructors and volunteers also need to be screened. What references do you need to get for these personnel?

What are possible questions to ask of the referees?

WHILE THIS HANDBOOK IS ABOUT KEEPING OUR STUDENTS SAFE, WE RECOMMEND THAT YOU HAVE SCHOOL POLICIES AND PRACTICES TO ALSO PROTECT YOUR FACULTY AND STAFF WHO MIGHT BE EXPERIENCING DOMESTIC VIOLENCE.

3. CODE OF CONDUCT

As a measure of prevention and of setting clear expectations, schools should implement a Code of Conduct to be agreed to and signed by all school personnel and all volunteers who are part of the school community.

Sample Code of Conduct

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

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of [name of school] can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at all [name of school] campuses, schools, and institutions.

We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. [Name of school] personnel and volunteers are prohibited at all times from physically disciplining a child.

Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and civil authorities as described in the Child Protection Policy of the school.

Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with children. 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.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between [name of school] parents, administration, teachers, personnel, volunteers, and minors:

- Communication between [name of school] (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
- Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

Sample Statement of Acknowledgement of Code of Conduct for Signature

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 [name of school] programs.

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children and/or youth at school activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations of [name of school] and with the [name of school] policy to report suspected child abuse.
- Cooperate fully in any investigation of abuse of children and/or youth.

I will not:

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Give a child who is not my own a ride home alone.
- Accept gifts from or give gifts to children or youth 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.
- Use profanity in the presence of children and/or youth at any time.

I understand that as a person working with and/or providing services to children and youth under the auspices of [name of school], I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct and that as a person working with children and youth 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 [name of school].

Name: _____ Signature/Date: _____

* Code of Conduct might be different for after-school instructors and contractual staff

* To handle suspected offending by school personnel, refer to #7. Reporting.

Sample behavior policies that will protect teachers from false allegations:

Avoid situations in which you are alone with a child. This includes not transporting youngsters alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.

The privacy of children in situations such as toileting, showering and changing clothes should be respected. When it is necessary to supervise children in these situations, at least two adults should be present and intrude only to the extent that the health and safety of the children require. Adult volunteers should preserve their own privacy in these situations also.

Avoid touching areas that are normally covered by swimming suits; breasts, buttocks, and groin. When hugging is appropriate, hug from the side over the shoulders, not from the front.

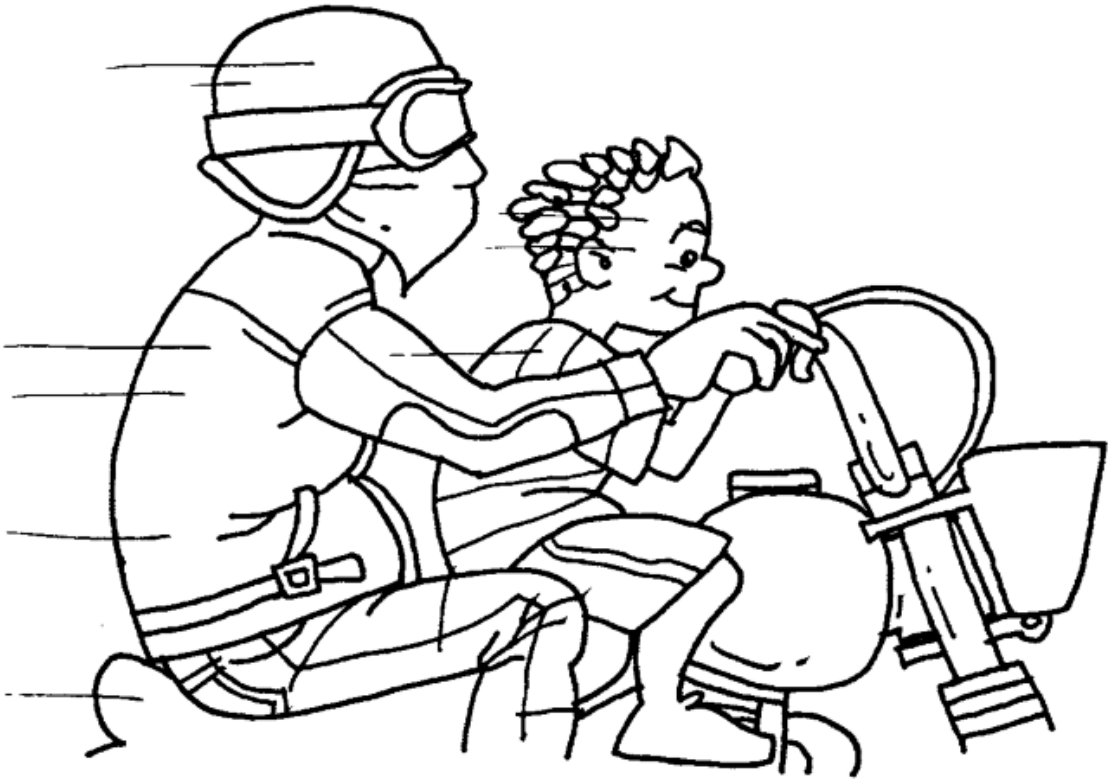
Sexual jokes, comments of a sexual nature, kissing, sensual massages or sexual gestures are not appropriate behavior for an adult staff member or volunteer.

When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.

Revealing personal information about one's sex life by an adult volunteer or staff member is never appropriate.

Do not use corporal punishment in any form

It is the adult's responsibility to set and respect boundaries. When a child attempts to involve an adult in inappropriate behavior, the adult must reject the overture.



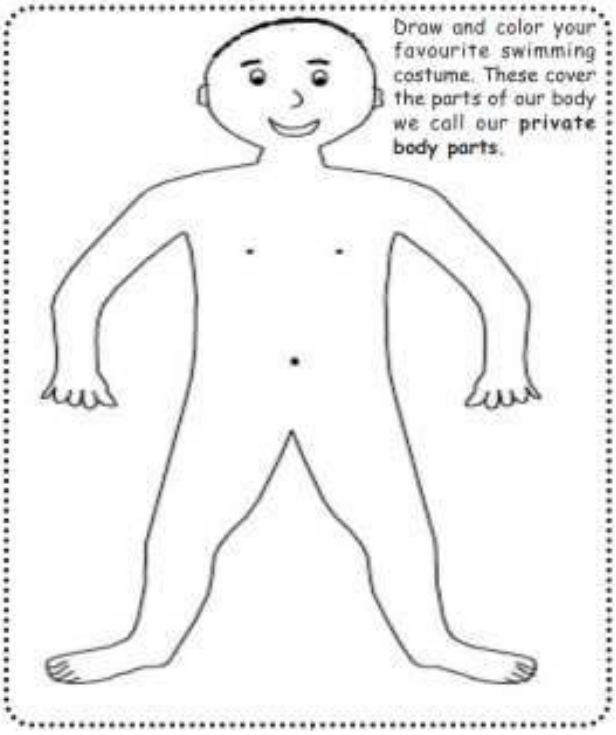
Teaching students: Curriculum modules for student education

Research shows that personal safety/abuse prevention programs for children are successful when they are based on the most current research in prevention education and are rigorously evaluated; begin as early as pre-Kindergarten; use developmentally sequenced materials; utilize active, systematic and specific skills training; have multiple program components such as classroom training combined with parental involvement; use interactive instructional techniques that provide children multiple opportunities to observe the desired behavior, model the behavior and get feedback; and are instituted as a comprehensive part of the child's education - being repeated many times during the school year, and instituted over several years of instruction.

In its most effective form, sex abuse prevention education teaches children about “safe” and “unsafe” touches in a safety-based, developmentally sequenced curriculum. In order to provide children with adequate tools to resist the overtures of potential offenders, children must have the following information:

- The accurate names of private body parts
- Rules-based instructions regarding what to do if someone touches them in a way that is harmful (Say “No”, get away, tell a grown up)
- Assurances that they (children) get to say whether a touch is “unwanted” or not.
- Assistance in identifying the safe adults in their lives
- Reminders that they can always talk to parents or another trusted adult about anything
- That they should continue to tell about harmful, unwanted, unsafe, or bad touches until they are believe.
- That abuse is never their fault

Sex abuse prevention education is “preventive” in nature. It is not intended – nor does it claim – to educate children about sex, sexuality, the sexual functions of private parts, or human love relationships. It is intended to teach children about their rights to assert limits over what happens to their bodies and to give them the tools necessary to communicate effectively if someone violates those boundaries. In short, sex abuse prevention education teaches children how to prevent themselves from being victims of criminal behavior.



In this AISA Child Protection Program Handbook we refer to two curriculum modules for implementation/adaptation for use at your school. The Curriculum modules are organized into Elementary School units of study for grades preK-5, and Secondary School grades 6-12.

Elementary School Module includes:

- Lessons for grade levels K-5 and sample resources for teacher use including print and on-line resources
- Grade level modules present content in skill development that can be easily organized into a series of lessons
- Suggested engagements for instruction and activities for student learning
- Lessons are designed for various delivery options: classroom teacher, PE teacher, counselor, and school nurse to be adapted to your school setting
- Lesson design is flexible enough to be adapted to various curriculum frameworks (PYP, British curriculum, US curriculum and other national and local curricula)
- Parent letters (sample) for each grade level to inform parents of topics addressed
- Suggestions for parent education/engagement
- Definitions of safe and unsafe touch
- Assertive skills training for students

At each grade level there are 5 major concepts/big ideas that are suggested for exploration. The nature of these conceptual understandings is developmental and spiraling in that with each year the level of depth of understanding increases. Each lesson focuses on a developmental appropriate exploration of a concept.

The scope and sequence of conceptual understandings is organized in the following framework:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Grade KG	Safe touch	Unsafe touch and assertiveness	Touching Rule	Safety Steps	What to do if someone breaks the Touching Rule
Grade 1	Safe and unsafe	The Touching Rule	Whom to tell	Safety Steps	Using the Touching Rule and Safety Steps
Grade 2	Identifying safe/unsafe touch	Identifying unwanted touch	Touching Rule and Safety Steps (including peers)	Whom to tell and assertiveness	Secrets about touching
Grade 3	Identifying safe, unsafe, unwanted touch	The Touching Rule and Safety Steps	Telling touching secrets (whom to tell and how)	Learning to be assertive - Stand Up for Yourself!	
Grade 4	Identify safe, unsafe, unwanted touch	Review The Touching Rule and Safety Steps	Assertiveness skills	Whom to tell, why it's important, whom to trust, who can help	
Grade 5	Identify safe/unsafe situations	Review Touching Rule and Safety Steps	Whom to tell, why it's important, whom to trust, who can help	Relationships and assertiveness	Secrets and responsibilities (promises)

Full lesson plans begin on page 76.

Secondary School Module includes:

- Lessons designed to be implemented or adapted for grades 6 – 12
  - Four main concepts essential to child protection
  - Consistent child protection vocabulary for students
  - Student skill development
- Curriculum design that can be implemented as
  - Stand-alone course
  - Weekend retreat/after school workshop setting for students and parents
  - Use in advisory programs or to be supplemented in advisory programs
- Teacher support includes
  - Notes to the Teacher
  - Skills
  - Vocabulary
  - Suggested Engagements
  - Parent Letter
- Curriculum implementation allows for flexibility to fit within your school program(s)
  - Advisory
  - Tutorial Time
  - Homeroom
  - Physical, Social, & Heath Education (PSHE)
  - Physical Education
  - Health
  - Science

The scope and sequence of conceptual understandings is organized in the following framework. The 4 core concepts of the secondary curriculum remain the same in each grade: Identify, Access, Act, and Value. Teaching – and re-teaching – these essential learning objectives is key to student learning. Developmentally appropriate content and delivery for each lesson ensures a varied and rich learning experience.

	Concept 1	Concept 2	Concept 3	Concept 4
Grade 6	**IDENTIFY!** Safe and Unsafe Situations	**ACCESS!** Trusted Persons	**ACT!** To Stay Safe	**VALUE!** Self and Community
Grades 7-8	**IDENTIFY!** Safe and Unsafe Situations	**ACCESS!** Support Structures	**ACT!** To Stay Safe	**VALUE!** Self and Others
Grades 9-10	**IDENTIFY!** Safe and Unsafe Situations	**ACCESS!** Trusted Persons	**ACT!** To Stay Safe	**VALUE!** Self and Community
Grades 11-12	**IDENTIFY!** Safe and Unsafe Situations	**ACCESS!** Support Structures	**ACT!** To Stay Safe	**VALUE!** Self and Others

Full lesson plans begin on page 102.

Please note that the lesson plans focus on private body parts. Most schools cover issues such as social-emotional development, bullying, and physical abuse. What is almost uniformly missing is direct reference to sexual abuse and exploitation. It is not our intent that child protection focus only on sexual abuse, instead we feel that by including these lessons your present sessions will become more holistic.

Parent education

Child protection at school is a partnership with parents. A suggestion is for parents, upon admission at least or annually, to sign a “Ready to Learn” contract that states basic needs that parents will meet, such as nurturance, care and attention at home.

Parent education can be achieved in several ways:

- Connect parent education to the READY TO LEARN contract

Sample READY TO LEARN contract
Safe and secure children lead to better learning and better outcomes.

[School] expects all students to punctually arrive every day.
[School] expects that students will come to school after a good breakfast and good night's sleep.
[School] expects all students to be clean and dressed appropriately.
[School] expects access to parents or guardians when needed.
[School] expects drivers to abide by rules for driving and parking.
[School] expects all students to arrive correctly equipped for lessons:
***Pen, Pencil, eraser and sharpener**
***Ruler**
***Calculator**
***Student Planner**
***Exercise books, text books and files for the day**
***PE equipment**
[School] expects all students to be polite, co-operative and to show respect for all members of the [School] Community.

At the end of the day we all help others by leaving rooms and the campus tidy.

- Before beginning the lessons, conduct a gathering to inform the parents and encourage them to participate in their children’s education by reading the parent letters and, for elementary students, to complete the homework together with their child. These sessions could be evening meetings (can include MDT members), morning coffees, or formal parent education classes.

- Promoting parent support and buy-in can be achieved through the annual distribution of school policy to all families during the admission process and returning families annually.

- Emphasize to parents that this is a PREVENTION program

Concepts to include in advocacy and training of parents:

- Understanding of specific policy and procedures of the school
- Train to awareness of the issue
  - Signs and symptoms of abuse
  - Statistics of incidence and prevalence
  - Awareness of risks to which students are exposed – globally and locally
  - Vulnerabilities of international school students growing up in international communities
  - How to talk with your children – prevention strategies and empowering children
  - Handling disclosure and reporting as a parent
- Inform parents of community resources for parents and to be used by school (especially domestic violence issues)
- Provide parents with a list of resources, including for domestic violence needs. If possible, find ways that parents can meet these resources, such as inviting the resources to a parent evening to talk about relevant domestic violence and abuse issues.
- Provide parents with information for how to keep safe and keep their children safe.

Training School Personnel in International Schools.

International schools have several populations on campus. These include guards, cleaners, drivers, food services, administrative staff, after-school instructors and faculty. We suggest two different types of training: instructional personnel and support personnel.

Child Protection training of school personnel should place the emphasis PREVENTION PROGRAM and be connected to the concept of "ready to learn" – safe and secure children lead to better learning and better outcomes

Content of training for all instructional staff (faculty, administrators, teacher assistants,)

- Understanding of specific policy and procedures of the school
- Train to awareness of the issue
    - Signs and symptoms of abuse: knowledge of grooming behaviors
    - Statistics of incidence and prevalence
    - Vulnerabilities of international school students growing up in international communities
    - Developmental levels of children, with a focus on sexual development – what to expect at different age levels
- Training to focus on handling of disclosure and reporting
- Review of the lesson plans and how, when, by whom to present them
- Depending on time and depth of content, suggested strategies include
    - Presentation
    - Interactive teaching with assessment
    - Role play and simulations of disclosure
    - Practice, practice, practice

.

Content for differentiated training of members of staff

- Board Members
    - Policy of school and procedures for implementation
    - Implementation of Child Protection Program
    - All parent training sessions

- Administrators
    - Implementation of policy at their area of control
    - Code of conduct development
    - Accountability
    - Case management – how to handle range of issues from uncertainty of reporter to direct disclosure to working with personnel involved in the case
    - Specific reporting of concerns
    - Case of abuse
    - Teacher implication – due diligence
    - References, hiring practices
    - Role play (with trained facilitator preferable)

- Support staff, After School Activity (ASA) staff and coaches outside of school awareness meeting
    - Instructional staff content above
    - Code of conduct-
    - Behavioral expectations – refer sample behavior policies that will protect teachers from false allegations
    - How to access help

- Contracted staff
    - Develop overall context of school's management of the issue within school policy and procedures
    - Code of conduct-
    - Behavioral expectations – refer sample behavior policies that will protect teachers from false allegations
    - How to access help

Who will deliver the training sessions?

- Head of School
    - Ensures training takes place and adequate resources are available to support the program
    - Is public advocate for the program and implementation endorses internal personnel in their roles

- Implemented by counselor and administrator at each division

- Consultant should be used when necessary to bring counselors and CP team to a trainer of teachers model
    - Counselors network to support program implementation at schools
    - Counselors specific to their expertise and role as defined by school
    - On-line training where appropriate within
    - Support differentiated objectives of different groups
    - Combine with in-person training whenever possible

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Frequency of training

- Awareness level training should be twice a year (two sessions)
- Skill training specific to job description – to be determined by needs of individual personnel – minimally twice a year (two sessions)

Special emphasis on training nurses

Most schools have a school-based clinic for general and first aid issues. Many of the nurses are host country nationals. These two points are important when planning and implementing a child protection program in our international schools.

Nurses require a child protection training that is medically-based, in addition to attending and participating in the regular school-based training sessions. Many countries are developing child protection units in government hospitals that provide specialized training. Some countries give specialized credit or certificates for these trainings. It is suggested, therefore, that international school nurses attend and be accredited by those trainings. This would strengthen the link between local resources and our schools, including support for our nurses on this sensitive issue.

For international schools in countries without an in-country child protection training resource, it is still highly recommended that all school nurses receive specialized training. Reading materials and several discussion meetings with a medical consultant (some embassies may be able to provide this service) is a very basic option for this training.

For international schools in countries without in-country training but employing a foreign-hire nurse, it is recommended that the nurse attend specialized training sessions abroad. Resources for such trainings can be found at the National Association of School Nurses (http://www.nasn.org) and the Royal College of Nursing (http://www.rcn.org.uk/).

5. CHILD PROTECTION TEAMS: Roles and Responsibilities

A school's child protection policy will need several different groups to support implementation and intervention:
1. A school-based child protection team
2. A school-based child protection case (response) management team
3. A multidisciplinary team of local and international child protection professionals

1) **The Child Protection Team will consist of:**

- School Psychologist – if the school has a School Psychologist, this individual leads the CPT team
- Counselor
- Nurse
- Teacher representative from each level within the school (i.e. elementary, early childhood, middle and high school, etc.)
- Administrator – Head or designated principal according to need
- External resource (i.e. community Child Protection Worker)
- Someone to provide a combination of corporate (school) historical memory and school and local expertise.

The role of a **school-based Child Protection Team (CPT)** is to ensure that there is a comprehensive Child Protection Program (CPP) 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 for school
- Work within the school's existing structures to ensure development and adoption of a Child Protection curriculum that will meet the needs of the school
- Ensure that child protection curriculum is taught and assessed annually
- Support teachers and counselors in implementing Child Protection Curriculum
- Ensure/guide Professional Development for training for all staff including teachers and volunteers regarding the Child Protection Program
- Ensure/guide parent evening education programs to support understanding of the objectives and goals of the CPP policy and curriculum
- Ensure systems are in place and monitored to educate and involve all school volunteers in the child protection program
- Serve as a resource group in working with cases requiring child protection - assist reporting and follow-up disclosures to the multidisciplinary team or where appropriate

The school-based child protection team should probably meet at least twice annually. The first meeting is to plan for the school year. Preparation planning items for the successful teaching of personal safety lessons include:

- Discuss readiness of the teachers to teach personal safety
- Plan for the parent meeting to introduce the topic and any letters to parents
- Preparation/familiarization/inventory of the personal safety materials including forms to use
- Review work plans from teachers
- Review personal safety protocols and guidelines
- Schedule future school-based support team meetings
- Review scheduling of the local multidisciplinary team meetings

The second school-based support team meeting will be conducted when all the lessons are completed. The team will assess implementation and make recommendations for implementation for the next school year. The team will also assess teacher readiness and qualifications, including which teachers may need additional training.

Sample Guideline for CPT - Child Protection Program Annual Calendar of Activities

Time Line	Activity	Responsibility
August	Inform Board staff students and parents about school Child Protection Program	Head of School
	Inform new families of school Child Protection Program	Admission Office Counselor
	Convene Child Protection Team – appoint chair and orient new members	Head of School
	Review data from previous school year- develop implementation plans for current year	Child Protection Team
	Endorse an MDT - contact each member to check availability	Child Protection Team
	Have a meeting with all affiliated schools in your area/city	Head of School
September	Implement annual plan	Child Protection Team and division principal
	Train all staff on details of program, individual responsibilities and how to manage disclosure	Principal, Counselor, Head of School
	Teach lessons to students	Teacher, counselor
	Inform parents in writing and hold parent evenings	Counselor, principal
	Ensure all staff, volunteers and contracted service providers sign code of conduct	Principals, supervisors
	Convene Community Resource Team	Head of School
October	Continue lessons within curriculum plan	Teacher, counselor
	Ensure lessons have been taught	Principal
November	Convene Child Protection Team to review implementation	Head of School
	Review hiring practices to ensure: background screening, criminal history check, reference check includes discussion of child protection history; ensure code of conduct signed when hired	Head of School, H.R. Director, Principals
	Review/revise curriculum and recommend resources as needed	Principal, Curriculum Coordinator and teachers
January	Inform new families of Child Protection Program	Admission, counselor
	Hold parent evening	Counselor, principal
	Convene Child Protection Team - Update and review activities of first semester; make recommendations for areas of need.	Principal, counselor
	Orient new students to Child Protection Program	Counselor
As needed	Convene Child Protection Case Management Team	Case manager, usually counselor or principal
	Convene Multidisciplinary Team	Head of School

2) **The Child Protection Case (Response) Management Team will consist of**:

- The individual (when an adult) reporting the case
- Counselor (as case manager) or school psychologist if available.
- School personnel making the report in accordance with school policy and procedures
- Division level principal
- Division level administrator or other designee(s) as determined by head of school
- Depending on case, involvement of local resources or consultant expertise
- Depending on case, request an MDT meeting for reporting (refer below)

When there is allegation of abuse, the school will endorse a Child Protection Case Management Team (CPCMT) to respond to that specific allegation. The purpose of this ad hoc team is to manage cases of abuse. It is essential for the Child Protection Management Team to recognize the limitations of their expertise and to involve local resource or other consultant expertise as necessary. The team will gather needed information to determine what the next steps are: handled by the school, referred to outside support services, referred to the MDT for possible reporting to authority.

The school based child protection case management team will meet based on need. This includes when a teacher brings a concern to the team or whenever a child discloses (Category C). The team will look at school policy and the nature of the abuse in order to determine the next step for action, whether it be handled by the school, taken to the MDT, or reported immediately to authority.

Discussion can be guided by the following information:

- Child's name, address, birth date, gender, and grade
- Parent's name, address, home phone (if possible) and work places
- Nature and extent of the suspected abuse
- Information on previous injuries or background data
- Identity of alleged abuser (if known) – or self-harm

The gathered information will classify the case as Category A, B, or C.

Category A - Most cases will be handled by school counselors: * 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	Category B - Some cases will be referred to outside resources: * Mental health issues such as depression, psychosis, dissociation, suicide ideation	Category C - Cases reported for investigation and outside resources: * Severe and ongoing physical, emotional and sexual abuse or neglect

3) For cases of sexual abuse, severe physical or other abuse (Category C), the school will request the case be taken to an outside Multidisciplinary Team for consultancy and supervision. The MDT must be based in local law and resources. This means your school must set up strong relationships and community partnerships with several support and other systems in your city. Refer to #7 below.

1. COMMUNITY PARTNERSHIPS

Developing a Network of Community Support Resources and Multidisciplinary Team for Reporting

There are several levels of community around our schools, but for the purpose of this handbook, we will now focus on two:
1. Community of international schools in our city or region
2. Community of authority and support services and professionals

International schools are not islands. An optimal safe environment requires the cooperation, collaboration and support of the entire community, including the local governmental and non-governmental agencies in place to protect children and advocate for their needs. Furthermore, it may be obligatory and necessary to work with local statutory agencies to deal with child protection issues and problems. It will be important for international school administrators to be aware of and be in contact with, the agencies and institutions in their host country/city that have roles and responsibilities regarding children's issues. The following are some of the government and nongovernmental bodies that your school should contact and collaborate with in terms of developing and implementing school based child protection programs.

- The police
- Hospitals
- The courts and lawyers
- The Children's Department(s), Embassies and other Government agencies
- Nongovernmental agencies (UNICEF, ISPCAN, etc.)

International schools need to understand and adhere to laws and regulations of the host country in developing and implementing child protection procedures. Developing formal and informal working relationships at different levels with host country authorities are important steps that schools may have to take to implement effective child protection program. It is best to establish relationship in advance and in a proactive manner rather than have a first interaction with a host country agency occur during a time of crisis or need. School administrators and counselors are well served to visit host country agencies and ministries as well as to host at your school courtesy "get acquainted" meetings with various host country resource personnel.

1. Community of international schools in your city or region. Individual schools do a lot for their students, from on-site services to professional referrals. Often professional referrals are other expatriates, and often equally as transient. Services such as counseling and support for child protection issues, due to their nature, are best served by professionals that understand specific cultural elements – at times even the need for the same use of a particular language facilitates effective service. Due to the transient nature of our community, international schools tend to have to renew their resource list annually, as well respected counselors or therapists will move with their spouse to their next post.

Each international school cares for their students. Each international school will have their list of resources to help their students and families when needed. A network of international schools that share resources would increase effective referrals and build ongoing relationships with a wider group of professionals. An idea that three international schools have used is to invite peer schools in a city or region to join a network that focuses on child protection. These schools help each other build policy and procedures, share training of teachers, and even share parent evenings. This network joins all the schools' resources into one list, increasing each school's access to help. This network meets at regular intervals with at least one participant of each member school attending meetings. In the three example settings, the group was called CRAN – Child Rights Advocacy Network. When like-minded schools are together, supporting each other, it is less difficult to build relationships with local authority such as the police and doctors. When your school experiences cases of suspected abuse, there is support from peer professionals. Parent evenings bring together a larger group of parents who can help each other. Building child protection in your school can be challenging, so doing it together with peer international schools can only help.

A guide to help you set up holistic child protection in your school

NEED	BEST PRACTICES	SAMPLE BEHAVIOR	YOUR GOALS
PREVENTION	1. Protective behaviors taught to all children 2. Protective behaviors in all families 3. Protective practices in all communities to ensure the right to feel	Amy and Joe are taught Personal Safety in school. Their parents are provided with school policy that states the rights of children. Communities are aware of child rights and laws.	
REPORTING	Access to relevant authorities at all levels in schools, hospitals, communities, police stations, hotlines, welfare centers when abuse occurs	Amy and Joe need help so Joe talks with his teacher and Amy talks with her mother. Joe's teacher reports to his principal who calls social services for investigation. Amy's mother calls the hotline number.	
INTERVENTION 1.Legal	1. Child sensitive investigators	1. Amy is visited by a social worker, Joe is visited by the police, both adults are trained in interviewing children. Joe's case is referred for legal processing.	
2. Medical Health	2. Hospital and community-based services for all	2. Joe is sent to a hospital for evidence gathered by a child-sensitive doctor with age-appropriate interview methodologies.	
3. Mental Health	3. Hospital and community-based services for all	3. Amy and Joe receive counseling, with options for individual or group counseling. Parents are also counseled.	
4. Safety	4. Offender leaves home in incest cases, safety within home, trained foster care, and for last resort, short-term residential centers	4. Amy remains safe at home, with no more access by her offender. Joe's father is removed from the home pending trial.	
5. Court	5. Family Court	5. Joe is prepared for his case and given an advocate to support him and his mother.	
RESEARCH	Accurate statistics of prevalence of abuse and effectiveness of practices		
TRAINING	Ongoing seminars at level of need for all populations		
DEVELOP MATERIALS 1. Indigenous materials 2. Indigenous practices	1. Materials based on research and culture 2. Publication of best practices		
FORMAL NETWORKING	Formal network for standards, research, networking, policy setting, legal lobbying		
ADVOCACY	Annual campaigns and distribution of materials		

Effective child protection requires the involvement and contribution of different sectors of society. As part of the community, international schools have an obligation to participate in the child protection endeavors of their host community.

- Ensure that your school becomes a partner in child protection activities in the community.
- Designate capable staff members who could represent your school in community related child advocacy issues.
- Identify, join and contribute to child protection network groups in your community.
- Participate in high level child protection policy and related activities in the community. Use these types of forums to build awareness of and support for your child protection program.
- Share, allow, and assist network partners - especially other schools - to adopt your child protection policy manual.
- Co-sponsor and participate in high profile child protection activities in the community with other credible local and international child-focused organizations.
- Develop or adopt available local resource and service directories to help with your child protection program.

2. **Community of authority and support services professionals**. The main purpose of this group is to connect to local legal and medical authority. One suggestion is to form, together with CRAN schools, a multidisciplinary team for reporting and support. Refer to next page, REPORTING TO AUTHORITY.

7. REPORTING TO AUTHORITY

A significant gap in service to children with child protection needs in most international schools is the authority for offender accountability – that is, there is no body to whom to report suspected cases who will then be responsible for the investigation of the type and level of the reported abuse, or enforcement of mandated behavior changes. If this does not occur, then law enforcement services, including the possibility of prison, would be likely alternatives.

Most parents exhibiting inappropriate behavior towards their children need support in order to make a change in behavior. That necessary support includes a system that sets clear and defined standards for behavior towards children and that provides necessary support to help the offender meet those standards. Unfortunately, many offenders, given their characteristic lack of empathy, cognitive distortions, levels of stress, and rationalization, will not enter into behavior change counseling, maintaining and continuing their behavior through increasing threats and other forms of manipulation over the abused child(ren). For these children, outside authority is needed to intervene through some form of law enforcement venue.

As a school, set a protocol for reporting what, to whom and when. Use the categories on page 44 to help you, through your process with the child protection case management team:

- Determine to whom and what should the teacher report? To whom and what should a counselor report? To whom and what should a principal report? To whom and what should the Head of School report?
- Design written forms for the confidential file, to give to authorities, to facilitate monitoring and supervision.
- Determine who will contact parents, when and for what.
- Determine hen to contact authorities with a time frame.

In the United States schools are mandated to report to social services when abuse is suspected. An alternative for our international schools to report to authority is through an interdisciplinary team outside the school referred to as the multidisciplinary team (MDT). The team consists of professionals such as, a social worker, lawyer, police, doctor, and psychologist. Below is a sample guideline:

The multidisciplinary team is an advisory/consultative team that provides advice by meeting on a regularly scheduled basis or as needed. The multidisciplinary team will not provide direct services or face-to-face contact with families. They will offer support and advice to professionals who refer cases to them. The advisory team will note their advisory status in their appointing documents and descriptive literature. The multidisciplinary team is established to deal only with the specific issue of child abuse reported within affiliated schools and must be authorized by the Head of School or Board to function in this capacity for the school community.

Which cases will the MDT review and consult for?

- Types of cases to accept will be narrow, with a focused mission of handling child abuse cases reported from affiliated schools.
- Team members will rely on definitions of the types of child abuse that correspond to international and local laws.
- A minimum amount of time the team needs to adequately discuss a case will be decided upon. This, along with the length of the meeting, will dictate how many cases per team meeting to accept. The team may choose to adjust these limits after processing several cases, or set discussion and case limits based on the complexity of each scheduled case.
- Only affiliated schools can refer cases to the team. There will be a process for screening and prioritizing cases and a list of needed information and documentation required for referrals.
- All meetings will be recorded.
- The team will clearly state the need for confidentiality to its members, referring agencies, families, and anyone else involved. Team members must be able to comfortably share information with

each other. A method will be determined to help ensure confidentiality of case materials, such as members signing a confidentiality agreement, clients being informed that their case is with the multidisciplinary team, and assurance that all case materials received during a team meeting will be returned before leaving.

MDT Professional Roles – Team members must understand exactly what expertise they are expected to bring to the team process. They also need to understand the professional roles of other team members:

Medical Representative - responsible for reviewing and interpreting for team members the medical data related to child abuse cases. This would include interpreting test results, describing the immediate impact as well as the potential for long-term residual effects of specific injury, and providing information on normal child growth and development. Their advice on cases involving medical aspects can be very helpful to the team. This person is the liaison between team members and the local medical community.

Social Worker / Community Counselor Representative - responsible for providing opinions on the psychosocial aspects of specific cases considering not only the child and perpetrator but the non-perpetrating parent, siblings and the environment in which the abuse took place. The social service professional is also responsible for commenting on the proposed care plan, following progress of an established case plan and offering alternatives when appropriate. This person serves as the liaison between the team and the specific treatment source.

Psychiatrist or Psychologist - responsible for reviewing case information to comment on the mental health status of the individuals involved in a specific case. This may include pointing out overt signs of emotional disturbance or indications of potential disturbance or making recommendations for psychological testing. The individual can also serve as a resource to the team for research information on healthy as well as disturbed family functioning. The psychiatrist/psychologist serves as liaison between the team and the professional mental health community.

Law Enforcement Representative - responsible for providing background data on any criminal aspects of specific cases, and serves as liaison between their agency and the team.

Attorney - interprets legal issues on specific cases involving juvenile law and adult criminal law. The attorney serves to focus case discussion on the legal rights of a child and the family, and removal and prosecution of the offender in cases where the offender is a member of the school's faculty or staff, or volunteers at the school. The attorney can also serve as legal resource to the team when it is considering policy questions or advocacy issues. The attorney is also the liaison between the team and the legal community.

Educator - reports normal and abnormal behavior to the team and also provides input to the team discussion from an educational standpoint. Educational assessment and school health records can also be of great value to the team. When a report of child abuse is made, the communication between home and school often breaks down. The teacher's only information about the implication and effects of the abuse and subsequent report of the abuse on the child's behalf may be through the school counselor. The educator also serves as a liaison between the school and the team. School personnel are in a good position to monitor the effect of Team recommendations.

School Counselor - reports the history of interactions between the school and the family as well as represents a global picture of all the teacher interactions with the child. The counselor will be able to describe the support plan currently in place and the areas where the plan is effective or needs to be adjusted. This individual will be vital to the implementation of the Team's recommendations. The school counselor also serves as a liaison between the school and the team. School personnel are in a good position to monitor the effect of team recommendations.

How to set up an MDT

1. **Begin with your community. Find people with appropriate skills or contacts to other professionals from the list above. Make as long a list as possible.**

2. **Meet with each of the candidates personally to assess their willingness and suitability: a) do they have the time for periodic meetings, especially in cases of the unlikely emergency when the team must come together immediately; b) do they have the appropriate professional skills and experience (do lawyers know local child protection laws; do social workers know local child protection policies and practices; do doctors know child abuse forensic issues; do counselors have experience and expertise in child abuse and family counseling); c) do they work well with groups to avoid hierarchy of professions; d) do they have an objective relationship with the schools and/or child and family.**

3. **Set up an initial meeting when they are all available. The agenda would be for each of the team members to share with the others their skills and knowledge in child protection. A mock-case could be used for discussion. The agenda would also include how to operate, note-taking, confidentiality, and communication.**

How to use the MDT

1. **To learn about local laws and resources to support child protection in your schools. For example, if a case occurs in school for which you have no policy, talking with legal professionals could help in determining intervention – for example, a school had no policy for sharing a stolen cell phone picture a girl sent to her boyfriend of her naked; local law did exist and could guide the school.**

2. **Understand the age of discernment in the host country – in many African countries children as young as 12 can be arrested for crimes that include sexual molestation, cyber pornography, and rape.**

3. **The team acts as an alternate to authority to mandate help for children, parents and alleged offenders in difficult cases.**

4. **To support reporting to authority when needed.**

Over the course of developing a child protection policy you will have many questions. Having an MDT will help answer them. Some common questions are:

- How will the different authorities respond? What will be the response time?
- What does an investigation look like?
- When do children need to be taken into protective custody?
- What kind of protective custody is available for our expatriate students?
- Will making a referral for an investigation really help or will it just be more trouble for the family?
- How will I know the outcome of a referral to the MDT?
- _____
- _____

If the suspected offender works for the school

Formalize detailed procedures and forms for how to respond (a suggestion is form a committee for decorum that would include parents and teachers) as well as guidelines to protect teachers from false allegations.

When a child discloses about inappropriate behaviors of school personnel, the school must respond no differently than if the alleged offender is a family member. Teachers have daily access to children and the emotional and physical safety of a child is determined by the access of the offender to the child, thus disclosure of teacher offenses must be handled immediately and with seriousness.

The integrity of a school and a system is NOT dependent on whether or not an offender exists; instead the integrity of the school or system IS dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the school to prevent and deter sexual harassment, as well as provide procedures for the resolution or prosecution of sexual harassment between teacher and pupil.

SUGGESTIONS for handling disclosures of teacher offenders:

- Depending on severity of the allegation, place the teacher on forced leave for at least three days.
- Inform the child's parents immediately.
- Investigate the incident immediately. Depending on severity, determine who will investigate, whether by the school-based support team or the community-based multidisciplinary team.

In the case where the alleged offender is a school volunteer, or is a member of the school faculty or staff, and the suspected, observed or child-disclosed offense is sexual in nature, the involvement of local child protection and law enforcement agencies would be essential to not only protect the child, but to also remove and prohibit the alleged offender from further contact with any additional children at the school. Involvement of appropriate law enforcement agencies also protects the school from any form of malfeasance in regard to how the case is handled. This is important because in cases of sexual offenses against children, research shows that offenders are likely to have multiple victims in the same location. Standard practice is to place the alleged offender on temporary leave of absence until the professional investigation is concluded.

8. Measurement, analysis, and self-audits

An essential element of developing, implementing, and sustaining a successful child abuse prevention framework is data – data about the ongoing programs, how they are being integrated into school life, what is working, what is not working, and what needs to be improved:

- How many people are there in the organization (and in each job classification) who require the safety training?
- How many have received the required training?
- How many are left to train?
- How many abuse reports have been filed?
- Were the abuse reports handled properly?
- Have the safety materials been distributed?
- Has everyone who received the required training also received a background and criminal history check?
- Are the child protection and safety curricula being taught to the children in all grades?
- Have all faculty, staff and volunteers received and signed the Code of Conduct?
- How many reports of alleged abuse and neglect are being filed?
- Have the reports been handled correctly?

Depending on the size of the organization, the data to be collected and analyzed – or even simply summarized – could be immense. Therefore, it is important in the early stages of building a child safety framework to also think about the questions that need to be periodically answered, the data that needs to be collected to answer those questions, data storage, questionnaire design (See Appendix D), best measurement practices, and also to be mindful of opportunities and methods to measure quality, improvement, and outcomes.

Some basic tools that exist for the measurement and evaluation of prevention programs are listed on the website of the Child Welfare Information Gateway. An annual audit process (recommended) helps to understand the basics of implementation, but something more comprehensive may be needed to measure the complexities of organizational, cultural, and behavioral change, and whether or not what is being implemented is having the desired effect of actually making the environment any safer than when the school began its efforts.

Although some schools may only be interested in collecting information about alleged child maltreatment by faculty, staff or volunteers, a broader perspective would consider that since the school has been working to improve its child protection policies and procedures, modify organizational structures to respond more quickly to abuse reports, update codes of conduct, educate adults about how to recognize abuse and neglect and how to report it, and educate children about distinguishing between safe and unsafe touch and the strategies to employ if they are exploited in this way, that ALL forms of abuse and neglect are likely to be reported – including domestic, extended family and neighborhood situations. In terms of measuring the effectiveness of what you have instituted, initial assessments could focus on gathering data on the numbers and types of the reports being filed, how they came to the attention of the school, and whether or not those to whom the abuse was reported knew what to do.

Additionally, collecting annual data on the number of times the safety classes were taught over the school year; parent, teacher and student attitudes towards the safety programs; and whether or not the teachers and others involved in the children's education believed the students were learning the skills taught by the programs are pertinent elements of measuring successful implementation. Asking respondents to supply examples of observed "safe" behaviors among students, or increased awareness of the safety rules being taught would underscore their response with additional anecdotal information.

In terms of "harder" quantitative data, schools can also collect information about the number of abuse and neglect reports being filed annually, the age and gender of the child (or children) who was/were the subject of the report, whether the abuse was self-disclosed by the child, by another child, by a family member, or by an adult in the school setting who suspected or observed the abuse, and to whom the child's report was disclosed. Questions could also be asked about the nature of the alleged abuse or neglect and whether the alleged perpetrator was a member of the child's household, a member of the extended family, someone in the neighborhood known to the child, a school employee or volunteer, a stranger, or another child. Data can be collected regarding how quickly the report was brought to the attention of the school's Child Protection Team and whether the individuals making the report knew what to do and how quickly they did what was required.

In terms of behaviors and desired training outcomes, one could argue that by collecting data of this type on an annual basis, a school (or group of schools) could have an ongoing awareness of the numbers and types of abuse and neglect cases its children are experiencing, and could at least have some indication that children are learning the skills, have used those skills to report to a trusted adult within the school community, and that the adult knew what to do and did it within the required timeframes as trained. Again, the focus is on the behaviors and skills that we would hopefully expect to be outcomes of the collective safe environment efforts. Certainly, there are more sophisticated analytic methods for determining program effectiveness, but the data described above can be collected with minimal effort. Sample questionnaires that can be used to gather such information are provided in the appendices.

In addition to an annual audit, it is strongly recommended that the policies and procedures themselves be evaluated periodically (every 2 - 3 years). This comprehensive analysis is primarily qualitative and is designed to interview individuals and groups who have carried out the various responsibilities described in the policies, and to get their feedback about how written policies and procedures are actually working in practice. The product of this analysis will be a document that assesses each functional area of the policies and makes recommendations for textual change to the policies and procedures that:

- Reflect the way a functional area has evolved in its practice that is contrary to what is written, but is working successfully.
- Restructures the text to address weaknesses or failures in a functional area and makes it more effective or efficient.
- Strengthens and/or clarifies policy sections or procedures.
- Develops policies and procedures for new issues that emerge from the analysis.

In this way, a school can identify the policy's strengths and weaknesses, uncover issues that were not anticipated or addressed adequately, and amend them accordingly. Once amended, the areas of recommended improvement can be followed and observed for a period of time to determine their effect (hopefully improvement) on the overall policy implementation.

In summary, measurement/data collection recommendations in a child protection framework should include:

- An annual self-audit to assess current state of the implementation, to include a checklist of the data to collect
- A comprehensive analysis of the organization's policies and procedures every 2 - 3 years designed to identify what is working in practice, what needs improvement, or what needs to be added to the policies and procedures in order to strengthen them
- A "continuous quality improvement" initiative that takes a subset of any identified policy or practice improvements, addresses them, follows their implementation for a period of time (6 months) and issues a report

9. Turn-over and the keys to institutionalization of a child protection program

Our international schools deal with high turn-over of teaching faculty and student body. This means that international schools need to keep child protection at the forefront of all new teacher and parent events, including ongoing annual training. Without strict oversight and follow-up, child protection could easily be tabled, until that time when an emergency or case occurs.

We suggest the following to help institutionalize your child protection program:

1. Include a host national faculty as part of your child protection team
2. Include the host national nurse as part of your child protection team
3. Include a parent as part of the team that does NOT include confidential issues
4. Use counselors as over-site, including this in their job description and assessment
5. Send annually at least one teacher to attend a training session during the summer

A Final Word about communication

Large scale, innovative organizational change is a complex process that succeeds or fails based on a number of factors, the two most prominent being the *strategy* for change (the roadmap for defining and implementing the changes management deems necessary for the organization's growth or development) and the *culture* (organizational mindset, history, decision making style, behaviors, accountability structures, etc.) within which the leadership desires the change to occur. A natural conflict between strategy and culture, described throughout the organizational change literature, assures us that systemic, foundational change to any organization will not be a linear process or a one-time event, and that in times of crisis (or even when a crisis is perceived to have passed), organizations undergoing a change process that is not yet complete often tend to revert to traditional ways of behaving. Similarly, a sustained level of vigilance, encouragement, and support by senior management is necessary for all levels of the organization undergoing change, lest the perceived commitment to the change is seen as waning – further encouraging a backward slide toward "the way business is usually done around here."

In attempts at organizational change, leadership must make the case and provide mechanisms for enabling the change and its assessment. Top leadership must then hold itself, all management and all employees to *be* the desired change in all their attitudes and actions. An important element for sustaining forward momentum in an organization's child abuse prevention initiatives is communication about how the effort is evolving, and feedback from leadership reflecting its ongoing commitment to the process. This feedback should include:

- Regular reminders (newsletters, bulletins, newspaper articles, etc.) of the responsibilities associated with maintaining safe environments and the results associated with doing so;
- Periodic (at least annual) statements by the organization's leadership concerning the ongoing commitment to the organizations child protection policy and to the vigilance necessary to protect children; summary of effects, anecdotes;
- Organization-wide distribution of policies and procedures for child protection, the code of conduct, abuse reporting protocols and procedures, etc.;
- Organizational updates about the status of programs, schedules for training, lists of the categories of people to be trained, reminders about any audit reports, and when the reports are due;
- Checklists about what is necessary to have in place or to have accomplished in order to be considered in compliance with the organization's policies;
- A regular flow of information and data from departments and organizations about their particular *piece* of the requirements;
- Forms or questionnaires sent to all organizational elements used to collect exact numbers of personnel, their categories of employment, and whether or not they have received the required safe environment training; and,
- Audit preparation checklists and calendars.

CHILD PROTECTION IN DIFFICULT TIMES

Most of our international schools operate in safe and secure countries and times. However, it is not uncommon for natural or other disasters, including conflict and terrorism, to occur that increase the risk of abuse to students and families. Displaced families are often forced to find refuge far away from their familiar community; forced to move in with family, friends or public shelter. Although public relief shelters are the most chaotic and possibly hazardous living situation for families, temporary living arrangements with family or friends could also expose children to sexual predators (research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child). With these risks in mind, we suggest two public documents to guide you, in advance of a problem.

1. Caring for Child Survivors of Sexual Abuse in Humanitarian Settings: A Review of Promising Practices to Improve Case Management, Psychosocial & Mental Health Interventions, and Clinical Care for Child Survivors of Sexual Abuse (2011). International Rescue Committee and UNICEF, http://www.unicef.org/pacificislands/IRC_CCSGuide_FullGuide_lowres.pdf

From Executive Summary: Sexual violence is a serious global health and human rights issue that directly affects women and girls throughout emergency contexts. In conflict-affected settings, the threat of all forms of sexual violence, including child sexual abuse, is acute and widespread.

Child survivors of sexual abuse in humanitarian contexts (for the purpose of this paper, humanitarian context refers to conflict, post-conflict, emergency, and catastrophic situations where an international humanitarian aid response is required) require treatment that is appropriate for their sex, age, cultural and community context, and particular form of sexual abuse. This requires access to interventions that promote and protect their physical and emotional safety in the short and long term. All professionals responding to child sexual abuse require specialized training and ongoing supervision and support to best achieve positive outcomes for children and families.

There is limited guidance for staff responding to child sexual abuse, working in settings that are often chaotic and resource poor, on how to adapt case management, psychosocial and clinical care interventions to meet the specific needs of girls and boys. A child survivor's reaction to sexual abuse varies according to several factors, such as: the child's age and developmental level; the degree of intimacy/acquaintance between the survivor and perpetrator; the duration and frequency of the abuse; and the severity of the abuse. The unique needs of girls and boys must be considered within all aspects of response to sexual abuse

Drawing heavily on resource documents produced by the United Nations High Commission for Refugees, World Health Organization, International Rescue Committee, Save the Children, the U.S. Department of Health and Human Services, among others, on best practices for responding to child sexual abuse, this paper addresses the following:

Case Management and Psychosocial Response to Child Sexual Abuse
Individuals responding to child sexual abuse cases must possess the desire and interpersonal skills to work effectively with children. Caseworkers need to consider the best interests of the child when determining the course of response and treatment. In case management practice, this applies to how children are interviewed and communicated to, the inclusion of non-offending family members within the healing process, the short and long term safety needs of the child, appropriate confidentiality and informed consent procedures, and upholding a child's right to participation and information.

Providing Clinical Health Care
Healthcare workers tending to child survivors of sexual abuse must adhere to a strict protocol when treating child patients. Above all, the procedures for treatment must not induce further trauma in the child, and the healthcare worker is must communicate clearly with the patient to ensure the comfort and safety of the patient before, during, and after the examination. Training in appropriate clinical care is crucial for healthcare workers to provide a supportive and healing environment to child survivors. This includes training on how to examine, treat, collect evidence, and communicate with child survivors. [Resources for evidence-based practices that are considered best to treat sexual abuse can be found at SAMHSA's National Registry of Evidence Based and Promising Practices http://www.nrepp.samhsa.gov/Index.aspx.]

Coordinating Actors

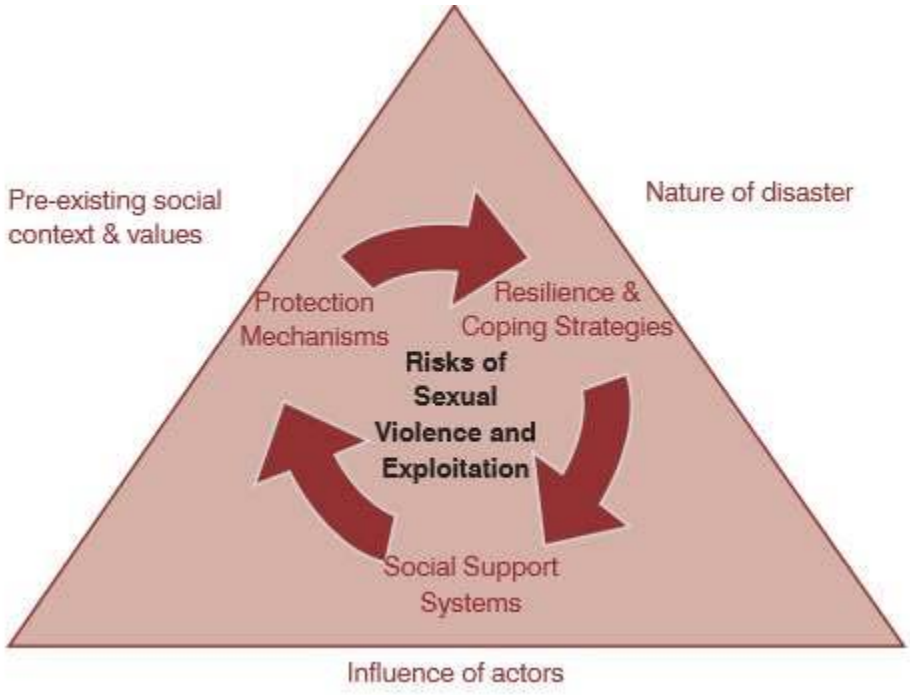
Communication and coordination practice between actors responding to reports of child sexual abuse must improve to prevent further damage to the health and well-being of child survivors. A child made to undergo repeat or similar interviews or examinations by healthcare workers, gender-based violence (GBV) and child protection caseworkers, UN and NGO actors, and/or local authorities may suffer further trauma. Response to cases of child sexual abuse requires coordination agreements (i.e. protocols) between key service providers that outline a core set of guiding principles and information sharing agreements which promote children's best interest, protection and confidentiality. [Possible references could be found from the US Child Advocacy Centers http://www.nationalcac.org/.]

Development of Guidelines and Training Materials

The development of specific guidelines and training materials on caring for child survivors for GBV, psychosocial, health, and protection/child protection workers operating within humanitarian contexts is crucial for the improvement of services for child survivors of sexual abuse. The majority of guidelines, training, and information materials that exist deal p r imarily with child survivors in non-emergency settings or with adult survivors of sexual violence in humanitarian contexts. These materials must be adapted for use and testing in humanitarian aid settings to ensure best practices are followed for the healing of child survivors of sexual abuse.

For more information contact International Rescue Committee Agency Headquarters. 122 East 42nd Street. New York, NY 10168 U.S.A. www.rescue.org

2. **Protecting Children from Sexual Exploitation & Sexual Violence in Disaster & Emergency Situations** (2006). ECPAT. http://www.preventionweb.net/files/2709_protectingchildren.pdf



This report suggests that it is good practice for child welfare organizations, and other agencies / organizations that work with children to have a child protection policy in place before an emergency occurs. In its section on "Creating Child Safe Organizations" it suggests that such organizations and agencies should:

Before an emergency, develop and write their own child protection policy and guidelines to include:

- Who should be informed of concerns – both inside and outside the agency
- Who should make decisions about necessary actions
- How information should be recorded
- What follow up actions should be taken
- What special measures should be taken to ensure that recruitment processes of both paid and non-paid staff are carried out in ways to limit the opportunity for abusers to work for the organization (for example ensuring that references are taken up and limiting the unsupervised access to children)
- Ensure that the policies are communicated to and understood by all people connected with the agency, including staff, volunteers and committee members
- Carry out training for those working with the organization so that there is a shared understanding of what constitutes child abuse
- Develop referral procedures with relevant agencies and organizations responsible for child protection, within the framework of national law and policies
- Seek to establish an environment where concerning behavior can be challenged – both from within and outside of the organization

During an emergency and throughout the reconstruction period (that is until the situation is stabilized):

- Emphasize the commitment to child protection polices
- Review the procedures to identify if they need changing in the light of circumstances (for example a key member of personnel may be missing) to ensure that the reporting and decision making processes are in place
- Carefully check offers of help and assistance (in terms of new staff and volunteers) and where it is not possible to check backgrounds do not allow these people to work alone with children and involve communities and children with the monitoring of workers actions (including a system for reporting back)
- Re-establish networks and develop new working relationships and protocols with other agencies and organizations that come into the area to provide assistance

ESSENTIAL ELEMENTS: Particular Issues of Separated and Unaccompanied Children

- Children who are without parental care are particularly vulnerable to abuse and need special protection measures – it is important they are quickly identified
- Coordinated tracing systems should be established immediately so that children should be reunited as soon as possible with their families
- Permanent alternative care such as adoption should not be considered until a reasonable period of time has elapsed
- Transport and travel of children should be limited to reduce the risk of trafficking and abduction
- Structures should be put in place, such as identified meeting points, so that in the event of accidental separations children can be reunited as soon as possible
- Children and families need to be equipped with strategies for managing accidental separation
- It is important to ensure that children are not separated from their families due to economic pressures and strategies should be put in place to reduce the chances of this occurring both in the short and long term
- When alternative care is provided there must be mechanisms put in place to monitor the situation

For more information contact ECPAT International, 328 Phayathai Road, Ratchathewi Bangkok 10400
Email: info@ecpat.net Web site: www.ecpat.net

Other Resources:
Douglas.Walker@Mercy.Net
www.NCTSN.org
http://www.pps.k12.or.us/departments/security-services/5324.htm
http://www.elmbridge.gov.uk/envhealth/safety/RAforms.htm

- Designing and Implementing a School Reporting Protocol (www.mctf.org)
- Handbook on Child Safety for Independent School Leaders (www.nais.org)
- RCAB Policies and Procedures for the Protection of Children (www.bostoncatholic.org/ChildAdvocacy.aspx)
- Africa Network for Prevention and Protection Against Child Abuse and Neglect ANPPCAN (www.anppcan.org)
- The African Child Policy Forum (www.africanchildforum.org/site/)

The following organizations could be used by international schools to become familiar with and access policies, services and referral sources regarding child protection initiatives.

Resources: African-Specific Policy and Relevant Research

- UN Convention on the Rights of the Child (CRC)
- African Charter on the Rights and Welfare of the Child (an African Unity Document)
- Country specific legislation (including Children's Acts)
- World Health Organization Regional Office for Africa (www.afro.who.int)
- East, Central and Southern Africa Health Community (www.ecsahc.org)
- United Nations Children's Fund (UNICEF) (www.unicef.org)
- Save the Children (www.savethechildren.net)
- USAID United States Agency for International Development (www.usaid.org)
- International Society for the Prevention of Child Abuse and Neglect (ISPCAN) (www.ispcan.org)

Resources: Reporting / Advocacy / Legal Services / Training

- African Network for the Prevention and Protection Against Child Abuse and Neglect (www.anppcan.org)
- Local affiliates (i.e., African Movement for the Prevention of Child Abuse and Neglect - Ghana)
- Campaign for Female Education/Camfed Alumni (www.causes.com/camfed)
- The African Child Policy Forum (www.africanchildforum.org)
- Child Helpline International (www.childhelplineinternational.org)
- ECPAT International (www.ecpat.net)
- Parenting Africa Network (www.parentinginafrica.org)
- Africa Renewal (www.un.org/africarenewal)

This is not intended to be an all-inclusive list of resources. We encourage schools to seek out and identify organizations and local resources in their communities that provide child protective services. A good source is your multi-disciplinary team (MDT).

APPENDIX A: Africa-based Resources

The following organizations could assist international schools to understand and access local services.

- Any United Nations body
- The African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) with offices in Ethiopia, Kenya, Nigeria, Uganda, (in Ghana as AMPCAN)
    - Strengthens the organization and implementation of activities in the areas of research, advocacy and service delivery, as well as organizational development and capacity
    - Develops information systems on child rights, increasing public awareness, encouraging child participation, providing psycho-social and related services for child victims
    - Functions as a national resource center on child abuse and neglect and children's rights. Provides information and technical expertise on child protection and child rights issues
    - Created a child protection and response center
    - Receives reports of child abuse and neglect, offers support, facilitates referrals to a network of 20 child rights agencies

- Camfed/CAMA; Campaign for Female Education/Camfed Alumni
    - NGO operates in Ghana, Malawi, Tanzania, Zambia, Zimbabwe
    - Initiatives in healthcare, literacy, teaching, child protection
    - Receiving growing recognition as a leader in child protection policy development
    - Zambia Ministry of Education adopted national guidelines developed by Camfed on preventing and stopping child abuse in schools
    - Camfed provides child protection training to schools and community networks to help raise standards for safeguarding rights and welfare of children
    - With training and support from Camfed, partner schools can put child protection policies in place

The African Child Policy Forum (www.africanchildforum.org/site/)

- Independent pan-African institution of policy, research, and dialogue on the African child
- Increase access to justice for children who are victims of abuse and neglect
- Website lists multiple documents, studies, experience, results

APPENDIX B: SCHOOL PERSONNEL ROLES AND RESPONSIBILITIES

Below is a framework for use in AISA and international schools around the world. The roles and responsibilities will have to be adapted to each school's organizational chart and the experience and expertise of relevant school personnel. This suggested framework is meant as a guide to help the Board and Administration provide clarity of responsibility at all levels of the organization.

Board of Trustees

- Development of Child Protection (CP) Policy as part of Policy Manual for school
- Public statement of School as safe haven for children
- Public statement of support of CP Policy
- Meeting of parents with support of CP Policy as important topic
- Adoption of the Code of Conduct on CP that all teachers and everyone who works at the school (paid or unpaid), including the Board sign

Head of School / Principals

- Create and support school-based Child Protection Team
- Initiate the process of the adoption of a Child Protection Policy (CPP) and Child Protection Curriculum
- Submit Child Protection Program to School Lawyer for compliance with local laws and international conventions/obligations
- Gain Board cooperation and approval for Child Protection Program
- Provide resources in the budget on an annual basis for the Child Protection Team to ensure resources as needed
- Provide proactive leadership in connecting school with local child service agencies, with neighboring schools and in establishing a multi-disciplinary team
- Ensure external organizations, vendors, contracted service providers and other entities comply with the school's Child Protection Program and that the school provides an annual in-service program for these personnel. Example: food service personnel, security personnel, school trips, coaches who are not part of school staff, after school activities personnel or other outsource agencies

Principals and Curriculum Coordinator

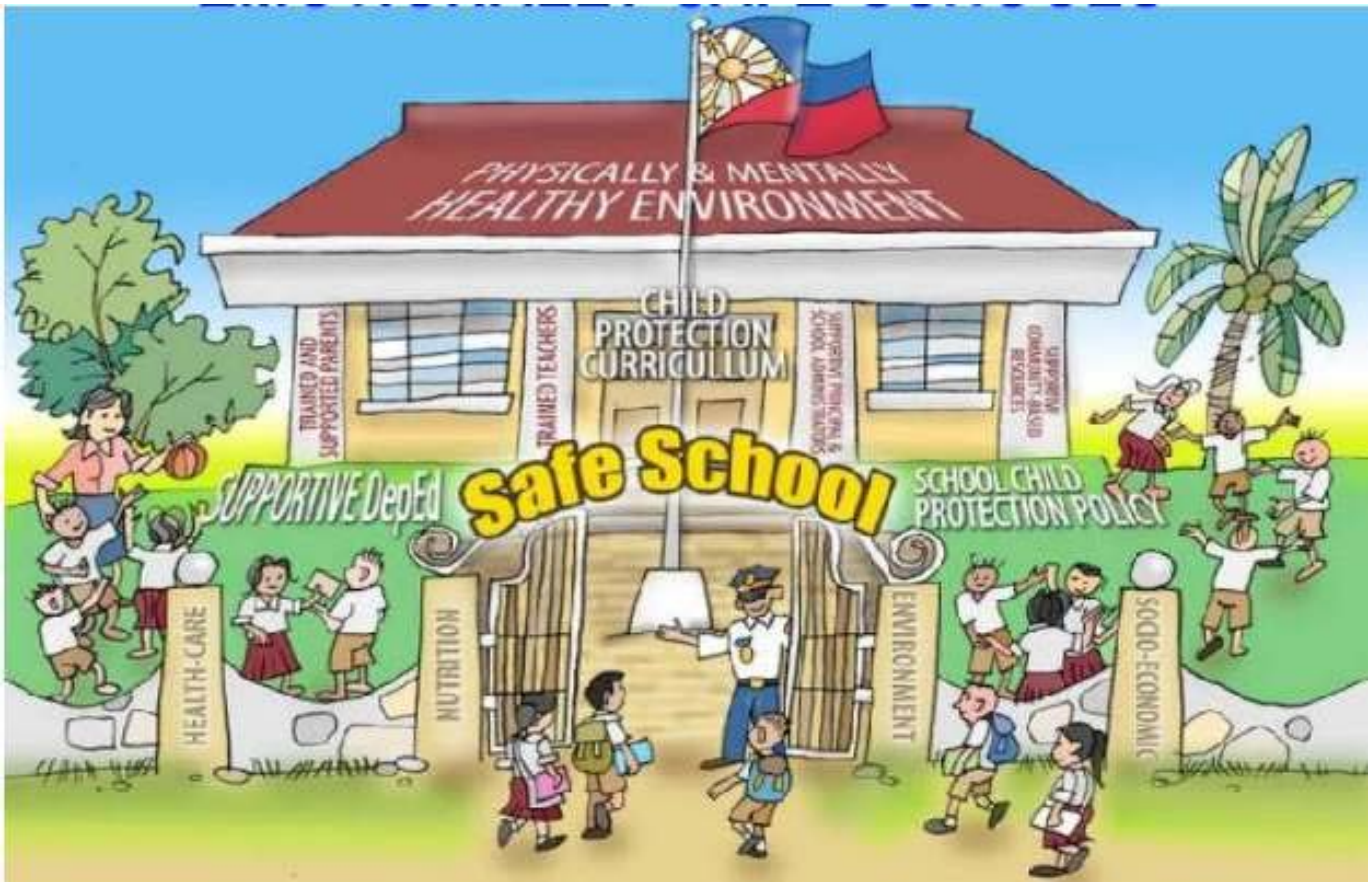
- Direct oversight of Child Protection Team for adoption of CPP and CP Curriculum
- In the absence of a School Psychologist, the Principal should review the CP Policies and an overview of the curriculum with the CPT
- Develop a calendar of professional development, instituting the curriculum and annual review cycle for the success of the program
- Develop and ensure proper implementation of comprehensive Child Protection Curriculum
- Ensure adequate parent training

Counselor or School Psychologist (if one is available)

- First line responder to whom suspected cases of child abuse are reported
- Regularly keeps Head of School or Principal informed
- Heads Child Protection Team
- Consults with Head of School and Principals to develop a calendar of professional development, instituting the curriculum and annual review cycle for the success of the program
- Reviews available CP Policies and curriculum with an understanding of overall child development and appropriateness
- Holds parent nights to assist parents in understanding the need for the program and to answer questions and provide support
- Counselors / School Psychologists and Teachers who are part of the CP Team work to train all teachers and staff within the school on this program and its importance
- Identifies resources in the community that are available to the school
- Organizes Professional Development for teachers

Teachers

- Will serve on the CPT as needed
- Will support the develop lessons and units of study in the defined curriculum
- Attends training and teaches lessons of the Child Protection Curriculum.
- Will work to gain parent support by making sure all parents understand the purpose of the program
- Will make sure that anyone who works with them, either paid or unpaid, understands the Child Protection Policy, signs the contract, and understands clearly the school's stand on child protection.



APPENDIX C: Protocols for Handling Disclosure – 3 examples

What to do and say when someone tells you about a child protection concern

1. General guidelines

Reassure the person that he/she was right to raise the concern.

- **Create trust with the complainant but do NOT promise to keep secrets.**
- **Take what they say seriously, even if it appears hard to believe.**
- **Address health and protection needs or contact authorities if this is urgently required. Contact the Child Protection Officer or Project Officer for Information, Training and Education as soon as the situation allows this.**

Gather information on the case.

- **You are not expected to investigate the case but gather basic information about what may have taken place.**
- **Record the actual words used as soon as possible, if not immediately.**
- **Avoid asking too many questions: ask only the number of questions required to gain a clear understanding of the complaint.**
- **Avoid asking "why" and "how" something took place.**
- **Establish and record details of all those who may be at risk.**

Address issues of confidentiality.

- **Explain that information will only be shared with people who need to know.**
- **Explain that it is in the best interest of the individual disclosing that the concern is reported.**

Explain to the complainant what will happen next.

- **Explain that the concern will be reported.**
- **Inform him/her that you will provide feedback on what happens.**

Report as per the reporting procedure.

2. Guidelines when a child tells you he/she has been abused in addition to points listed in the general guidelines above

React calmly, do not panic.
Assure them that they are not to blame for the abuse.
Be aware that the child may have been threatened.
Never push for information, repeatedly ask the same question, or ask leading questions. For example, say, "Then what happened", don't say "Did he touch your leg?"
Do not fill in words, finish sentences, or make assumptions.
Don't seek help while the child is talking to you.

Things to say
Repeat the last few words of the child in a questioning manner.
"I believe you."
"I am going to try to help you."
"I am glad you told me."
"You are not to blame."

Things NOT to say
"You should have told someone before."
"I can't believe it. I'm shocked."
"I won't tell anyone else."
"Why? How?"

3. GUIDELINE CHECKLIST FOR DISCLOSURE FOLLOW-UP

Determine risk for re-offense
- what
- who
- when
- where

If the offense is ongoing and the child lives with the offender
- Will you report to authorities?
- Who will you bring in to protect the child, such as a non-offending parent?
- What immediate actions can the child take apart from reporting?

Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits – giving the child other alternatives to talk if more time is needed, such as counseling or others in her/his support system.

Explore the feelings and concerns the child has about the experience
Guilt?
Fear?
Shame?
Anger?
Affirm that the experience was "assault" and thus s/he is never to blame for someone else's action.
Affirm each of the feelings, while also determining if those feelings are overwhelming to the child, then working on helping the child put those feelings within a healthy limit.

Explore the support system so the child can have someone to talk with
Parents or other adult relative?
Friend?
Trusted adult such as a teacher, friend's parent, minister?

Explore the play the child enjoys and help her/him continue to do these things
Movies with friends
Going to the mall with friends
Parties that are safe
Arts, writing

End the session by making sure the child knows what to do if assault happens again or is attempted again.
Say NO, or run away to somewhere safe – ask the child to specify to whom he/she would go
Tell someone – ask the child to specify to whom

APPENDIX D: Monitor your school's comprehensive Child Protection Program

AISA Sample Annual Safe Environment Compliance Audit

This questionnaire is designed to summarize, on an annual basis, the responses from teachers and others charged with the responsibility of implementing the personal safety/abuse prevention education classes for children. It collects both quantitative and qualitative data on training; implementation; teacher, parent, and student responses to the safety program; and the reporting of suspected cases of child maltreatment. Summarizing this data across the school can be useful in determining the overall state of program implementation. The questionnaire can easily be adapted for distribution to individual teachers.

Name of School/City/Town: _____

Principal/Head of School/Contact person: _____

Address: _____

Phone: _____Fax: _____Email_____ _____

Training

Are all current Grade (list grade levels) teachers trained in (name of safety curriculum)?

❑ Yes ❑ No

Comments: _____

Are all current Grade (list grade levels) teaching aids trained in (name of safety curriculum)?

❑ Yes ❑ No

Comments: _____

Do you need additional facilitators or staff to train your teachers? (i.e., staff trained regionally to train fellow teachers in the programs)

❑ Yes ❑ No

If you answered "Yes" to Question 3 above, how many staff do you need trained?

For (name of program): ____ For (name of program): ____

Implementation

Was (name of program) taught to the children in your school in the (20XX/20XX) academic year?

❑ Yes ❑ No, please describe_____

How often are (name of program) lessons taught in your classrooms?

❑ One time/week ❑ Twice/ week ❑Other, please describe_____

Is the entire curriculum taught during the course of the school year or do you use selected lessons?

❑ Entire curriculum ❑ Selected lessons, please describe _____

When do you anticipate that (names of program) will be taught during the next academic year?

❑ Fall Semester ❑ Winter Semester ❑ Spring Semester

Teacher/Student/Parent Responses

Rank your response to the following: In general, the teachers' reaction to the program is positive.

❑ strongly agree ❑ agree ❑ not sure ❑ disagree ❑ strongly disagree

Comments: _____

Rank your response to the following: In general, the children's response to the program is positive.

❑ strongly agree ❑ agree ❑ not sure ❑ disagree ❑ strongly disagree

Comments: _____

Are the children learning the skills the program is designed to teach?
❑ Yes (please give an example) ❑ no (please give detail below)
❑ Other, please describe _____

Rank your response to the following: In general, the parents' response to the program is positive.
❑ strongly agree ❑ agree ❑ not sure ❑ disagree ❑ strongly disagree
Comments: _____

Did your school host parent information sessions to introduce/discuss the programs or use another mechanism (i.e., discussed at parent orientation)?
❑ Yes ❑ No ❑ Other (please describe) _____

Does your school use the parent information letters included in the curriculum (or a variation)?
❑ Yes ❑ No

Abuse/Neglect Reporting
Did you or any of your staff file an abuse/neglect report in the 20XX/20XX school year?
❑ Yes If yes, how many? _____
❑ No (Skip to Question 24)

Please answer the following to the best of your ability. This information is for statistical purposes only and does not require any identifying information. Use additional sheets if necessary.
Age and **gender** of each of the child(ren) who was/were the subject of the reports:

Age(s):_____Gender:_____

How many of the reports were made because a **child disclosed** some form of abuse or neglect?
_____

How many of the reports were made because an **employee or volunteer observed or suspected** that a child was being abused or neglected?
Observed: _____ Suspected:_____ Other:_____

How many reports were made because the abuse/neglect was observed, **suspected or disclosed by someone else?** Who? (a neighbor, another child, etc.) _____

Who was suspected of committing the **abuse or neglect** that was reported?
Family: _____ Neighbor:_____ Another Child:_____ Clergy:_____ School Staff or Volunteer:_____ Other Known to the Child:_____ Stranger:_____

After a decision was made to contact (authorities), please indicate when the **phone contact** was made.
❑ immediate ❑ within 24 hours ❑other, please describe_____

On average, how long after the call were the **written reports** (if required) filed? _____

To what department or office in AISA were reports also made?
Department/office contacted_____❑ There was no notice to AISA

In what ways can the (name of office, team, or individual) help with your ongoing implementation efforts?
❑ Regional refresher sessions ❑ Assist with parent information session
❑ Consultation/review of models of implementation ❑ On-site technical assistance
Other: (please describe) _____

Any other comments: _____
This Form Filled Out By: _____ Date:_____

AISA Sample Self-Audit Form

Purpose and Overview

The intent of this self-assessment guide is to help AISA schools determine to what extent they are implementing the overall policies for child safety at the agency level. This self-assessment can be used by leadership and staff to determine if all safe environment policies are being followed as well as to help determine where there might be a need for more training in the implementation of the Policy's requirements.

If the School Child Protection Policy is going to be effective in creating safe environments for children, it is important that all school personnel know:

- How to create safe environments in their school
- How to implement school policies concerning training of all faculty, staff and volunteers
- How to implement school policies concerning background evaluations of employees and volunteers
- How to implement (if applicable) the school's policy on contractors, vendors, and other external individuals providing goods and services to the school when children are present
- The name of the people responsible for the implementation of the Policy at the school
- Who schedules the CP training for adults
- Who is responsible (if applicable) for training children at the school
- How to report allegations and to whom
- What are the laws and resources in the country, with access to relevant authority of those laws
- How to get outreach for a victim, his/her family, or the school community

This self-assessment guide is intended as an internal document solely for the use of the school. Schools should feel free to change the format and/or questions to suit their individual needs.

1. Is the existence of the school's child safety policy and procedures publicized to all school personnel and parents?

☐ YES ☐ NO

☐ **If Yes, describe the types and frequency of publications.** (Examples might include publication in school bulletins, information provided at staff meetings, brochures and/or posters in the vestibules, take home letters, or school orientation materials).

☐ **If No, provide explanation.**

2. Do all school leadership, faculty, employees, and volunteers know when and how to report an allegation of sexual abuse of a minor?

☐ YES ☐ NO

☐ **If No, provide explanation.**

3. Do school leadership and others know how to obtain outreach for victims?

☐ YES ☐ NO

☐ **If No, provide explanation.**

4. a) Are copies of the code of conduct and/or school standards of behavior made available to all personnel and volunteers in positions of trust who have regular contact with children?

☐ YES ☐ NO

b) Is the code of conduct made available and clear to all other members of the school community?

☐ YES ☐ NO

☐ **If No, provide explanation.**

5. Is safe environment/child abuse prevention training provided for all school adults as required?

□ YES □ NO

□ **If No, provide explanation.**

6. Does the school participate in a multidisciplinary team or network with other international schools or government/nongovernment agencies?

□ YES □ NO

□ **If No, provide explanation.**

7. a) Does school leadership ensure that background evaluations are conducted on all personnel to include faculty, staff, and other paid personnel and volunteers whose duties include ongoing, unsupervised contact with minors?

□ YES □ NO

b) Does the principal (if applicable) ensure that background evaluations are conducted on all school personnel (including volunteers) whose duties include ongoing, unsupervised contact with minors?

□ YES □ NO

□ **If No, provide explanation.**

8. Does school leadership verify that background and criminal history checks have been conducted for contractors, vendors, consultants and others who provide goods and services to the school (in the presence of minors) or who bring minors onto school property?

□ YES □ NO

□ **If No, provide explanation.**

9. For those schools directly affected by allegations of sexual abuse of children which have been brought forward during this current audit period:

a) Has school leadership kept the school and its constituents informed?

□ YES □ NO

b) Has the school provided or facilitated outreach to affected persons or groups?

□ YES □ NO

Name of the person completing this agency self-assessment: _____

Title: _____ Date: _____

APPENDIX E. Links to International School Child Protection Policy Examples

Lincoln Community School; Accra, Ghana
http://www.lincoln.edu.gh/page.cfm?p=499

Shanghai American School
http://c.ymcdn.com/sites/www.saschina.org/resource/collection/6a2a5db1-6f1c-4574-a49e-76fb82f3aa0b/Child_20Protection_20at_20SAS_20English_201011.pdf?hhSearchTerms=child+and+protection+and+policy

American International School Riyadh, Saudi Arabia
http://www.americaninternationalschool-riyadh.org/es1/g5/native-american-powerpoints/337-child-protection-policy.html

International School Nido de Aguilas; Santiago, Chile
http://www.nido.cl/index.php?option=com_content&view=article&id=590%3Achild-protection-policy&catid=146%3Aguidance-and-counseling&Itemid=547&lang=en

International School of London, UK
http://www.islschools.org/london/files/Current_Child_Protection_Policy_September_2011.pdf

Cambridge International School, UK
http://cambridgeinternationalschool.co.uk/information/policies/#child-protection-policy

Tara Pattana, International School Pattaya; Thailand
http://www.tarapattana.com/information/policies/child-protection.html

Southbank International School; London, UK
https://www.southbank.org/policies-procedures.html

British International School; Istanbul, Turkey
http://www.bis.k12.tr/UserFiles/File/Child_Protection_Policy2010.pdf

New Cairo British International School
http://www.ncbis.net/Editor/EditorImages/Child%20protection%20policy.pdf

APPENDIX F: CHECKLIST

Step 1 Write school policy

	In place	Not in place	In progress	Notes
Policy statement				
Standard based in vision, mission, goal of school				
Based in local and international law				
Clear definitions of all forms of abuse				
Staff code of conduct to give clear expectations and boundaries				
Child protection policy and procedures including allegations made against staff				
Whistle blowing policy – clear mechanisms on how to report concerns				
Physical intervention policy and training				
Intimate care policy				
Bullying policy				
Procedures for domestic violence in employee families				
Physical environment				
Security system for visitors				
Windows in doors				
No hidey holes/work in cupboards/ storerooms				
Open plan classrooms where possible				
Open door policy for staff				
Half doors on toilets for nursery children				
Clearly bounded areas re playgrounds etc.				
School communication and relationships				
Published school child protection policy and procedures and clearly available on school website				
Annual letter to parents on child protection policy and procedures				
Annual meeting/training for parents on child protection				
Pupils and parents/caregivers/staff confirm they can voice concerns				
These concerns taken seriously/viewpoints valued				

Staff awareness of vulnerable children and any communication difficulties				
Staff encouraged to comment on each other's practice				
School seeks external advice to gain additional perspectives (such as local lawyer, local police, local social worker, local psychiatrist/psychologist, local medical doctor, embassy support)				
School works with parents in the interest of protecting children				

Step 2 Write procedures to support the policy

Curriculum	**In place**	**Not in place**	**In progress**	**Notes**
Definition and information				
Abuse is defined in terms appropriate to the age of the students				
The definition includes a range of forms of child maltreatment and provides examples (including internet safety)				
People they know (acquaintances, friends and family members) are emphasized as the most likely offenders				
It is emphasized that sexual abuse of children is most likely to involve bribes, threats and abuse of authority rather than physical force				
Students are given language to enable them to talk about sexual abuse (including names of their body parts) and words to ask for help				
The offender is clearly responsible for sexual abuse. The child is not to blame.				
Students have a clear understanding of and access to a support system				
Age appropriate sexuality taught (relationships, gender roles, etc.)				
Skills				
The student's skills are increased to recognizing potentially abusive situations which range from non-touching to touching offenses				
The student's skills are increased in avoiding abusive situations. (New skills may include questioning confusing behavior, seeking help from others, saying NO and other assertive responses and/or self-defense.)				

The student's skills are increased in identifying people at home and in their community who can help.				
Students are given practice, role plays or sample phrases in how to tell a helping person if abuse occurs or if they are confused or afraid.				
Students are encouraged to tell and keep telling until someone helps.				
Positive touch is emphasized.				
Empowers students rather than frightens.				
Students encouraged to tell even if abuse has stopped. It is never too late to tell.				
Structure	**In place**	**Not in place**	**In progress**	**Notes**
The teachers in the school should receive training in abuse recognition, including sexual abuse, prevention and helping the abused child in the classroom. If the teachers are not comfortable with and knowledgeable about the lesson modules and materials, it follows that the children will not be comfortable discussing their personal concerns with the teachers.				
All teachers at the school have been pre-screened and signed the school code of conduct and child protection policy.				
The school counselors, nurses, and consulting physicians should also receive training, as they are an integral part of the team. These people need specialized training in identification, reporting, and treatment of sexually abused children. Since a child may tell anyone in the school setting it is recommended that all school personnel be included in the training.				
The materials need to be presented as a routine part of the general educational curriculum in all 12 grade levels. Children do not learn well from one-time presentations. They need to hear this information continuously throughout the developmental stages in order to maximize educational reinforcement.				
The program should involve the parents. It is crucial that the parents be aware and supportive of what their children are learning. In home conversations and reinforcements are important links in the learning process.				

Each school should review its own means for responding to an abused child as well as the country and community resources available to provide assistance. Additionally each school should have a working policy for implementing the mandatory or other child abuse reporting laws of its country.				
Staff training and supervision	**In place**	**Not in place**	**In progress**	**Notes**
Formal child protection training every year for new employees and every 4 years for current employees				
Child protection updates for all employees				
Whole staff clarity regarding child protection procedures				
Awareness of indicators of children at risk and how to pass this on				
Regular supervision support regarding child protection matters				
Performance management process to target child protection management issues				
Records and Forms	**In place**	**Not in place**	**In progress**	**Notes**
Records of concerns or incidents made promptly and accurately				
Records kept securely and information shared appropriately (red flagged behavior sent to next school)				
Forms for each level of reporting				
List of available resource for third-party investigation				
Recruitment and selection issues	**In place**	**Not in place**	**In progress**	**Notes**
Same standards applied to all categories of employment				
Use of application form				
Job description/person specification sent to referees				
Referees asked to specifically comment on suitability for the post				
Applicants aware that previous employers may be contacted				
Written references taken up				

References obtained prior to interview				
One member of panel to examine these prior to interview				
References to be obtained for internal candidates, supply/agency staff or previous volunteers				
Questions asked on candidate's child protection awareness				
Explanation of gaps in employment required				
Proof of identity required – originals not photocopies				
Academic qualifications checked - originals not photocopies				
Medical clearance prior to employment				
No employment until appropriate level of background check has been done				
Above checks applied as appropriate to				
□ All faculty, overseas and local				
□ Supply or agency staff				
□ Security staff				
□ Gap year/ Work experience students				
□ Volunteers				
□ Governors				
□ Contractors (sanitation, food services, building, etc.)				
For faculty or staff leaving school, child protection clearance or problem statement				
Child protection code of conduct for each school role				

Step 3 Write a monitoring policy to ensure ongoing effective services

School-based child protection team	In place	Not in place	In progress	Notes
Set a team to monitor the policy				
Define who makes the team				
Outline a general schedule				
Set basic roles and responsibilities				

Step 4 Support Networks

External Networks	In place	Not in place	In progress	Notes
Formal relationship and network with peer schools in area				
Source and list available medical, legal and psychological resources related to child protection				
List made available to all parents and staff of outside support systems				
Formal multidisciplinary team (MDT) formed (legal, medical, emotional, social) grounded in local law and resources				
Clear guidelines for how schools use the MDT (such as for serious physical abuse, when parents don't respond, for all sexual abuse)				
At least one person to act as Coordinator				
Schedule ongoing meetings for the network, sharing venues and resources; courtesy get- acquainted meetings held in advance to develop personal and professional relationships with relevant personnel				

PART 2: PERSONAL SAFETY LESSON PLANS for ELEMENTARY

The following draft document is geared to be a curriculum framework that can be implemented in African International Schools. Much of the content was developed using information from current research on child abuse prevention. According to Child Protection research, the most effective prevention programs are comprehensive and include multi-day presentations, active-learning strategies, and supporting materials for parents. As a result, this is what we have chosen to include here.

Organization:
Concepts: At each grade level there are five major concepts/big ideas that are suggested for exploration. The nature of these conceptual understandings is developmental and spiraling in that with each year the level of depth of understanding increases. Each lesson focuses on a developmentally appropriate exploration of a concept/big idea.

The scope and sequence of conceptual understandings is organized in the following framework:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Grade KG	Identifying safe touch	Identifying unsafe touch	Touching Rule	Safety Steps	What to do if someone breaks the Touching Rule
Grade 1	Identifying safe and unsafe	The Touching Rule	Whom to tell	Safety Steps	Using the Touching Rule and Safety Steps
Grade 2	Identifying safe/unsafe touch	Identifying unwanted touch	Touching Rule and Safety Steps (including peers)	Whom to tell and assertiveness	Secrets about touching
Grade 3	Identifying safe, unsafe, unwanted touch	The Touching Rule and Safety Steps	Telling touching secrets (whom to tell and how)	Learning to be assertive - Stand Up for Yourself!	
Grade 4	Identify safe, unsafe, unwanted touch	Review The Touching Rule and Safety Steps	Assertiveness skills	Whom to tell, why it's important, whom to trust, who can help	
Grade 5	Identify safe/unsafe situations and unwanted touch	Review Touching Rule and Safety Steps	Whom to tell, why it's important, whom to trust, who can help	Relationships and assertiveness	Secrets and responsibilities (promises)

Notes to teacher: Within each conceptual lesson there is an explanation given to support teachers as they facilitate exploration of the suggested concepts. Within these notes there are rationales, definitions and other specific information relating to the concept.

Skills: Specific skills have been identified as objectives or outcomes for the conceptual exploration.

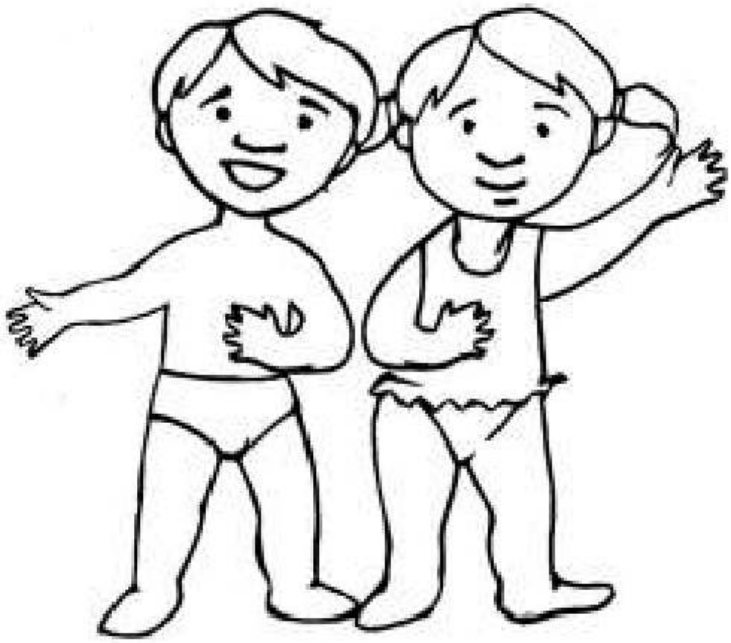
Vocabulary: Vocabulary that should be explored or defined throughout the exploration has been identified. Pre-assessing for understanding of such vocabulary could inform the direction of the lesson. These terms may be learned organically though the suggested engagements however may also be pre-taught to students who are developing their English language skills.

Suggested Implementation and Engagements: Within each conceptual exploration there are four to five suggested engagements that can be used to explore the concept. This is a framework for teachers to use however, we understand that there are a variety of contexts in which we hope this document to be used and as such some of the lessons are quite generic with the aim that they will be adapted to fit specific situations. How these lessons are implemented and in what order is optional depending on the student population, time allocation and resources available. There are a variety of active learning engagements that should cater to a variety of learning styles and learner interests.

Implementation and timing:

- Each particular concept can be explored over a variety of traditional lesson sessions.
- There is flexibility in how the engagements are implemented as long as they are contributing to the understandings suggested in the Teacher Notes.
- It is suggested that each session in which a concept is explored takes place in a 20-40 minute timeframe depending on developmental level.
- There is enough content included in this documentation to afford from 8-12 lessons based safe touch per grade level per year however if time does not permit, it is recommended that at minimum three lessons incorporating the major concepts take place at each grade level annually.
- The engagements can be led by any teacher in a school depending on the resources available in a school faculty. It is suggested that the classroom teacher, counselor or possibly Physical Education teacher be the ones to implement the program based on the trusting relationships that should already be in place.
- It is recommended that the bulk of child protection lessons be planned during the initial months of the school year and then revisited throughout the year.
- Some suggestions for implementation include using allocated health or counseling lessons, integrating into units of study where appropriate or possibly having stand-alone child protection initiatives across the whole school early in the school year.
- Prior to implementing the program an internal curricular audit to explore where natural links to pre-existing curricular structures occur is recommended.

Resources: Following the lesson plans, there is a comprehensive list of resources that can be used to support the implementation of the program. Many of these resources are referred to throughout the suggested engagements in the program overviews.



SAMPLE LETTER TO ELEMENTARY PARENTS

Dear Family,

I am writing to share our curriculum on Personal Safety. This curriculum will teach children the following:

- Safe Touches. Safe touch is caring and comforting.
- Unsafe touch. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful.
- Unsafe Touches. These are touches that are not good for your body. They hurt your body or your feelings.
- Unwanted Touches. Which the child would rather not receive at this time.

Children will learn the touching rule: No one should touch your private body parts except to keep you clean and healthy. They will learn the anatomically correct names for body parts.

Next, students will learn the Safety Steps:
1. Say “NO” in a loud and strong voice.
2. Get away.
3. Tell a grown-up.

Children need to be able to identify adults to talk to, both inside and outside the family, since you may not always be available. They also learn that it is never a child’s fault if someone breaks the Touching Rule.

Please note that this curriculum is just the beginning of what we all need to do to keep children safe. Research shows that young children retain skills they have learned by practicing them. You can help your child by reviewing the Touching Rule and practicing the Safety Steps, using pretend situations that include: household help, relatives, and neighbor as well as people they don’t know.

In addition, remind your child that:
- It is never his/her fault if someone breaks the Touching Rule.
- He or she should never keep secrets about touching.
- It is never too late to tell about a touching problem.

If you have questions or concerns, please email or call.

Grade:
Pre-Kindergarten/Kindergarten

Students at this age are expanding their social relationships outside the family and beginning cooperative play skills with peers. Children are learning concepts of right and wrong, and can understand the nature of rules to even experience guilt when he or she has done something wrong. They are also interested in their genitals.

Lesson 1 - Concept: Safe Touch

Notes to the Teacher:
It is important that students understand that safe touches help people feel cared for and loved. Focusing on touches of private body parts only by adults to keep one clean and healthy leads into the touching rule and helps iterate that safe touches are good for your body. It is also very important from an early age to discuss that there are some touches are not safe (unsafe touch is painful or harmful and might make one feel scared).

Skill: Students will be able to identify safe, caring touches.

Vocabulary: safe, unsafe, touch, love, caring, body

Suggested engagements:

1) Explore "what keeps us safe?" through class discussion and possible drawing representations
2) Using photo prompts identify safe touches (found on Internet).
3) Safe touch collage using photos from magazines demonstrating caring touches.
4) Role-play safe touches.

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Lesson 2 - Concept: Unsafe Touch

Notes for the Teacher:
Being able to differentiate between safe and unsafe touch is imperative for students in order to stay safe. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Children are encouraged develop skills to help them distinguish between safe and unsafe touch, to resist or avoid unsafe touches and practice what to do in the event of an unsafe touch.

Skill: Students will be able to:

- Identify the ways that a safe touch is different from an unsafe touch.
- Practice assertive skills - how to say "no".

Vocabulary: unsafe

Suggested Engagements:

1) Choose one of the books suggested in the reference section and use as a discussion provocation relating to safe and unsafe touches
2) Puppet plays to model safe and unsafe touches. Discussion.

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Lesson 3 - Concept: The Touching Rule

Notes for the Teacher:
It is important for students to be aware of their bodies and learn the different body parts. Children often find it hard to tell about sexual abuse because they don't know the words to use. Learning words for private body parts gives children the words to use and helps them know that it is okay to talk about those body parts. Whilst learning about bodies, reinforcing that children are special and their bodies are special too is important.

Introducing children to the touching rule will subsequently help children stay safe. **The Touching Rule is: No one should touch your private body parts except to keep you clean and healthy.** The "clean" part of this rule applies to young children at an age when an adult might help them with diaper changing, going to the toilet, or bathing. The "healthy" part of this rule refers to doctor visits; for example, when the doctor gives a child a shot.

In discussing this rule the following guidelines will help provide deeper understanding:

- It is not okay to touch someone else's private body parts.
- It is not okay for someone to touch his or her own private body parts in front of you.
- It is not okay for someone to ask you to touch his or her private body parts.
- It is not okay for someone to ask you to take your clothes off or to take photos or videos of you with your clothes off.
- It is not okay for someone to show you photos or videos of people without their clothes on.

Skill: Students will be able to identify and learn how to use the touching rule.

Vocabulary: rule, body parts

Suggested engagements:

1) Activity that enables children to name/point to different body parts (using a doll or puppet or poster of the human body as a prompt)
2) Show pictures of children (boy and a girl) in a bathing suit – distinguish private body parts being covered by bathing suit by coloring
3) Have each child draw their body outline - children can draw and color their faces, hair, etc. - have children identify a special characteristic that they love.
4) Introduce the touching rule and other guidelines through role play (Touching Rule: No one should touch your private body parts except to keep you clean and healthy.)

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Lesson 4 - Concept: Safety Steps

Notes to the Teacher:
There is a simple procedure for students to learn and follow in the event of unsafe touch. The Safety Steps are used when children feel unsafe and someone is trying to touch a private body part. Learning and practicing these is very important in order to help students help themselves stay safe.

The Safety Steps are:

1) Say, “No” in a loud and strong voice. (Children refuse with their words. Encourage children to think of different ways to say no and practice them)
2) Get away, (remove themselves from the situation; help children generate as many options for removing themselves as they can think of.)
3) Tell an adult (as soon as possible. Encourage children to name several resources or support people they could tell.)

Skill: Students will be able to:

- Identify the 3 safety steps – say no, get away, tell an adult.
- Identify adults children can talk to if someone breaks the touching rule.
- Learn that it is never the child's fault if someone breaks the touching rule.

Vocabulary: rules, body parts, adults

Suggested engagements:

1) Role-playing through the safety steps focusing on: saying no, getting away and telling an adult.
2) Reinforcing the order of the Safety Steps by playing "Safety steps scramble up" by using safety steps pictures, have three children randomly choose each of the cards. Ask them to put them in the right order and say what the particular order is.
3) Another game could involve having students move around in the classroom and ask them to act out the Safety Step teacher has called out.
4) Students act out the safety steps using puppets or dolls.

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Lesson 5 - Concept: What to do if someone breaks the Touching Rule

Notes to the Teacher:
It is imperative that children understand that they should use the safety steps if someone breaks the touching rule. Students need to practice these steps so they become automatic in the instance that personal safety is threatened. It is a common strategy for an adult committing sexual abuse to suggest to the child that their relationship is special and should be kept a secret. In order for children to properly use the safety steps, they must understand that children should not keep secrets about touching. It is also important that children understand that it's never a child's fault if someone breaks the touching rule. Children need to be able to identify adults who they can trust and it needs to be reinforced that reporting unsafe touch until someone listens and helps is the right thing to do.

Skill: Students will be able to:

- Identify the touching rule.
- Demonstrate what to do if someone breaks the touching rule.
- Learn to keep telling an adult until someone listens.

Suggested engagements:

1) Role-play scenarios to reinforce the touching rule, use the safety steps and telling until somebody listens.
   Some suggested scenarios are:
   a) An older brother or sister has started coming into your bed at night and you don't usually share a bed. He/she starts touching your private body parts.
   b) You are at a friend's house for a play date and an adult (driver, nanny, gardener or their parent) breaks the touching rule.
   c) During an after-school activity a friend's driver picks you up and tells you are waiting for somebody else. It is very hot in the car and he tells you to take your clothes off to stay cool. He takes his clothes off too.
2) Draw a picture about what do to if no adult is listening when a child is telling about an unsafe touch situation.
3) Create a mind map (with teacher) naming all the adults in the community who a child could tell if they had an unsafe touch to report.

Grade:
One

Students at this age are expanding their social relationships outside the family and beginning cooperative play skills with peers. Children are learning concepts of right and wrong, and can understand the nature of rules to even experience guilt when he or she has done something wrong. They are also interested in their genitals.

Lesson 1 - Concept: Safe and Unsafe Touch

Notes to the Teacher:
Once children can name their private body parts and know you can teach them that there are different kinds of safe and unsafe touch that is not okay. This kind of touch is when someone older or bigger touches their private body parts. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Safe touches can include hugging, pats on the back, and an arm around the shoulder. Safe touches can also include touches that might hurt, such as removing a splinter. Explain to children that when you remove a splinter, you are doing so to keep them healthy, which makes it a safe touch. Unsafe touches are touches that hurt children's bodies or feelings (for example, hitting, pushing, pinching, and kicking). Teach children that these kinds of touches are not okay.

Skill: Students will be able to identify safe touches and unsafe touches.

Vocabulary: safe touch, unsafe touch, body parts

Suggested engagements:
1) Read a story about safe and unsafe touch (see suggested resources).
2) Sort safe and unsafe touch pictures (e.g. Safe - high five/ unsafe - hitting).
3) Create a class chart listing safe and unsafe touches.
4) Draw pictures of safe touch.

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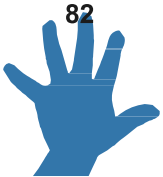
Lesson 2 - Concept: The Touching Rule

Notes to the Teacher:
Once children can name their private body parts and know about different kinds of touches, you can teach them that there is another kind of unsafe touch that is also not okay. This kind of touch is when someone older or bigger touches their private body parts. Learning the touching rule will help children stay safe. Young children remember how to protect themselves from sexual abuse better when they learn and practice a few simple steps. If children have to wonder what to do, or if they have to stop and think about how they feel first, they can get confused. **The Touching Rule is: No one should touch your private body parts except to keep you clean and healthy.** Children sometimes need help to keep clean and so it is important to discuss that the "clean" part of this rule applies to when an adult might help them with going to the toilet, bathing or looking at private parts if something is hurting. The "healthy" part of this rule refers to doctor visits; for example, when the doctor gives a child a shot. A doctor's exam would be an example of a safe touch.

Skill: Students will be able to:
- Identify safe touch.
- Identify private body parts.
- Show an understanding of the touching rule.
- Learn who helps keep you clean and healthy.



Vocabulary: body parts (use anatomical words), hygiene, healthy, doctor

Suggested engagements:

1) Mapping of body parts by identifying different body parts on both boy and girl drawings. Alternative: identify body parts on a picture of a boy and a girl in a swimming suit.
2) Role-play some of the things you do to keep clean and healthy or play charades. You can say "guess what I'm doing" and act out getting an injection, going to the toilet, brushing teeth, washing in the shower, drying all body parts after a bath.
3) Invite the school nurse or a doctor to talk about what they do to keep children healthy.
4) Introduce the touching rule in a chant and repeat it over and over again. **The Touching Rule is: No one should touch your private body parts except to keep you clean and healthy.**
5) Have a discussion about when it is ok for an adult to touch your private body parts. Create a mind map or graphic organizer for when is it ok for an adult to touch your body private parts.

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Lesson 3 - Concept: Whom to tell

Notes to the Teacher:
It is important for students to understand never to keep secrets about touching. Explain to your children that there are two kinds of secrets: safe secrets and unsafe secrets. Examples of safe secrets are birthday presents or special events. Safe secrets make people happy and are fun. Secrets about touching are not safe and should never be kept. Offenders will put pressure on children to keep the abuse secret. Without secrecy, the abuse cannot continue. Reassure your children that it is okay to break a promise not to tell a secret about touching. Frequently remind children not to keep unsafe secrets. Ensuring that students understand that it is never too late to tell a touching secret is also important even if the unsafe touching has gone on for a long time and it is an adult who is a family member or close friend. This encourages children to feel safe in disclosing abuse even if it has been going on for a while.

Knowing whom to tell is also important. At Grade 1 level quite simply an adult they know and trust is a good start. It is important that students are able to identify adults from different areas of their lives including school, home life and any other contexts in which they participate. Most importantly, tell children to keep telling until someone believes them. Help your children understand that if the first person they tell does not believe them, they should tell someone else and keep telling until someone helps them.

Let your children know that they are in control of who touches their bodies and how. Once your children fully understand the safety rule about touching teach them that it is never their fault if someone else breaks that rule. When children are not afraid of getting into trouble, they are more likely to tell when someone breaks the rule.

Skill: Students will be able to:

- Learn how to tell adults.
- Identify adults they can tell.

Vocabulary: trust, secrets

Suggested engagements:

1) Show and discuss the video about telling secrets, "What "Tadoo" with Secrets". http://www.empowerkids.com/html/what_tadoo_secrets.htm
2) Role-play telling someone about an unsafe touch and they don't listen.
3) In a class discussion come up with a list of adults children can trust in the community.
4) Go on a school wide hunt for people you can tell if someone breaks the touching rule.

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Lesson 4 - Concept: Safety steps

Notes to the Teacher:
This lesson reinforces three simple safety steps for children to follow when someone tries to break a touching rule. Young children remember how to protect themselves from sexual abuse better when they learn and practice a few simple steps. The first step instructs children to come up with different ways of saying no. This is because a simple no is not always the best response. However, any response a child makes should be with the intent to resist the person. The second step instructs children to remove themselves from the situation immediately. Help children understand that getting away can be as simple as moving away, getting off the person's lap, or going to another room. It might also mean immediately running home or to a neighbor's house. The third step instructs children to tell an adult they trust as soon as they can. Teach them that they need to keep on telling until someone believes them.

The Safety Steps are:

1) Say, “No” in a loud and strong voice so that bystanders will hear and can help them.
2) Get away.
3) Tell an adult and keep on telling until someone believes them.

Skills: Students will be able to:

- Identify the safety steps.
- Identify whom to tell.

Vocabulary: fault, bystanders

Suggested engagements:

1) Develop a list of different languages (or different ways/ words to say no - please stop that, don't do that) in which you can say no. Help children think of different ways to say no. Remind children to say no loudly and in a strong voice so that bystanders will hear and can help them. Examples are: "Stop that"; "I'm not allowed to play touching games"; "I don't like that"; and "I don't want to do that."
2) Make a video where the students are able to enact the safety steps.
3) Read the book "Laurie tells" by Linda Laurie and discuss.
4) Play a “What would you do?” game involving teacher describing a scenario and students responding by what they would do.
   Some sample scenarios could be:
   a) Alex was at his uncles', they were working on something; his uncle said they had a special game to play, he called it the touching game. He said, let's take off our clothes and touch each other’s' private parts.
   b) A security guard asks for your help in his guard hut. He/she asks you to take off your clothes and play a game.
   c) A teaching assistant has been very kind to you and starts playing with your hair, holding on extra-long in a hug and patting you on your bottom.
5) Game: Students divide a piece of paper in half and ask: how would you feel if someone broke the touching rule? How would you feel if you used the safety steps?

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Lesson 5 - Concept: Using the Touching Rule and Safety Steps

Notes to the Teacher:
Secrets about touching are not safe and should never be kept. Offenders will put pressure on children to keep the abuse secret. Without secrecy, the abuse cannot continue. It is important that children learn to resist that pressure so that they tell. Reassure children that it is okay to break a promise not to tell a secret about touching. Frequently remind children not to keep unsafe secrets. Instruct children always to tell about a touching problem, even it has gone on for a long time and is someone they think their parents trust. Help children understand that they can say no to people who are older or who have authority over them if safety rules are being broken and say no to people in their family or to adults who take care of them (for example, teachers and youth leaders).

Remind students to say, “no” loudly and in a strong voice so that bystanders will hear and can help them. Reassure your children that it is never too late to tell about a touching problem. This encourages children to feel safe in disclosing abuse even if it has been going on for a while. Tell children to keep telling until someone believes them. Help your children understand that if the first person they tell does not believe them, they should tell someone else and keep telling until someone helps them.

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Skills: Students will be able to:

- Tell about touching secrets.
- Identify adults they can tell.
- Understand that it is never too late to tell.
- Understand that it is never a child's fault.

Suggested engagements:

1) Draw pictures of people who could help if a touching rule is broken - which of these people would you chose to tell if someone broke the touching rule?
2) Give students mirrors to practice being assertive and saying NO. Discuss what it looks like when you say "no" (strong body language, convincing tone of voice, look offender in the eyes).
3) Read book "Better safe than sorry book" by Sol and Judy Gordon and discussion.
4) In partner’s practice telling someone about an instance where the touching rule was broken. Divide a paper into thirds and draw pictures of what it sounds like, looks like, feels like to say no and tell someone who will help you.

Grade:
Two

Concrete operational thinking begins to replace egocentric cognition so that the child's thinking becomes more logical and rational. Relationships outside the family continues to increase in importance. Rules can be understood and relied upon to dictate proper social behavior. They are also interested in their genitals.

Lesson 1 - Concept: Identifying Safe/Unsafe Touch

Notes to the Teacher:
It is important for students to be able to distinguish between safe and unsafe touch. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Safe touches can include hugging, pats on the back, and an arm around the shoulder. Safe touches can also include touches that might hurt, such as removing a splinter. Explain to children that when you remove a splinter, you are doing so to keep them healthy, which makes it a safe touch. Unsafe touches are touches that hurt children's bodies or feelings (for example, hitting, pushing, pinching, and kicking). Teach children that these kinds of touches are not okay.

Skills: Students will be able to:
- Identify safe, caring touches.
- Identify unsafe touches.

Vocabulary: review of safe / unsafe

Suggested engagements:
1) Use "yes" and "no" cards - show students a picture of a safe/ unsafe touch (photos from internet doctor, hugging, holding hands, kicking, pinching, pushing) and ask if that makes them feel good or bad?
2) Book: "My body is private" by Linda Walvoord Girard read aloud and respond through drawings or writing letters to the characters.
3) Watch and discuss the video: "Better safe than sorry".
4) Draw a scene that shows a safe touch. Paste all the scenes on a big sheet of paper to make a safe touch quilt.

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Lesson 2 - Concept: Identifying Unwanted Touch

Notes to the Teacher:
It is important that students understand that they are in control of who touches their bodies and how. It's ok for children to say "no" to touches they don't want. Children have the right to refuse to give or receive hugs or kisses from relatives if they do not wish to. This teaches children that it's okay to say no to touches from people in their family if it makes a child uncomfortable. It is important to let families know that this is being taught at school and the rationale behind it, so that family members won't be offended by children's behavior.

Skills: Students will be able to:
- Identify unwanted touch.
- Say "No" to touches they don't want.

Vocabulary: unwanted touch, boundaries

Suggested engagements:

1) Present photo prompts of different touches and discuss how students would feel if someone touched them that way - perspectives and preferences (e.g. hug from somebody you don't know, someone messing with your hair, etc.).
2) Role-play safe and unwanted touch scenarios and model appropriate assertive responses
   Some suggested scenarios are:
   a) A nanny wants you to play a touching game.
   b) You fell on the playground and hurt your bottom, the nurse has to look at your bottom to see if it is ok.
   c) An older student asks you if you want to play a touching game in the toilet at school.
   d) An older brother or a sister of your friend is playing a wrestling, tickling game with you and your friend and it makes you feel creepy.
   e) Your PE teacher gives you a high-five after you tried your best at a new game.
   f) Grandfather picks you up from school and parks his car at a house you don't know. He begins touching your private body parts.
2) Draw a Y chart of what an unwanted touch looks like, sounds like, and feels like.
3) Have children prepare and present a puppet show to portray what an unwanted touch is.

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Lesson 3 - Concept: The Touching Rule and Safety Steps (including peers)

Notes to the Teacher:
Learning and practicing the Touching Rule helps children stay safe **The Touching Rule is: No one should touch your private body parts except to keep you clean and healthy.** The "clean" part of this rule applies to young children at an age when an adult might help them with diaper changing, going to the toilet, or bathing. The "healthy" part of this rule refers to doctor visits; for example, when the doctor gives a child a shot.

Children need to know, understand and practice what to do in the event of the touching rule being broken. The first step instructs children to come up with different ways of saying no. This is because a simple no is not always the best response. However, any response a child makes should be with the intent to resist the person. The second step instructs children to remove themselves from the situation immediately. Help children understand that getting away can be as simple as moving away, getting off the person's lap, or going to another room. It might also mean immediately running home or to a neighbor's house. The third step instructs children to tell an adult they trust as soon as they can. Teach them that they need to keep on telling until someone believes them.

The Safety Steps are:

1) Say, "No" in a loud and strong voice so that bystanders will hear and can help them.
2) Get away.
3) Tell an adult and keep on telling until someone believes them.

Secrets about touching are not safe and should never be kept. Offenders will put pressure on children to keep the abuse secret. Without secrecy, the abuse cannot continue. Children need to know how important it is to resist the offender's pressure so that they tell. It needs to be reinforced to students to always to tell about a touching problem, even it has gone on for a long time and that it is never too late to tell about a touching problem. Finally it is important to ensure that students understand that it is never their fault if someone else breaks the touching rule.

Skills: Students will be able to:

- Identify private body parts.
- Demonstrate understanding of the Touching Rule.
- Identify and apply the safety steps.
- Identify adults to tell if someone breaks the touching rule.

Suggested engagements:

1) Rotate through different discussion centers having students write out responses on large chart paper at the 4 different centers. The center prompts could be: 1. When might someone need to touch your private body parts to keep you clean and healthy? 2. Name some adults you might go to for help if you had a touching problem. 3. What should you do if you told an adult that someone touched your private parts and he or she didn't help you? 4. What if you told someone and they said it was your fault?
2) Safety steps scramble - have 3 children each randomly pick one of the three Safety Steps cards. Ask them to arrange the cards in the right order and say what each step is.
3) Create an original song incorporating the Touching Rule and the Safety Steps.
4) Read and write responses about the books "The trouble with secrets" by Karen Johnsen and/or "No more secrets for me" by Oralee Watcher.
5) Using the following story or a picture to represent the scenario in small group discussions: Rosalie is in the second grade. There is a boy in the third grade who chased her and tried to touch her private body parts. Use the following prompts to guide the discussion: 1. What kind of touch was that? 2. How do you think Rosalie felt? 3. Whom would you tell if this happened in your school? 4. What would you say?

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Lesson 4 - Concept: Whom to Tell and Assertiveness

Notes to the Teacher:
Students need to understand that adults are part of a support system for children who need to talk about upsetting experiences. Step three of the Safety Steps instructs children to tell an adult they trust as soon as they can. Sometimes a child might not be able to get a person to stop the abuse. In these cases, telling becomes even more important. Reassure children that it is not their fault if they are unable to stop the abuse, but teach them that they do need to tell. Tell children to keep telling until someone believes them. Help your students understand that if the first person they tell does not believe them, they should tell someone else and keep telling until someone helps them.

Skills: Students will be able to:

- Identify adults they can ask for help.
- Ask for help on behalf of a friend.
- Identify appropriate times to talk to adults.

Suggested Engagements:

1) Matching game- who would you tell? Students match scenarios with adults they might tell to get help. Possible scenarios: Who would you go to if another child tried to: break the touching rule in the bathroom, pull down your swimming suit at a swimming pool, break the touching rule in your car on a bus, touch your private body parts on the playground, break the touching rule when you are at a friend's house.
2) Draw and write about different times that would be appropriate times and inappropriate times to tell adults about a touching problem.
3) Role-play different ways to get an adults attention to let them know you need their help.
4) Use puppets to practice getting an adults attention and telling them about the touching problem.
5) Book: "It's not your fault" by Judith Jance.

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Lesson 5 - Concept: Secrets about Touching

Notes to the Teacher:
Students should understand never to keep secrets about touching. There is a difference between safe secrets and unsafe secrets. Examples of safe secrets are birthday presents or special events. Safe secrets make people happy and are fun. Secrets about touching are not safe and should never be kept. Students need to know that it is okay to break a promise not to tell a secret about touching. Instruct children always to tell about a touching problem, even it has gone on for a long time or if it involves a friend. Again remind students to keep telling until someone believes them. If the first person they tell does help then they should tell someone else and keep telling until someone helps them.

Skills: Students will be able to:
- Learn to tell about touching secrets.
- Learn how to tell an adult.

Vocabulary: secrets

Suggested engagements:
1) Teacher distributes pre-made cards (with secrets - some to keep, some you should tell an adult immediately) and student needs to decide if they should keep the secret or speak out.
2) Broken telephone: teacher initiates and will pass on the secret (and will start again with different students). If it is a secret that a student needs to tell an adult about the student should not pass it on to another student but stand up and tell the teacher using a clear and loud voice as well as eye contact.
3) Practice role playing different scenarios such as:
    a) Fred was home alone with his Nanny when she broke the Touching Rule.
    b) You are waiting for your mom, dad or driver and one of the cleaning staff asks you to help them clean in a resource closet.
    c) After your music lesson your music teacher asks you to stay for extra practice in a private room. He/she puts their arm around you and starts touching your private body parts.

    Discuss what should he or you should do? Who should he or you tell?
4) Show a video (clip) of children telling secrets to each other. Provoke discussion about when and who to tell which secrets.

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Grade:
Three

Concrete operational thinking begins to replace egocentric cognition so that the child's thinking becomes more logical and rational. Relationships outside the family continues to increase in importance. Rules can be understood and relied upon to dictate proper social behavior. They are also interested in their genitals.

Lesson 1 - Concept: Identifying Safe, Unsafe, Unwanted touch

Notes to the Teacher:
Students should develop an awareness of the different types of touches: safe, unsafe and unwanted touch. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Unwanted touch is a touch that makes you feel uncomfortable, or if you just don't feel like being touched. It's okay to say "No" to unsafe or unwanted touches. If someone wanted to hug you, and you didn't feel like it, you could say, "I don't really feel like hugging" or "No, thank you."

Skill: Students will be able to:
- Verbally identify what the types of touch are.
- Say, "No" to unwanted and unsafe touches.

Vocabulary: unsafe, safe, unwanted, preference

Suggested Engagements:
1) Class discussion about the three types of touching, keeping in mind that everyone is different and we all have different preferences.
2) Using photo prompts, children will identify different types of touching and discuss in small groups or whole group.
3) Role-play in pairs, have pairs demonstrate their skills, and have audience critique the actors.
4) Classifying different types of touch on a chart for the class.

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Lesson 2 - Concept: The Touching Rule and Safety Steps

Notes to the Teacher:
Learning the Touching Rule helps children stay safe. **The Touching Rule is: No one should touch your private body parts except to keep you clean and healthy.** In the event that the Touching Rule is broken, students need to know what to do. There are three Safety Steps in order to help children stay safe. The Safety Steps are: Say words that mean no, so children can refuse with their words. Children need to practice saying, "NO" if they are faced with an unwanted touch. Then, they need to know the second step, which means to get away and remove themselves from the situation; running away, getting away from the person who is making them uncomfortable or even going to another house. Discuss with children as many options for removing themselves as they can think of. Finally, children need to know to tell an adult as soon as possible. Repetition of naming several resources or support people they could tell is essential. Sometimes it's not possible for a child to get away. Children need to know that even if they used the safety steps, they still might not be able to protect themselves. However, children should be told that if they can't get away, they should tell an adult as soon as possible. Students also need to understand that it is never a child's fault if someone breaks the Touching Rule.

Skill: Students will be able to:

- Identify their private body parts.
- Demonstrate an understanding of the Touching Rule.
- Identify the Safety Steps.
- Practice the Safety Steps.

Vocabulary: private body parts (breasts, vulva, vagina, buttocks, penis)

Suggested Engagements:

1) Introduce the Touching Rule; ask for examples of someone needing to touch your private body parts to keep you clean and healthy?
2) Introduce the Safety Steps. "If someone breaks the Touching Rule, there are three Safety Steps that will help you know what to do." 1) Say words that mean no. 2) Get away. 3) Tell an adult.
3) Read a book about the Touching Rule.
4) Watch a video about the Touching Rule.
5) Practice the Safety Steps using a puppet. (Skill practice gives children an opportunity to go through the Safety Steps and to think of options for refusing and removing themselves from a situation. One effective way to do this is to have a puppet play the role of "perpetrator".

NOTE: You should never act as the perpetrator or have a child play that role. The puppet should never touch the children.

Have children decide ahead of time whom they would tell and have them pick either you or another child to play that person. If they choose another child, that child should just sit quietly and listen. In this practice, the children will act out all three Safety Steps.

Give scenarios such as "Let's pretend you're on the playground and a bigger boy grabs you by the private body parts" OR "Let's pretend." Have the child use the Safety Steps. Ask questions of the audience about what language was used, how did he/she get away and what could be done differently?

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Lesson 3 - Concept: Telling Touching Secrets (whom to tell and how)

Notes to the Teacher:
Children should not keep secrets about touching. It is never too late to tell about touching that breaks the Touching Rule. The nature of sexual abuse lends itself to secrecy. Children may have been threatened, or been told to keep it a secret, they may be ashamed or afraid they won't be believed. Or children may love the person who is abusing them. If children understand how wrong sexual abuse is and that secrets need not be kept hopefully they will understand that it is never their fault if someone breaks the Touching Rule.

Skills: Students will be able to:

- Tell about touching secrets.
- Identify a variety of people they can turn to for help.
- Understand that it is never too late to tell touching secrets.

Vocabulary: secret

Suggested Engagements:

1) Review the Touching Rule and the Safety Steps. Tell the children that today we are going to discuss what to do if someone breaks the Touching Rule and then tells you to keep it a secret.
2) Have children create spoken word poetry about the need to tell touching secrets.
3) Public service campaign about the need for telling secrets.

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Lesson 4- Concept: Learning to be assertive - Stand Up for Yourself!

Notes to the Teacher:
When children are in uncomfortable or dangerous situations, children need to know how to protect themselves by being assertive. Explain that assertiveness is similar to confidence and standing up for yourself. Seriously saying, "NO" and getting the message across that you are serious also involves looking right at the other person and using body language that is strong.

Skills: Students will be able to:
- Demonstrate verbal assertiveness skills (say no in a strong tone of voice).
- Demonstrate nonverbal assertiveness skills (stand up straight, look at the person, strong tone of voice).

Vocabulary: assertiveness, confidence

Suggested Engagements:
1) Have students do a mime to demonstrate assertive body language.
2) Create a digital presentation to teach lower grades about assertiveness skills.
3) Have children write stories that include situations where a character needs to use assertiveness skills to stand up for himself/herself. It can be a bullying situation, a touching problem, or unsafe touch.
4) Students role play the situations from the stories they wrote, to demonstrate their assertiveness skills.

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Grade:
Four

Concrete operational thinking replaces egocentric cognition and thinking is more logical and rational, as well as ability to understand others' perspectives. The student imitates, learns and adopts age-appropriate gender specific social roles. Sexual activities are sporadic and exploratory with the beginning to understand differences in gender.

Lesson 1 - Concept: Identifying Safe, Unsafe, Unwanted touch

Notes to the Teacher:
Students should develop an awareness of the different types of touches: safe, unsafe and unwanted touch. Safe touch is caring and comforting. Unsafe touch is painful or harmful. It makes you feel scared. It is not good for you, and is hurtful. Unwanted touch is a touch that feels uncomfortable, or happens when if you just don't feel like being touched. Students and parents need to understand that it's okay to say "No" to unsafe or unwanted touches. There are times when people do not want to be touched, let students know that If someone wanted to hug them, and they didn't feel like it, they could say, "I don't really feel like hugging" or "No, thank you."

In grade 4, students are taking responsibility for their actions and are able to understand how their actions affect others. Students should start to identify how to give safe and appropriate touches. Students can learn to identify how use their empathy skills to read social cues (reading facial expressions, body language, and listening to what others say) and adjust their behavior as appropriate.

Skill: Students will be able to:
- Identify types of touch.
- Identify private body parts (vagina, vulva, penis, buttocks, breasts—or any body part that you want to keep private. Could be the body parts that are covered by a bathing suit or other articles of clothing.)
- Identify strategies for saying no to unsafe and unwanted touch.
- Identify how someone feels by looking at clues (face expression, body language, and listening to what the person is saying to you).
- Name one thing they could do differently if they notice someone doesn't like what they are doing.

Vocabulary:
- safe, unsafe, unwanted touch
- preference
- empathy
- body part names: breasts, vulva, penis, buttocks, vagina (as is appropriate for your school setting)

Suggested Engagements:

1) In small groups, children brainstorm safe/unsafe/unwanted touch.
2) Agree/disagree activity, or stand on a continuum. Giving children verbal examples of different kinds of touch (hug, pat on the back, slap on the face, high five), either have kids raise their hand to say they like or don't like, or have the kids stand on a continuum indicating where their preference is (One end of the line is, "I don't like that". And the other end of the line is, "I really like that".).
3) Discuss how we all have different preferences about the same thing. Ask kids who indicated that they don't like a certain kind of touch to show their facial expression if they get that type of touch. Have a discussion about how this is everyone's responsibility to notice the feelings of others and react appropriately and respectfully and use empathy.
4) Have a class discussion about strategies for saying no to unsafe or unwanted touch. Kids generate their own strategies and teacher provides prompting if necessary.
5) Ask for student volunteers to role play strategies for saying no to unsafe or unwanted touch.
6) Discuss that saying no to unwanted touch is not IMPOLITE. You have the right to say no to things that make you uncomfortable. (This could include gifts, affection that makes you feel "creepy," or excessive compliments.)

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Lesson 2 - Concept: Review The Touching Rule and Safety Steps

Notes to the Teacher:
Revisiting the **Touching Rule** "**No one should touch your private body parts except to keep you clean and healthy"** helps children stay safe. The Safety Steps help children know what to do if someone breaks the Touching Rule. The Safety Steps are:

- Say words that mean "No" in a loud and strong voice.
- Get away.
- Tell an adult.

Students also need to understand that it is never a child's fault if someone breaks the touching rule. Sometimes it's not possible for a child to get away. Children need to know that even if they used the safety steps, they still might not be able to protect themselves. However, children should be told that if they can't get away, they should tell an adult as soon as possible.

Skill: Students will be able to:

- Identify private body parts.
- Demonstrate an understanding of the Touching Rule.
- Identify trusted adults whom they can tell if someone breaks the Touching Rule.
- Understand that it is NEVER a child's fault if someone breaks the Touching Rule.
- Identify the safety steps.

Vocabulary: fault

Suggested Engagements:

1) Read a book that would introduce the Touching Rule. Or ask a wondering, "have you ever read a book, seen a movie…where a character had to run away from someone to be safe?"
2) Review/teach the Touching Rule and the Safety Steps. Ask children for some examples of when someone would need to touch your private body parts to keep you clean and healthy.
3) Discuss how it is NEVER a child's fault if someone breaks the Touching Rule, even if you weren't able to get away. Sometimes you use the Safety Steps and you aren't able to get away. This may cause guilt, sadness, fear, and discomfort about what happened. Give scenarios that are appropriate for grade level, and ask questions like, "What would you suggest that the character do?" If the safety steps do not work, you always tell an adult and keep telling until you get the help you need.

4) In small groups, play Safety Steps Scramble game. Have 3 children each randomly pick one of three safety cards and assemble themselves in the right order for the safety steps. Then have each child identify one strategy they could use to demonstrate the step they have drawn.
5) Provide different scenarios of unsafe touching and have children role play the safety steps (teacher needs to carefully manage running this activity - children should not act out the actual touching problem. Instead, the teacher gives the example of the touching problem, and asks the child to role play the safety steps. For example, the teacher might say, "Let's pretend that your baby sitter/house help rubs your private body parts through your clothes. What would you do?" Or "Let's pretend you are in line (_____name a popular place in your school setting, such as an ice-cream shop, or a shopping center) and a man standing behind you pushes up against you and touches your bottom. What would you do?" Then ask the class, to discuss what went well, what else could have been done?

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Lesson 3 - Concept: Assertiveness Skills

Notes to the Teacher:
Children need to respond assertively and safely when they find themselves in uncomfortable or dangerous situations. Children need to know what assertive, passive, and aggressive mean. Explain to children that, standing up for oneself is being assertive, and it means saying "NO" in a strong tone of voice, looking right at the other person (making eye contact), and using body language that lets the other person know that you are serious.

Skill: Students will be able to:
- Demonstrate verbal and nonverbal assertiveness skills.
- Understand that they have the right to be assertive and say no.

Vocabulary: tone of voice, assertiveness, passive, aggressive

Suggested Engagements:
1) The teacher will model passive, aggressive, and assertive behavior for the students. Ask the students to use words to describe each behavior. Draw a line on the board, passive at one end, aggressive at the other end, with assertive in the middle—label behaviors on the board (for example, with passive, you might write shoulders hunched, quiet voice, with assertive, you might write standing up straight, looking straight ahead.) Discuss effectiveness of each communication style.
2) Give scenarios or have groups write scenarios of situations where assertiveness skills are required to stay safe. For example,
    a. One of your house help keeps bothering you, telling you that your hair is beautiful.
    b. An older child bothers you in _____ (choose a popular public place that your students frequently go to).
    c. Your aunt wants you to sit on her lap and you don't want to.

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Lesson 4 - Concept: Whom to tell & why it's important; Whom to trust, and who can help

Notes to the Teacher:
In times of crisis, people (kids and adults) can't think straight. Emotions run high, especially in moments of fear, guilt, shame, and embarrassment. Children need a full tool box of strategies and support that they can readily access in times of crisis.

Children need to identify their support system of trusted adults BEFORE a crisis occurs so that they automatically can access their resources. Children need to identify WHY it's important that they report when someone breaks the Touching Rule, and they need to identify traits that trusted people possess. We want

children to turn to adults who will support them in times of crisis and not further traumatize them. Additionally, children need to have the skills to report in a way in which adults will take them seriously. Children need to report when friends confide in them about someone breaking the Touching Rule.

Skill: Students will be able to:

- Discuss why it is important to report if someone has broken the Touching Rule.
- Identify whom they can tell.
- Identify traits of people who are trustworthy.
- Practice assertiveness skills when reporting that someone has broken the Touching Rule.
- Know they need to report to an adult when a friend is in trouble or has been hurt.
- Know that after they are safe, it might help to talk more about the touching problem with a trusted adult. The adult may be a teacher, counselor, a psychologist or a family member or friend. It's important to know the right time to discuss this with your trusted adult friend.

Vocabulary: respect, personal space, boundaries, privacy

Suggested Engagements:

1) Discuss with children the importance of reporting (keeps you safe, keep others safe, because if someone is touching you, then they might be touching others, it's WRONG).
2) Ask children to brainstorm trusted adults whom they could tell if someone breaks the Touching Rule. Brainstorm a list of traits on the board that this person might possess (for example, someone you know who cares about you, who will listen, who is trustworthy, and who will help).
3) Make a connection to literature—what characters would you trust? What characters would you not trust?
4) Ask kids to list on the board what skills they would use to report to an adult when someone has broken the Touching Rule (stating, "This is an important/big problem." Tone of voice is strong and clear. Eye contact, stand up straight. It's okay to cry, too.)
5) Play a game of "tattle or report". Define: tattling is wanting to get someone in trouble. Reporting is keeping people safe. Then tell different situations and ask kids to identify if the situations are reporting or tattling. (They can do thumbs up/down, cards, etc.)

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Grade:
Five

Concrete operational thinking replaces egocentric cognition and thinking is more logical and rational, as well as ability to understand others' perspectives. The student imitates, learns and adopts age-appropriate gender specific social roles. Sexual activities are sporadic and exploratory with the beginning to understand differences in gender.

Lesson 1 - Concept: Identify Safe/Unsafe situations

Notes to the Teacher:
Exploring the notion that there are situations that make us feel safe and unsafe is essential in developing deeper understanding of the concept. Safe situations feel good, comfortable, nurturing, make us feel cared for. Some examples of safe touch are: healthy friendships, school and home where we feel challenged in a good way, sports and activities that fulfill us. Unsafe situations feel uncomfortable, scary, insecure, upset, and uneasy. Usually, we get "that gut feeling" that something isn't right Some examples of unsafe situations are: unhealthy friendships, seeing something scary/inappropriate on the internet, receiving a text or email that makes you feel upset, someone asking for a touch/game that we don't like, feeling threatened physically, emotionally, or relationally. **Students need to** understand how to avoid or get out of unsafe situations particularly at this age when they are exploring even greater independence. Discussing and practicing steps to identify and then get out of unsafe situations should include recognizing the feeling inside, naming the feeling and thinking of some strategies to avoid or get away such as say no, walk away, tell an adult, say "no, thank you". Students need to understand that saying "no" when you feel uncomfortable isn't being impolite. Personal safety is more important. Finally, it is important for students to understand that one has to be assertive in protecting themselves. Assertiveness is saying "NO" in a strong tone of voice, looking right at the other person (making eye contact), and using body language that lets the other person know that the issue is serious.

Skill: Students will be able to:
- Name safe/unsafe situations.
- Use the steps to avoid or get away from unsafe situations.
- Name assertiveness skills.
- Use assertiveness skills.

Vocabulary: avoid, assertiveness

Suggested Engagements:
1) Watch videos on internet safety.
2) Role-play assertiveness skills.
3) Brainstorm in small groups or whole of specific unsafe and safe situations that are common in your school setting.
4) Agree/disagree card activity (to engage thinking) about safe and unsafe touch.
5) Write a skit to show their learning.
6) Write a newspaper article to share their learning (to go in school newspaper or blog).
7) Interview each other.

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Lesson 2 - Concept: Review Touching Rule and Safety Steps

Notes to the Teacher:
Research shows that children are more likely to remember rules and safety steps if they keep practicing them. It is important to frequently review the **Touching Rule: No one should touch your private body parts except to keep you clean and healthy** as well as the **Safety Steps** which help children know what to do if someone breaks the Touching Rule.

The Safety Steps are:

- Say words that mean no (children refuse with their words. Encourage children to think of different ways to say no and practice them).
- Get away, (remove themselves from the situation; this may be as simple as getting off someone's lap, going to the neighbor's or running away. Help children generate as many options for removing themselves as they can think of.
- Tell an adult (as soon as possible). Encourage children to name several resources or support people they could tell.

In addition, it is important to remind students: that it is never a child's fault if someone else breaks the **Touching Safety Rule** that he or she should never keep secrets about touching and that is never too late to tell about a touching problem.

Skill: Students will be able to:

- Identify private body parts.
- Demonstrate an understanding of the Touching Rule.
- Identify trusted adults whom they can tell if someone breaks the Touching Rule.
- Understand that it is NEVER a child's fault if someone breaks the Touching Rule.
- Identify the safety steps.

Suggested Engagements:

1) Class discussion (in small groups or whole class) to review safe/unsafe touch, the Touching Rule, and Safety Steps.
2) Create public service announcements in a movie form, posters, skits, etc. to show learning about the Touching Rule and the Safety Steps and identify adults who they can tell if someone breaks the Touching Rule.
   It should include that it is never a child's fault if someone breaks the Touching Rule.

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Lesson 3 - Concept: Whom to tell & Why it's important; Whom to trust, and Who can help.

Notes to the Teacher:
In times of crisis, people can't think straight. Emotions run high, especially in moments of fear, guilt, shame, and embarrassment. Children need a full tool box of strategies and support that they can readily access in times of crisis. Children need to identify their support system of trusted adults BEFORE a crisis occurs so that they automatically can access their resources.

Children need to identify WHY it's important that they report when someone breaks the Touching Rule, and they need to identify traits that trusted people possess. We want children to turn to adults who will support them in times of crisis and not further traumatize them. Additionally, children need to have the skills to report in a way in which adults will take them seriously. Children need to report when friends confide in them about someone breaking the Touching Rule.

Skill: Students will be able to:

- Discuss why it is important to report if someone has broken the Touching Rule.
- Identify whom they can tell.
- Identify traits of people who are trustworthy.
- Practice assertiveness skills when reporting that someone has broken the Touching Rule.
- Know they need to report to an adult when a friend is in trouble or has been hurt.

Vocabulary: respect, personal space, boundaries, trust

Suggested Engagements:

1) Discussion (whole group or small groups) about importance of reporting.
2) Write a persuasive essay to someone who has never heard The Touching Rule about the importance of the Touching Rule and reporting to an adult.
3) Write a short story illustrating something you have learned in this unit.
4) Make a comic strips showing how you can get help if someone has broken the Touching Rule.
5) Class discussion about trust—what creates trust in others, are you a trustworthy person, who do you trust, list people who you could turn to at school, at home, in the community if someone has broken the Touching Rule.
6) Provoke a class discussion about what to do if a friend trusts you so much that they tell you that they have been hurt, or someone has broken the Touching Rule with them. Discuss feelings, and appropriate action to take.

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Lesson 4 - Concept: Relationships and Assertiveness

Notes to the Teacher:

As children grow older, relationships outside of the family grow in importance and priority. Children need to identify what are the necessary components of a good relationship (trust, equal power, safety to share emotions and private thoughts, feeling of caring and being cared for), and how good relationships make you feel (safe, cared for, secure, valued, happy, important, belonging, confident—healthy friendships improve self-esteem). A variety of friendships make life richer and more fulfilling. Different friendships and relationships fulfill different needs (some friends are "fun" while other friends are good listeners, some friends challenge us, different friends share different interests). Sometimes, though, relationships can be damaging and harmful. Children need the skills to recognize harmful relationships and know how to cope and let go of those hurtful relationships. Harmful relationships are those that are controlling, manipulative, and critical, can trick us, and make us not have good feelings about ourselves (damage self-esteem). These relationships can be with peers (someone around your same age, a year or two), or those who are older than us. When harmful relationships occur, children need assertiveness skills to stay safe.

Skill: Students will be able to:

- Identify healthy and unhealthy relationships.
- Recognize that every relationship is different.
- Name assertiveness skills.
- Use assertiveness skills.
- End harmful relationships.
- Ask for help in ending harmful relationships.

Vocabulary: relationship, healthy, unhealthy, assertiveness, critical, manipulative, controlling, self esteem

Suggested Engagements:

1) Class meeting about relationships and above skills.
2) Discussions in small groups and then meet as a whole group to report back what was discussed in small groups.
3) Read a book and have a discussion in a literature circle about characters in healthy and unhealthy situations. Ask what you would do differently.
4) Role-play assertiveness skills in regards to unhealthy relationships.
5) Use the skills learned in this lesson and add to posters, skits, and public service announcements in movie formats that were created in earlier lessons.

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Lesson 5 - Concept: Secrets and responsibilities (promises)

Notes to the Teacher:
Children should not keep secrets about touching. It is never too late to tell about touching that breaks the Touching Rule. There are a variety of reasons why children often do not disclose that they are being sexually abused. They may have been told to keep it a secret. They may have been threatened with punishment if they tell. Some children are afraid they won't be believed or that their parents won't be able to "handle it" if they disclose. The cycle of abuse can sometimes be broken if children understand that secrets about touching should not be kept, it is never too late to tell a touching secret, and it is never their fault if someone breaks the Touching Rule.

Skill: Students will be able to:

- Tell about touching secrets.
- Identify a variety of people they can turn to for help.
- Understand that it is never too late to tell touching secrets.
- Use assertiveness skills in reporting a touching secret.

Vocabulary: secret, fault, threaten, assertiveness

Suggested Engagements:

1) Provide scenarios for students in small groups, have them answer questions about how they character felt, if it was the character's fault, if the character should keep it a secret, how to tell an adult, what if the adult doesn't help her, what should the character do if the touching problem happened a year ago and kept it a secret until now?
   Some sample scenarios:
   a) You are waiting for your mom, dad or driver and one of the cleaning staff asks you to help them clean in a resource closet.
   b) During an after-school activity a friend's driver picks you up and tells you are waiting for somebody else. It is very hot in the car and he tells you to take your clothes off to stay cool. He takes his clothes off, too.
   c) One of your sports coaches follows you into the change room and tries to take a shower with you.
   d) You are at your aunt's house and she gives you a special gift. In return she asks you to take off your clothes and begins to look at you and rub your private body parts.
   e) An older student asks you if you want to play a touching game in the toilet at school.
2) Practice the skills of reporting: 1) Tell an adult, "Something's bothering me. I need to talk to you about it." 2) If the adult is too busy, either find another adult and say, "I have a big problem that I need help with. Can you help me?" OR ask, "When can I talk to you? It's important."
3) Sometimes, talking about a touching problem is helpful, even after the problem has stopped. If you have told your parents, and the problem is taken care of, you might still want to talk about your feelings. However, you need to know a good time to do that. With a partner, come up with a list of good times, and not-so-good times, to talk to an adult about a problem. For example, while mom is folding laundry and it's just the two of you, it might be a good time. However, if mom has a friend over for tea, it might not be a good time to talk with her.

Resources

PreK-K:
- *It's my body* by Lory Freeman
- *Loving touches* by Lory Freeman
- *Something good* by Robert Munsch
- *Tucking Mommy In* by Morag Jeanette Loh
- *The Berenstein Bears get in a fight* by Stan and Jan Berenstain
- *I can't wait* by Elizabeth Crary
- *I want it* by Elizabeth Crary
- *No fighting, No biting* by Else Holmelund Minarik
- *Best friends* by Miriam Cohen
- *Little Bear's friend* by Else Holmelund Minarik
- *The three little wolves and the Big bad pig* by Eugene Trivizas
- *The Berestain Bears go to the doctor by Stan and Jan Berenstain.*
- *I like me!* by Nancy Carlson
- *I'm terrific* by Marjorie Weinman
- *My doctor* by Harlow Rockwell
- *Grandma, according to me* by Karen Magnuson
- *My body is private* by Linda Walvoord Girard
- *My very own book about me* by Jo Stowell and Mary Dietzel
- *Something happened and I'm scared to tell* by Patricia Kehoe
- *The trouble with secrets* by Karen Johnsen

Grades 1-5:
- *Alice doesn't babysit anymore* by Kevin McGovern
- *A better safe than sorry book* by Sol and Judy Gordon
- *It's my body* by Lory Freeman
- *It's not your fault* by Judith Jance
- *Laurie tells* by Linda Lowery
- *My body is private* by Linda Walvoord Girard
- *No more secrets for me* by Oralee Watcher
- *Pitterpat* by Lee Carolyn Jacobson
- *Please tell!* by Jessie Ottenweller
- *Something happened and I'm scared to tell* by Patricia Kehoe
- *Something happened to me* by Phyllis E Sweet
- *The trouble with secrets* by Karen Johnsen
- *A very touching book* by Jan Hindman
- *Who is a stranger and what should I do?* by Linda Walvoord Girard

Soft copy of *PERSONAL SAFETY WORKBOOK FOR INTERNATIONAL SCHOOLS* for unlimited free use, contact Dr. Lois Engelbrecht ljengelbrecht@hotmail.com

Physical Abuse:
- *Daisy: a book about child abuse* by E. Sandy Powell
- *Don't hurt me, mama* by Muriel Stanek
- *A family that fights* by Sharon Chester Bernstein
- *Hear my roar* by Ty Hochban
- *Mommy and Daddy are fighting* by Susan Paris
- *Something is wrong at my house* by Diane Davis
- *Squeakers* by Stephen Cosgrove

Websites
Cfchildren.org
www.staysafe.ie
fpqteachers.com.au
www.elementarysafety.com
www.Kids.gov
www.Kidpower.org
www.ChildCenter.com
www.wvdhr.org

Child abuse and neglect, a problem of growing concern, is a violation of children's human rights and an obstacle to their education and development. Educators have a special role in combating child abuse.

The Grade 6-12 AISA Child Protection curriculum is designed to be flexible and adaptable. It is a framework but may be modified to meet the needs of your school and student body. We understand that international schools have diverse student populations. However, the basic tenets of child protection and safety are applicable worldwide.

Your school has the ability to decide where this curriculum fits into your overall program. Some suggestions include:

- Advisory
- Tutorial Time
- Homeroom
- Physical, Social, & Heath Education (PSHE)
- Physical Education
- Health
- Science

The curriculum may be delivered by:

- Classroom/Advisory/Homeroom Teacher
- School Counselor
- School Nurse

The curriculum may also take on these forms:

- Stand-alone course
- Weekend retreat/after school workshop setting for students and parents
- Use in advisory programs or to be supplemented in advisory programs

The curriculum has four main concepts:

- **IDENTIFY! -** Students will learn how to *identify* safe and unsafe situations
- **ACCESS! -** Students will learn how to *access* support structures
- **ACT! -** Students will learn how to *act* to stay safe
- **VALUE! -** Students will learn how *value* themselves and others

The four curriculum concepts are divided into the following parts:

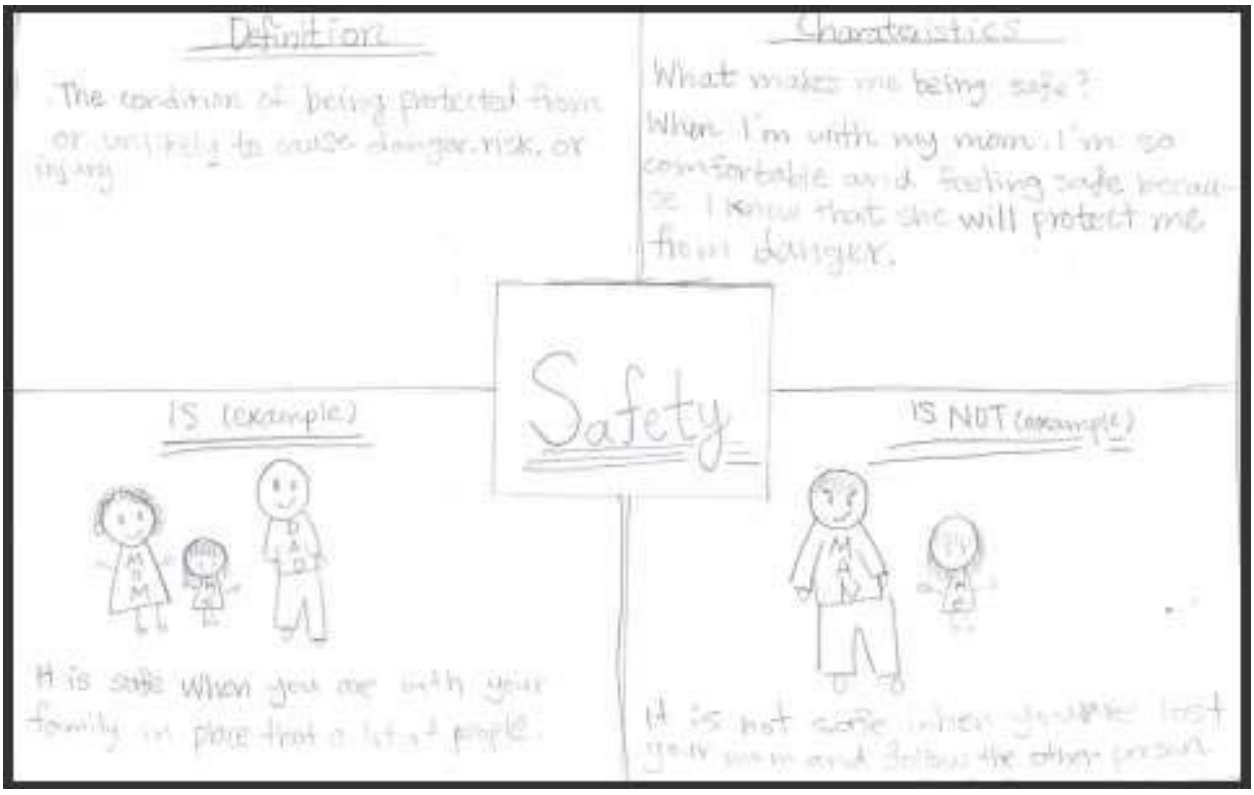
- Notes to the Teacher
- Skills
- Vocabulary
- Suggested Engagements

This curriculum is designed to meet the range of developmental needs and is vertically aligned. We encourage your school (child protection, student service, and/or curriculum teams) to review the curriculum in its entirety in order to ensure implementation of a comprehensive child protection program at your school.

Culture plays a large role in how people discuss and define personal safety and abuse. Personal space and acceptable behaviors vary across the globe. Students in the international school setting bring many different cultural perspectives to the class discussion. However, culture should never be used to excuse inappropriate behavior. Students should feel confident relying on a "gut feeling" if they are unsure if a touch or situation is appropriate or inappropriate. *They* are the ones who ultimately decide what is appropriate or inappropriate, safe or unsafe. As educators, you are uniquely positioned to be present if students need help and help them learn how to advocate for and protect themselves.

The 4 core concepts of the secondary curriculum remain the same in each grade: Identify, Access, Act, and Value. Teaching – and re-teaching – these essential learning objectives is key to student learning. Developmentally appropriate content and delivery for each lesson ensures a varied and rich learning experience.

	Concept 1	Concept 2	Concept 3	Concept 4
Grade 6	**IDENTIFY!** Safe and Unsafe Situations	**ACCESS!** Trusted Persons	**ACT!** To Stay Safe	**VALUE!** Self and Community
Grades 7-8	**IDENTIFY!** Safe and Unsafe Situations	**ACCESS!** Support Structures	**ACT!** To Stay Safe	**VALUE!** Self and Others
Grades 9-10	**IDENTIFY!** Safe and Unsafe Situations	**ACCESS!** Trusted Persons	**ACT!** To Stay Safe	**VALUE!** Self and Community
Grades 11-12	**IDENTIFY!** Safe and Unsafe Situations	**ACCESS!** Support Structures	**ACT!** To Stay Safe	**VALUE!** Self and Others



SAMPLE LETTER TO SECONDARY PARENTS

Dear Parents,

(*Name of school*) is participating in the Association of International Schools in Africa (AISA) Child Protection Program. The AISA Child Protection Program is a research-based initiative designed especially for international school students.

This program will include age-appropriate information about personal safety as well as physical, emotional, sexual abuse and neglect for all students Grades 6-12. These classes are a core element of *(name of school)* plan to protect the right each and every student in our community to be safe.

These lessons will be led by *(name of instructor(s))* and will be held over the next *(#)* weeks. In each grade, the following key concepts and skills will be addressed:

- **IDENTIFY!** - Students will learn how to *identify* safe and unsafe situations.
- **ACCESS!** - Students will learn how to *access* support structures.
- **ACT!** - Students will learn how to *act* to stay safe.
- **VALUE!** - Students will learn how *value* themselves and others.

Your child will receive a range of exercises to be completed with you at home. Children are more likely to use safety rules when they have multiple opportunities to practice and talk about the topic with their parents and family. You play an essential role in helping your child know how to stay safe!

We will be having a Parent Information Evening on (*day, date, and time*). At this time you will have the opportunity to learn more about the program, view the curriculum materials, and ask questions.

For more information, please contact (*insert name and email address of counselor).*

Sincerely,

(Child Protection Team, Student Service Team, etc.)

Grade:
Six

The focus of the grade 6 lessons is to reinforce concepts and skills about child safety learned in previous grade levels. Students are taught skills designed to help them move from concrete concepts of right and wrong to determining concepts of safe and unsafe, appropriate and inappropriate for themselves.

Preparation:

- **Parent Letter**
  A letter of introduction should be sent out to all parents 1-2 weeks before beginning the course. This letter should briefly explain the purpose and outline of the course.
  A parent meeting to describe the purpose and content of the curriculum is helpful for introducing the topic to many communities. This event would be held before the course begins.

- **Classroom Agreements**
  After briefly introducing the topic, take 15 minutes as a class to agree on a list of 5-8 agreements for class discussion. Suggestions include:
  Right to Pass
  No Names
  Respect
  Confidentiality

- **Confidentiality Explanation**
  Confidentiality is essential UNLESS someone discloses that they or someone else is in danger. Then, it is our responsibility as teachers to do whatever is necessary to get help.

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Concept 1: IDENTIFY! Safe and Unsafe Situations

Notes to the Teacher – key understandings for students and instructional suggestions:
Safe situations are ones where students feel secure.
- Someone is watching out for them.
- They will not be harmed.
- They don't feel alone.

Unsafe situations are ones where students do not feel secure.
- They feel unhappy and worried.
- They might be hurt or injured.
- They feel alone.
- Can be physical, emotional, sexual, or neglect.

The digital realm can also be an unsafe environment (cyberbullying).

It's good to find SAFE situations. STUDENTS get to decide if a situation is safe or unsafe.

- One out of four females and one out of six males under the age of eighteen deal with the problem of unwanted and inappropriate touch (based on United States research - **look for research in your school's host country**).
- Touching one another is one way we can comfort and care for one another. Some types of touch that parents, family members, and friends give that show caring are:
  - •Hugging
  - •Patting someone on the back for encouragement or to congratulate them
  - •Putting your arm around someone to comfort him/ her
- •Some examples of touching that may be inappropriate are:
  - •Hugging too hard
  - •Pinching or tickling too much
  - •Caressing someone's body who doesn't want to be touched in that way
  - •Touching a person's private body parts - the parts that are covered by a swimsuit
  - •Asking or forcing someone to touch their private body parts
- Some tips for students to help a friend who faces this situation.
  - •Do not ignore feelings of discomfort. Trust your feelings and tell someone.
  - •Avoid situations where you might be alone with a person you do not trust or with someone you know is abusive.
  - •If inappropriate touch occurs, write down the date, time, situation, and exactly what happened.
  - •Ask for help from a trusted person

Skills:
Students will…

- Identify 5 characteristics of a safe environment in their lives.
- Identify 5 characteristics of an unsafe environment in their lives.
- Describe from their perspective, the concept of a "gut feeling."
- Articulate 3 differences between appropriate and inappropriate touch.

Vocabulary: neglect, emotional abuse, physical abuse, sexual abuse, safe, unsafe, touch, appropriate, inappropriate

Suggested Engagements:

1. *Group Discussion:* As a group, consider the following questions:
   - Who learned about good touch-bad (safe-unsafe) touch in elementary school? What did you learn? Who taught you about staying safe? Did anyone?
   - Why is it important to learn about staying safe?
2. *Small Group Activity:* Divide class into three groups: Home, School, Other. Each group writes a scenario describing 2 unsafe and 2 safe situations specific to their lives (i.e. using local hangouts, landmarks, and popular activities). Provide example and definition of "scenario" if necessary. During follow-up class discussion, draw attention to places where culture, language, and experience make students' perspective of "safe" different or the same.
3. *Worksheet 6.1.3:* Divide your class into small groups. Distribute the Student Worksheet, *What Would You Do?* Tell the students:
   - I will assign each small group two situations from the worksheet. In your small group, discuss your assigned situations and determine what the person in the situation could do to stay safe. In five minutes, we will share our ideas.
   - Assign each small group two situations from the worksheet.

- When the groups have finished, discuss each situation separately. Begin by asking the groups assigned to the first situation to share their ideas. Ask each group's spokesperson to share one idea for the first situation. Rotate from group to group until all the ideas have been shared. Repeat the procedure for each situation.
- State: It is impossible to cover all possible types of danger with a set of rules or tips. It is always wise to be observant of what is going on around you. If you sense that something isn't right or safe, or if you are uncomfortable, leave the situation. Trust your feelings.

4. *Poster Design:* What does "safe" look like? Students work alone or in groups to design a poster depicting one characteristic of what "safe" means to them.
5. *Group Discussion:* What is a "gut feeling" or "that little voice in the back of your mind?" How do you listen to this voice?
6. *Home Connection:* Students discuss with their parents, trusted person, and/or guardians the concept of the "gut feeling". How do you know? What are some tips for learning how to listen to this feeling in order to stay safe? They report back on a class blog, journal, or group discussion the next class period.

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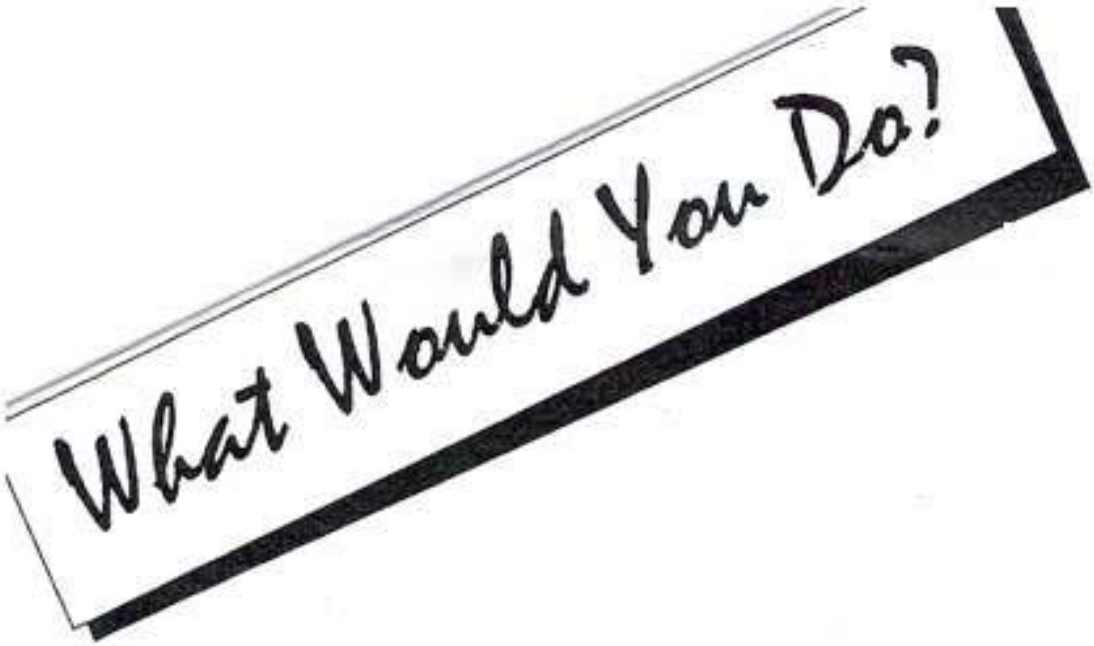


Worksheet 6.1.3

What Would You Do?

Situation #1:

Mary Lee and two of her friends are going to the mall. They have been to the mall lots of times, but always with their parents or older brothers and sisters. This time their parents gave permission for them to go alone. What can they do to stay safe?

Situation #2:

You and a friend are going to a football game at the friend's school. Your friend's parents plan to drop you off and pick you up after the game. What can you do to stay safe?

Situation #3:

You and a friend just saw the best movie. Your older brother is supposed to pick you up at the front of the movie theater at 9:30 p.m. It's 9:45 p.m. now. There isn't a late show, and most of the cars are gone from the parking lot. What can you do to stay safe?

Situation #4:

You want to go hiking on a nature trail. The trail you want to explore is very isolated. What can you do to stay safe?

Situation #5:

You and a friend are going to the basketball court down the street. You love to watch the older kids play ball. When you get there, you see two groups of kids arguing. They are really angry. What should you do to stay safe?

Situation #6:

Mel and his friends are going to the park. It is about six blocks from his house. When they get there, they notice that a group of older boys are sitting at a picnic table smoking cigarettes. They are talking loudly. As Mel and his friends start to play ball, the group of boys at the table begin to watch them. Mel is getting uncomfortable. Soon the older boys get up and start to walk toward Mel and his friends. What can they do to stay safe?

Concept 2: ACCESS! Trusted Persons

Notes to the Teacher – key understandings for students and instructional suggestions:

- Every child is entitled to a trusted person and to be heard.
- "Trusted persons" can be different for each child.
- It is important for each student to be able to identify and access those trusted persons.
- Access can be defined in many different ways – face-to-face, SMS, Skype, etc. Modes of access will be different for each student and trusted person. Conversation should highlight the challenges and benefits to living in the international setting when it comes to accessing trusted persons.
- There is no good or bad time to access the support network. Ideally, students should tell someone about a dangerous situation as soon as possible, but if they have waited, it's never too late to tell.

Skills:

The students will…

- Identify 2 - 3 people at home and in their community who can help if they are or feel unsafe
- Describe 3 modes of accessing their trusted person(s).
- Articulate the importance of identifying trusted persons for themselves and their family and situation.

Vocabulary: support system, trusted person, access, services, identify

Suggested Engagements:

1. *Individual Activity:* Map of Access. Consider providing students with a blank "satellite" structure, with the student in the center. Branching out, the student must identify 2-3 "trusted persons."
   - Share as a group (names not necessary) who these "trusted persons" represent. Note that everyone's trusted person will be different. Highlight characteristics of a "trusted person" as students share:
     - Someone who is a friend of the school (nurse, teacher, guard, counselor)
     - Someone who knows your family and friends.
     - Someone you know many things about.
     - Someone who can help because they know what to do.
     - Someone who will listen, believe, and not judge.
     - Someone who will take me seriously.
   - Next, discuss HOW students access each of these people. Highlight the many modes of communication: SMS, cell phone, face-to-face, Skype, etc. Emphasize that your trusted person doesn't necessarily have to be geographically close, but does need to give help if needed.
2. *Student Worksheet:* "What Would You Do?" (Worksheet 6.1.3). Assign each small group two situations from the worksheet. When the groups have finished, discuss each situation separately. Begin by asking the groups assigned to the first situation to share their ideas. Ask each group's spokesperson to share one idea for the first situation. Rotate from group to group until all the ideas have been shared. Repeat the procedure for each situation.
   - *State:* It is impossible to cover all possible types of danger with a set of rules or tips. It is always wise to be observant of what is going on around you. If you sense that something isn't right or safe, or if you are uncomfortable, leave the situation. Trust your feelings.
3. *Group Activity:* A ball is labeled with a "problem situation" (i.e. "Friend tells you they are beaten at home.") The students then take turns physically placing the "problem" in the "place/person" (a labeled basket) where students can get help. Group help and guidance is encouraged.
4. *Home Connection 6.2.4:* "Help is Always Available" – complete with family/trusted person as homework assignment

Home Connection 6.2.4

Help Is Always Available

Home & Family

I can get help at home from:

Person	How I Would Reach This Person
_____	_____
_____	_____
_____	_____

School

I can get help at school from:

Person	How I Would Reach This Person
_____	_____
_____	_____
_____	_____

Friends

I could talk to the following friends about problems:

Person	How I Would Reach This Person
_____	_____
_____	_____
_____	_____

Community Organizations

These organizations could help me or someone else with this problem:

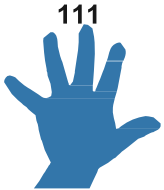
Organization	How I Would Reach This Organization
_____	_____
_____	_____

Concept 3: ACT! To Stay Safe

Notes to the Teacher – key understandings for students and instructional suggestions:

- It is essential to know how to remove yourself from an unsafe situation.
- If you feel unsafe, you don't have to be polite!
- Never keep a secret about having felt unsafe. Keep telling until someone listens.
- Grooming behavior - the process by which an offender draws a victim into a sexual relationship and maintains that relationship in secrecy. It's important to highlight these behaviors in your lesson, as teaching children to recognize this process can be an important step in prevention. The process often follows a pattern:
  - Targeting the victim.
  - Gaining the victim's trust.
  - Filling a need.
  - Isolating the victim.
  - Sexualizing the relationship.
  - Maintaining control.
- There are three different ways that we might respond to pressure situations.
  1. One way to handle pressure situations is to be **passive**. A person who is passive might avoid a confrontation, ignore a situation, or give in to another person. Passive means that you do not protect your rights so that someone else can get what they want.
  2. A second way of handling pressure situations is by being **aggressive**. This might involve attacking the other person, over-reacting, or being obnoxious. Aggressive means that you violate someone else's right in order to get what you want.
  3. The final and best way of handling these situations is by being **assertive**. This involves standing up for your own rights and expressing yourself honestly, openly and responsibly. Assertive means to protect your rights without violating someone else's right.
- There are many reasons why people sometimes do not stand up for themselves or express their feelings. Some examples include:
  - Not wanting to create a scene.
  - Being afraid to look foolish.
  - Not wanting to offend the other person.
  - Not wanting to start an argument.
  - Rationalizing and saying it's not that important.
- The benefits of being assertive include:
  - Personal satisfaction.
  - Increased likelihood of getting the things you want.
  - Better feelings about yourself.
  - Increased sense of control over your life.
  - Decreased anxiety resulting from interpersonal conflict.
  - Increased ability to exercise your own rights and not to be taken advantage of
  - Respect from others.
- 5 Ways to Say "NO."
  - Say a direct "no".
  - Suggest another activity.
  - Be a broken record.
  - Say why not by stating a fact or your feelings and opinion.
  - Walk away.
- Keeping friends, having fun, and staying in control aren't always easy. However, if we are going to stay safe, knowing how to stand up to pressure is an essential skill.

Vocabulary: refusal, assertiveness, communication, grooming behavior



Skills:
The students will…

- Articulate a personal plan to avoid abusive situations. (New skills may include questioning confusing behavior, seeking help from others, saying NO and other assertive responses and/or self-defense.)
- Demonstrate five methods for saying, "NO."
- Articulate why assertiveness is important in avoiding abusive situations.
- Analyze past experiences and apply new skills for future learning.

Suggested Engagements:

1. *Group Discussion:* Divide students into groups. Have each group design a skit to illustrate one of the Five Ways to Say "NO." Share with the class.
2. *Journaling:* Encourage critical thinking by asking students to think about a situation where they could have used these techniques. Ask students to consider how they may have acted differently using a method of refusal. Students may voluntarily share a story with the group or this may be used as a journaling activity.
3. *Scenario Creation:* Students work together in groups to write 3-5 scenarios illustrating a difficult situation (can range from a generally unsafe situation – no seatbelt - to a scenario dealing with sexual abuse).
4. *Literacy:* Read a story illustrating grooming behavior and inappropriate touch (for example, "No More Secrets for Me – Promise Not To Tell"). Lead class discussion highlighting grooming behavior, using questions such as these:
    - What did the abuser say in order to convince her to do what he wanted? [*He made her feel as if her relationship with him was special; this is something no one else must know about; it is a secret between the two of them.]*
    - Do you think what happened to the girl was her fault? *[No. Her stepfather is responsible for his behavior.]*
    - What can be done to help a young girl/boy in a similar situation? *[Seek out adult help such as a counselor.]*
    - What can a young girl/boy who is being touched inappropriately do to help themselves?
5. *Home Connection*: Students discuss with their parents/trusted persons a family plan for staying safe. Students should ask their parents to describe their suggestions for how to get out of an unsafe situation. Student in turn, can describe the steps learned in class. Compare/Contrast as a discussion in the next class, as a journal, or on a class blog.

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Concept 4: VALUE! Self and Community

Notes to the Teacher – key understandings for students and instructional suggestions:

- This lesson encourages student to consider personal responsibility to themselves AND their wider community. These concepts should be reinforced throughout the discussions and projects:
    - You have a right to be kept safe.
    - There is always support and someone to talk to.
    - You have a responsibility to your community to help each other know and practice ways of staying safe. Golden Rule.
    - If someone hurts you, it's not your fault.

- Some tips for students to help a friend who is struggling. This question can and should come up in discussion. Students are often concerned with what to do if they are asked to keep a secret about abuse.
    - Do not ignore feelings of discomfort ("gut feeling"). Trust your feelings and tell someone.
    - Avoid situations where you might be alone with a person you do not trust or with someone you know is abusive.
    - If inappropriate touch occurs, write down the date, time, situation, and exactly what happened.
    - Ask for help from a trusted person.

Skills:
Students will…
- Synthesize previous lessons into a final project.
- Verbalize ways to empower themselves and their communities on the topic of abuse prevention and safety.
- Participate in an activity that communicates a skill or message about personal safety to others.

Vocabulary: responsibility, community, value, respect, action

Suggested Engagements:
In this last class, teachers are encouraged to help students synthesize learning concepts by working on a project to communicate the lessons to the wider community. Some suggestions include:

1. *Drama:* A group of 3-5 students creates a short skit illustrating IDENTIFY, ACCESS, or ACT! The skit can be presented to the class, or even at a school assembly.
2. *Teaching Younger Students:* A group of students writes a short lesson to teach a concept of personal safety (i.e. Keep telling until someone listens.) to an elementary class. They can demonstrate the lesson for their peers and then teach the lesson to a group of younger students.
3. *School Community Advocacy:* Students work independently and then as a teacher-guided large group to create a draft statement/article to be included in a Middle School Handbook, student newspaper, or parent communication.
4. *School Community Advocacy:* Students could brainstorm a proposal for to Student Government using the concepts learned in class. This is a particularly strong activity if students have previously reported ways they would like the school environment to be improved.
5. *Drama:* Students role play how to help a friend who discloses to a peer that they are in a difficult situation involving abuse. Be sure to include the scenario where the friend asks that the disclosure be kept a secret.
6. *For IB Schools:* What are potential connections with CASS hours? Contact coordinator. What are connections to be made between grades?
   Consideration: Are there opportunities for students to earn community service credit via one of these projects?
7. *Home Connection:* Parent letter summarizing main concepts can be sent to parents. Ongoing reassessment of personal safety plan – including family-approved trusted persons – should be encouraged. Emphasis on parent role in keeping students safe and partnership with the school encouraged.

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Additional Resources

Common Sense Media: lessons for educators on digital safety for Middle School.

- Internet Safety Tips: http://www.commonsensemedia.org/advice-for-parents/internet-safety-tips-middle-school-kids
- Links for helping children learn and prevent Cyberbullying: http://www.commonsensemedia.org/website-lists/stop-cyberbullying-online
- Digital Literacy and Citizenship for Middle School: http://www.commonsensemedia.org/educators/curriculum/grades-6-8

Teach UNICEF: lesson plans which bring awareness about the Convention on the Rights of the Child to the Middle School environment

- Videos/Cartoons illustrating the Convention on the Rights of the Child: http://www.unicef.org/rightsite/433_cartoons.php?id=0&pid=44B3C9DA11E6D0E5#video
- http://teachunicef.org/explore/grade/6-8

Teaching Tolerance via The Southern Poverty Law Center has lessons on Rights of the Child as well as general youth awareness and advocacy

- http://www.tolerance.org/activity/rights-child
- http://www.tolerance.org/classroom-resources

Second Step – Middle School is a well-researched Child Safety curriculum program. Website also includes a blog and forums for discussing classroom implementation.

- http://www.cfchildren.org/second-step/middle-school.aspx

Grade:
Seven / Eight

The purpose of the grade 7/8 lessons are to build on the school safety and child protection lessons of elementary school. As students grow and develop, peer relationships become increasingly more important and may become romantic. Students have an active online presence and are becoming more independent. They are experimenting with and exploring their identity.

Preparation:

- **Parent Letter**
  - A letter of introduction should be sent out to all parents 1-2 weeks before beginning the course. This letter should briefly explain the purpose and outline of the course.
  - A parent meeting to describe the purpose and content of the curriculum is a helpful for introducing the topic to many communities. This event would be held before the course begins.

- **Classroom Agreements**

  After briefly introducing the topic, take 15 minutes as a class to agree on a list of 5-8 agreements for class discussion. Suggestions include:
  - Right to Pass
  - No Names
  - Respect
  - Confidentiality

- **Confidentiality Explanation**

  Confidentiality is essential UNLESS someone discloses that they or someone else is in danger. Then, it is our responsibility as teachers to do whatever is necessary to get help.

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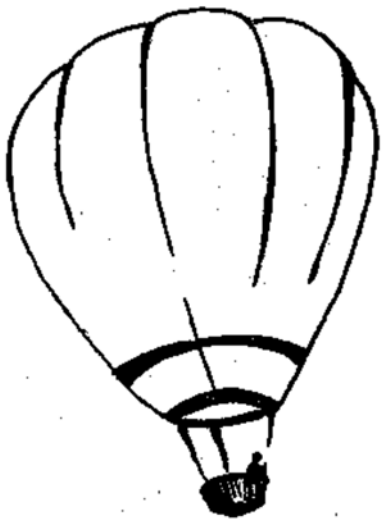

Concept 1: IDENTIFY! Safe and Unsafe Situations

Notes to the Teacher – key understandings for students and instructional suggestions:

- Healthy relationships are ones where you are secure, you will not be harmed, you don't feel alone, or you are with people you trust. Who are the people you trust within your home, school and community environments? Why do you trust them?
- A positive friend encourages you to do things that are safe and healthy and helps you learn and grow in healthy ways. Think about the international school community and how these healthy relationships may extend beyond friends and family to other caregivers and support structures.
- Harmful relationships are ones where you do not feel secure, you feel unhappy and worried, or you might be hurt or injured (assault and interpersonal violence). Harmful relationships may be physically, emotionally or sexually harmful or neglectful in nature. You might even experience sexual harassment, which is defined as unwarranted, unwelcome, or unsolicited conduct directed at you because you are male or female.
- Emphasize to students that at times it may be difficult to define unwanted behavior. Adults can help define the behavior and may be able to give suggestions about other things that can be done, or they may be able to take direct action to keep the person from bothering them. Some examples of sexual harassment are:
    - Blocking someone's way
    - Mocking & making fun of how other people look or dress
    - Brushing up against someone's body
    - Lifting someone's skirt
    - Sexual gestures
    - Whistles or noises of a sexual nature
    - Pushing someone so that they run into another person
    - Grabbing sexual body parts of self or another person
    - Making obscene comments
    - Telling dirty jokes
    - Hugging or touching someone who doesn't want to be touched
    - Leering at someone
    - Rating the looks of other people
    - Spreading sexual rumors
    - Writing sexual graffiti
    - Writing notes or drawing pictures of a sexual nature
    - Name-calling of a sexual nature
    - Pushing people into opposite sex locker rooms/ rest rooms
    - Pulling at another person's clothes
- Students may be harassed or abused via digital means (cyberbullying, sexting, etc.). Sometimes people considered friends and loved ones may hurt you.
- Being able to identify healthy and harmful relationships can help students stay safe.

Skills:

Students will…

- Recognize the value of relationships and their impact on the quality of one's life.
- Describe characteristics of healthy (positive) and harmful (negative) relationships.
- Examine the potential impact of healthy (positive) and harmful (negative) relationships.
- Define sexual harassment.
- Explain the consequences of sexual harassment and the impact on relationships.
- Identify and practice skills for dealing with sexual harassment.

Vocabulary: assault, interpersonal violence, healthy relationships, harmful relationships, physical abuse, emotional abuse, sexual harassment, cyberbullying

Suggested Engagements (Includes Materials):

1. *Sorting Activity* 7/8.1.1: On the Lookout for Positive Friendships. As a group, discuss which other traits students want to add to the blank cards. Go over key vocabulary on the cards that may be unclear to EAL learners.
2. *Checklist* 7/8.1.2: Positive Friendships
3. *Transparency* 7/8.1.3: The OSCAR award for Relationships - Students may illustrate each of these considerations)
4. *Digital connection*: Cyberbullying (Common Sense Media lessons)
5. *Activity* 7/8.1.5: What is Sexual Harassment and How Does It Hurt? Discuss the consequences that are specific to your country/region. What are the consequences for the person being harassed?
6. *Home Connection* 7/8.1.6: Showing Respect & Acting Responsibly to Stop Assault & Prevent Violence
7. *Home Connection* 7/8.1.7: Showing Respect & Acting Responsibly to Stop Assault & Prevent Violence

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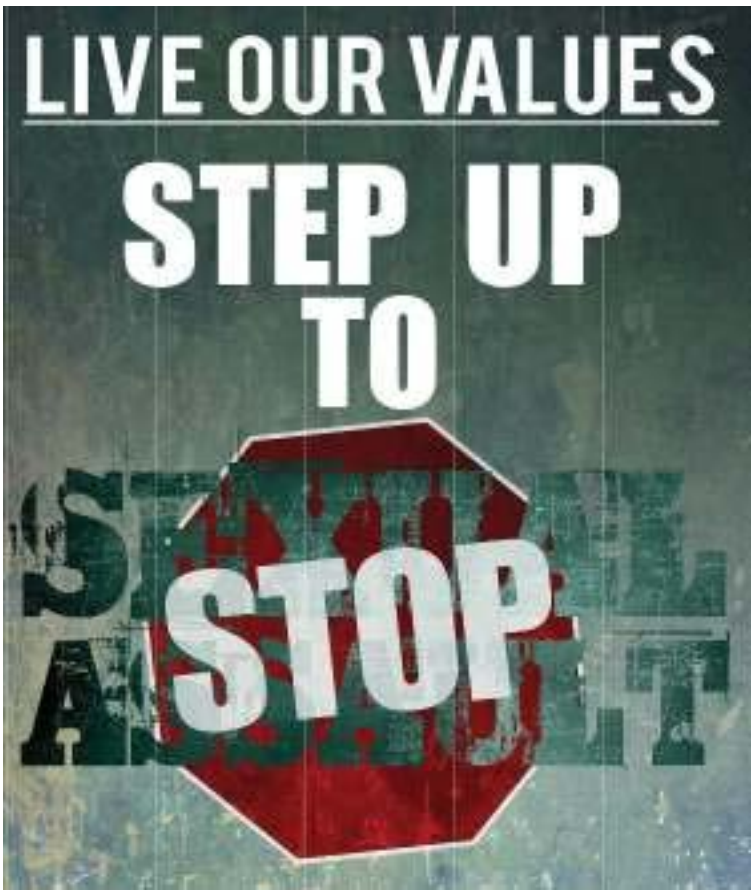

http://www.sapr.mil/public/docs/saam/2014/SAAM_2014_poster_LiveOurValues.pdf

Sorting Activity 7/8.1.1

Listens to you	**Spends time with you**
Shares ideas & feelings	**Hurts other people by making fun of them or calling them names**
Encourages you to do your best	**Gossips**
Has fun	**Spreads rumors**
Enjoys some of the same interests you do	**Doesn't listen**
Does things which are illegal	**Talks about himself or herself all the time**

Pushes you to do things you don't want to do	**Is dishonest**
Uses drugs	**Is trustworthy**
Carries weapons	**Dresses cool**
Yells at others when he or she is angry	**Does things that are Dangerous**
Accepts the fact that you sometimes do things with other people	**Encourages you to stay away from illegal activities**
Does things you think are wrong or that your parents wouldn't approve of	**Cares about how you feel and what you think**

Lies	**Keeps promises**
Encourages others; says things about others that are positive	**Gets good grades**
Makes put-down statements	**Shares clothes**
Doesn't use drugs	**Looks neat and clean**
Has a positive sense of humor	**Obeys rules and laws**
Doesn't talk behind your back	**Acts jealous**

Is loyal	**Makes fun of you**
Helps to solve problems	**Cares about how others feel and what they think**
Tells the truth	**Encourages you to pursue your interests and talents**
Tells you no one else would be your friend except him or her	**Uses physical force to get you to do what he or she says**
Gets to know people before forming opinions about them	**Relies on other people's opinions**
Makes general statements about groups of people (males, females, a specific race, how people look), rather than thinking about people as individuals	**Stands up for you**

Checklist 7/8.1.2

On the Lookout for

Positive Friendships

Place a "+" next to those characteristics you look for in a positive friend.

[ ] Listens to you

[ ] Shares ideas & feelings

[ ] Encourages you to do your best

[ ] Has fun

[ ] Enjoys some of the same interests you do

[ ] Does things which are illegal

[ ] Spends time with you

[ ] Hurts other people by making fun of them or calling them names

[ ] Gossips

[ ] Spreads rumors

[ ] Doesn't listen

[ ] Talks about himself or herself all the time

[ ] Pushes you to do things that you don't want to do

[ ] Uses drugs

[ ] Carries weapons

[ ] Yells at others when he or she is angry

[ ] Accepts the fact that you sometimes do things with other people

[ ] Does things you think are wrong or that your parents wouldn't approve of

[ ] Lies

[ ] Is dishonest

[ ] Is trustworthy

[ ] Dresses cool

[ ] Does things that are dangerous

[ ] Encourages you to stay away from illegal activities

[ ] Cares about how you feel and what you think

[ ] Cares about how others feel and what they think

[ ] Stands up for you

[ ] Encourages others; says things about others that are positive

[ ] Makes put-down statements

[ ] Is loyal

[ ] Helps to solve problems

[ ] Doesn't use drugs

[ ] Has a positive sense of humor

[ ] Doesn't talk behind your back

[ ] Keeps promises

[ ] Gets good grades

[ ] Shares clothes

[ ] Looks neat & clean

[ ] Obeys rules & laws

[ ] Acts jealous

[ ] Makes fun of you

[ ] Tells the truth

[ ] Tells you no one else would be your friend except him or her

[ ] Makes general statements about groups of people (males, females, a specific race, how people look), rather than thinking about people as individuals

[ ] Gets to know people before forming opinions about them

[ ] Encourages you to pursue your interests & talents

[ ] Uses physical force to get you to do what he or she says

[ ] Relies on other people's opinions

Write other characteristics that are important to you in positive friends:

Transparency 7/8.1.3
Student Worksheet

The Oscar Award for Relationships

O =

S =

C =

A =

R =

If you are ever uncomfortable or sense danger in a relationship, trust your instincts and leave immediately.

The Oscar Award for Relationships

O = Only go out with a group of young people.

S = Select your friends carefully.

C = Clearly communicate your expectations and beliefs.
Cautiously watch how the person acts around others.

A = Always…
…tell others about your relationships – your friends, your family.
…stay within your boundaries for positive behaviors.
…plan ahead.
…avoid alcohol and other drugs.

R = Remember to show respect and act responsibly.

If you are ever uncomfortable or sense danger in a relationship, trust your instincts and leave immediately.

What Is Sexual Harassment And How Does It Hurt?

Sexual harassment is defined as any unwarranted, unwelcome, or unsolicited conduct directed at you because you are a male or because you are female. The behavior interferes with a person's education or employment by creating a hostile or intimidating learning or work environment.

2. Describe at least three behaviors which are sexual harassment.

3. What are the consequences of sexual harassment to the person being harassed?

4. What are the consequences of sexual harassment to the person doing the harassing?

5. What are the consequences of sexual harassment to those who observe the harassment?

What Is Sexual Harassment And How Does It Hurt?

Sexual harassment is defined as any unwarranted, unwelcome, or unsolicited conduct directed at you because you are a male or because you are female. The behavior interferes with a person's education or employment by creating a hostile or intimidating learning or work environment.

- Describe at least three behaviors which are sexual harassment.
  - Blocking someone's way
  - Mocking & making fun of how other people look or dress
  - Brushing up against someone's body
  - Lifting someone's skirt
  - Sexual gestures
  - Whistles or noises of a sexual nature
  - Pushing someone so that they run into another person
  - Grabbing sexual body parts of self or another person
  - Making obscene comments
  - Telling dirty jokes
  - Hugging or touching someone who doesn't want to be touched
  - Leering at someone
  - Rating the looks of other people
  - Spreading sexual rumors
  - Writing sexual graffiti
  - Writing notes or drawing pictures of a sexual nature
  - Name-calling of a sexual nature
  - Pushing people into opposite sex locker rooms/ rest rooms
  - Pulling at another person's clothes

- What are the consequences of sexual harassment to the person being harassed?

  The person harassed might feel hurt inside, not want to go to school (or work), have trouble studying & learning, and/ or suffer a drop in grades.

- What are the consequences of sexual harassment to the person doing the harassing?

  The person who does the harassing might get into trouble, get suspended, have to go to the principal's office, have to talk about the problem with his or her parents and other adults, feel bad about himself or herself instead of feeling better, and/ or might not be seen as a positive friend or someone others want to be around.

- What are the consequences of sexual harassment to those who observe the harassment?

  They might feel scared, anxious, or worried that it might happen to them.

Home Connection 7/8.1.6
Family Worksheet

Showing Respect & Acting Responsibly to Stop Assault & Prevent Violence

Use the back of this worksheet if you need more space for writing.

- **Part I:** *Do this part before you talk to a parent or other caring adult.*

  In your own words, write definitions for the following words:

  Respect

  Responsible

- **Part II:** *Ask a parent or other caring adult to talk with you for a few minutes* about this class and what you are learning. *Tell the adult about this* class. Ask him or her to read your definitions and see if he or she wants to add to them. Take notes on his or her additions.

- **Part III:** *A part of avoiding trouble is knowing how to make and keep* positive friends. Ask the adult what characteristics he or she thinks you have that make you a positive friend. *Take notes on his or her* comments.

Complete the following statements:

These are the positive characteristics named by both the adult I talked with and myself:

These are the positive characteristics the adult I talked to named that I didn't think of:

We have discussed this worksheet, Showing Respect & Acting Responsibly to Stop Assault and Prevent Violence.

_____ _____

Signature of Parent or Other Caring Adult Relationship to the Student

_____

Signature of the Student

Concept 2: ACCESS! Support Structures.

Notes to the Teacher – key understandings for students and instructional suggestions:

- Every student is entitled to a trusted person and to be heard. "Trusted persons" can be different for each student. For students in international schools, trusted persons may be drivers, housekeepers, or other caregivers. Help is all around us:
    - Family*: Families are often the first source of help and support. Parents and other family members care about the safety and well-being of their young people. Consider your community and who is considered "family". These people can listen, help to solve problems, and provide access to other professionals who can help if needed.*
    - Adult Friends: *Sometimes, talking to a trusted adult other than a family member is easier. Adults who care about youth will help find needed resources or help a person think about the problem so that he or she has more ways to solve the problem.*
    - Peers: *Friends of the same age can often listen and offer suggestions. They may be willing to go with the person, as support, to get help.*
    - Church: *Ministers, priests, rabbis, elders and other caring adults at church are often willing to listen and provide guidance.*
    - School Personnel: *Teachers, principals, counselors are easily accessible and willing to provide the support and guidance needed*.
    - Physicians/ Nurses: *Doctors and nurses know community resources and can see that you know where to go for help. They should also be contacted to treat injuries if necessary. This may be the school nurse or local health center.*
    - Hotlines: *Hotlines are just a phone call away. The people who answer the phone are trained to help others sort out problems and get help. These may or may not be available in the international community. The school nurse or counselor will have more information about local resources.*
    - Health Organizations: *Many public and private health organizations are in the community and designed to provide physical and mental health services, including information, counseling, and treatment.*
- It is important for each student to be able to identify and access those trusted persons. Access can be defined in many different ways. Never keep a secret about having felt unsafe. Keep telling until someone listens. Friends should help each other find help. Getting help is often the only way to learn to deal with the situation. Some people who don't get help live their lives in constant fear of the situation happening again, or continue to blame themselves and feel badly about themselves.
- Those who hurt or bully others also need to get help. It is equally important for people who bully or abuse others to get help. A person who is intimidating or violent may choose these behaviors for many different reasons. He or she needs help to learn how to interact with others so that no one gets hurt.
- Abuse is always wrong, hurtful, and illegal. A person who is abused, assaulted, or raped often feels alone, ashamed, and as if he or she is to blame for the violent act. The person who is abused, assaulted or raped is NOT at fault. He or she should report the abuse and get help.

Skills:

The students will…

- Demonstrate how to tell a helping person if abuse occurs or if they are confused or afraid.
- Verbalize understanding that they must tell and keep telling until someone helps.
- Acknowledge that it is never too late to tell.

Vocabulary: support system, trusted person, access

Suggested Engagements:

1. *Group Discussion:* What makes someone a "trusted person"?
2. *Scenario Creation:* Exploring forms of access for self and friends: "You are in _____ situation. Who do you talk to?"
3. *Individual Activity:* Drawing diagrams of access (family, adult friends, peers, religious group)
4. *Home Connection:* Parent interview - "Did you ever have a situation where a friend was in trouble and you didn't know what to do?"

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Concept 3: ACT! To Stay Safe.

Notes to the Teacher – key understandings for students and instructional suggestions:

- It is essential to know how to remove yourself from an unsafe situation and how to identify respectful and disrespectful verbal, nonverbal and physical behaviors.
- If you feel unsafe, you don't have to be polite! It doesn't matter if the person you are trying to get away from is your boyfriend, girlfriend, a parent, a stranger, a teacher. If you are in danger, be assertive. Identify your boundaries and know how to communicate them to others. Sometimes people cross boundaries intentionally to make another person upset or anxious or to try to control him or her. This can lead to trouble. Other times, people cross boundaries because they don't understand what the boundaries are. Let's learn how to communicate our boundaries in a way that others are likely to listen and respond respectfully.
- Whenever a person is threatened, harassed, intimidated, or assaulted, it is always a good idea to talk to someone. Getting help is often the only way he or she can learn to deal with the experience. Some people who don't get help live their lives in constant fear of the situation happening again, or continue to blame themselves and feel badly about themselves. Friends hold each other accountable. We should expect each other to act safe.

Vocabulary: refusal skills, assertiveness, verbal, nonverbal, respectful, disrespectful

Skills:

The students will…

- Demonstrate how to question confusing behavior.
- Identify 5 methods for seeking help from others.
- Demonstrate saying NO and other assertive responses.

Suggested Engagements:

1. *Role play:* Refusal skills. Basic ways of saying "no" (shouting, running, talking, etc.). Many different ways to say "no."
2. *Group Discussion:* When is it right to keep a secret? When is it not? Give examples of "sticky" situations.
3. *Worksheet 7/8.3.3:* "Setting my Boundaries" What do boundaries have to do with showing respect and acting responsibly? Each person decides what is acceptable for him or her to do and what is acceptable for others to do? These decisions are based on what you have been taught is right and wrong. Your personal boundaries may be different than for others. Each of you is unique in defining and setting your personal boundaries. When working with students in an international setting, it is important to be aware of cultural considerations. Knowing your limits or boundaries and not choosing behaviors which are out of bounds shows self-respect and responsibility. Not crossing the boundaries others have set for themselves shows respect for them and is one way to demonstrate responsibility.
4. *PSA poster/video:* Refusal techniques discussed in class.
5. *Home Connection 7/8.3.5:* Telling It Like It Is - With Tact.

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Concept 3: ACT! To Stay Safe.

Notes to the Teacher – key understandings for students and instructional suggestions:

- It is essential to know how to remove yourself from an unsafe situation and how to identify respectful and disrespectful verbal, nonverbal and physical behaviors.
- If you feel unsafe, you don't have to be polite! It doesn't matter if the person you are trying to get away from is your boyfriend, girlfriend, a parent, a stranger, a teacher. If you are in danger, be assertive. Identify your boundaries and know how to communicate them to others. Sometimes people cross boundaries intentionally to make another person upset or anxious or to try to control him or her. This can lead to trouble. Other times, people cross boundaries because they don't understand what the boundaries are. Let's learn how to communicate our boundaries in a way that others are likely to listen and respond respectfully.
- Whenever a person is threatened, harassed, intimidated, or assaulted, it is always a good idea to talk to someone. Getting help is often the only way he or she can learn to deal with the experience. Some people who don't get help live their lives in constant fear of the situation happening again, or continue to blame themselves and feel badly about themselves. Friends hold each other accountable. We should expect each other to act safe.

Vocabulary: refusal skills, assertiveness, verbal, nonverbal, respectful, disrespectful

Skills:

The students will…

- Demonstrate how to question confusing behavior.
- Identify 5 methods for seeking help from others.
- Demonstrate saying NO and other assertive responses.

Suggested Engagements:

6. *Role play:* Refusal skills. Basic ways of saying "no" (shouting, running, talking, etc.). Many different ways to say "no."
7. *Group Discussion:* When is it right to keep a secret? When is it not? Give examples of "sticky" situations.
8. *Worksheet 7/8.3.3:* "Setting my Boundaries" What do boundaries have to do with showing respect and acting responsibly? Each person decides what is acceptable for him or her to do and what is acceptable for others to do? These decisions are based on what you have been taught is right and wrong. Your personal boundaries may be different than for others. Each of you is unique in defining and setting your personal boundaries. When working with students in an international setting, it is important to be aware of cultural considerations. Knowing your limits or boundaries and not choosing behaviors which are out of bounds shows self-respect and responsibility. Not crossing the boundaries others have set for themselves shows respect for them and is one way to demonstrate responsibility.
9. *PSA poster/video:* Refusal techniques discussed in class.
10. *Home Connection 7/8.3.5:* Telling It Like It Is - With Tact.

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Worksheet 7/8.3.3

Setting My Boundaries

In Bounds Behaviors I expect of myself & others.	**Out of Bounds** Behaviors that are unacceptable for me and my friends.

Telling It Like It Is - With Tact

<u>Tact</u> is saying what needs to be said as gently as possible, and trying not to offend the other person.

*** Take ownership!**

Say…
"I think…" or "I feel…" or "I don't want to…"

Rather than…
"Everyone thinks that…" or "People say that…"
or "Everyone feels…"

*** State the facts that are involved in the situation – what happened, who did what, your thoughts and feelings.**

*** State your reasons for thinking or feeling the way you do.**

*** Tell the person what you want to happen.**

For example:
A friend of yours promised to go with you to the movies this Saturday. On Friday, he or she said, "Oh, by the way, I can't go to the movies Saturday, I'm going to a party."

You might say, "We agreed to go to the movies and now you have made other plans. I'm disappointed and angry. I don't think friends should break promises. I'd really like you to keep your commitment and go with me to the movies."

Telling It Like It Is - With Tact

Describe how you would, tactfully, handle the following situations:

- **Situation #1**
  You wore a new shirt to school. One of your friends laughed and told some other people you looked like a geek in that outfit.

- **Situation #2**
  A couple of your friends play on the school basketball team with you. Lately, they have been hogging the ball and will only pass to each other, not to you.

- **Situation #3**
  You loan your clothes to your best friend. Your best friend has a sweater you really like. You ask to borrow it to wear to school, but your best friend refuses.

- **Situation #4**
  Ever since your friend found out you went to the movies with a different friend, she/ he won't talk to you.

We have discussed this worksheet, Telling It Like It Is – With Tact.

Signature of Parent or Other Caring Adult

Relationship to the Student

Signature of the Student

Concept 4: VALUE! Self and Others.

Notes to the Teacher – key understandings for students and instructional suggestions:

- You have a right to be kept safe. There is always support and someone to talk to. You have a responsibility to your community to help each other know and practice ways of staying safe. If you can identify the warning signs of potential danger in relationships, you can help keep yourself and others safe. If someone hurts you, it's not your fault. You are valuable and deserve to be protected.
- How do you think you are a resource for others? Friends often go to other friends before they talk with an adult. You can help a friend examine a situation by listening, asking questions, and offering an objective view. You can help a friend understand he or she needs to get adult help. You can offer to go with a friend to talk to an adult.

Skills:
Students will…

- Feel empowered rather than frightened and are able to take action.
- Choose healthy relationships and avoid harmful ones.
- Know the steps to follow to access help for themselves and friends and realize the importance of doing so.

Vocabulary: responsibility, community, value, respect

Suggested Engagements:

By grade 7/8, students are able to synthesize the material taught in previous lessons into a project that makes the information applicable to their lives - emphasizing community responsibility on the topic.

1. *School Community Building:* Create campaign to help remind your school how to stay safe. Include specific safety situations that pertain to your international community.
2. *Classroom Community Building:* Community Agreements about Staying Safe – make a list as a class that everyone understands and agrees to abide by. These should be repeated often in order to become internalized.
3. *Drama:* Assembly skit to animate all child protection skills and topics.
4. *Home Connection 7/8.4.4:* Developing Healthy Relationships with a Special Person.

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Home Connection 7/8.4.4

Developing Healthy Relationships With A Special Person

Our class has been talking about how to make and keep positive, healthy relationships.
As I get older, relationships with special people will become more important. Talking about special relationships with boyfriends or girlfriends will help me know your opinions and expectations so that, when I have permission to "date," I will know how to behave. Please listen as I share my ideas, and then, share your ideas with me.

· The characteristics that are important to me as I think about someone I might want to date are:

What characteristics do you think are important for me to consider as I think about dating someone?

· What are some guidelines or rules and expectations you think are important when I begin "dating"? Think about things like where I may go and how often I may go out?

We have discussed this worksheet, Developing Relationships With a Special Person.

Signature of Parent or Other Caring Adult _____ Relationship to the Student

Archdiocese of Boston, "Keeping Children Safe", Personal Safety/Child Abuse

Grade:
Nine / Ten

In grades 9-10 students often face many new and potentially dangerous situations as they approach adulthood. Dating situations and increased independence require our students have a greater skill set to keep them safe. These topics focus primarily on ways to stay safe in dating situations, on the Internet, and in abusive relationships.

Preparation:

- **Parent Letter**
  An email or letter of introduction should be sent out to all parents 1-2 weeks before beginning these lessons. This letter should briefly explain the purpose and outline of the lessons.

- **Classroom Agreements**
  At the start of these lessons or course, take a few minutes as a class to agree on a list of agreements for class discussion. Suggested agreements include: (http://www.tolerance.org/exchange/my-rights-their-rights).
  - Right to Pass
  - No Names
  - Respect
  - Confidentiality

- **Confidentiality Explanation**
  It is important that you tell students that confidentiality is essential and will be respected UNLESS someone discloses that he/she or someone else is in danger. Then, it is the teacher's responsibility to report this to the principal or counselor in order to get the help needed.

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http://www.wcsap.org/sexual-assault-awareness-month-2009

Concept 1: IDENTIFY! Safe and Unsafe Situations

Notes to the Teacher – key understandings for students and instructional suggestions:
*(**U.S. statistics - find research from your school's country**)*

Sexual Abuse: (http://www.teenhelp.com/teen-abuse/sexual-abuse-stats.html)

- 1 in 4 girls (25%) are sexually abused by the age of 18.
- 1 in 6 boys (17%) are sexually abused by the age of 18.
- Most teen sexual abuse victims (7 in 10, or 70%) know their abuser. It is generally a family member, or someone close to the family.
- Of female Americans who are raped, 54 percent of them experience this type of sexual abuse for the first time before they are 18.
- A victim of one incident of teen sexual abuse is likely to experience further sexual abuse.
- Teenagers account for 51% of all reported sexual abuse.
- Teenagers between the ages of 16 and 19 are 3.5 times more likely than the general public to be victims of sexual abuse.
- 69% of the incidences of teen sexual abuse occur in a residence.
- 23% of all sexual offenders are under the age of 18.
- Female victims of teen sexual abuse while in grades 9 through 12 are more likely than others to experience eating disorders, suicidal behavior, pregnancy and risky sexual behaviors.

Dating Violence: (http://womensissues.about.com/od/datingandsex/a/TeenDatingAbuse.htm)

- Each year approximately one in four adolescents reports verbal, physical, emotional or sexual abuse.
- Approximately one in five adolescents reports being a victim of emotional abuse.
- Approximately one in five high school girls has been physically or sexually abused by a dating partner.
- Dating violence among their peers is reported by 54% of high school students.
- One in three teens report knowing a friend or peer who has been physically hurt by his or her partner through violent actions which included hitting, punching, kicking, slapping, and/or choking.
- Eighty percent of teens believe verbal abuse is a serious issue for their age group.
- Nearly 80% of girls who have been victims of physical abuse in their dating relationships continue to date the abuser.
- Nearly 20% of teen girls who have been in a relationship said that their boyfriend had threatened violence or self-harm in the event of a break-up.
- Nearly 70% of young women who have been raped knew their rapist; the perpetrator was or had been a boyfriend, friend, or casual acquaintance.
- The majority of teen dating abuse occurs in the home of one of the partners.

Rules for Avoiding Dating Violence (http://www.health.utah.gov/vipp/pdf/DatingViolence/Toolbox.pdf)

- Arrange to travel with someone to and from school or work. Walk with friends between classes and after-school activities. Try not to be alone in a school building.
- Until you know a dating partner extremely well:
    - Date in groups
    - Stay in public places
    - Stay in familiar neighborhoods and surroundings
    - Be alert to the locations of phones and exits where ever you are
    - Alert a friend ahead of time to call the police if you don't return after a certain time.
    - Develop previously arranged code word to alert friends or family members that you are in a dangerous situation or need immediate help.
    - Have a duplicate set of car keys in a location that only you know
    - Make sure you always have some emergency money (for bus or cab fare or to make a phone call)

Cyber Safety: (http://www.covenanteyes.com/)

- 32% of online teens say they have been targets of a range of annoying or potentially menacing online activities.
- 15% of teens overall say someone has forwarded or posted a private message they've written.
- 13% say someone has spread a rumor about them online.
- 13% say someone has sent them a threatening or aggressive message.
- 6% say someone has posted embarrassing pictures of them online.

Skills:
The students will…
Identify unsafe situations in their lives in and outside of school.
Describe the types of dangers to personal safety that students might face in their lives.

Vocabulary*: abuse, neglect, environments – safe & unsafe, grooming behavior, inappropriate sexual behavior, date rape, touching – safe & unsafe, depression, dating, cyber safety*

Suggested Engagements:

1. *Group Activity*: Students are put into groups to identify potential dangers in their lives including at school, at home, away from home, and on holidays.
2. *Small Group Activity*: Each group is given a scenario describing an unsafe personal safety situation they might encounter. The group will generate a list of the potential dangers they might face in that situation.
   State: It is impossible to cover all possible types of danger with a set of rules or tips. It is always wise to be observant of what is going on around you. If you sense that something isn't right or safe, or if you are uncomfortable, leave the situation. Trust your feelings.
3. *Group Discussion*: What is a "gut feeling" or "that little voice in the back of your mind?" How do you listen to this voice?

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http://www.wcsap.org/sites/wcsap.huang.radicaldesigns.org/files/uploads/wasaam/saamdata/docs/2011CampaignPacket.pdf

Concept 2: ACCESS! Trusted Persons

Notes to the Teacher – key understandings for students and instructional suggestions:

- Every child is entitled to a trusted person and to be heard.
- "Trusted persons" can be different for each child.
- It is important for each student to be able to identify and access those trusted persons.
- Access can be defined in many different ways: face-to-face, SMS, Skype, etc. Modes of access will be different for each student and trusted person. Conversation should highlight the challenges and benefits to living in the international setting when it comes to accessing trusted persons.
- There is no good or bad time to access the support network. Ideally, students should tell someone about a dangerous situation as soon as possible, but if they have waited, it's never too late to tell.

Skills:

The students will…

- Identify situations when they need to talk to someone or report dangers.
- Identify resources in their community who can help with situations they identify.

Vocabulary: *support system, trusted person, access, services, identify*

Suggested Engagements:

1. *Scenarios* – Read and ask, "Who would you contact?" Generate a list of contacts in your community. (Modify these scenarios to fit your population of students).
   A male 9th grade Korean student disclosed to you that he and his younger brother (grade 4) have been hit by their parents. The student disclosed that he gets hit at home when he misbehaves. He said he was scared because he knew that his parents had an upcoming meeting with his counselor about academic issues. He was worried about being hurt at home after this meeting. He said that sometimes he gets bumps on the head that make it difficult for him to sleep and that his mother tried to push him off the balcony of the house.
2. *Search and enter emergency contact* numbers in each student's phone. Find locations of confidential counseling and medical help.

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Concept 3: ACT! To Stay Safe

Notes to the Teacher – key understandings for students and instructional suggestions:

- It is essential to know how to remove yourself from an unsafe situation.
- If you feel unsafe, you don't have to be polite!
- Never keep a secret about having felt unsafe. Keep telling until someone listens.

Refusal Skills: There are three different ways that we might respond to pressure situations. In dangerous or abusive situations it is okay to be aggressive:

1. One way to handle pressure situations is to be "**passive**" or non-assertive. A person who is passive might avoid a confrontation, ignore a situation, or give in to another person.
2. A second way of handling pressure situations is by being "**aggressive**." This might involve attacking the other person, over-reacting, or being obnoxious.
3. The final and best way of handling these situations is by being "**assertive**." This involves standing up for your own rights and expressing yourself honestly, openly and responsibly.

- There are many reasons why people sometimes do not stand up for themselves or express their feelings. Some examples include:
  - Not wanting to create a scene.
  - Being afraid to look foolish.
  - Not wanting to offend the other person.
  - Not wanting to start an argument.
  - Rationalizing and saying it's not that important.
- The benefits of being assertive include:
  - Personal satisfaction.
  - Increased likelihood of getting the things you want.
  - Better feelings about yourself.
  - Increased sense of control over your life.
  - Decreased anxiety resulting from interpersonal conflict.
  - Increased ability to exercise your own rights and not to be taken advantage of
  - Respect from others.
- 5 Ways to Say "NO."
  - Say a direct "no".
  - Suggest another activity.
  - Be a broken record.
  - Say why not by stating a fact or your feelings and opinion.
  - Walk away.

Grooming is a process that typically consists of the following steps:

- Building Trust and Breaking Down Child's Defenses
  - Pretend to share common interests, backgrounds, experiences, etc.
  - Give gifts as tokens of friendship.
  - Play games.
  - Give rides.
  - Provide access to valuable items, privileges, or activities typically unavailable or off limits.
  - Flatter and make child feel special and somehow indebted.
  - Offer a sympathetic and understanding ear (i.e., "No one understands you like I do"; "I am here for you"; "I know what that's like", etc.)
- Reassuring to the Family
  - Strike up relationships with parents (single parent families are prime targets).
  - Attempt to gain trust or take advantage of the trust of the child's parents or care-providers.
  - Behave in exemplary ways to alleviate concerns or possible suspicions.

- Gradual Erosion of Boundaries
  - Inappropriate escalating physical contact, such as:
    - § hugging or touching non-threatening areas of body (i.e., hand holding, rubbing back, caressing hair, etc.)
    - § pretending to accidentally touch or brush up against child
    - § positioning self in close proximity to child (i.e., sleep in the same bed)
    - § engage child in non-sexual inappropriate behaviors (i.e., drinking alcohol)
    - § touching and fondling inappropriate areas of the body
- Construct Secrecy with Child
  - Make child fearful that he or she will be in trouble if their activities together are discovered.
  - Tell child that touching between them is good; their relationship is special.
  - Tell child there will be consequences if they report behavior (i.e., "We no longer can be friends", "Your family will hate you", etc.).
- Working to Secure Compliance
  - Escalate intrusiveness of sexual behaviors over time.
  - Manipulate child into performing or permitting desired sex act.
  - Threaten to harm child or some person important to child if they do not comply.

Vocabulary: *refusal, assertiveness, communication, grooming behavior,*

Skills:
The students will…
- Demonstrate refusal skills and assertiveness in mock abusive situations.
- Identify risky behaviors in different situations.
- Demonstrate settings limits on his/her behavior and unacceptable behaviors by others.

Suggested Engagements:
1. *Skits*. Small groups will design and act out a skit using the refusal skills and assertiveness.
2. *Journaling*: *Encourage students to: 1) describe a situation in which they felt unsafe and what they did what they now know they should have done; or, 2) make up a story about someone who was in an unsafe situation and what that person did to make themselves safe.*
3. *Scenario*: Read the following and discuss.

   A person places a hand on their date's knee or later places an arm over their shoulder. The hand is non-verbally pushed away a few times, but through physical coercion is put back. Gradually the person ignores the intrusion in order to avoid an embarrassing situation that they believe will occur when the movie is over. This person's boundaries have been intruded upon and then they have become desensitized to the boundary violation. If the room clears out and the person is isolated with the person who crossed the line, it may now escalate into sexual violence. The one partner can say to the forced partner, "But you let me be sexual with you before, so why not now?" The one partner may say this to the victim even though the victim tried, several times, to make the boundary violation clear that she was uncomfortable with the touching.

   Discuss the group's feelings about this story. Explain that grooming can last seconds to several years. Give them other stereotypes and comparisons to other myths related to rape and victim blaming. Go through the above situation illustrating the three phases of grooming: Intrusion, desensitization, Isolation.
   http://www.health.utah.gov/vipp/pdf/DatingViolence/Toolbox.pdf has several excellent scenarios.
4. *Scenario Brainstorm*: Students work together in groups to write 3-5 scenarios illustrating a difficult situation (example: a grade 12 boy asks a grade 9 girl to go out; a girl you know tells you her boyfriend slapped or hit her; your friend tells you that her brother's friend looks at her in way that makes her uncomfortable; you chatted with someone online and they want to meet you).
5. *Read the definition of grooming* and then lead class discussion highlighting grooming behavior of perpetrators.

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Concept 4: VALUE! self and community

Notes to the Teacher – key understandings for students and instructional suggestions:

- This lesson encourages student to consider personal responsibility to themselves AND their wider community. These concepts should be reinforced throughout the discussions and projects:
  - You have a right to be safe.
  - There is always support and someone to talk to.
  - You have a responsibility to your community to help each other know and practice ways of staying safe. (Golden Rule).
  - If someone hurts you, it's not your fault.

Some tips for students on how to help a friend who is struggling.

- Do not ignore feelings of discomfort ("gut feeling") and act on it.
- To help prevent others from being hurt, trust your feelings and tell someone.
- Reassure them that it is not their fault.
- Avoid situations where you might be alone with a person you do not trust or with someone you know is abusive.
- If inappropriate touch occurs, write down the date, time, situation, and exactly what happened.
- Ask for help from a trusted person.

Some tips for students to help a friend who was abused*:*
(http://www.crossway.org/)

Don't say:

- I know how you feel.
- I understand.
- You're lucky that _____.
- It'll take some time, but you'll get over it.
- Tell me more details about what happened.
- I can imagine how you feel.
- Don't worry; it's going to be all right.
- Try to be strong.
- Out of tragedies, good things happen.
- Time heals all wounds.
- It was God's will.
- You need to forgive and move on.
- Calm down and try to relax.
- You should get on with your life.

Do Say:

- I believe you.
- Thank you for telling me.
- How can I help?
- I'm glad you're talking with me.
- I'm glad you're safe now.
- It wasn't your fault.
- Your reaction is not an uncommon response.
- It's understandable you feel that way.
- You're not going crazy; these are normal reactions.
- Things may not ever be the same, but they can get better.
- It's OK to cry.
- I can't imagine how terrible your experience must have been.
- I'm sorry this happened to you.

Skills:
The students will…

- Create lessons on how to recognize safe and unsafe situations.
- Share personal safety ideas with others.
- Commit to help others stay safe.

Vocabulary: *responsibility, community, value, respect, action*

Suggested Engagements:

1. *Skit*: A group of 3-5 students creates a short skit illustrating IDENTIFY, ACCESS, or ACT! The skit can be presented to the class, or at a school assembly.
2. *Teach others*: A group of students writes a short lesson to teach a concept of personal safety (i.e. Keep telling until someone listens.) to an elementary class. They can demonstrate the lesson for their peers and then teach the lesson to a group of younger students.
3. *Writing*: Students work independently and then as a teacher-guided large group to create a draft statement/article to be included in a Middle School Handbook, student newspaper, or parent communication.
4. *Students role-play* how to help a friend who discloses to a peer that they are in a difficult situation involving abuse. Be sure to include the scenario where the friend asks that the disclosure be kept a secret.
5. *Cyber Safety*. Adapt the scenarios on this website to use for class discussion. http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/HighSchool.aspx
6. *Write a story* to illustrate an unsafe dating situation.
7. *Write a "mock" letter* to a friend who needs your help.
8. *Sign a pledge* to promise to help others stay safe.

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http://tr.pinterest.com/creactivista/saam-actividades/

Grades:
Eleven / Twelve

The focus of the grades 11 and 12 lessons is to reinforce concepts and skills about child safety learned in previous grade levels. This curriculum will also prepare students for independent living and to be safe in their new and varied environments. It is suggested that this curriculum is part of a transition / college preparation curriculum.

Preparation:

- **Parent Letter -** Introduce curriculum and how parents might be involved
- **Classroom Agreements –** After briefly introducing the topic, take 15 minutes as a class to agree on a list of 3-4 agreements for class discussion. Suggestions include:
  - Right to Pass
  - No Names
  - Respect
  - Confidentiality
- **Confidentiality Explanation –** Confidentiality is essential UNLESS someone discloses that they or someone else is in danger. Then, it is our duty to do whatever is necessary to get help.

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http://www.nsvrc.org/saam

Concept 1: Safe and Unsafe Situations

Notes to the Teacher – key understandings for students and instructional suggestions:

1. Safe and unsafe situations can be in the home, place of learning and wider community.
2. The home environment may include: with parent (s), with a care giver, with a responsible adult/sibling, at boarding school at university or college halls of residence and at second/weekend/holiday homes.
3. The place of learning may include: school, with a private tutor, in a religious setting, boarding school, college, university, and work placements.
4. Wider community may include: public places e.g. when using public transport, at sports and shopping centers, places of entertainment and online.

Skill:

Students will …

- Be able to recognize potentially safe and unsafe situations in their current and future home, place of learning and wider community.

Vocabulary: - safe and unsafe situations, risky behavior, grooming behavior, inappropriate sexual behavior including date rape.

Suggested Engagements:

1. Students to brainstorm the characteristics of their current and future home, place of learning and wider community.
2. Students to work in small groups to identify potentially safe and unsafe situations in their current environments (home, place of learning and wider community) and in their possible future environment (home, place of learning and wider community). Alumni and parents may be included in the groups. Small groups to give oral feedback to whole group.
3. Teacher to create a slide show showing a range of home, place of learning and wider community safe and unsafe situations – current and future. Slides to be used to prompt student discussion.

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http://www.teendvmonth.org/

concept 2: Access to Support Structures

Notes to the Teacher – key understandings for students and instructional suggestions:

1. Support structures include trusted persons and organizations in different environments using a range of access tools e.g. verbal or non-verbal
2. "Trusted persons" can be different for each student
3. Every student is entitled to a trusted person and to be heard
4. Trusted persons in the home may include immediate and extended family, care givers, drivers, tutors and guards.
5. Trusted persons in the learning environment may include friends, teachers, counselors and place of learning administration and support staff.
6. Trusted person in the wider community may include statutory (government) and external agencies e.g. police, social workers, counselors, child / student protection teams.

Skills:

The students will…

- Be able to identify trusted persons at home, in their learning environment and the wider community who can help them if they feel, or are at risk, in an unsafe situation.
- *Know how to access* support structures.

Vocabulary: support system, trusted person, access

Suggested Engagements;

1. Brief discussion about the trusted persons in their home, learning environments and wider community who are part of their support structure.
2. Discussion in pairs of who/what will be students' support structure when they leave school. Discussion to include parents if in they are attending this session or are students asked to have this conversation with their parents at home.
3. Students to be grouped into their possible college/university/country location groups. Each group needs to access the college (s)/university (s) websites to search student support services and stay safe information/guides. Students to find out the telephone numbers and addresses of the police/ FCO/high commission/embassy in the possible country locations.
   Examples:
   - Nottingham Tent University, England
     http://www.ntu.ac.uk/student_services/health_wellbeing/stay_healthy/emotional_health/index.html
   - University of Plymouth, England
     http://www1.plymouth.ac.uk/stayingsafe/Pages/default.aspx
   - Boston College USA
     http://www.bc.edu/offices/counseling/
   - Clark University, USA
     http://www.clarku.edu/offices/police/safetytips.cfm
   - University of Texas, USA
     http://www.utexas.edu/campus-life/safety-security
   - Trinity University, USA
     http://web.trinity.edu/x6066.xml
4. Student Peer Advice – often excessive drinking can result in students becoming vulnerable to inappropriate sexual behavior. Students to watch Youtube clip:
   Cambridge – Stay Safe on a Night Out http://www.youtube.com/watch?v=oVa3nZhGjZo

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Concept 3: Act

Notes to the Teacher – key understandings for students and instructional suggestions:

1. It is essential for students to know how to remove themselves from an unsafe situation.
2. Students need to know that if they feel unsafe they don't have to be polite!
3. Students need to know that they should not keep a secret about having felt unsafe. They should keep telling until someone listens.
4. Students need to know that there is always someone to talk and a support structure in any given location.

Vocabulary: assertive behavior, refusal skills and communication skills

Skills:

The students will…

- L*earn how to stay safe*

Suggested Engagements:

1. Students to practice refusal skills and ways of asking for help through role-play. Basic ways of saying "no." and communicating that help is needed.
2. Unsafe Scenario Situation – for each unsafe scenario situation below students to discuss what they would do if in the unsafe scenario situation. Once all students have had the opportunity to talk about what they would do the teacher is to facilitate discussion of what should be done. Students and teachers need to recognize that the action may vary slightly from country to country.

Unsafe Scenario Situation 1 -Traveling around Asia and you go to the public toilets in a shopping center two men come in and rape you.

Unsafe Scenario Situation Action 1 – Go into a public area and call out and attract attention. Stay in the public area until the police and FCO/high commission/embassy are alerted. Ensure that your family are informed

Unsafe Scenario Situation 2 - You are separated from your friends on a night out in a strange and unfamiliar large market environment

Unsafe Scenario Situation Action 2 - *Stay in the market area - call out for your friend and wait. Remain in a public area and ask a group of elders/couples for assistance. Ask FCO/high commission/embassy office directions.*

Unsafe Scenario Situation 3 – While online trying to Skype a friend or family, a pornography site appears on your page.

Unsafe Scenario Situation Action 3 - *Ensure that the site is reported and discussed with parents/tutor /older sibling.*

Unsafe Scenario Situation 4 - A group of boys befriends you and you go to a party with them. Everybody appears to be drinking excessively so you join in. The next day you become aware that you had sex but are unable to remember when or with whom?
Unsafe Scenario Situation Action 4 – Call the FCO/high commission/embassy for advice immediately. Alert parents/carers and immediate friends and support networks in the country.

Each unsafe scenario and action to be modified to fit specific international school student current or future situations.

Students to work in small groups to provide their own unsafe scenario situations for discussion based on their own experiences.

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Suggested Engagements for concepts 1-3: -

1. Alumni to speak to students about their experiences post school of personal safety in terms of identifying safe and unsafe situations, access to support structures and how to act in unsafe situations.
2. Create group questionnaire about post school personal safety in terms of identifying safe and unsafe situations, access to support structures and how to act in unsafe situations that each student emails to a different alumni. Once students received their questionnaire they share the information with another person/ small group or whole class.

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Concept 4: Valuing Ourselves and Others

Notes to the Teacher – key understandings for students and instructional suggestions:

1. Characteristics of grooming behavior – physical, psychological and community

Physical – a process of desensitization

- pats, hugging, tickling, wrestling
- slow progression to sexual contact
-

Psychological – dependency, power and control

- time, attention, gifts. Rule-breaking, secrecy, empathy
- control, manipulation, threat, confusion, cooperation
- child feels responsible and complicit

Community – trust and access

- projects a responsible, trustworthy, caring image
- employer, community trust allows isolation of the child
- always wants to be alone with children in areas where no one can monitor their interaction
- allows children to do things their parents would not permit
- thinks the “rules” don’t apply to him or her
- is always more excited to be with children than adults
- discourages other adults from participating in activities involving children
- goes overboard in physical touching

2. The signs which may be exhibited by someone who has experienced inappropriate sexual behavior and abuse include: high anxiety, being withdrawn, not wanting to socialize, lack of communication, aggressive and defensive behavior, secretive behavior, unable and unwilling to accept support and advice, depression, self-harming e.g. cutting, increased alcohol consumption and drug use.

Skills:

The students will…

- Value themselves and others.
- *Know that they have a right to be kept safe*
- *Recognize that they have a responsibility as a member of a community to help each other by practicing ways to stay safe and seeking support and advice.*

Vocabulary: value, responsibility, community,

Suggested Engagements:

1. Role play – in small groups students act out scenarios to show that they recognize grooming behavior. Also, what they could do as a member of a community to support a friend who is the victim of grooming behavior.
2. Role play – in small groups students act out scenarios to show that they recognize the possible signs of someone who has experienced inappropriate sexual behavior and abuse. Also, what they could do as a member of a community to support a friend who is the victim of inappropriate sexual behavior and abuse.

Additional Resources:

http://www.thecompleteuniversityguide.co.uk/preparing-to-go/staying-safe-and-secure/top-tips-to-stay-safe/
http://www.topuniversities.com/student-info/health-and-support/staying-safe-university
http://www.topuniversities.com/blog/safety-first-some-tips-staying-safe-while-studying-abroad
http://www.nytimes.com/2012/07/20/education/edlife/students-fear-venturing-out-alone-at-night-on-campus.html?pagewanted=all&_r=0

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