

“Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision”



Student Wellness and Safety Handbook 2016-2017

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I. Guiding Principles

- All students at EAB have the right to a safe educational environment and all stakeholders are responsible to foster their safety.
- EAB has assigned the Lower School and Middle School Counselors as the Child Wellness and Safety Officers who are responsible for training the community and respond to abuse reporting.
- It is mandatory for staff members to report students to divisional counselors who appear to be in a state of crisis, whether due to abuse,

bullying, self-injury, or other behaviors of concern. All EAB teachers support all EAB students.

- EAB's practices are based on prevention as well as intervention as a culture of safety and wellbeing of all students at EAB is fostered consistently.

II. Policy Statement

EAB is committed to the wellness and safety of all of its students.

III. Definitions

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."

Below are the three main categories of abuse, the concept of neglect and at risk behavior, possible signs which can help identify if any of them are taking place as well as the concept of at risk behaviors and its signs.

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).

Physical abuse could include but is not limited to:

- Hitting
- Kicking
- Pushing
- Shaking
- Throwing
- Drowning

- Suffocating
- Burning
- Biting
- Poisoning

Possible Indicators of Physical Abuse

Unexplained bruises, welts, cuts or fractures on any part of the body
Bruises of different ages and colors
Injuries reflecting the shape of an object
Injuries that regularly appear after absences
Unexplained burns or burns with a pattern
Bald patches where hair might have been torn out
Fear of going home
May flinch if touched unexpectedly
Extremely aggressive or withdrawn
Poor sleeping patterns, frequent nightmares
Poor memory and concentration
Changes in emotion and/or behavior

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 while 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.

Emotional abuse could include but is not limited to:

- Excessive criticism
- Negative comparisons
- Insults
- Rejection
- Put downs
- Harmful threats
- Inappropriate expectations
- Yelling

Possible Indicators of Emotional Abuse

Fear of failing
Fear of consequences, can lead to lying
Mood swings, withdrawal, aggressiveness
Mental or emotional development lags
Social isolation
Low self esteem, depression
Frequent psychosomatic complaints (headaches, nausea, stomach ache)
Bedwetting and/or diarrhea

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.

Sexual abuse could include but is not limited to:

- Penetrative or non-penetrative sexual acts
- Sexual intercourse, anal or oral sex
- Touching of genitals or breasts
- Undressing or exposing oneself
- Forced viewing of sexual acts, genitals, or pornographic media
- Developmentally inappropriate conversations about sexual content
- The exploitation of a child in prostitution or other unlawful sexual practices

Possible Indicators of Sexual Abuse

Sexual knowledge, behaviour or language not appropriate to age level
Unusual relationship pattern
Sexually transmitted infection in a child of any age
Frequent urinary tract infections in both boys and girls
Evidence of physical trauma or bleeding to the oral, genital or anal areas
Difficulty in walking or sitting
Bedwetting
Not wanting to be alone with an individual
Pregnancy, especially at young age
Extremely protective parenting
Having secrets that they cannot tell anyone about
Reluctance to change into PE clothes, fear of bathrooms
Behavioural/emotional disturbances

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.

Neglect could include but is not limited to:

- Inadequate food, shelter and clothing
- Lack of hygiene
- Not protecting a child from other forms of abuse
- Lack of supervision by a parent or legal guardian
- Not providing needed medical treatment
- Emotional isolation, lack of affection/attention
- Failure to support a child's educational needs

Possible Indicators of Neglect

Child is hungry or inadequately dressed or unwashed
Parents are uninterested in child's academic performance
Parents do not respond to repeated communications from the school
Parents or legal guardian are absent for more than 24 hours
Parents or legal guardian cannot be reached in the case of an emergency
Child does not want to go home, feels lonely and uncared for at home
Unattended medical or dental needs
Developmental delays
Irregular or non attendance in school
Demands constant attention and affection
Regularly displays fatigue or indifference
Self destructive behaviours
Lack of trust in others

Reportable At-Risk Behaviors Students May Exhibit

One of EAB's primary concern is our students' social-emotional well being. Staff members are trained to identify and refer students who may be dealing with at-risk behaviors such as depression, self-harm, substances abuse, inappropriate usage of internet and bullying.

Possible Indicators of At-Risk Behaviors

Unexplained bruises, scratches or cuts on any part of the body
Refusal to dress appropriately for PE (long sleeves)
Resistance to eat
Sudden or constant academic failure
Unexplained burns or burns with a pattern
Secretive behaviors, spending unusual amounts of time in the students' bathroom or isolated areas on campus
Defiant/ disrespectful behavior towards peers and adults
Indifference to advise and guidance
Social isolation

IV. Procedures

When there is reason to believe that a child is being abused or has shown at-risk behavior, either by observation or a disclosure, the faculty member should report to the division Child Wellness and Safety Officers within 24 hours. The officer will gather more information regarding the concern and meet with the other members of the Child Wellness and Safety Team. The following actions may take place depending on the acquired information:

1- Child Wellness and Safety Officers (CWSO) will interview staff members and look into the child's school records as needed and document relevant information.

2- Child Wellness and Safety Team (CWST) will meet to discuss the report and determine next steps.

3- Counselor will meet with the child in order to learn more information.

4- Members of the CWS Team will meet with family to express the school's concerns and refer the student and family to outside professional therapists.

5- CWST will consult with the school attorney.

6- CWSO will make informal consultation with local authorities.

7- The counselor will keep in touch with the student and family to provide support and guidance as appropriate.

8- The counselor will offer resources for the student's teachers.

9- The counselor will follow up with the outside professional therapists to learn and inform about the progress of the student in and outside of school.

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

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

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

- Mental health issues such as depression, psychosis, dissociation, suicide ideation.

Cases reported for investigation and outside resources:

- Severe and ongoing parental abuse or neglect
- Sexual abuse and incest

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

- The consulate
- The home-of-record welfare office
- Local Child Protection Services

V. Flow chart to reporting and actions after disclosure

What Happens After Suspected Abuse is Reported?

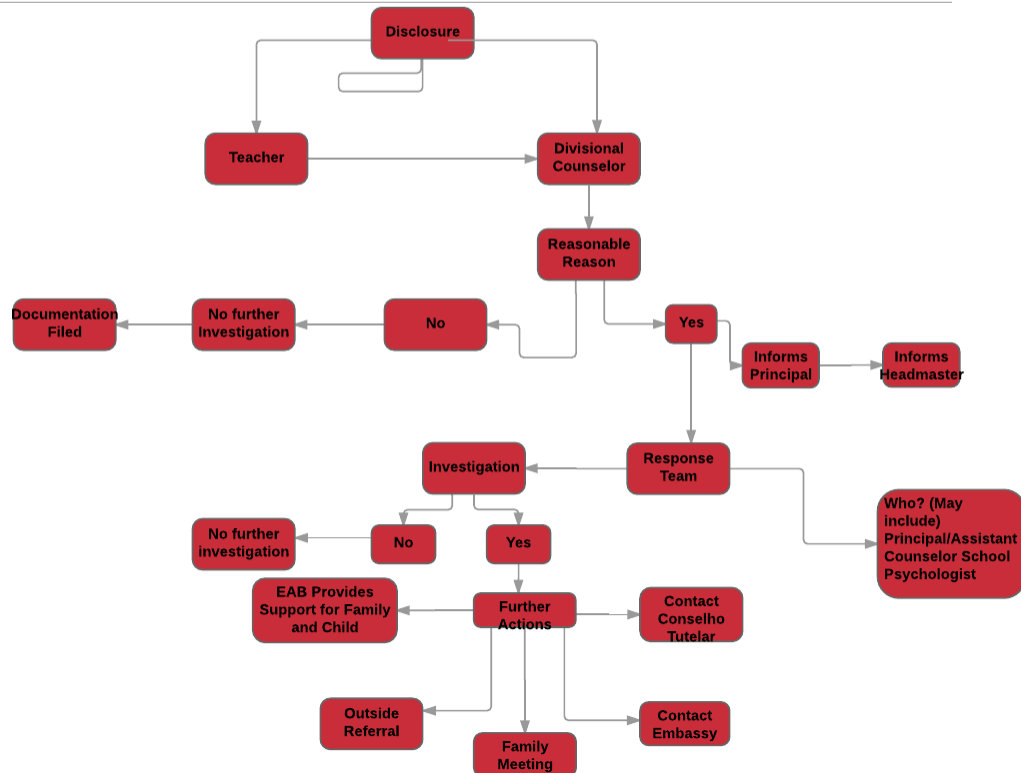
All EAB staff, faculty and administrators are expected to report incidences or suspicion of abuse and neglect. All reports of abuse or neglect must be made immediately to the divisional Child Wellness and Safety Officer for immediate response. The principal will be notified and it is the responsibility of the principal to notify the head of school of the suspected case of child abuse or neglect. After the disclosure process begins, the officer has 24 hours to meet with the Response Team and begin the investigation process.



STEPS FOLLOWED AFTER DISCLOSURE

Last Revised: August, 2016

Text



VI. Guidelines for responding to 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 one of the Child Protection Officers. Do not take the child home with you!
- Respect the child's confidentiality. Share with the Child Protection Officers, 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.

VII. Reporting Guidelines

A report must be made when the reporter has knowledge of, has reasons to suspect that a child has been abused, neglected, or is showing signs of at risk behavior. The report must contain the name of the reporter for further investigation. The identity of the reporter will be protected even when other information from the report is being disclosed.

Please access [here](#) the template for the reporting document.

VIII. Screening

At EAB, all personnel, staff, teachers, and other members of the community whose potential employment involves direct contact with, and/or the potential for unmonitored access to children should be given thorough reference and background checks, including review of criminal and sexual offender records.

EAB uses the recommended [Screening and Assessment Practices for International School Recruitment](#) as a checklist when hiring.

IX. Code of Conduct

As an EAB staff member, regardless of the position you are in, you must be dependable at all times when it comes to relationships with students, families and coworkers. Below is our code of conduct:

- We are kind and respectful towards all stakeholders.
- We treat our students equally, not showing favoritism.
- We take into consideration each child's personal space and avoid unnecessary and unwanted physical contact.
- We do not accept romantic relationships between students and adults.
- We do not accept sexual relationships between students and adults even if the student is over the age of consent (14 years old).
- We use separate restrooms for children and adults on campus.
- We always involve more than one chaperone in our field trips to avoid students being alone when visiting the restroom or needing to separate from the group.
- We provide the space and time for students to share their concerns.
- We understand our duty to report any sign of at risk behavior.
- We take disclosures seriously and report immediately to the Child Wellness and Safety Officers.
- We use appropriate language at all times when communicating through any means with students.

- We expect students to not use inappropriate language on campus and we are held under the same expectations when addressing them. We are in a position of modeling the proper behavior at all times on campus.
- We consider any type of abuse, including bullying, unacceptable and we take action by reporting this kind of behavior to the Division Assistant Principal.

Below are more specific conducts regarding online interactions:

- We will not engage in one-to-one communication with children via text messages, instant messaging or chat unless it relates solely to our EAB responsibilities.
- We will take into consideration our posts on our social media before we share our account with a student.
- We will not share pictures or personal information of our students in our online communication, unless there is parental permission.
- We will report to the Child Protection Team if we are concerned with the mean a student is trying to make contact.
- We are recommended not to share our personal social profile with our students. If we need to communicate with them using social media we should have a separate professional account.

X. Education and Training

- Students
 - EAB Counselors develop an abuse prevention curriculum to teach students about healthy and unhealthy relationships. The classes take place during the second semester.
 - A representative from Freedom From Chemical Dependency is invited on campus to teach students, families and staff members about the effects of chemicals on the adolescent brain and why it is vitally important that adolescents delay the use of alcohol until later in life.
- Staff Members

- All staff members receive training on how to identify signs of abuse and at risk behavior, how to respond to disclosure, and the procedures for reporting.
- Families
 - The Counseling Department offers a variety of workshops during the year to guide families on best practices in raising their children.

XI. School-based Child Wellness and Safety Team

1) The Child Wellness and Safety Team will consist of:

- Head of School
- Divisional Principals according to need
- Divisional Counselors
- School Psychologist
- Teacher representative from each level within the school (i.e. early childhood, elementary, middle and high school)
- Nurse
- Head of Security
- Athletic Directors according to need

2) The role of the EAB Child Wellness and Safety Team consists of:

- Ensure that there is a comprehensive Program in place at the school
- Annually monitor the effectiveness of the program.
- Work within the school's existing structures to ensure development and adoption of a Child Wellness and Safety Curriculum that will meet the needs of EAB
- Ensure that child protection curriculum is taught and assessed annually

- Support teachers and counselors in implementing Child Wellness and Safety Curriculum
- Ensure/guide Professional Development for training for all staff including teachers and volunteers regarding the Child Wellness and Safety Program
- Ensure/guide parent education programs to support understanding of the objectives and goals of the policy and curriculum
- 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