

# Child Protection Policy



July 2021

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## Summary

International schools have a moral and 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 ISSH Child Protection Policy (CPP) 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 school and to respond promptly and effectively should abuse be observed, suspected, or disclosed.

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

- Screening and selecting staff, faculty, and volunteers.
- A Code of Conduct that guides interactions between adults and children.
- Training and education about child sexual abuse prevention.
- Recognizing, responding to, and reporting allegations and suspicions of child abuse and neglect.
- Ensuring safe environments and practices.
- 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 and intervention. Our strategy is to ensure that all ISSH staff, students and parents understand the issues of child abuse and neglect; know how to recognize its signs and symptoms; and are familiar with reporting procedures.

ISSH has policies, procedures, and training in place so that if child abuse is suspected, observed, or disclosed to any member of the ISSH staff, that person has the knowledge, information, and resources necessary to ensure that the situation is communicated promptly and effectively, and that the suspicion or incident is reported to the appropriate authorities.

## ISSH Policy Statement

Child abuse and neglect are concerns throughout the world, and are obstacles to a child's education, as well as to their emotional and physical development. The UN Convention on the Right of the Child, of which Switzerland, our host country, is a signatory, established the fundamental rights of children, and the responsibility of adults in ensuring those rights are not violated. Our policy is defined by our commitment to ensure that every child has the opportunity to develop to the fullest, free from abuse and exploitation.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment that nurtures academic, social and emotional growth. 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 ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at ISSH must report suspected incidents of child abuse or neglect to the school - Principal or Head of School, 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 this policy.

Any report of child abuse, including potential reports against a member of the ISSH staff will prompt a full investigation following a carefully designed course of due process, keeping the safety of the child at

the highest priority whilst maintaining the professional reputation of the adult concerned until the investigation has reached a satisfactory conclusion.

ISSH seeks to be a safe place for students who may be experiencing abuse or neglect in any aspect of their lives. As such, ISSH will:

- publicize the CPP on the ISSH community website section
- distribute it to all current and new members of staff and acknowledge receipt and acceptance through signature (See ADDENDA 5, p.22)
- provide education for students about their rights, how to keep themselves safe, and what to do if they are in danger
- provide periodic training for staff in identifying and acting on abuse or neglect and on sexual harassment issues
- make every effort to implement hiring practices to ensure the safety of children
- review the policy annually for compliance and effectiveness.
- Implement two teams
  - the Child Protection Team (CPT) to meet annually with the function of checking the proper implementation and adherence to the Child Protection Policy (see page 8)
  - the Child Abuse Response Team (CART) to meet in case of a suspected or reported abuse (see page10)

## Screening

The first and most effective means of preventing child abuse is to prevent access to our students by potential abusers. Effective screening of potential ISSH staff will take place according to the following guidelines:

	Action	
	Local (>5 years in Switzerland)	International (<5 years in Switzerland)
<b>New Staff*</b>	Provide Swiss criminal background check	Provide criminal background checks for each country resided in over the past 10 years
<b>Visitors</b>	Visitors' badge	Visitors' badge
<b>Suppliers</b>	Visitors' badge	Visitors' badge
<b>Regular Volunteers (eg sports coaches)</b>	Provide Swiss criminal background check	Statement from previous employer/sports club confirming they know of no reason why the coach should not work with children.  Signing of ISSH Child Protection Agreement
<b>Non-Regular Volunteers potentially involved in 1 on 1 scenarios with students. Volunteers attending overnight camps/field trips.</b>	Signing of ISSH Child Protection Agreement	Signing of ISSH Child Protection Agreement

<b>Non-Regular Volunteers (eg parent volunteers)</b>	Visitors' badge	Visitors' badge
<b>Host Families</b>	Provide Swiss criminal background check	Provide criminal background checks for each country resided in over the past 10 years

\*Teachers, Teaching Assistants, Administration, Bus Drivers, Cleaners

See ADDENDA 2 "Screening and Screening Resources" p.16.

## Code of Conduct

The ISSH Code of Conduct is agreed to by all school staff as a measure of prevention and of setting clear expectations. It is a binding part of the contract between ISSH and every staff member. (see ADDENDA 1, page 14)

This code of conduct follows employer's obligations according to the Swiss Code of Obligations and the Swiss Gender Equality Act.

The following sections of the ISSH Code of Conduct refer to Child Protection and are the exact wording of this policy document. (see ADDENDA 3, page 16 for complete document).

### **No sexual harassment or physical assault**

*Sexual harassment and physical assault are completely and absolutely prohibited. No one's position or role gives them the right to engage in unwanted conduct of a sexual nature. The term sexual harassment refers to all conduct of a sexual nature and other behaviour based on gender that denigrates employees, teachers, interns, trainees and students and includes but is not limited to sexual innuendo (in person or via email), touching of a sexual nature, and sexually suggestive gestures.*

*Sexual contact between adults and students is forbidden even if the young person expresses or appears to express readiness or willingness. This applies in equal measure to students above the legal age of consent and to adults.*

*Deliberate physical contact is only allowed if it can be justified for pedagogical or safety reasons or if part of an agreed strategy - to support the child's sense of belonging to the educational community. Students have the right to forbid physical contact by adults.*

*If a complaint of sexual harassment or physical assault is made against an employee, the school leadership will take prompt and appropriate action.*

.....

### **No Drugs and Alcohol**

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

### **Purchase of Drugs and Alcohol & Acceptance of Gifts from Students**

*Adults should never buy and give to students alcohol, drugs, cigarettes, videos, or reading material that is inappropriate. Staff members and volunteers should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.*

### **Communication**

- *Communication with students is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between minors and ISSH staff and volunteers:*
- *Communication between ISSH staff (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is only acceptable if the student's family have full awareness of this communication.*

- 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.
- 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 and those related to Parent Association activities.

### **Complaints**

..... The school reserves the right to take all legal steps – including sanctions, warnings, termination without notice and expulsion – in connection with discrimination, unequal treatment, and sexual harassment or bullying.

### **Reporting inappropriate conduct**

Employees, teachers, interns, and trainees who witness or hear of infringements against valid legislation or rules and regulations in force at the school or against ethical principles and values contained in this Code of Conduct are legally and professionally obliged to report them in a protected process. Reports must relate to actual infringements or violations of valid policies, and should not be based on hearsay or speculation. As a rule, reports of significant misconduct or damage to the image and standing of the school are sent to Head of School. In extenuating circumstances, if necessary, complaints can also be directed to the President of the Board.

Reports, whether in written or oral form, will in all cases be taken seriously and handled confidentially. Depending on the scope of the matter, employees, teachers, interns, and trainees can turn to their colleagues, teachers or the principal as they see fit. No employee, teacher, intern, or trainee may be harassed for «whistleblowing» or in any way subjected to personal or other disadvantages. Reports made with malicious, slanderous or abusive intent, without any basis in fact, are exempt from this rule. Abuse of the reporting channel will result in disciplinary measures including sanctions, warnings, termination without notice or expulsion.

## **Education and Training**

Developmentally appropriate education for students and ongoing training for staff and parents is the cornerstone of the ISSH Child Protection Policy. The objective of our educational and training programs is to provide knowledge and skills to successfully safeguard our students.

### **Teaching students - Primary**

Child protection education in the primary is taught in the classroom as part of the Personal, Social and Physical Education (PSPE) curriculum. Integrated into the grade level units of inquiry, the classroom teacher leads the instruction. These lessons are reinforced as appropriate at school assemblies.

The goal of the PSPE program as it relates to child protection is to provide age-appropriate instruction that empowers students without making them fearful. In the primary school, lessons teach students to recognize potentially dangerous situations (such as “stranger-danger” and “good touch/bad touch”), to know their rights, to understand how to get help if needed, and to practice personal safety. An annual safety day is run which focuses on different aspects of staying safe.

### **Teaching students - Secondary**

- Information about the content of explicit Child Protection lessons will be communicated to parents in advance so that parents are aware of the content being taught, and have the information they need to discuss the content of the lessons with their children at home.
- A programme is in place to support students in key areas. This runs on a three year cycle and typically takes place at the end of the academic year. The foci are as follows:  
Year 1: sex education - including consent, etc.

Year 2: self-defence

Year 3: online safety

## Parent Education

Child protection at school is a partnership with parents. As a community it is essential that we work together to ensure a safe and happy place for children to learn in order for them to achieve their potential. Parent education is multifaceted:

- Parents will be reminded annually about the ISSH Child Protection policy.
- A referral list will be available for parents on the community portal of the ISSH website.

## Training School Personnel

As most teaching credentials require coursework in issues of child abuse, it is likely that all teaching staff have some prior training in detecting child abuse. Any staff member who has not had formal training is encouraged to take a course. A number of courses – both free and fee based – are available on the internet.

There will be staff meetings as needed devoted to updating the training of staff members, and to inform of any changes to procedures and policy. The goal of these update trainings is to ensure that all members are aware of the policy, and that they feel confident in their ability to detect potential abuse, and respond if a student discloses abuse.

The following Addenda parts will periodically be brought to staff's attention at PD days or induction days. They are part of the ISSH Staff Handbook.

ADDENDA 4 "Definitions of Terms, Signs and Symptoms of Child Abuse", p. 18

ADDENDA 5 "Guidelines for Staff on how to respond to Disclosure", p. 21

ADDENDA 6 "Behaviour Guidelines to protect staff from false allegations", p.22

ADDENDA 7 "Relevant Research", p.23

### Swiss Law:

As a school we have a duty to report any suspected and/or disclosed child abuse. If ISSH has actual evidence then the Head of School must contact the police directly or turn to KESB (Cantonal child protection agency). If the child abuse is suspected or alleged (with no actual evidence) then the Head of School can either contact the police for advice or contact KESB for advice.

Police 052 624 24 24 (Frau Roost) or KESB 052 632 55 85, kesb@ktsh.ch

## Child Protection Team

The role of the ISSH Child Protection Team (CPT) is to ensure that there is a comprehensive Child Protection Program (CPP) in place at ISSH and to annually monitor the effectiveness of the program. Specific tasks include:

- Ensure a comprehensive CPP is in place.
- Work within ISSH's existing structures to ensure development and adoption of a Child Protection curriculum that will meet the needs of ISSH.
- Ensure that the Child Protection curriculum is taught and assessed annually.
- Support teachers and counsellors in implementing the Child Protection policy and curriculum.
- Ensure/guide professional development for training for all staff including teachers

- Ensure systems are in place and monitored to educate and involve all school volunteers in the CPP.
- Serve as a resource group in working with cases requiring child protection.

The CPT meets at least twice annually.

The first meeting is to plan for the school year:

- Ensure inclusion of a bulletin article for parents regarding child protection policy.
- Plan teacher PD for the year.
- Schedule future school-based support team meetings.
- Check whether CRB checks have been carried out for new staff.
- Review resources available to support Child Protection Programme.

The second child protection team meeting will:

- Assess implementation and make recommendations for implementation for the next school year.
- Assess teacher readiness and qualifications, including which teachers may need additional training.
- Follow up whether any outstanding CRB checks have been completed.

The ISSH Child Protection Team may consist of people in the following roles::

- School Counsellors (head up the team)
- Representative from Primary and Secondary
- External Resources as required, such as:

### **Kindes-und Erwachsenenschutzbehörde (KESB) Schaffhausen**

Tel. 052/632 55 85 | [kesb@ktsh.ch](mailto:kesb@ktsh.ch)

Stiftung Kinderschutz Schweiz

Seftigenstrasse 41

3007 Bern

Telefon: 031 384 29 29 | [info@kinderschutz.ch](mailto:info@kinderschutz.ch) | [www.kinderschutz.ch](http://www.kinderschutz.ch)

The KESB is responsible for arranging and controlling the measures envisaged in child and adult protection law. In addition, it is a court appeal body in the case of physically arranged nursing homes and decides in case of precautionary orders and patient interventions in the dispute and in case of uncertainty. In addition, it carries out public notifications of pension contracts and is a licensing and supervisory body in nursing care.

**Note:** KESB deals only with serious situations.

### **Kinderschutzbeauftragter**

Carlo Strohner, Fachverantwortlicher Kinderschutz

Herrnacker 3, CH-8200 Schaffhausen

Tel. +41 (0)52 632 75 04

E-Mail: [carlo.strohner@ktsh.ch](mailto:carlo.strohner@ktsh.ch) Internet: [www.sh.ch](http://www.sh.ch)

### **Expert Round**

Expert Round (Medical, Psychologist, Social Worker, Legal) that is happy to discuss complex cases of Child Protection together with school representatives. They meet every Thursday.



**Fachstelle für Gewaltbetroffene**, Beratung für Frauen, Männer, Kinder und Jugendliche

Neustadt 23  
8200 Schaffhausen  
Tel. 052 625 25 00  
Fax 052 625 60 68  
fachstelle(at)fsgb-sh.ch

**Frauenhaus/Mädchenheim**, 052 213 08 78 (24h)

**Kinder- und Jugendpsychiatrischer Dienst des Kantons Schaffhausen**

Leiter Dr. Chr. Begemann  
Promenadenstrasse 21, 8200 Schaffhausen  
Tel. +41 (0)52 630 01 60  
Mail: [info@kjpdsh.ch](mailto:info@kjpdsh.ch)  
Web: [www.kjpdsh.ch](http://www.kjpdsh.ch)

The KJPD is a clarification, counseling and therapy center for children and adolescents up to 20 years of age and their parents.

**Note:** Should be contacted for any situations. The psychiatrists will assess child and parents. Do not do anything unless there is motivation from the child and/or parents.

**Telephone Number 147** - professional advice to adolescents free of charge around the clock

**Schaffhausen Police**

SCHAFFHAUSER POLIZEI  
Kriminalpolizei, Gewaltdelikte

René Ruf  
Beckenstube 1 / Postfach 1072  
CH-8201 Schaffhausen

Telefon: +41 52 624 24 24 (Zentrale)

Telefon: +41 52 632 82 12 (direkt)

E-Mail: [rene.ruf@shpol.ch](mailto:rene.ruf@shpol.ch)

Specialist for Child Abuse

Frau Roost, 052 624 24 24 (ask for her)

## Child Abuse Response Team

The ISSH Child Abuse Response Team (CART) is formed by the Head of School. The team will take initial steps to gather information regarding any alleged or actual cases of child abuse. In all cases follow-up activities will be conducted in a manner to ensure information is documented concisely and factually and that strict confidentiality is maintained. All documents related to specific cases of abuse will be kept locked and secure at the Head of School's discretion. The team will look at school policy and the nature of the abuse in order to determine whether it will be monitored by the school or reported immediately to the authorities. (see Procedure Flowchart: Suspicion of Child Abuse, ADDENDA 8, p.25)

The decision will be guided by the following information:

- Nature and extent of the suspected abuse
- Information on previous injuries or background data
- Identity of alleged abuser (if known) – or self-harm
- The possibility that abuse could continue

The gathered information will classify the case as Category A, B, C or D as explained on page 12

The CART can consist of:

- The individual reporting (when an adult)
- School Counsellors (as case manager)
- Head of School
- Section Principal
- Depending on case, involvement of local resources or consultant expertise or Board Member

### **Three phases to making a decision: Observe, Seek Advice, Decision**

In non-emergency situations, the procedure following suspicion of child abuse has three phases:

#### **Phase 1: Observe**

- Staff member/person reporting to inform Principal. Principal to form response team and inform the Head. Teacher to keep close observation and make written records of relevant incidents and comments the student makes.
- The suspected offenders are not to be contacted, even if they're parents.
- Counsellor/teacher to build a relationship of trust with the student
- Work with parents unless they are the suspected abuser

#### **Phase 2: Seek advice**

- Referring teacher to meet with response team to share observations and decide who will be the contact person for the case – usually the counsellor or Head of School.
- Continue to gather and document information
- CART to decide if there is sufficient concern for the counsellor/Head of School to contact KESB (child protection office) for advice and support. This may be done anonymously.
- The wellbeing of the student to be monitored and appropriate care provided.

#### **Phase 3: Decide**

- Referring teacher to meet with response team to decide on next steps, taking into consideration any advice from the KESB (child protection office)
- Decision on what category the case will be based on:
  - > **Category A-** There are insufficient grounds to have cause for concern. The counsellor will work with the student, teacher and/or family to support the particular needs.
  - > **Category B-** There is reasonable cause for concern for the wellbeing of the child but no evidence of abuse or inappropriate 3<sup>rd</sup> party involvement. The Head of School may contact KESB and register the concern (for example suicide ideation) and/ or the student will be referred to outside mental health resources (for depression, psychosis, dissociation etc.)
  - > **Category C-** There are grounds for suspecting severe and ongoing physical, emotional or sexual abuse or neglect. The Head of School will decide on whether to contact the police (and file a criminal complaint) or whether to contact KESB.
  - > **Category D-** The alleged offender works for the school. Then the emergency team is called and the Board is informed immediately. (see Flowchart page 12)

**Follow up**

### **Category A and Category B**

This conclusion may follow circumstances relating to:

- Student relations with peers
- Student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving, suicide ideation, depression, psychosis, dissociation, etc.)

The school counsellor will work with the parents and teachers, and will coordinate a programme to support the child. This may involve external support services.

### **Category C and poss. Cat. D, or if the KESB or police have been contacted in an emergency.**

There are reasonable grounds for concern of child abuse or neglect, or suspicion of a criminal offence.

The school will follow advice from the KESB and, where necessary, the police. Parents will be contacted if they are not the suspected abusers.

Where appropriate, the school will contact local psychological services to provide support to the student and family. Parental permission is needed for this.

All documentation of the investigation will be kept in the child's school *Confidential Records* file.

Records sent to schools to which a student may transfer will be flagged to let the receiving school know there is a confidential file for the child. ISSH will share this information, if appropriate, to protect the child.

### **Important (for Category C or D)**

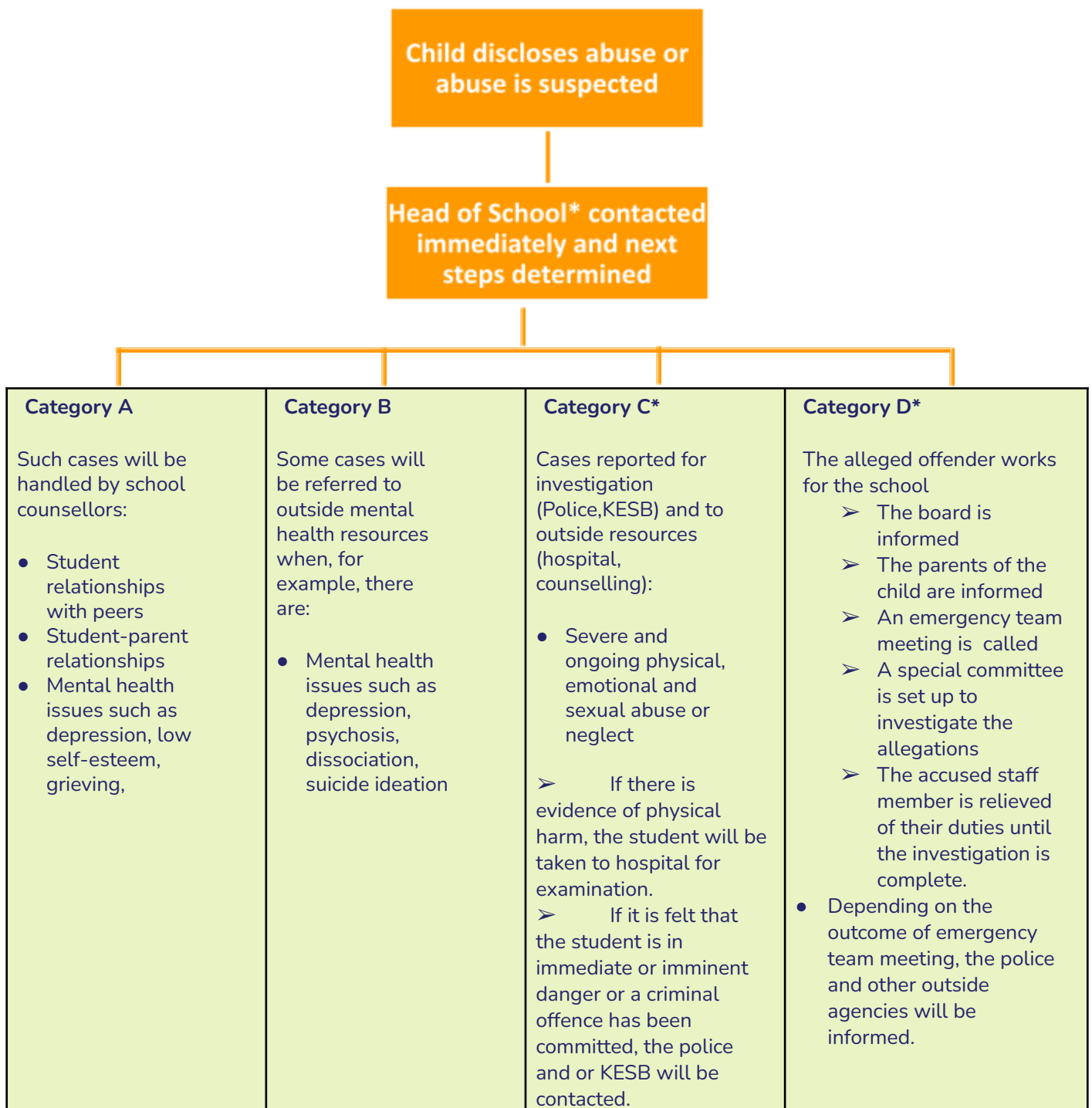
Record the exact words of the conversation with the child/person (not a summary), date when the conversation took place, note the circumstances in which the conversation took place.

Report the information to the appropriate person as provided in these guidelines. Do not speak with the accused person, parent or any other person about the allegation. Keep this confidential as such conversations could impede an eventual future police investigation.

Before any kind of action is taken, the Head of School or, in case of an emergency, the staff member who was informed should call the police (052624 24 24, Frau Roost=specialist) and ask them for their advice on how to proceed. VERY IMPORTANT: Do not give the name of the accused person and other person involved in the case if the accusation is without proof. Otherwise the police are obligated to open an investigation. Only give the school's name and name of the person calling for advice.

If proof shows clear evidence of the accusations, report to the police or KESB (if non-criminal).

## Flow Chart: Who to Report to and When

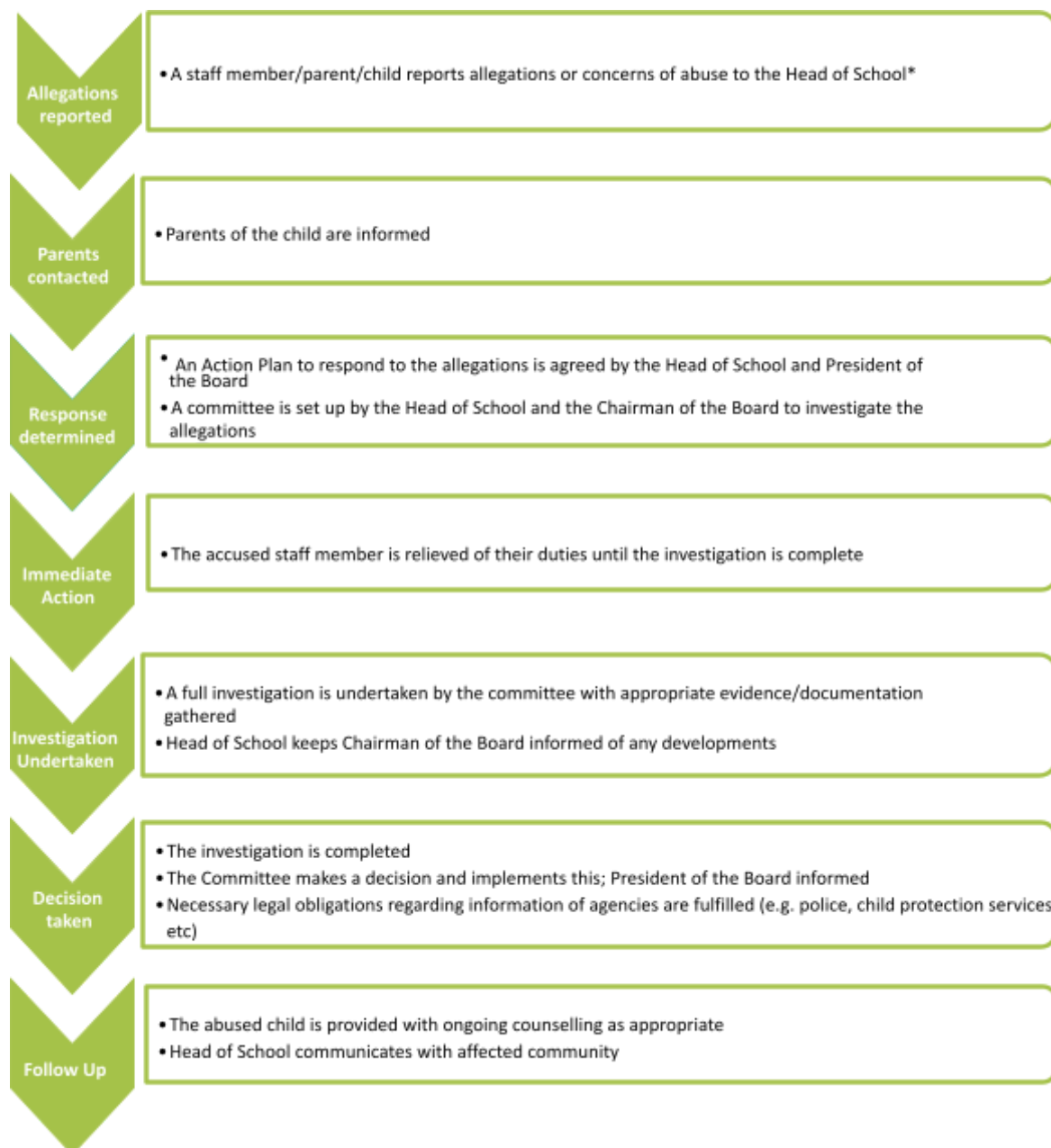


\* Before any kind of action is taken, the Head of School or, in case of an emergency, the staff member who was informed, should call the police (052624 24 24, Frau Roost=specialist) and ask them for their advice on how to proceed. Do not give the name of the accused person or other persons involved in the case if the accusation is without clear proof. Only give the school's name and name of the person calling for advice.

## If the alleged offender works for the school

If a child discloses inappropriate behaviours of ISSH personnel, ISSH must respond no differently than if the alleged offender is a family member or some other person. 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 ISSH is NOT dependent on whether or not an offense has been committed; instead the integrity of ISSH IS dependent on whether and how ISSH responds when an alleged offence within the school is reported. It is also the duty of ISSH to prevent and deter sexual harassment, as well as provide procedures for the resolution or prosecution of sexual harassment between teacher and pupil.



\* In extenuating circumstances if necessary complaints can also be directed to the President of the Board.

# Addenda

## ADDENDA 1 Statement of Acknowledgement Child Protection Policy

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

I hereby acknowledge the following code of conduct pertaining to the ISSH Child Protection Policy.

I will:

- Never be alone behind a closed door with a single child and/or youth at school activities **without another adult being notified**. I will make every effort to ensure that my interactions with children and adults take place in public areas that are within public view. If I am working alone with a child in a classroom or office, I will keep the door open.
- 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 the ISSH policy to report suspected child abuse.
- Cooperate fully in any investigation of abuse of children and/or youth.

I will not:

- Touch, communicate or speak to a child/youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children/youth.
- Give a child who is not my own a ride in my care alone, unless the parent has given permission.
- Accept gifts from or give gifts to children/youth without the knowledge of their parents.
- Engage in private communications with students via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business and those related to Parent Association activities.
- Use profanity or inappropriate language 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 ISSH, I am subject to a criminal history background check. My signature confirms that I have read the 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 the Code of Conduct or failure to take action mandated by the Code of Conduct may result in disciplinary action up to and including removal from ISSH.

Place:

Date:

Stamp, address of the school:

Signatures:

## ADDENDA 2      Screening – Procedures and Resources

### Current Employees

All current employees (this includes Teaching Staff, Admin Staff, Teaching Assistants, Bus Drivers, and Cleaning Staff) who have resided in Switzerland for >5 years will need to have a Swiss criminal background check on file with Human Resources. This can be obtained on-line in English (link below) and costs 20CHF (to be paid by the individual).

[https://www.e-service.admin.ch/crex/cms/content/strafregister/strafregister\\_en](https://www.e-service.admin.ch/crex/cms/content/strafregister/strafregister_en)

All current employees who have resided in Switzerland for <5 years will need to provide criminal background checks for each country resided in over the past 10 years.

All current employees/volunteers will be asked to read and sign the ISSH Code of Conduct and the Statement of Acknowledgement of the ISSH Child Protection Policy.

### New Hires

Effective August 2015, ISSH is implementing enhancements to background checks on newly hired staff, including:

- The requirement to provide a criminal background check from previous countries of residence (in the last 10 years).
- If residents of Switzerland for >5 year, a Swiss criminal background check.

It will be mandatory that during reference checks the following questions are asked of the potential employees referees:

“To your knowledge, is there a reason why this person should not be working with children?”

“Has there been any reason for disciplinary action against this teacher during his/her term of employment?”

All new employees/volunteers will be asked to read and sign the ISSH Code of Conduct and the Statement of Acknowledgement of the ISSH Child Protection Policy.

### Screening Resources

The following is a list of services and agencies used by schools to verify candidates' backgrounds.

#### **United States**

- FBI checks can be requested by the teacher candidate only for \$18 per person and require fingerprinting:  
<http://www.fbi.gov/about-us/cjis/criminal-history-summary-checks/submitting-a-criminal-history-summary-request-to-the-fbi> (Processing time is 22 days plus mailing)
- PSI (Professional Screening & Information, Inc.): <http://www.psibackgroundcheck.com>.
- National Sex Offender Registry: <http://www.nsopr.gov> (The information is only as reliable as is reported by each jurisdiction)
- GovRegistry.us: Online Provider of Public Records: <http://www.govregistry.us>.
- Peoplefinders: <http://www.peoplefinders.com> (Free membership and then \$24.95 a month for an account.)
- Absolute Background Search: <http://www.absolutebackgroundsearch.com>

#### **Asia**

- eeVoices: <https://www.eevoices.com> (Hong Kong)

### Australia

- Australian Federal Police Check/National Police Check: <http://www.afp.gov.au/what-wedo/police-checks.aspx>.

### Canada

- Royal Canadian Mounted Police (Federal Police) check: <http://www.rcmp-grc.gc.ca/cr-cj/fingempr2-eng.htm>.

### New Zealand

- Police clearance by the New Zealand Licensing and Vetting Services Centre: <http://www.police.govt.nz/service/vetting>.

### South Africa

- Police Clearance Certificate from the Criminal Record Centre in Pretoria. It takes between 28 and 50 days: <http://www.dfa.gov.za/consular/policeclear.htm>.

### United Kingdom

- Disclosure and Barring Service (DBS) check [previously the CRB]: <https://www.gov.uk/disclosurebarring-service-check/overview>.
- Verifile: <http://www.verifile.co.uk>.
- For applicants from the United Kingdom: <http://www.cobis.org.uk/page.cfm?p=752>

### Worldwide

- First Advantage: <http://www.fadv.com/solutions/solutions/employment-solutions.aspx>.
- HireRight: <http://www.hireright.com/global-reach.aspx>.
- Straightline International: <http://www.straightlineinternational.com>.
- Wymoo International: <http://www.wymoo.com/services/background-checks>.



## **ADDENDA 3      ISSH Code of Conduct**

### **No discrimination**

No employee, teacher, intern, trainee or student may be discriminated against, favoured, harassed or ostracized. Discrimination in the work or training place is not tolerated by the school. ISSH is committed to providing equal employment opportunities for all of its employees.

No sexual harassment or physical assault

Sexual harassment and physical assault are completely and absolutely prohibited. No one's position or role gives them the right to engage in unwanted conduct of a sexual nature. The term sexual harassment refers to all conduct of a sexual nature and other behaviour based on gender that denigrates employees, teachers, interns, trainees and students and includes but is not limited to sexual innuendo (in person or via email), touching of a sexual nature, and sexually suggestive gestures.

Sexual contact between adults and students is forbidden even if the young person expresses or appears to express readiness or willingness. This applies in equal measure to students above the legal age of consent and to adults.

Deliberate physical contact is only allowed if it can be justified for pedagogical or safety reasons or if part of an agreed strategy - to support the child's sense of belonging to the educational community. Students have the right to forbid physical contact by adults.

If a complaint of sexual harassment or physical assault is made against an employee, the school leadership will take prompt and appropriate action.

### **No bullying**

Workplace bullying refers to repeated, unreasonable actions of individuals (or a group) directed towards an employee (or a group of employees), which are intended to intimidate, degrade, humiliate, or undermine; or which create a risk to the health or safety of the employee(s). All validated cases of such behaviour will lead to disciplinary action. The board members, head of school, principals, teachers and employees are called on to participate actively in measures to hinder and prevent bullying.

No Drugs and Alcohol

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

### **Purchase of Drugs and Alcohol & Acceptance of Gifts from Students**

Adults should never buy and give to students alcohol, drugs, cigarettes, videos, or reading material that is inappropriate. Staff members and volunteers should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.

### **Communication**

- Communication with students is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between minors and ISSH staff and volunteers:
- Communication between ISSH staff (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is only acceptable if the student's family have full awareness of this communication.
- 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.
- 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 and those related to Parent Association activities.

### **Complaints**

Employees, teachers, interns, and trainees, who are subjected to discrimination, unequal treatment, and sexual harassment or bullying, have the right to submit a complaint. The recipients of such complaints must deal with them immediately and confidentially. For the ensuing investigation, facts must be recorded in writing; as a rule, complaints are sent to Head of School. In extenuating circumstances if necessary complaints can also be directed to the President of the Board.

Employees, teachers, interns, and trainees seeking advice or lodging complaints will not be subjected to any disadvantages. The school reserves the right to take all legal steps – including sanctions, warnings, termination without notice and expulsion – in connection with discrimination, unequal treatment, and sexual harassment or bullying

### **Reporting inappropriate conduct**

Employees, teachers, interns, and trainees who witness or hear of infringements against valid legislation or rules and regulations in force at the school or against ethical principles and values contained in this Code of Conduct are legally and professionally obliged to report them in a protected process. Reports must relate to actual infringements or violations of valid policies, and should not be based on hearsay or speculation. As a rule, reports of significant misconduct or damage to the image and standing of the school are sent to Head of School. In extenuating circumstances, if necessary, complaints can also be directed to the President of the Board.

Reports, whether in written or oral form, will in all cases be taken seriously and handled confidentially. Depending on the scope of the matter, employees, teachers, interns, and trainees can turn to their colleagues, teachers or the principal as they see fit. No employee, teacher, intern, or trainee may be harassed for «whistleblowing» or in any way subjected to personal or other disadvantages. Reports made with malicious, slanderous or abusive intent, without any basis in fact, are exempt from this rule. Abuse of the reporting channel will result in disciplinary measures including sanctions, warnings, termination without notice or expulsion.

### **Infringements and sanctions**

All employees, teachers, interns, and trainees, of the school must in all circumstances follow the rules contained in this Code of Conduct as part of their employment. Violations of valid legislation, the rules and regulations in force at the school or against ethical principles and values contained in this Code of Conduct will be subjected to disciplinary measures including individual sanctions, warnings, termination without notice and expulsion. The right to take legal action is reserved.

This Code of Conduct is a fixed element of the employment contract.

## **ADDENDA 4 Child Abuse- Definitions of Terms, Signs and Symptoms**

### **Definition of 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.”

### **Physical abuse**

Physical abuse of a child is that which results in actual or potential physical harm from an interaction or lack of an interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust. There may be a single or repeated incidents (*Report on the Consultation on Child Abuse Prevention Geneva, March 29-31, 1999*).

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failing to protect a child from that harm (*NSPCC, 1999*)

### **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
- Aggressive behaviour or severe temper outburst
- Being very passive and compliant
- Running away from home

### **Emotional abuse**

Emotional abuse can be difficult to measure, as there are often no outward physical signs. It includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can develop a stable and full range of emotional and social competencies commensurate with her or his personal potentials and in the context of the society in which the child dwells. There may also be acts towards the child that cause or have a high probability of causing harm to the child’s health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power. Acts include restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment.

### **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
- Running away from home
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior
- Persistent tiredness
- Lying

### **Sexual abuse**

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to:

- The inducement or coercion of a child to engage in any unlawful sexual activity.
- The exploitative use of a child in prostitution or other unlawful sexual practices.
- The exploitative use of children in pornographic performances and materials.

### **Signs of sexual abuse**

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Acting in a sexually explicit way towards adults
- Pain or irritation to the genital area
- Vagina, anal or penile discharge
- Difficulty with urination
- Infection, bleeding
- STDs
- Excessive masturbation
- Stomach pains or discomfort walking or sitting

### **Neglect**

Neglect is the failure to provide for the development of the child in all spheres: health, education, emotional development, nutrition, shelter, and safe living conditions, in the context of resources reasonably available to the family or caretakers and causes or has a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible (*Report on the Consultation on Child Abuse Prevention Geneva, March 29-31, 1999*).

**Some indicators of neglect:**

- Medical needs unattended
- Lack of supervision
- Consistent hunger
- Inappropriate dress
- 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

**Signs in potential offenders**

In addition to knowing the signs of victimization, below are some early warning signs to lookout 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

## **ADDENDA 5 Guidelines for Responding to Disclosure**

**General guidelines: What to do and say when someone tells you about a child protection concern.**

**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.
- Contact the Head of School 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.**

**General advice**

- 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.
- Do not fill in words, finish sentences, or make assumptions.
- Don't seek help while the child is talking to you.
- 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, remembering the open door policy.
- 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 Head of School. Do not take the child home with you!

- In case you cannot reach the Head of School, you can call the police for advice 052 624 24 24. Do not give the name of the accused person, unless there is very clear evidence. The police has to open an investigation if you give the name.
- Respect the child's confidence to the extent possible. Share first information with the Head of School only.
- Explain to the child that you must tell someone else to get help.
- Try to let the child know that someone else will also 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.

#### 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?"

## ADDENDA 6 Behaviour Guidelines to protect staff from false allegations

- Avoid situations in which you are alone with a child. This includes not transporting students 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. Leave the door to your room open. If you cannot avoid being alone with a child, inform another adult of what you plans.
- 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, intrude only to the extent that the health and safety of the children require. Staff members and 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 behaviour 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 behaviour, the adult must reject the overture.

## ADDENDA 7      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. The Swiss Paper for Child Protection states that “the purposes of modern child protection systems may be viewed as trying to achieve two things; intervening in situations where a crisis has already occurred using a responsive emergency system, and identifying those populations most at risk and providing preventative services to them in order that such emergency responses will not be required. Both types of response are necessary and contribute to the protection of children”

**(Schweizerischer Fonds fuer Kinderschutzprojekte, Child Protection Systems, August 2012)**

Some good news which 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 2006 summary based on the 2002 United Nations Study on violence against children

([http://www.unicef.org/violencestudy/reports/SG\\_violencestudy\\_en.pdf](http://www.unicef.org/violencestudy/reports/SG_violencestudy_en.pdf)) states that:

While some violence is unexpected and isolated, the majority of violent acts experienced by children is perpetrated by people who are part of their lives; parents, schoolmates, teachers,...The following examples show the range of violence against children:

- WHO has estimated, through the use of limited country-level data, that almost 53,000 children died worldwide in 2002 as a result of homicide
- Studies from many countries in all regions of the world suggest that up to 80 to 98 per cent of children suffer physical punishment in their homes
- Reporting on a wide range of developing countries, the Global School-based health Survey recently found that between 20 and 65 per cent of school aged children reported having been verbally or physically bullied in the past 30 days
  - WHO estimates that 150 million girls and 73 million boys under 18 experienced forced sexual intercourse or other forms of sexual violence during 2002.

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 Dzuiba-Leatherman, 1994, PEDIATRICS Vol 94, No. 4, October 1994, Table 1, p. 415

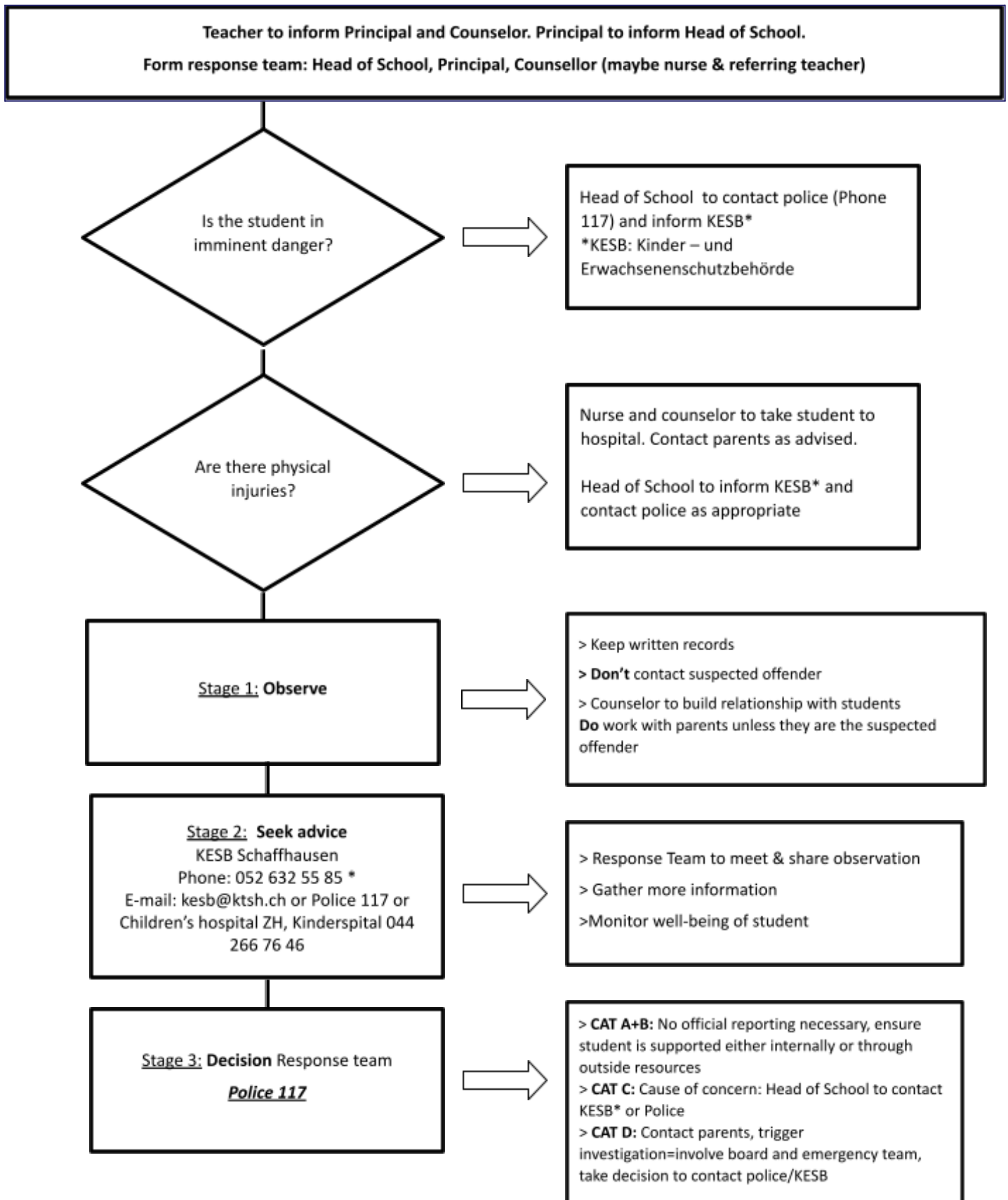
Type of victimization (ever)	%	Int'l Schls survey
Any victimization (excl. corporal pun.)	51.3%	
Family assault	13%	15.2%
Parent perpetrator	4.5%	5.6%
Corporal punishment	74.5%	
Physical assault		18.2%
Theft/nonphysical/witnessing/neglect		21.8%
Sexual abuse	10.5%	7.8%
Rape	0.7%	4%
Violence to genitalia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

"In most countries, children spend more time in the care of adults in educational settings than anywhere else outside of their homes. Schools have an important role in protecting children from violence. Adults who oversee and work in educational settings have a duty to provide safe environments that support and promote children's dignity and development"

([http://www.unicef.org/violencestudy/reports/SG\\_violencestudy\\_en.pdf](http://www.unicef.org/violencestudy/reports/SG_violencestudy_en.pdf))

ADDENDA 8 Procedure Flowchart - Suspicion of Child Abuse



## ADDENDA 8 Resources

<http://www.aisa.or.ke/> The AISA Child Protection Program Handbook

[https://www.childwelfare.gov/pubs/factsheets/long\\_term\\_consequences.cfm](https://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm)

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

[http://www.unicef.org/violencestudy/reports/SG\\_violencestudy\\_en.pdf](http://www.unicef.org/violencestudy/reports/SG_violencestudy_en.pdf)

<http://www.kidsalive.org/>

- 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. *PediatrISSH*, 120(3), 643.
- Hopper, J. (2012). *Child Abuse StatistISSH, Research and Resources*, downloaded from [www.jimhopper.com](http://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.

[http://www.d2l.org/site/c.4d1CIJOkGcISE/b.6035035/k.8258/Prevent\\_Child\\_Sexual\\_Abuse.htm#U2fmRVdG3pA](http://www.d2l.org/site/c.4d1CIJOkGcISE/b.6035035/k.8258/Prevent_Child_Sexual_Abuse.htm#U2fmRVdG3pA) Ideas for faculty, staff and student education on the topic of sexual abuse.

<http://www.speakupbesafe.org/> Speak Up Be Safe (for elementary level).

<http://www.theatlantic.com/health/archive/2014/05/teaching-sexual-assault-prevention-in-kindergarten/360485/> Teaching children about sexual assault.

<https://www.childwelfare.gov/preventing/programs/types/sexualabuse.cfm> Child Welfare Information Gateway. Some of the links have really good resources.

<http://www.cfchildren.org/child-protection.aspx> Committee for Children : Grades 1-3.

IntegraKids do a workshop for teachers and another one for the community on prevention of child sexual abuse. They also provide material to work with students from 1st-8th grades. IntegraKids offers their services in English or Spanish. Contact Marcos Fridman: [direccion@grupointegra.org](mailto:direccion@grupointegra.org)

<http://www.emc.cmich.edu/mm/> The Michigan Model for Health is an excellent resource.

<http://sandywurtele.com/books.htm> Dr. Sandy Wurtele trains teachers on her Body Safety Training. She also does a workshop for parents on how to use her training series.

[http://www.edline.net/pages/Intl\\_School\\_of\\_Curacao/ChildAbusePrevention/campaign](http://www.edline.net/pages/Intl_School_of_Curacao/ChildAbusePrevention/campaign) Child Abuse Prevention Month in April of each year.

<http://teachers.teachingsexualhealth.ca/> Has lesson plans and activities by grade level and topic out of Canada.

<http://www.nspcc.org.uk/> The NSPCC protects children across the UK.

[http://www.nsvrc.org/sites/default/files/Publications\\_NSVRC\\_Guide\\_Child-Sexual-Abuse-Prevention-programs-for-children.pdf](http://www.nsvrc.org/sites/default/files/Publications_NSVRC_Guide_Child-Sexual-Abuse-Prevention-programs-for-children.pdf) The National Sexual Violence Resource Center has published this pdf on Sexual Abuse prevention programmes for children.

<http://www.nsvrc.org/> The National Sexual Violence Resource Center's mission is to provide leadership in preventing and responding to sexual violence through collaboration, sharing and creating resources, and promoting research.

<http://www.scouting.org/filestore/ypt/pdf/46-015.pdf> A parent's guide.

[www.nais.org](http://www.nais.org) Handbook on Child Safety for Independent School Leaders.

[www.anppcan.org](http://www.anppcan.org) Africa Network for Prevention and Protection Against Child Abuse and Neglect (ANPPCAN).

[www.africanchildforum.org/site/](http://www.africanchildforum.org/site/) The African Child Policy Forum.

[www.unicef.org](http://www.unicef.org) United Nations Children's Fund (UNICEF).

[www.savethechildren.net](http://www.savethechildren.net) Save the Children.

[www.usaid.org](http://www.usaid.org) USAID United States Agency for International Development.

[www.ispcan.org](http://www.ispcan.org) International Society for the Prevention of Child Abuse and Neglect (ISPCAN).

[www.childhelplineinternational.org](http://www.childhelplineinternational.org) Child Helpline International.

[www.ecpat.net](http://www.ecpat.net) ECPAT International.

[www.projuventute.ch](http://www.projuventute.ch) Includes a child helpline number of 147.

[www.bsv.admin.ch](http://www.bsv.admin.ch) This is the Swiss Federal Social Insurance Office – FSIO – in which the Family, Generations and Society Division (FGS) deals with matters concerning children's rights and child protection.

The UN Convention on the Rights of the Child (CRC)

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Switzerland signed on 26 March 1997, thus it became part of Swiss law.

[http://www.kispi.uzh.ch/Kinderspital/Medizin/Kinderschutzgruppe/Links\\_de.html](http://www.kispi.uzh.ch/Kinderspital/Medizin/Kinderschutzgruppe/Links_de.html) Team of Doctors based at the hospital specializing in child protection. They offer support for professionals who work with children.

[www.kinderschutz.ch](http://www.kinderschutz.ch) The Swiss Foundation for the Protection of the Child focuses on protecting children throughout Switzerland from violence.

Swiss Child Protection Association, Hirschengraben 8,b Postfach 6949, 3001 Bern Telefon

Direkt: 031 398 10 14 Sekretariat 031 398 10 10 [kathie.wiederkehr@kinderschutz.ch](mailto:kathie.wiederkehr@kinderschutz.ch)

[http://www.stadt-zuerich.ch/ssd/de/index/gesundheits\\_und\\_praevention/gewaltpraevention/projekte.html](http://www.stadt-zuerich.ch/ssd/de/index/gesundheits_und_praevention/gewaltpraevention/projekte.html)

Local government policy-School health services. Provide consultation and coaching for teachers.

[www.jugendundgewalt.ch](http://www.jugendundgewalt.ch) Programme across Switzerland for sustainable, effective violence prevention.

[www.jugendundmedien.ch](http://www.jugendundmedien.ch) A programme across Switzerland to provide safe, age appropriate, responsible use of media by children.

[http://kinderschutzfonds.ch/wp-content/uploads/Executive-Summary\\_Nett\\_EN.pdf](http://kinderschutzfonds.ch/wp-content/uploads/Executive-Summary_Nett_EN.pdf) Swiss paper for child protection.

[http://www.ajb.zh.ch/internet/bildungsdirektion/ajb/de/kinder\\_jugendhilfe/kinderschutz.html](http://www.ajb.zh.ch/internet/bildungsdirektion/ajb/de/kinder_jugendhilfe/kinderschutz.html) Local support network for children, youth and families.

Date of next full review: Academic year 2025 - 2026