



Table of Contents

INTRODUCTION	1
BOARD POLICY ON CHILD PROTECTION	1
BOARD POLICY ON REPORTING OF SUSPECTED CHILD ABUSE.	1
Associated Policies and Procedures	2
Definitions	3
SAFEGUARDING	3
CHILD PROTECTION	3
ABUSE	3
NEGLECT	3
Bullying and Harassment	4
AISN Staff Code of Ethical Conduct	5
PRINCIPLE I: Ethical Conduct Towards our Students	5
PRINCIPLE II: Ethical Conduct and Professional Practice	6
PRINCIPLE III: Ethical Conduct Towards Colleagues	6
PRINCIPLE IV: Ethical Conduct Toward the School and Community	6
AISN Safeguarding Code of Conduct	7
AISN's Underlying Safeguarding Principles	7
Professional Behavior and Communication	8
Physical Contact and Being Alone with Students	8
Confidentiality and Privacy	9
Activity Risk Assessment & Reduction	9
Guidelines for Reporting	9
Whistleblower Policy	10
Procedure for reporting Child Abuse or Neglect where Diplomats and their families are Involved	10
Culturally and Linguistically Diverse Considerations:	10
Step 1 : Disclosure Safeguarding Concern	10
Step 2 : Assessing Risk and Reasonable Cause	11
The determination of reasonable cause includes:	11
Step 3 : Safeguarding Response Team (SRT)	12
Step 4 : Protective Plan Implementation	13
Step 5 : Follow - up / Ongoing Support	13
Recordkeeping and Communication	14
Hiring Procedures & Staff Training	15
Employee Contractor Background Checks	15



February 2023

Disciplinary Action	15
LGBTQI+ (from American School Counselors Association)	15
Position	15
The Rationale	16
The School's Role	16
Training and Recruitment	17
Staff Training	17
Safe Recruitment	17
Student Curriculum	17
Appendices	19
Appendix A: Selected Articles from the UN Convention on the Rights of the Child	19
Appendix B: Recognising Indicators of Abuse	20
Appendix C: AISN Staff Code of Ethical Conduct	23
AISN Safeguarding Code of Conduct	25
Appendix D: Activity Risk Assessment Form	28
Appendix E: Child Protection Incident Report Form	31
CHILD PROTECTION INCIDENT/WELFARE CAUSE FOR CONCERN FORM	31
BODY MAP	32
CONCERNS RECORDING AIDE MEMOIRE FOR STAFF	34
Actions for the Designated Safeguarding Lead	36
FRONT SHEET FOR CHILD PROTECTION / WELFARE CAUSE FOR CONCERNS FILE	37
References	38

INTRODUCTION

AISN is committed to the safety and protection of children and all members of our school community. This belief applies to all staff, volunteers, parents, and students who represent the school and who regularly interact with children or young people in either a direct or communally unsupervised capacity.

The policies and procedures outlined in this Safeguarding handbook apply in any case of reported threat of, or actual harm to, or misconduct by the following: parent/guardian to student, employee to student, non-employee (adult or child) to student (including online interactions), and student to student.

AISN will make child protection a part of every aspect of the school. As such, AISN will distribute this policy annually to all stakeholders through Handbooks, Newsletters, and the AISN internet presence.

BOARD POLICY ON CHILD PROTECTION

The AISN Board of Governors believes that every child has a right to feel safe and protected from harm, regardless of ability, ethnicity, faith, gender, sexuality, and culture. We recognize that AISN is in a



February 2023

unique position of primary responsibility for the safety, care, and welfare of students in its charge. To fulfill this duty of care, AISN commits to embedding safeguarding policies, procedures, and guidelines into the overall operations of the school. The Board of Directors delegates the task of embedding safeguarding policies, procedures, guidelines, and annual staff training to the Director of AISN, with regular reporting on safeguarding issues to the Board of Governors.

BOARD POLICY ON REPORTING OF SUSPECTED CHILD ABUSE.

An employee who suspects that a child has been abused regardless of the location shall immediately report such suspicions to the Director. The Director shall direct the designated safeguarding lead to conduct a preliminary investigation by viewing and interviewing the student. If the suspicion of abuse is shared by the Director, he/she shall call the Board Chair, and with that individual's knowledge and support, will determine the best way forward.

We want every child to be safe and to enjoy their childhood. Unfortunately, selfharm, child abuse and neglect is a growing concern in schools throughout the world. This is a violation of children's human rights and an obstacle to their education and development. Schools hold a particular institutional role in society to protect children and to ensure all children are afforded a safe and secure environment in which to grow and develop. Schools and educators have the opportunity to observe and interact with children over a long period of time, and are in a unique position to identify children who need help and protection. As such, schools and educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to make certain that the child and family avail of the services needed to remedy any situation that constitutes child abuse or neglect. In addition to protecting children from abuse and neglect, schools must also protect them from suspected or identified abusers and sex offenders.

We know that all learners need and deserve a secure and supportive environment in which to learn. At AISN, we believe that every child and young person, regardless of age,:

- Has at all times and in all situations the right to feel safe and included, and be protected from all forms of abuse, neglect, or harassment;
- Should be treated fairly with dignity and respect;
- Should be taught to understand their rights as an AISN student and have at least one trusted adult that they can confide in; and
- Adult decisions affecting children should be made in the best interest of the child.

AISN is committed to our safeguarding processes in order to prevent the risk of harm to children's health or development. AISN expects all individuals and groups associated with our school community to act with integrity and to take responsibility for keeping students safe and included. Whether you are a staff member, a coach, tutor, contractor, guest, parent or visitor, it is our expectation that you will support our students and act with their wellbeing in mind at all times.

The schools' orientation procedures include guidelines as to what adults working in school should do in the event that they become aware of child protection concerns. Staff will be informed of changes to policy and procedures and updated in good child protection practice through staff meetings, policy and procedure documentation, and handbooks.

Associated Policies and Procedures



February 2023

All employees of AISN should understand and follow school policies and procedures for safeguarding students which includes compliance with mandatory reporting requirements. If there is a student safeguarding concern, or if a student discloses a cause for concern, it must be reported to a designated safeguarding lead. Current AISN Safeguarding policies and procedures include:

- AISN Board of Governors Policy
- AISN Child Protection Handbook
- AISN Board Policies & Procedures
- Parent/Teacher/Student Handbook
- Active Supervision.

Definitions

At AISN, we define a **CHILD** as any student of the school, or visiting child at the school 18 years of age or younger. ([see Appendix A](#))

SAFEGUARDING

Promoting the welfare of children is defined as safeguarding children from maltreatment, preventing the impairment of their health or development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care.

CHILD PROTECTION

Child protection is part of the safeguarding process and focuses on protecting individual children where there are concerns about abuse, neglect or harassment.

ABUSE

The inflicting, or allowing the infliction, of intentional, non-accidental physical injury on a child by a parent or person responsible for the care of the child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, or death. ([see Appendix B for indicators of abuse](#))

- Creating a substantial risk of physical harm to a child's bodily functioning
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child
- Failing to take reasonable steps to prevent the occurrence of any of the above
- The involvement of a child in any sexual act or situation. Any sexual activity between a child and an adult or child to child is considered sexual abuse
- An act of commission or omission, by the parent or person responsible for the care of the child that significantly impairs the emotional well-being or safety of a child. This includes: self-harm, humiliation; threats to injure or withdraw physical or emotional support; isolation from social contacts; or withholding things necessary for mental health such as information regarding self-harm, respect, security, limits, attention,



February 2023

affection and love.

NEGLECT

The withholding, by a parent or person responsible for the care of the child, of those things necessary for his/her health and normal development, including adequate food, clothing, shelter, sleep, supervision, medical treatment and educational content.

What happens when the school has reasonable cause to believe?

These indicators of abuse and neglect will be used by the staff member as a guideline for reporting to the designated child protection lead, who will determine if the case needs further attention. A report must be made when anyone has reasonable cause to believe that a child has suffered abuse or neglect. All reports are confidential.

- **Physical** (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision— this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time. **Note:** AISN requires one parent or guardian to be a full-time resident in Niamey. Should parents/ guardians leave the country for any reason, then the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. Temporary Change of Guardianship notice to the school is expected to be completed prior to parents/ guardians leaving the country.)
- **Medical** (e.g., failure to provide necessary medical or mental health treatment)
- **Emotional** (e.g., a pattern of actions, such as: inattention to a child’s emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other

POSSIBLE INDICATORS OF NEGLECT

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

POSSIBLE INDICATORS OF PHYSICAL ABUSE

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

drugs. Specific examples may include verbal humiliation, refusing to acknowledge the presence of a child, invasion of privacy for no specific reasons, violent threats, etc.)



February 2023

- **Psychological:** The young person is isolated, ignored; nurturing is withheld; little or no

Bullying and Harassment

Bullying and harassment are similar, but not the same.

Bullying can be physical, verbal, social/relational, and/or through electronic means (i.e. cyberbullying). Bullying is not conflict, as conflict occurs naturally in human interaction. Important defining factors of bullying include a real or perceived power imbalance (physical or social) and a pattern of behavior usually repeated over time. Such behavior is reasonably interpreted as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress. Examples may include teasing, name-calling, threats, and unwanted physical contact or violence.

Harassment is a legal term that is defined as unwanted conduct which violates an individual's legal protections based on certain characteristics, such as gender, race, religion, or sexual orientation. Harassment can also take the forms of physical, verbal, sexual, social/relational and/or electronic means.

Behaviors identified as bullying or harassment involving any student(s) of AISN are considered a serious violation of school rules, and will be subject to the robust standards of report and inquiry as per safeguarding policies and protocols

time or attention for the young person from the adults responsible.

and/or discipline procedures (dependent upon the context of the behaviors). All discipline issues will be handled by the divisional Administrators.

The scope of this policy applies whether such behaviors take place on or off school property during the school day, at or during any school-sponsored function, or in a school vehicle. When behaviors defined as bullying or harassment occur outside of these parameters, the scope of this policy will apply if the behavior contributes to a hostile environment at school, significantly disrupts the learning process or school operations, or infringes on the rights of any student.

Bullying and harassment detection, prevention, and reporting training will take place with students, faculty, administration and parents as part of annual safeguarding training and/or social emotional student lessons. These lessons will include bystander education and empowerment, as well.

Reports of bullying or harassment from one adult employee to another adult employee are subject to the Employee Personnel Policies and will be referred to the AISN school Director.

Behavioral indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral.

AISN Staff Code of Ethical Conduct

In performing their professional duties staff at AISN shall, in word and deed, uphold and be held accountable to the highest of principles. These principles shall be recorded in a published document made available to all teachers & staff both at the time of hiring and annually through the Faculty Handbook. At AISN we have an ethical obligation to continually strive to uphold the values and goals as embedded within the school mission and values. [\(see Appendix C\)](#)



We understand that AISN occupies a privileged position in local society, and is regarded as an elite institution by both the Nigerien and expatriate populations. Our school serves an international mix of families within the community.

PRINCIPLE I: Ethical Conduct Towards our Students

- I will put the health, wellbeing, and education of students above all else.
- I will participate in an annual review of AISN child protection policies and procedures and acknowledge in writing AISN’s Child Safeguarding code of conduct.
- I recognize my duty to inspire and motivate those whom we teach and serve.
- I recognize our duty to challenge our students to reach their highest potential.
- I am committed to planning and delivering instruction to meet the diverse learning needs of my students.
- I help our students to evaluate the consequences of, and accept responsibility for, their actions and choices.
- I deal consistently and justly with each student, and seek to resolve problems according to the relevant school policy.
- I do not intentionally expose students to disparagement.
- I do not reveal confidential information concerning students, unless required by law.
- I keep students safe and secure during working hours.
- I endeavor to present facts without distortion, bias, or personal prejudice.
- I prioritize student learning above all else.

PRINCIPLE II: Ethical Conduct and Professional Practice

- I will not attempt to exercise individual authority over the organization.
- I function as a member of a team and will bring issues to the attention of my supervisor or the director as per school policy.
- I will distribute important written information or documents for discussion prior to all official meetings and assignments.
- I recognize the value of the chain of command. When approached by other staff, parents or the public, I will channel all inquiries to the Director or other appropriate school representatives.
- I will develop a working relationship with my direct supervisor and the Director so that issues and concerns can be discussed openly and comfortably.
- I will come to meetings prepared and informed about the upcoming topics and stay on task as to be respectful of everyone’s time.
- I will respect the confidentiality of privileged information which comes before staff and will not discuss confidential matters of the school outside of official meetings unless authorized to do so.
- I will attend all meetings and events as required insofar as possible.
- I will communicate, should my role require, to the parents/stakeholders of the school on a regular basis about student academic performance, classroom activities, school events, etc.
- I will complete assigned tasks in a timely manner and to the best of my ability, keep my supervisor informed on progress, and ask for assistance when needed.



February 2023

- I will follow and support all policies and procedures regarding the legal, ethical, and fair treatment of all children under my care or who are students of AISN.
- I will not use institutional or professional privileges for personal advantage.
- I support, practice, and work to develop the philosophies and curriculum adopted and approved by the school.

PRINCIPLE III: Ethical Conduct Towards Colleagues

- I will conduct myself with courtesy towards others during meetings and day to day interactions.
- I encourage responsive and attentive listening.
- I am committed to positive and constructive forms of interaction.
- I recognize that differing viewpoints are healthy in the decision-making process. We have the right to disagree, but will do so without being disagreeable. Once actions are agreed, staff members will not create barriers to implementing school policy or procedures.
- I accept a shared responsibility to inspire, challenge and support others as fellow members of staff.
- I respect the right of colleagues to professional confidentiality.
- I refrain from making disparaging statements about colleagues.
- I interact and behave in a positive, supportive and respectful way.
- I respect the right of my colleagues to hold differing opinions.
- I accord just and equitable treatment to all members of the school.
- I respect personal space and professional / personal boundaries.

PRINCIPLE IV: Ethical Conduct Toward the School and Community

- I recognise the laws and customs of Niger.
- I accept our privileged position in the Niger community.
- I acknowledge that the achievement of the school's mission is a shared enterprise.
- I am active in our professional communication with parents and students concerning student learning.
- I understand the values and traditions of the diverse cultures represented in our community.
- I maintain a positive and active role in school/community activities and relations.
- I affirm and respect parents as the primary moral educators of their children.
- I will not abuse or misuse school property.

AISN Safeguarding Code of Conduct

All adults who work with children at AISN have a duty of care to provide a safe and inclusive environment which seeks to secure the well-being and best outcomes for all students. This duty is exercised through the development of caring, professional relationships and behavior that demonstrates integrity and good judgment. All adults at AISN play an important role in safeguarding students from harm through early identification of students who may be at risk, and by educating students about keeping safe and their individual rights. At AISN, keeping children safe is everyone's responsibility.



February 2023

It is not possible to consider every possibility relating to appropriate behavior for adults in all circumstances, and there may be occasions in which employees have to make decisions in the best interest of children which could contravene this guidance, or where no guidance exists. When this takes place, transparency should be the default approach, and the nature of the incident and response should be communicated to a school leader as soon as possible. This document instead seeks to highlight specific behaviors that are illegal, inappropriate or inadvisable.

AISN’s Underlying Safeguarding Principles

‘Employees’ includes all teaching / non-teaching / paid / volunteer adults who are working at American International School of Niamey or are involved in any school related on or off-campus activities. Employees are responsible for their own actions and behavior, and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. This applies to both professional and personal conduct.

Employees need to be aware of our own and other persons’ vulnerability, especially when working alone with students.

- Physical contact with students can be misconstrued both by the recipient and by those who observe it. Prudent discretion must be shown before touching a student, whether it be an appropriate expression of greeting, care, concern or celebration.
- All Employees should know who the Designated Safeguarding Lead is at AISN, understand their duty of care to protect students, and be familiar with the AISN procedures for reporting a concern of abuse and/or neglect.
- Employees should be aware that breaches of the Code of Conduct, Nigerien Law and or any other professional guidelines could result in criminal or disciplinary action being taken against them.

Professional Behavior and Communication

I will NOT...	I WILL...
Discriminate against, show differential treatment towards or favor particular children to the exclusion of others.	Treat others in a professional manner and equitably regardless of their ability, gender, age, race, sexual orientation or position in the school.
Engage in private communications outside of my professional role with students via text messaging, personal email, or similar forms of electronic or social media.	Speak to all students with the same respect, patience, integrity and consideration.
Use profanities or any language with students that is inappropriate, offensive, abusive or unprofessional.	Use positive strategies rather than criticism, competition, or comparison when working with students.
Condone or participate in behavior by students	Take precautions when meeting with students to ensure my own safety and that of others.



February 2023

<p>that is illegal, abusive or endangers their safety or the safety of others.</p> <p>Use, or be under the influence of alcohol or drugs when I am responsible for and/or working with students.</p> <p>Accept gifts from, or give gifts to children without the knowledge of their parents or guardians.</p>	
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Physical Contact and Being Alone with Students

I will NOT...	I WILL...
<p>Be alone with students outside of normal professional responsibilities.</p> <p>Sleep in the same room as children with whom I am working without another adult present, and with the advanced authorization of the school administration.</p> <p>Provide transport in my car to a student alone, outside of my professional role, without express parental and administrative permission unless in the case of an emergency.</p> <p>Use physical punishment or act in a way that can be considered exploitation, maltreatment or abuse of children.</p> <p>Have intimate relations with a child, or behave in a manner that is sexually inappropriate or provocative.</p> <p>Touch areas that would normally be covered by a swimming suit <i>if</i> physical contact is necessary.</p>	<p>Avoid being alone with students at school as much as possible, and when necessary conduct one on one student meetings in a public area where the interaction can be observed and/or in a room with the door left open.</p> <p>Avoid unnecessary touch and take responsibility for maintaining appropriate physical, emotional, and sexual boundaries at all times.</p> <p>Where physical contact <i>is</i> necessary for teaching, learning or safety purposes, I will seek permission from the student first, and only in ways that are appropriate, public and non-sexual.</p> <p>Respect the student’s privacy in situations of toileting, showering and changing clothes. When it <i>is</i> necessary to aid in toileting, changing or administering first aid, two adults should be present whenever possible and intrude only to the extent that the health and safety of the children require</p> <p>Use proportionate physical intervention In the event of imminent harm.</p>

Confidentiality and Privacy

I will NOT...	I WILL...
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February 2023

<p>Take and keep photos of students on my personal electronic devices unless for official school business.</p> <p>Post photographs of students on my personal social networks.</p>	<p>Maintain appropriate confidentiality of student information.</p> <p>Be mindful of my online image and adhere to all AISN Policies.</p>
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Activity Risk Assessment & Reduction

Enterprise and overall risk management at AISN is overseen by the Board of Governors and the Director. The Director works together with the Activities Coordinator, School Nurse, and other key individuals to review school-wide risk management, safety, security, and preparedness operations, procedures, and systems.

Ensuring that safeguarding is integrated into risk assessment and mitigation means considering ways in which our students may be vulnerable to

risk, and doing everything we reasonably can to reduce their risk. This involves requiring up-to-date risk assessment and mitigation documentation for all off-site, school sponsored events and trips, undertaking an annual review of all emergency protocols, implementing regular practice drills, and overseeing safe transitions (transport to/from school).

Risk management in safeguarding will also remain an integral part of the updating, creation and configuration of physical campus spaces.

[\(See Appendix D: Risk Assessment Form\)](#)

Guidelines for Reporting

All staff employed at AISN must report suspected incidents of child self harm, abuse, or neglect whenever the staff member has reasonable cause to believe that a child has the potential or has suffered abuse, neglect or self harm. Staff members must also report suspected or identified child abusers and sex offenders. Reporting and follow through of all suspected incidences shall proceed in accordance with administrative regulations respective to this policy. Furthermore, the Head of School, after consulting the safeguarding lead team may determine to report cases of suspected child abuse/abusers and neglect to appropriate employment sponsor, and/or local/international authorities, if that is determined to be the appropriate course of action. The [UN Convention on the Rights of the Child](#) (and/or regional equivalents) informs the approach that AISN uses in working/being in contact with children.

Whistleblower Policy

REPORTING ILLEGAL CONDUCT - The American International School of Niamey encourages employees to report illegal conduct of any type, and ensures that there will be no retaliation for reporting pursuant to the established protocol. The protocol for reporting and addressing alleged illegal conduct against students is via the Child Protection Incident Report Form. [\(See Appendix E\)](#)

Procedure for reporting Child Abuse or Neglect where



February 2023

Diplomats and their families are Involved

Many of our students at AISN are foreign nationals and are not Nigerien citizens. Although in emergency situations which constitute abuse they are afforded the same legal protections as children with Nigerien citizenry, many times they are entitled to additional protection and supportive measures by way of their own consulates and embassies. In the unfortunate

incidents of child abuse or neglect, it is important that the school work alongside external government agencies to provide the best support possible for our students. This may include reaching out to foreign consulates and embassies.. We are an American International School founded by the United States mission in Niger and have a duty to report to the US embassy for all matters of child abuse, neglect or negligence for US citizens.

Reporting may take the form of observing an indicator of abuse, receiving a disclosure or allegation of abuse, and/or having information which causes you to believe harm to a child will or has taken place. As soon as a disclosure is reported, a series of steps will take place. These steps are explained below and are also found in the following flowchart. [\(See Appendix E: Child Protection Incident Report Form\)](#)

1. Disclosure of Safeguarding Concern
2. Assessing Risk / Reasonable Cause
3. Safeguarding Response Team
4. Protective Plan Implementation
5. Follow-up / Ongoing Support

Culturally and Linguistically Diverse Considerations:

It is important to keep in mind cultural influences when gathering information and observing behaviors and to avoid allowing your own personal beliefs or biases to influence your response. Culture shapes attitudes and beliefs around acceptable child behavior and discipline. Although culture is not an acceptable reason to harm a child, it is important to recognize that within some cultures values vary widely around acceptable disciplinary practices. It is important first and foremost to protect a child from harm, and when working with families it is also essential to promote respectful interactions.

Step 1 : Disclosure Safeguarding Concern

A reportable concern is one in which there is an indication of harm or threat of harm to a student. "Harm" can be defined as physical, sexual, or emotional abuse, neglect, self-harm, and severe bullying and/or harassment. The disclosure of a safeguarding concern should be brought to the

Designated Safeguarding Lead or the student's school counselor and the head of school. The Report of Concern form can be found on the AISN School Intranet page or you can contact the Designated Safeguarding Lead Directly.

Responding to a Disclosure: When a child or adult reports a concern of abuse or neglect to a trusted



adult, it is important to respond in a way that reassures the person that they were right to bring forward the concern. In responding to a disclosure there are some general guidelines that should be followed which include:

- **Listen:** Actively listen to the child/ adult & try not to interrupt. Understand that this is a very difficult thing to do & allow them to tell their story at their own pace. Silence is ok. DON'T ask too many questions; remember that you do want to understand what took place, but this is not an interrogation so avoid asking 'why' & 'how' questions.
- **Believe:** Make sure that you take what they say seriously, even if it appears hard to believe. It is important to know that children rarely make up stories about abuse. Reassure the child that they are not in trouble & are not responsible for what has happened. DON'T make judgements on whether or not the child/ adult is being truthful.
- **Contain your feelings:** It is possible that when handling a disclosure you may hear some very difficult information. Remain calm & reassuring. DON'T show shock or horror because this can reinforce the feeling of shame for the person disclosing.
- **Acknowledge their trust:** Build a rapport with the child/ adult so that they feel safe and acknowledge that coming forward takes a lot of courage, strength & trust.
- **Don't make promises:** Create a safe space for the person disclosing & DON'T make promises you can't keep. Remember that you are mandated to report safeguarding concerns.
- **MAINTAIN CONFIDENTIALITY:** Above all, remember that all information you gather is confidential & should not be shared with anyone outside of who you report to. It is incredibly important to respect the privacy & confidentiality of the person disclosing.

Culturally and Linguistically Diverse Considerations: It is important to keep in mind cultural influences when gathering information and observing behaviors and to avoid allowing your own personal beliefs or biases to influence your response. Culture shapes attitudes and beliefs around acceptable child behavior and discipline. Although culture is not an acceptable reason to harm a child, it is important to recognize that within some cultures values vary widely around acceptable disciplinary practices. It is important first and foremost to protect a child from harm, and when working with families it is also essential to promote respectful interactions.

Step 2 : Assessing Risk and Reasonable Cause

Following the disclosure and completion of a CHILD PROTECTION INCIDENT/WELFARE CAUSE FOR CONCERN FORM, the Designated Safeguarding Lead will meet with the school Safeguarding Team and potentially the Head of School as applicable to assess the risk and if there is reasonable cause to proceed.

The determination of reasonable cause includes:

An incident report form signed by the adult making or witnessing the disclosure, and explains the actions committed or indicators observed as well as the role of the perpetrator of those actions if known. The completed incident report form is used to establish probable cause that there is sufficient evidence to result in an investigation of abuse.



February 2023

Generally, this process will have the school Designated Safeguarding Lead gather more information regarding the reported incident as soon as possible. This process may include:

- Interviewing staff members and other witnesses as necessary and document relevant information
- Review the child's history in the school Informal check in with the child and/or his/her siblings
- If the safeguarding concern presents risk of past or potential future harm to a child/ adult, and there is a reasonable cause for this concern, then a Safeguarding Response Team meeting is convened to determine next steps.

If the safeguarding concern presents risk of past or potential future harm to a child/ adult, and there is a reasonable cause for this concern, then a Safeguarding Response Team meeting is convened to determine next steps.

Step 3 : Safeguarding Response Team (SRT)

The Safeguarding Response Team will be organized and facilitated by the Designated Safeguarding Lead and will include at minimum the Designated Safeguarding Lead and Designated members of the Safeguarding Team. Other individuals such as the School Director and School nurse may also be involved if applicable. In the event that an allegation is against an employee of the school and reasonable cause has been found, the School Director must be informed and join the SRT. In the event that the allegation is against an employee who would normally be part of the SRT, the other team members will ask the individual to recuse him/herself and request another Safeguarding Lead to join the SRT.

The SRT will meet to assess the information gathered and determine if further investigation is required. As part of this inquiry process it may be necessary to collect additional information which could include:

- If there is missing information (date, time, location etc.) go back to the original reporter and see if he/she has anything more to add to their report.
- If the incident happened on campus, reviewing any CCTV footage and making sure that any relevant footage is stored separately in a safe location.
- If there are possible signs of physical abuse, review of medical records kept by the Nurses Office.
- If there were other witnesses to an incident, these witnesses should also be asked to make written statements.
- Obtaining the students attendance records and academic records to see whether there are changes in patterns, if appropriate.
- A search should be made to see if there have been any other Reports of Concern made about the possible victim, his/her family or the alleged perpetrator.
- Talking with teachers/staff who interact with the student on a regular basis.
- If the incident suggests that a member of staff or contractor is involved, the AISN Director should be alerted. Any disciplinary matters relating to a breach in the Code of Conduct will be dealt with by the senior administration.

Based on the information collected, the SRT will make an assessment as to the level of risk to the child's wellbeing and agree on a protective plan for working with the student and family. Most cases will be "low level" in terms of providing early intervention and giving a student and/or family counseling support.



February 2023

If the child appears to have suffered significant abuse that threatens his/her long-term wellbeing (i.e. a situation that cannot be resolved by parental / student education or intervention), then the Director must be informed. It may be necessary to provide immediate short term safety for the child and bring in outside agencies such as:

- External investigator if there is a possible criminal act.
- The Employer or Embassy if the alleged offender is a parent of a student.
- Appropriate Nigerien authorities or other child protection agencies.

AISN will maintain a list of external agencies and other resources that can be called upon to provide additional resources and/or assistance where necessary. Such agencies may include the US Embassy as well as support from the school's regional association, and individual therapists and counselors if available. This will be the responsibility of the Designated Safeguarding Lead. The decision to involve outside agencies will be taken by the AISN Director in consultation with the SRT, Board Chair and others as appropriate. Depending on the nature of the incident, a Crisis Management Protocol may be initiated.

Step 4 : Protective Plan Implementation

After the SRT inquires into the level of risk for the student, they will assure safety of the child to the best of their abilities and a protective plan is formed, implemented and documented. The plan may consist of, but is not limited to the following:

- Meetings with the family to present the schools concerns
- Safety plan/ contract with student and/or parents/ guardians
- Referral of the student and/or family to external professional counseling
- Referral to participate in parenting support and education classes
- Contact with Parent/Guardian Employer
- Contact with Embassy/ Consulate of involved family and/or to the welfare office at the home of record
- Informal consultation and/or formal report to local authorities
- Employee supervision & monitoring plan
- Employee termination of employment

Step 5 : Follow - up / Ongoing Support

Subsequent to a reported case of child abuse or neglect, ongoing support and monitoring of the child will be provided. The school counselor will maintain contact with the child and family to provide guidance and support as appropriate. The school counselor will also liaise with outside therapists to update the progress of the child in school if given consent to do so.

All cases will be part of an annual audit to ensure fidelity to AISN's policies and procedures, as well as provide the team with learning opportunities for improvement throughout the stages of reporting and responding. The school will also endeavor to ensure that staff involved with a case of child abuse receive appropriate counseling and support themselves so that they are able to maintain a highly professional standard of care without undue personal stress.

Feedback and Confidentiality: Each person who reports a safeguarding concern should expect to receive feedback from a member of the SRT that the concern has been addressed, although specific



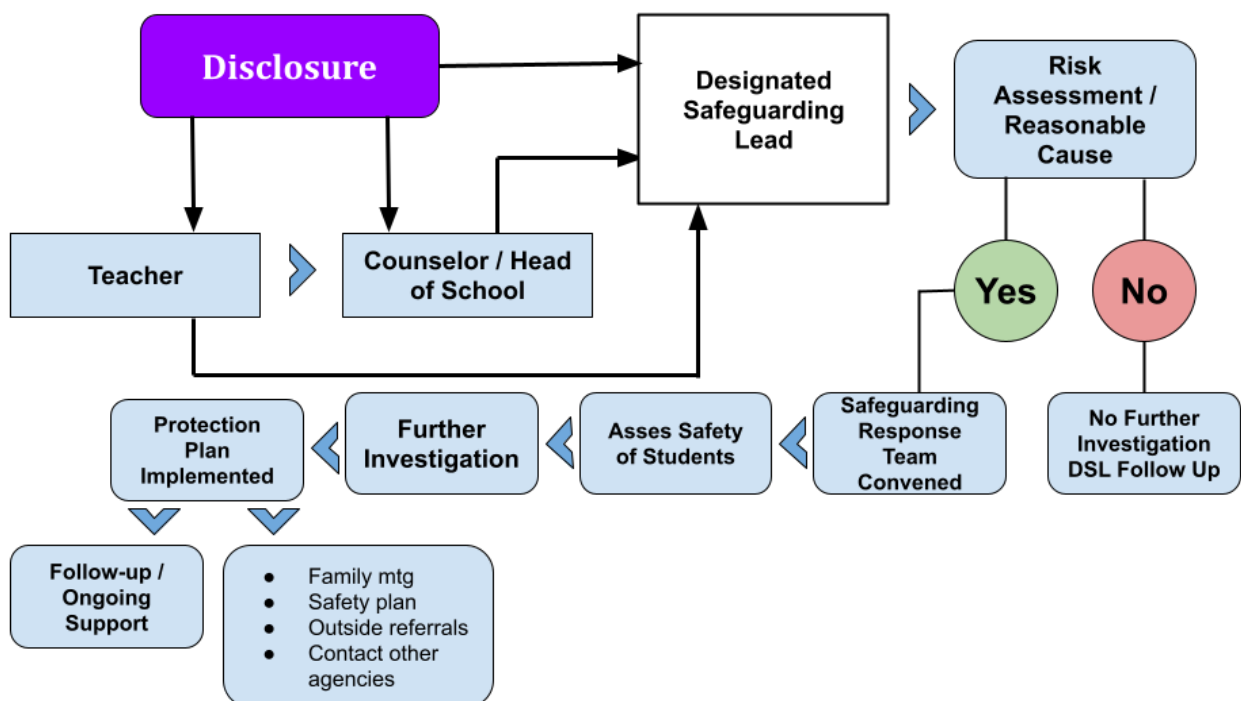
details as to the outcome will be shared on a “need to know” basis only. Any information shared with a member of staff in this way must be held confidentially to themselves. If there is no feedback, and there is on-going cause for concern, then the reporter should either contact the Designated Safeguarding Lead to ensure that actions have been taken. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

Internal Allegations (involving A I S N staff)

In cases where a Report of Concern involves an allegation of an educator or staff member, reports must be made directly to the Designated Safeguarding Lead or the School Director and confidentiality as to the source of the report will be protected as best as possible. A similar response process will be followed, though it is important to note that if reasonable cause is established, the alleged will immediately be put on leave until the culmination of an investigation. Any steps taken to assess risk or preserve evidence should be taken in consultation with legal advisors to ensure compliance of the perpetrator’s legal rights.

- Reporting to an external agency to carry out the investigation. This could include local Nigerien law enforcement and/or police and/or government agencies from the country of origin of the alleged perpetrator.
- Assess the risk and support required by the child and involve the family in providing this. Possible termination of employment and an evaluation of suitability to work with children.

Any records related to an allegation towards a staff member will be kept confidential with access limited to only those involved.to only those involved.





February 2023

Recordkeeping and Communications

The reporting system and Report of Concern form will be used to maintain the nature of the concern, the steps of the inquiry process, the protective response plan, and any final conclusions as a historical record of each case. The detailed, confidential case files relating to the incident will be maintained by the Designated Safeguarding Lead who will maintain these files for up to 7 years after the student graduates secure in a secure encrypted digital file held on the school server with access for those only on the Safeguarding Response Team or as a hard copy.

Upon closure of the case, any digital files will be printed and stored in a secure fireproof safe in the office of the Designated Safeguarding Lead. The Designated Safeguarding Lead is responsible for the storage of confidential files and will follow the school's guiding principles of records management and data protection. Records for students sent to schools will be flagged to let the receiving school know there is a confidential child protection file for the child. AISN will make every attempt to share this information to protect the child.

Hiring Procedures & Staff Training

All adults who have regular access to AISN's campuses are expected to undergo annual child protection training depending on their level of engagement with students and their roles with regard to Child Protection. Initial training will be delivered in-house, generally during the orientation process for all new staff. Thereafter, staff will be expected to undergo refresher training every year. Enhanced training will be provided for members of the Safeguarding Team to ensure that safeguarding best practices are implemented. Child Protection training will also be given to volunteers and coaches who regularly interact with students on campus. A strong part of the AISN culture is the warmth and openness of

relationships between staff and students. AISN believes that this should be preserved while ensuring that all students remain safe and comfortable while at school. All AISN employees are expected to understand, agree and adhere to the Safeguarding Employee Code of Conduct. The Student Safeguarding Team (SST) is a multidisciplinary group of administrators, teachers, and staff that meets at specific times in the school year to review our safeguarding policies and procedures and to ensure ongoing improvement of our program. Various training sessions are also available each year for the parent and wider school community.

Employee Contractor Background Checks

AISN requires professional background screening of the school's personnel prior to employment and reserves the right to conduct periodic screenings of the school's employees and other affiliates or contractors as may be deemed appropriate to ensure the safety of the children and staff.

Disciplinary Action

Failure to maintain good moral and ethical standards with regard to children or classroom content, as well as failure to follow policies & procedures, model professionalism with colleagues, parents and others within the school may result in disciplinary sanctions up to immediate termination or



February 2023

expulsion. This Code is a summary of those expectations and is not all-inclusive.

LGBTQI+ (*from American School Counselors Association*)

Position

AISN counselors and faculty members promote equal opportunity and respect for all individuals regardless of sexual orientation, gender identity or gender expression. AISN recognizes the school experience can be significantly more difficult for students with marginalized identities. AISN works to eliminate barriers impeding LGBTQ student development and achievement.

The Rationale

Despite widespread efforts, lesbian, gay, bisexual, transgender and questioning (LGBTQ) students continue to face challenges that may threaten their academic and social/emotional development in schools. Students report feeling unsafe in school due to their sexual orientation, perceived orientation, gender identity or gender expression and report experiencing homophobic remarks, harassment and bullying (GLSEN, 2012). LGBTQ individuals often face multiple risk factors that may place them at greater risk for suicidal behavior (CDC, 2011). School counselors realize these issues affect healthy student development and psychological well-being.

The School's Role

The school counselor works with all students through the stages of identity development and understands this may be more difficult for LGBTQ youth. It is not the school counselor's role to attempt to change a student's sexual orientation or gender identity. School counselors recognize the profound harm intrinsic to therapies alleging to change an individual's sexual orientation or gender identity (SAMHSA, 2015) and advocate to protect LGBTQ students from this harm. School counselors provide support to LGBTQ students to promote academic achievement and social/emotional development. School counselors

are committed to the affirmation of all youth regardless of sexual orientation, gender identity and gender expression and work to create safe and affirming schools. School counselors:

- Support students with feelings about their sexual orientation and gender identity as well as students' feelings about the identity of others in an accepting and nonjudgmental manner
- advocate for equitable educational and extracurricular opportunities for all students regardless of sexual orientation, gender identity or gender expression
- advocate for gender-nonconforming students in regard to access of building facilities (e.g., ensuring a safe environment for restroom use and changing) and gender presentation (e.g., wearing a dress or pants for an orchestra or vocal performance)
- promote policies that effectively reduce the use of offensive language, harassment and bullying and improves climate
- address absenteeism, lowered educational aspirations and academic achievement and low psychological well-being as a result of victimization and feeling unsafe at school (GLSEN, 2012)
- provide a safe space for LGBTQ students and allies such as Gay and Straight Alliance Clubs
- promote sensitivity and acceptance of diversity among all students and staff to include LGBTQ students and diverse family systems
- advocate for the rights of families to access and participate in their student's education and school activities without discrimination (GLSEN, 2009)
- support an inclusive curriculum at all grade levels
- support language that is inclusive of sexual orientation and gender identity



February 2023

- advocate for adoption of school policies addressing discrimination and promoting violence-prevention programs to create a safe and supportive school environment (Robinson & Espelage, 2012)
- support students in addressing possible discrimination by staff members
- encourage staff training on inclusive practices, creating an affirming school environment, accurate information and risk factors for LGBTQ students (Russell et al. 2010)
- know the impact of family acceptance on student well-being and ability to thrive (Ryan, 2014)
- support families whose children are coming out by helping them navigate these important
- developmental milestones in ways that protect LGBTQ students from harm and help families stay together (Ryan, 2014)
- identify LGBTQ community resources for students and families and assess the quality and inclusiveness of these resources before referring to such resources

Training and Recruitment

Staff Training

All adults who have regular access to AISN's campus are expected to undergo annual child

Safe Recruitment

It is the school's responsibility to ensure, as far as possible, that its employees are suitable people to work with children. AISN has implemented a number of recruitment procedures during its recruitment process with the aim of ensuring that: AISN will work with the Recruitment Agencies (Search, Teacherhorizons, or similar agency) to ensure that the reference checks and background screening undertaken by such agencies compliments AISN's own recruitment protocols. AISN uses the following safer recruitment procedures to only hire candidates that are

protection training depending on their level of engagement with students and their roles with regard to Child Protection. Initial training will be delivered in-house, generally during the orientation process for all new staff. Returning Staff will be expected to undergo refresher training throughout the school year as needed. Enhanced training will be provided for members of the Safeguarding Response Team to ensure that safeguarding best practices are implemented. Child Protection training will also be given to volunteers and coaches who interact with AISN students on a regular basis.

AISN believes in a culture of warmth and openness of relationships between staff and students and that this should be preserved while ensuring that all students remain safe and comfortable while at school. All AISN employees are expected to understand, agree and adhere to the Safeguarding Employee Code of Conduct.

The Student Safeguarding Committee (SSC) is a multidisciplinary group of administrators, teachers, counselors, staff, students, parents... which meets from time to time to review our safeguarding policies and procedures and to ensure ongoing improvement of our program. Various training sessions may also be made available for the parent and wider school community.

committed towards actively protecting all of our students.

- Candidates who have a criminal record or about whom there have been some concerns about their suitability to work with children are not offered a position.
- Successful candidates fully understand their responsibilities towards Child Protection while employed at the school.
- AISN maintains appropriate records that might be required in a possible future



February 2023

investigation or inquiry.

- All candidates are asked specific child protection questions as part of the interview process.
- Before offering a candidate a position, a member of our school leadership team completes a reference check by contacting

- at least one of the previous employer's leadership team by email or phone.
- As part of the employment contract all AISN employees must submit a recent police clearance from their home of residence and the last country they were employed

Student Curriculum

Students' own awareness of issues affecting their personal health and safety (including abuse) and strategies for Dealing with difficult situations is vital. At AISN students are made aware of these through:

- A Respectful Relationships protocol implemented through homeroom or advisory activities.
- Age-appropriate curriculum based on core elements and evidence-based practices is written and taught to students. This will be provided as part of an overall homeroom curriculum on Personal and Social and emotional Education, and personal health from Nursery to grade 6 and through the an advisory program for Grades 7-12 which includes:
 - Students' rights and responsibilities with regard to

child protection issues.

- Strategies to recognize inappropriate behaviors, respond assertively and to report incidents to school personnel and/or family members.
- Strategies to recognize and deal appropriately with peer to peer disagreements or conflicts.
- Strategies to recognize and uphold good behavior and conduct while at school

Understanding and practicing good personal health and nutrition. At AISN, we believe that our program supports the whole child, and we seek to develop the social and emotional well-being of all of our students. Our social emotional learning program serves to increase a sense of belonging and connectedness and to empower students to be engaged and respectful members of their school, local and global communities. We aim for our learning community to be welcoming, safe and inclusive where everyone feels a sense of belonging.



Appendices

Appendix A: Selected Articles from the UN Convention on the Rights of the Child

Article 1 (Definition of the child):

The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination):

The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child):

The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 19 (Protection from all forms of violence):

Children have the right to be protected from being hurt and mistreated, physically or mentally.

View the full document: [UNCRC in Child-friendly language](#)



February 2023

Appendix B: Recognising Indicators of Abuse

The following identified indicators need to be considered in the context of the child’s age, capabilities, medical and developmental history. Most child abuse or neglect is not identified based on a single event or indicator. Rather, indicators often occur in clusters or may not be present at all.

Physical Abuse	
Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> ● Bite marks ● Bruises ● Burns ● Broken bones ● Hair missing in tufts ● Arms and legs covered by clothing in warm weather ● Lacerations/abrasions (esp. to eyes, lips, gums, mouth) ● Missing or loosened teeth ● Welts 	<ul style="list-style-type: none"> ● Overly compliant, shy, withdrawn, passive ● Uncommunicative ● Signs of regression ● Fear of parent/carer ● Avoidance of physical contact ● Unexplained/unlikely explanation of injury ● Little/no emotion when hurt ● Disclosure directly or indirectly (through play, drawings, writings) ● School attendance issues ● Drug/alcohol abuse ● Non-suicidal self-injury ● Suicidal ideation ● Attempted suicide
Emotional Abuse	
Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> ● Depression ● Eating disorders (anorexia or 	<ul style="list-style-type: none"> ● Attempted suicide ● Overly compliant or passive behavior



February 2023

<ul style="list-style-type: none"> • bulimia) • Lethargy or fatigue • Symptoms of stress • Evidence of drug abuse or dependence • Wetting, soiling, smearing • Psychosomatic complaints • Violent drawings or writing • Rocking • Sucking thumb • Self-harming behavior 	<ul style="list-style-type: none"> • Overly shy or withdrawn • Low self-esteem; low tolerance to frustration • Fire setting behavior • Truancy/ school avoidance • Deliberate harming of animals • Poor peer relationships • Disclosure directly to an adult or indirectly to a friend or adult • Adult-like behavior (e.g. parenting other children) • Aggressive or delinquent behavior • Excessive neatness or cleanliness • Fearfulness when approached by a person known to them • Discloses having witnessed domestic violence • Expresses feelings of worthlessness
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Sexual Abuse

Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> • Bruises or bleeding from external genitalia, vagina or anal regions • Blood-stained underwear • Pregnancy or fear of pregnancy • Signs of pain, itching or discomfort in the anal or genital area • Urinary tract infections • Self-mutilation 	<ul style="list-style-type: none"> • Inappropriate interest in sexual matters • Knowledge of sexual behaviour inappropriate to age • Regression to infantile behavior • Sudden unexplained fears • Enuresis and/or encopresis (wetting & soiling) • Excessive attention getting, aggression or clingy behavior • Recurrent physical complaints • Depression, withdrawal into fantasy, suicidal preoccupation • Disclosure directly or indirectly through drawings, play or writing • Sexualised behaviors inappropriate to age (including sexually touching other children or themselves), public masturbation or disrobing • Disclosure of involvement in sexual activity directly to an adult, indirectly to a friend or in a disguised way e.g. "I know a person who..." • Inappropriate expressions of affection • Promiscuity • Criminal sexual behavior • Decline in academic performance



February 2023

	<ul style="list-style-type: none"> • Running away from home
Neglect	
Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> • Poor personal hygiene • Dirty / unwashed appearance • Lack of adequate or suitable clothing • Constantly hungry • Inadequate nutrition • Lack of medical or dental care • Development delays • Untreated physical or medical problems (e.g. sores, boils and lice) • Drug and/or alcohol abuse at home • Lack of adequate supervision 	<ul style="list-style-type: none"> • Poor school attendance • Falling asleep in school, constant fatigue • Always attends school, even when sick • Frequent lateness, early arrival or reluctance to leave school • Poor academic performance • Steals, hoards or begs for food • Engages in vandalism • Disclosure directly to an adult or indirectly to a friend that no one is home to provide care • Inappropriate sexual behavior
Family / Domestic Violence	
Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> • Injuries which are excused as 'accidents' 	<ul style="list-style-type: none"> • Constant and abrupt absences from school • Receiving recurrent, troublesome phone calls from the parent(s) • A fear of the parent • Changes in personal behaviors (e.g. an outgoing student becomes withdrawn) • An extreme fear of conflict • The need for assertiveness • Tendencies towards isolation and avoidance of friends and family • Insufficient means to live (money, food, clothing) • Depression, crying, low self-esteem

(Department of Education, Government of Western Australia, 2018)



Appendix C: AISN Staff Code of Ethical Conduct

In performing their professional duties staff at AISN shall, in word and deed, uphold and be held accountable to the highest of principles. These principles shall be recorded in a published document made available to all teachers & staff both at the time of hiring and annually through the Faculty Handbook. At AISN we have an ethical obligation to continually strive to uphold the values and goals as embedded within the school mission and values.

We understand that AISN occupies a privileged position in local society, and is regarded as an elite institution by both the Nigerien and expatriate populations. Our school serves an international mix of families within the community.

While employed at AISN, I recognise that our professional conduct reflects upon ourselves and on our school. The following Code of Ethical Conduct sets principles for how we interact with ourselves, make decisions, and work with other staff and the community.

As individual members of staff, we will conduct ourselves in a manner that respects appropriate decorum and professional conduct in four principle areas.

PRINCIPLE I: Ethical Conduct Towards our Students



February 2023

- I will put the health, wellbeing, and education of students above all else.
- I will participate in an annual review of AISN child protection policies and procedures and acknowledge in writing AISN's Child Safeguarding code of conduct.
- I recognize my duty to inspire and motivate those whom we teach and serve.
- I recognize our duty to challenge our students to reach their highest potential.
- I am committed to planning and delivering instruction to meet the diverse learning needs of my students.
- I help our students to evaluate the consequences of, and accept responsibility for, their actions and choices.
- I deal consistently and justly with each student, and seek to resolve problems according to the relevant school policy.
- I do not intentionally expose students to disparagement.
- I do not reveal confidential information concerning students, unless required by law.
- I keep students safe and secure during working hours.
- I endeavor to present facts without distortion, bias, or personal prejudice.
- I prioritize student learning above all else.

PRINCIPLE II: Ethical Conduct and Professional Practice

- I will not attempt to exercise individual authority over the organization.
- I function as a member of a team and will bring issues to the attention of my supervisor or the director as per school policy.
- I will distribute important written information or documents for discussion prior to all official meetings and assignments.
- I recognize the value of the chain of command. When approached by other staff, parents or the public, I will channel all inquiries to the Director or other appropriate school representatives.
- I will develop a working relationship with my direct supervisor and the Director so that issues and concerns can be discussed openly and comfortably.
- I will come to meetings prepared and informed about the upcoming topics and stay on task as to be respectful of everyone's time.
- I will respect the confidentiality of privileged information which comes before staff and will not discuss confidential matters of the school outside of official meetings unless authorized to do so.
- I will attend all meetings and events as required insofar as possible.
- I will communicate, should my role require, to the parents/stakeholders of the school on a regular basis about student academic performance, classroom activities, school events, etc.
- I will complete assigned tasks in a timely manner and to the best of my ability, keep my supervisor informed on progress, and ask for assistance when needed.
- I will follow and support all policies and procedures regarding the legal, ethical, and fair treatment of all children under my care or who are students of AISN.
- I will not use institutional or professional privileges for personal advantage.
- I support, practice, and work to develop the philosophies and curriculum adopted and approved by the school.



February 2023

PRINCIPLE III: Ethical Conduct Towards Colleagues

- I will conduct myself with courtesy towards others during meetings and day to day interactions.
- I encourage responsive and attentive listening.
- I am committed to positive and constructive forms of interaction.
- I recognize that differing viewpoints are healthy in the decision-making process. We have the right to disagree, but will do so without being disagreeable. Once actions are agreed, staff members will not create barriers to implementing school policy or procedures.
- I accept a shared responsibility to inspire, challenge and support others as fellow members of staff.
- I respect the right of colleagues to professional confidentiality.
- I refrain from making disparaging statements about colleagues.
- I interact and behave in a positive, supportive and respectful way.
- I respect the right of my colleagues to hold differing opinions.
- I accord just and equitable treatment to all members of the school.
- I respect personal space and professional / personal boundaries.

PRINCIPLE IV: Ethical Conduct Toward the School and Community

- I recognise the laws and customs of Niger.
- I accept our privileged position in the Niger community.
- I acknowledge that the achievement of the school's mission is a shared enterprise.
- I am active in our professional communication with parents and students concerning student learning.
- I understand the values and traditions of the diverse cultures represented in our community.
- I maintain a positive and active role in school/community activities and relations.
- I affirm and respect parents as the primary moral educators of their children.
- I will not abuse or misuse school property.

AISN Safeguarding Code of Conduct

All adults who work with children at AISN have a duty of care to provide a safe and inclusive environment which seeks to secure the well-being and best outcomes for all students. This duty is exercised through the development of caring, professional relationships and behavior that demonstrates integrity and good judgment. All adults at AISN play an important role in safeguarding students from harm through early identification of students who may be at risk, and by educating students about keeping safe and their individual rights. At AISN, keeping children safe is everyone's responsibility.

It is not possible to consider every possibility relating to appropriate behavior for adults in all circumstances, and there may be occasions in which employees have to make decisions in the best interest of children which could contravene this guidance, or where no guidance exists. When this takes place, transparency should be the default approach, and the nature of the incident and response should



February 2023

be communicated to a school leader as soon as possible. This document instead seeks to highlight specific behaviors that are illegal, inappropriate or inadvisable.

AISN’s Underlying Safeguarding Principles:

‘Employees’ includes all teaching / non-teaching / paid / volunteer adults who are working at American International School of Bucharest or are involved in any school related on or off-campus activities. Employees are responsible for their own actions and behavior, and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. This applies to both professional and personal conduct.

Employees need to be aware of our own and other persons’ vulnerability, especially when working alone with students.

- Physical contact with students can be misconstrued both by the recipient and by those who observe it. Prudent discretion must be shown before touching a student, whether it be an appropriate expression of greeting, care, concern or celebration.
- All Employees should know who the Designated Safeguarding Lead is at AISN, understand their duty of care to protect students, and be familiar with the AISN procedures for reporting a concern of abuse and/or neglect.
- Employees should be aware that breaches of the Code of Conduct, Nigerien Law and or any other professional guidelines could result in criminal or disciplinary action being taken against them.

Professional Behavior and Communication

I will NOT...	I WILL...
Discriminate against, show differential treatment towards or favor particular children to the exclusion of others.	Treat others in a professional manner and equitably regardless of their ability, gender, age, race, sexual orientation or position in the school.
Engage in private communications outside of my professional role with students via text messaging, personal email, or similar forms of electronic or social media.	Speak to all students with the same respect, patience, integrity and consideration.
Use profanities or any language with students that is inappropriate, offensive, abusive or unprofessional.	Use positive strategies rather than criticism, competition, or comparison when working with students.
Condone or participate in behavior by students that is illegal, abusive or endangers their safety or the safety of others.	Take precautions when meeting with students to ensure my own safety and that of others.
Use, or be under the influence of alcohol or drugs when I am responsible for and/or working with students, or when there is a reasonable expectation that I may be.	



February 2023

Accept gifts from, or give gifts to children without the knowledge of their parents or guardians.	
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Physical Contact and Being Alone with Students

I will NOT...	I WILL...
<p>Be alone with students outside of normal professional responsibilities.</p> <p>Sleep in the same room as children with whom I am working without another adult present, and with the advanced authorization of the school administration.</p> <p>Provide transport in my car to a student alone, outside of my professional role, without express parental and administrative permission unless in the case of an emergency.</p> <p>Use physical punishment or act in a way that can be considered exploitation, maltreatment or abuse of children.</p> <p>Have intimate relations with a child, or behave in a manner that is sexually inappropriate or provocative.</p> <p>Touch areas that would normally be covered by a swimming suit <i>if</i> physical contact is necessary.</p>	<p>Avoid being alone with students at school as much as possible, and when necessary conduct one on one student meetings in a public area where the interaction can be observed and/or in a room with the door left open.</p> <p>Avoid unnecessary touch and take responsibility for maintaining appropriate physical, emotional, and sexual boundaries at all times.</p> <p>Where physical contact <i>is</i> necessary for teaching, learning or safety purposes, I will seek permission from the student first, and only in ways that are appropriate, public and non-sexual.</p> <p>Respect the student’s privacy in situations of toileting, showering and changing clothes. When it <i>is</i> necessary to aid in toileting, changing or administering first aid, two adults should be present whenever possible and intrude only to the extent that the health and safety of the children require.</p> <p>Use proportionate physical intervention in the event of imminent harm.</p>

Confidentiality and Privacy

I will NOT...	I WILL...
<p>Take and keep photos of students on my personal electronic devices unless for official school business.</p> <p>Post photographs of students on my personal social networks.</p>	<p>Maintain appropriate confidentiality of student information.</p> <p>Be mindful of my online image and adhere to all AISN Policies.</p>



February 2023

Associated Policies and Procedures:

All employees of AISN should understand and follow school policies and procedures for safeguarding students which includes compliance with mandatory reporting requirements. If there is a student safeguarding concern, or if a student discloses a cause for concern, it must be reported to a designated safeguarding lead. Current AISN Safeguarding policies and procedures include:

AISN Child Protection Handbook, AISN Board Policies & Procedures, Parent/Teacher/Student Handbook, Active Supervision.

Declaration:

I have read, and agree to abide by the AISN Safeguarding Code of Conduct and all relevant procedures for my specific role within the school. I understand It applies to both my private and professional life. I understand that any violation of this code of conduct may be subject to disciplinary action up to and including dismissal from AISN and being reported to authorities.

THIS AGREEMENT (the "Agreement") is entered into on this ____ day of _____, 20__

between AISN, located at The American International School of Niamey, PO Box 11201 Niamey, Niger

and _____

Please Print Name

Employee Signature

For office use only

HR _____ Cc'd to employee file

Appendix D: Activity Risk Assessment Form

Activity/Field Trip Title Grade Level(s)

Subject:.....



February 2023

Dates of Activity/Trip: From:/...../..... To:/...../.....

Teacher(s) / Chaperones:.....

Activity Location Phone # at location

Activity / Location Assessed By: Date Visited:/...../.....

Outline of Activity/Trip Schedule (include timings):

.....
.....
.....
.....

Step 1: Identify Potential and Existing Hazards (please tick all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Unstable ground | <input type="checkbox"/> Hypothermia | <input type="checkbox"/> Threats to Security |
| <input type="checkbox"/> Falls from Heights | <input type="checkbox"/> Rainfall/Flood | <input type="checkbox"/> Harassment |
| <input type="checkbox"/> Cliffs or Crevices | <input type="checkbox"/> Hail/Severe Storm | <input type="checkbox"/> Encounters with violent persons |
| <input type="checkbox"/> Concealed Holes | <input type="checkbox"/> Lightning | <input type="checkbox"/> Fatigue (e.g. driving long hours) |
| <input type="checkbox"/> Slippery Surfaces | <input type="checkbox"/> Aggressive Animals | <input type="checkbox"/> Contaminated Waters |
| <input type="checkbox"/> Moving/Falling Objects | <input type="checkbox"/> Bites/Stings | <input type="checkbox"/> Use of Hazardous Chemicals |
| <input type="checkbox"/> Hot Environment/UV | <input type="checkbox"/> Animal Attacks | <input type="checkbox"/> Manual Handling Required |
| <input type="checkbox"/> Dehydration | <input type="checkbox"/> Allergies to Plants | <input type="checkbox"/> Repetitive Movement |
| <input type="checkbox"/> Cold Environment | <input type="checkbox"/> Allergies to Animals | <input type="checkbox"/> Prolonged Postures |
| <input type="checkbox"/> Frostbite | <input type="checkbox"/> River or Stream Crossing | <input type="checkbox"/> Hired Vehicle and Driver |
| <input type="checkbox"/> Windburn | <input type="checkbox"/> Wave action | <input type="checkbox"/> Disease (e.g. Malaria) |
| <input type="checkbox"/> Strong Currents/surges/tides | <input type="checkbox"/> Moving Part | <input type="checkbox"/> Heavy Machinery |
| <input type="checkbox"/> Other (please specify) | | |

.....
.....
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.....
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Step 2: Assess the Risks

For each of the hazards identified in Step 1 above, the assessment of risks should be based on their likelihood of occurring and consequences if they occur. Use the following table as a basis for the assessment of risk.



February 2023

Assessment of identified Risks

Identified Risk	Probability of Occurrence (very low, low, moderate, high)	Degree of Impact, (variable, low, moderate, high)	Precautionary Action (see suggestions below)

Precautionary Action

The following steps may be taken to control the risks identified in Step 1. In all cases, students are to be advised of potential risks associated with fieldwork activities and of the steps taken to control the risks.

- Mobile Phone Required Other Comm. Required Navigation Device
- Buddy System
- Work in Groups
- Licenses (car, boat)
- Advise of Govt.Travel Warnings
- Advise of required and recommended vaccinations and preventative medications
- Other (please specify)

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Step 3 : Risk Assessment Summary



February 2023

- Insignificant Risk (routine assessment) File in School
- Significant Risk (readily controlled) File in School
- Significant Risk (not readily controlled) Do not proceed with activity until risks have been adequately controlled and appropriate insurance arrangements confirmed.

Completed By:

Name of Staff Member:.....

Signed: Date:/...../.....

Signed Director: Date:/...../.....

Cc'd to Admin office

A copy of this form must be on file in the school office prior to departure.



February 2023

Appendix E: Child Protection Incident Report Form

CHILD PROTECTION INCIDENT/WELFARE CAUSE FOR CONCERN FORM

Child's name			
Child's date of birth		Year group	
Staff member reporting incident - name and position (strict confidentiality required)			
Date of incident (mm/dd/yyyy)		Time of Incident	
Details of the incident Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an opinion where relevant (how and why this might have happened). Substantiate the opinion. Attach a body map or other information, if appropriate. (DO NOT EXAMINE THE CHILD – RECORD ONLY WHAT YOU CAN SEE OR HAVE BEEN SHOWN)			



February 2023

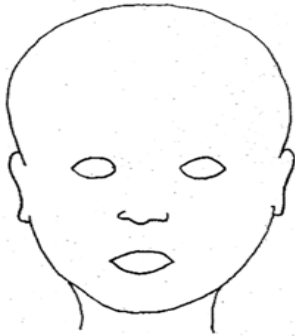
Reporting staff member's signature		Date	
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Please pass this form to the your Safeguarding Lead ASAP

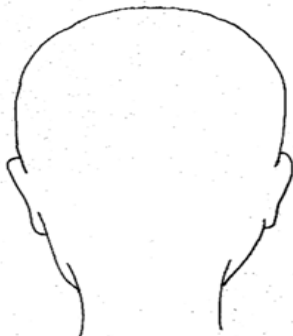
The Safeguarding Lead is the School Director or, in the Director's absence, Deputy Director, Head of Learning Support.

BODY MAP

Child's name		Child's date of birth	
Date of incident (dd/mm/yyyy)		Person completing body map	



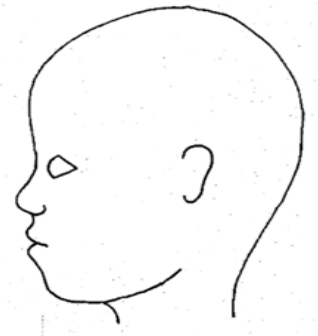
FRONT



BACK



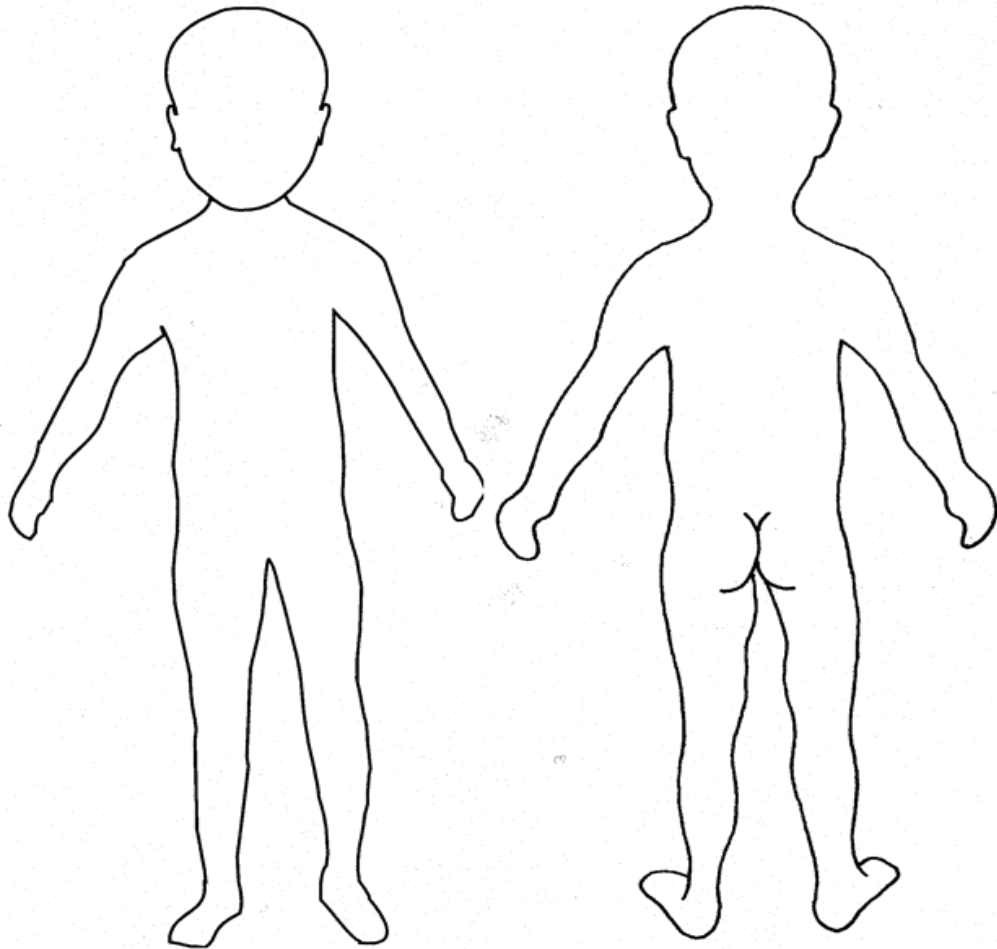
RIGHT



LEFT



February 2023



<i>to be completed by.....</i> SAFEGUARDING LEAD
The Safeguarding Lead should record the response to the incident or concern and outcomes.
Response to the incident / concern Note actions taken, including names of anyone to whom your information was passed.



February 2023

Outcomes - Record outcomes of the actions taken.			
Safeguarding Lead's name			
Safeguarding Lead's signature		Date	



February 2023

Safeguarding children is a task for everyone at AISN.

All staff members at AISN have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage.

For some children a one-off serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often, however, it is the accumulation of a number of small incidents, events or observations that provide the evidence of harm being caused to a child.

The Designated Safeguarding Leads are:

Safeguarding Lead: The AISN Director: +227 96 98 00 90; aisndirector@aisniamey.org

Safeguarding Lead: The AISN Learning Support Coordinator: +227 80 06 11 60;
elona.bastion@aisniamey.org

What should you do if you have concerns?

- You must pass concerns to the Designated Safeguarding Lead, or another designated person in the Designated Safeguarding Lead's absence, as soon as possible after they are identified and, where possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action.
- The Designated Safeguarding Lead is responsible for referring child protection concerns to the appropriate authority. Although the timing of referrals is based on perceived risk, it is expected that referrals will be made usually within one working day of recognition of risks. It is important, therefore, that the Designated Safeguarding Lead is made aware of concerns as soon as possible.
- In the first instance, you could pass concerns to the Designated Safeguarding Lead verbally, but you must follow this in writing. All concerns must be recorded on the child protection incident/welfare concern form.
- Do not keep your own system to note concerns. You must use the system detailed in this aide memoire. This is to ensure proper communication, collation, and storage of information.



February 2023

What is a child protection or welfare concern and when should you record and report it?

When there are any concerns that might indicate possible abuse or neglect, the concerns need to be recorded and passed to the Safeguarding Lead. For example (this is not an exhaustive list):

- Physical presentation of the child
- Marks on the child's body or physical injuries
- Unusual or different behavior
- Behavior not appropriate to the child's age or development
- Mood changes
- Statements, stories or drawings from the child
- Missing from the establishment or non-attendance without a reasonable explanation
- Information from others, including siblings, parent who does not have residence, friends, other children, members of the public, etc.
- Concerning parental behavior towards the child
- Concerning letters, telephone calls or contacts from the parent to the establishment

What should you record on the child protection incident / welfare form?

Basic information

- Full name and date of birth of child
- Your name and job title
- Date (include year!) and time of incident
- Full details of all other people involved

Details of concerns

Use the list in the box above as a guide and record as much information as possible. Pay particular attention to:

- Visible injuries or marks (use the body map provided)
- General demeanour and appearance
- Changes in behaviour and mood or changes in classroom functioning
- Response to sport and physical education (PE)
- Relationships with peers and adults
- Statements made by the child, comments, stories, drawings
- Parental behavior, interest and comments
- Patterns of non-attendance
- Hearsay and nagging doubts you have about the child's safety and welfare
- Make sure the information is factual and your opinions are substantiated.
- Use the child's own words when recording a direct disclosure.
- Do not examine the child specifically for any physical marks or injuries - only do what you would normally do as part of your duties. Record only what you can see.
- Record all the actions you have taken and make sure the details are legible before you pass the record to the Designated Safeguarding Lead.



February 2023

Actions for the Designated Safeguarding Lead



February 2023

When a child protection incident/welfare concern form is passed to you

- Check that the form is sufficiently detailed.
- Check that it has been dated and signed by the staff member who reported the concern.
- If a body map has been completed or there are any other documents referred to in the record, ensure these are attached and are, where appropriate, dated and signed.

Complete the 'Response to the incident/concern' section of the form Record your response or action to every welfare concern form passed to you. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include:

- Requests to staff for monitoring specific aspects of the child's presentation, behavior, attendance, etc
- Discussions and telephone calls, with colleagues, children and parents, with a full record of full names and dates
- Professional consultations and requests for information with a record of who was consulted (full name and job title) and dates consulted
- Letters sent and received

Complete the 'Outcomes' section of the form

Record the outcomes of any responses or action you took, with dates, for example:

- Started Referral sent to local child services or the police contacted
- Whether or not parental consent was obtained for sending the referral and the reason for referring without consent, ie the child is at risk of significant harm
- Contact from local child services or police in response to the referral, including contact with the child
- Strategy discussion or meeting under child protection procedures and the establishment's involvement, if invited, eg who took part, when and outcomes
- Referral sent to other agencies and contact from other agencies in response to referral, including contact with the child
- Appointments for child with other agencies

Update the child's file as new documents are produced or received

File all copies of referrals sent, letters sent and received, minutes of strategy discussions and child protection conferences and all other relevant documents in the child's file. Update the front sheet, if necessary.

Cross-reference to files for other children in the family

Update each child's file and ensure that relevant documents are copied across to each file.



February 2023

FRONT SHEET FOR CHILD PROTECTION / WELFARE CAUSE FOR CONCERNS FILE

Date file started			
Child's name		Date of birth	
Any other name/s by which the child is known			
Home address		Current address (if different)	
Home telephone number		Current telephone number (if different)	
FAMILY MEMBERS: PARENTS, STEP-PARENTS, CARERS			
Relationship to child	Address		Parental responsibility for child?
			Yes No
			Yes No
			Yes No
			Yes No
FAMILY MEMBERS: SIBLINGS			
Name	Address		Educational establishment
Are records held in the establishment relating to other connected children?	Yes No	If yes, which files are relevant?	
CONTACT DETAILS OF OTHER PROFESSIONALS			
Name	Agency	Contact details (address and telephone)	



February 2023

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References

International Task Force on Child Protection

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Thank you to the following international schools for inspiration and sharing resources: The American International School of Bucharest, Shanghai American School, The American International School of Japan, The International School of Bangkok, International School of Paris