

Raffles American School Protection Policy and Procedures

2018 - 19



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INTRODUCTION

Raffles American School (RAS) respects and upholds the National Child Protection Policy of Malaysia and supports international and local conventions which demand that children receive protection against any and all forms of abuse and exploitation.

RAS upholds the indivisible rights of children and will act without hesitation to ensure a child-safe environment is maintained within its organisation and its operations.

1. PURPOSE OF THE POLICY

- Provide Child Protection documentation that is appropriate to RAS and its context
- Provide the necessary definitions and assessment tools for clear identification and recognition of abuse/neglect situations
- Ensure that prompt and adequate assistance is provided to a child in need of special care and protection
- Define procedures for staff members and establish clear reporting guidelines and mechanisms
- Outline processes and protocols for RAS in connecting to its local community, and to agencies for child protection support

This document outlines RAS's safeguarding and child protection policy. It applies to all RAS employees, all third parties who are working for or providing services at RAS on a contractual or voluntary/unpaid basis and individuals/ visitors within the boundaries of RAS.

1.1 Aim of Policy

To ensure that all members of the RAS community help keep children and young people safe by:

- contributing to the provision of safe learning environments for children and young people
- taking appropriate action with the aim of making sure they are kept safe at school
- identifying children and young people who are suffering or likely to suffer significant harm
- communicating to the school and wider community our commitment to safeguarding children

This policy outlines how RAS will:

- provide parents, staff and students with a developmentally appropriate common definition of an understanding about child abuse (physical, neglect, sexual and emotional)
- create an environment where children and young people feel secure, have their viewpoints valued, are encouraged to talk, and are listened to
- continue to develop awareness in all staff of the need for safeguarding student wellbeing in all aspects of their work and their responsibilities in identifying abuse, with particular care being taken with children with disabilities and learning needs
- ensure that all staff are aware of the referral procedures and child protection officers within the school
- provide a systematic means of monitoring all students who have been identified as 'having protection needs'
- ensure that key concepts of safeguarding are integrated within the curriculum
- ensure children know that there are adults in the school whom they can approach if they are worried

- provide information for parents/carers outlining the procedures laid down by this policy
- ensure we practice safe recruitment in checking the suitability of all staff and volunteers who work with children

1.2 Scope of the Policy

This policy applies to all members of the RAS community. All staff, students, parents, volunteers, contractors and visitors to the school.

1.3 Policy Statement

Child abuse and neglect are concerns throughout the world, which can have serious short and long-term psychological and physical implications for victims. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. Raffles American School endorses the [UN Convention on the Rights of the Child](#) (1989). This Child Protection Policy is also consistent with the legislation in Malaysia namely the Children Act 2001 and the Sexual Offences Against Children Act 2017, which also emphasize the principle of the protection of children in their best interests.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who 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 RAS must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect can be reported to the appropriate child protection agency in the home country, and/or to local authorities.

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

In the case of a staff member reported as an alleged offender, RAS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child as the highest priority.

2. PROCEDURES

2.1 Reporting

It is a legal obligation for faculty, staff, and administrators, either as individuals or members of the institution, to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, and physical or sexual abuse.

The reporting should be done within the next school day, or at most within 48 hours, to the school child protection officer, namely the Principal for the relevant division in the school. In his or her absence, the concern must be reported to another member of the Wellbeing Team.

Contact of the Wellbeing Team may be made at any time and is not restricted to working hours.

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

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

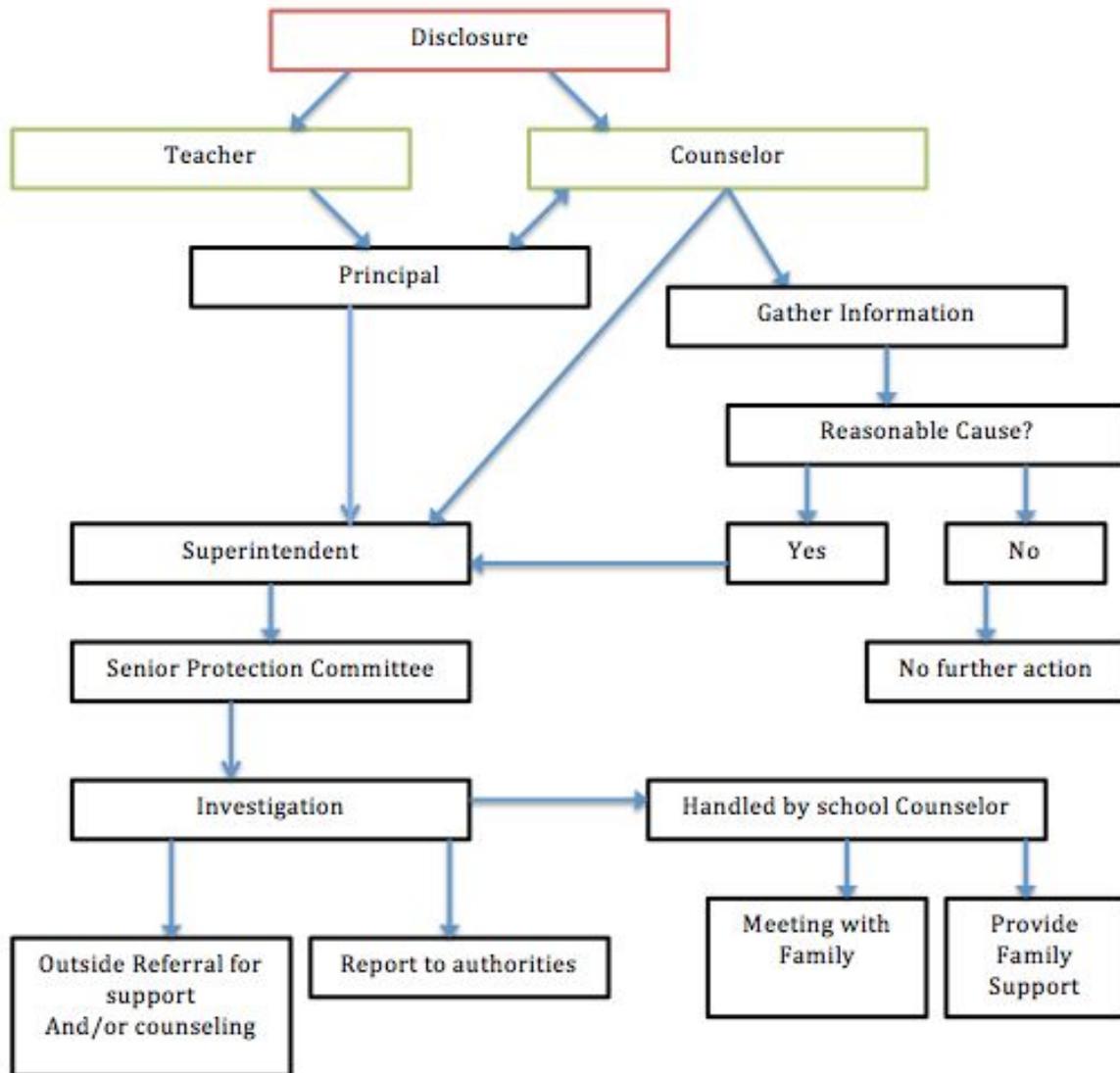
Some cases will be referred to outside resources, for example:

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

Cases reported for investigation and outside resources:

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

2.2 Responding to a Child's Disclosure



Step 1

Any member of staff who has reasonable cause to believe that abuse is occurring or has occurred must report it to a division principal or the superintendent. The Superintendent of School will convene the Protection Leadership Team immediately.

Step 2

The Senior Protection Team will gather information regarding the reported incident of suspected physical, emotional, sexual abuse and/or neglect. The attached [Incident Report Form](#) will be completed immediately.

Step 3

In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. The following procedure will be used:

- Interview staff members as necessary and document information relative to the case as soon as possible.
- Interview child and/or other children who have knowledge. Parents will need to be notified and invited to be present depending on the nature of the alleged incident.
- Consult with school personnel to review the child's history in the school to determine any changes of behaviour or other signs
- Determine the course of follow-up actions.

Step 4

The Protection Leadership Team will determine the course of action based on the information gathered and entered onto the Incident Report form. In cases where outside resources are required, a member of the Protection Leadership Team will make the contact. In relevant cases, referrals will be completed with parent consultation where applicable.

Step 5

During and after the process described above, there might be a need for emotional support for staff, students and families involved. The Wellbeing Team will make provision for this.

All documentation of the investigation will be kept confidential and will be stored either in a designated lockable space, under the supervision of the relevant Child Protection Officer or digitally in a secure location.

The standard reporting format used by the Protection Leadership Team will include the following:

- Historical context the background history of the reporting
- Child's name, date of birth, place of birth, gender, nationality, languages spoken, address, class, attendance details, siblings
- Information on parents/guardians name, nationality, professions, telephone, general practitioner details
- Information about the specific report Nature and extent of reported injuries/maltreatment; how reporter became aware (firsthand witness?); description of action taken (if any)
- Other information that may be helpful

This will be written using a descriptive nonjudgmental style, employing phrases such as 'X reported that...'; 'Y indicated that'.

If determined that the case warrants making a report to local authorities or agencies, this report should be documented using appropriate forms and in accordance with local regulations.

Step 6

Allegations need to be kept confidential because they involve a minor. School leadership will decide if at anytime a release needs to be sent to parents informing them of the situation. The only time this will be considered is if local authorities might visit the school to talk with teachers, students, or parents with regards to their investigation.

2.3 Key Wellbeing Teams

2.3.1 Wellbeing Team

The wellbeing teams in both the primary and secondary schools (or combined) are responsible for the ongoing proactive support for and monitoring of well being in the school. Some, but not necessarily all members of the wellbeing team will be comprised of Raffles employees. This team will liaise with the staff member affected to offer moral, yet impartial support, ensure all legal and embassy contacts have been offered and ensure the general well being of the person is cared for.

2.3.2 Protection Leadership Team Whole School

This team provides the oversight and strategic leadership of the child protection provision in the whole school. It is led by the division principals, reports to the Head of School and is responsible for the ongoing monitoring, review and improvement of the protection provision at RAS, including the following:

- Setting the schedule for lessons and other child protection tasks for the school year
- Identifying mandatory training requirements (i.e. annual training)
- Ensuring provision is up-to-date with research and current best practices
- Providing a group and venue where concerns can be discussed/assessed for suspected maltreatment to support teachers
- Addressing barriers to effective provision, such as teacher reluctance to report
- Providing emergency/after hours contact points
- Interfacing with local social/medical/legal services and expertise
- Conducting annual review and internal audit of compliance and quality/effectiveness and analysis of policies and procedures on an ongoing basis as need be (including annual review by the senior leadership team)
- Ensuring access to resources in the community, Johor area, and beyond (perhaps via staff who are not on the team):
 - Legal/Social social services, local police contacts, school or other e.g. lawyer
 - Education/Training/Advocacy colleges, universities, schools, other providers of resources,
 - Research colleges, universities, other schools, local/national associations e.g. children's health, general health
 - Medical/Psychological external counselors/psychiatrists/therapists/doctors specializing in children's health; school nurses locally; local associations specializing in abuse or victims of abuse
- Overall whole school protection:
Lyle Moltzan, Superintendent.
lmoltzan@rafflesamericanschool.org
- The school's child protection officer (Primary School) is:
Tim Shepherd, Elementary School Principal.
tshepherd@rafflesamericanschool.org
- The school's child protection officer (Secondary School) is:
Tyler Bishop, Secondary Principal.
tbishop@rafflesamericanschool.org

- School Nurse: Rohayu Abu Bakar
rohayu@rafflesamericanschool.org
- Whole School Counselor:
David Norman, School Counselor.
dnorman@rafflesamericanschool.org

2.3.3 Wellbeing Team

Julie Roberts
Carrie Aralis
Syida Suadi

3. GUIDELINES FOR AWARENESS, TRAINING AND PREVENTION

3.1 Parent/Community Awareness

It is vital that the school's commitment to the highest possible standards of safeguarding and protection for all stakeholders is communicated clearly to those who come into contact with the school.

- School safety goals and objectives are communicated regularly to all parents.
- The Protection Policy and Procedures are available on request.
- The school's commitment to child protection is stated clearly on the school's marketing and communications materials
- New families receive specific information regarding the school's policies and procedures as part of the 'New Parent Orientation'.
- A statement of intent and the required procedures to be followed are included in the relevant handbooks.
- Guidance and resources on student safety issues and how parents can talk with their children are available from the counselor and Principals and through scheduled parent information evenings.

3.2 Staff Recruitment

The school is committed to maintaining procedures to ensure the safe recruitment and selection of all teaching and nonteaching staff.

3.2.1 Information for applicants

There will be a clearly stated commitment to child protection on all recruitment communication including:

- School website
- Job adverts
- Information documents sent out to individual applicants

3.2.2 Screening and criminal background checks

One effective means of preventing child abuse is screening out potential abusers before they come to the school. All personnel, staff, teachers, volunteers, and other members of the community

whose potential employment or volunteer service involves direct contact with, and/or the potential for unmonitored access to children (including any individuals who regularly provide transportation to children) are given thorough reference and criminal background checks.

Human Resources will be responsible for initiating and evaluating the applicants for positions. All positions whether short-term/permanent/part-time/full time will require background checks. The elements of the comprehensive background check will include:

- A written application and a “statement of suitability” (eg. covering letter)
- Requirement for a signature on a document stating that the applicant knows of no reason or prior circumstance that would preclude him/her from working safely with children
- A personal interview, to include questions regarding awareness and observation of professional boundaries, appropriateness of relationships with children, commitment to and evidence of taking action to protect children.
- Credential checks including requested assurances regarding awareness and observation of professional boundaries; appropriateness of relationships with children, commitment to and evidence of taking action to protect children
- A criminal history background check will be provided at the point of document submission.
- If the background check comes back with any irregularities involving child protection the senior leadership team will convene and make a decision on a case by case basis.
- A statement that all background screening accomplished by or on behalf of the organization will comply with relevant privacy laws.

It will be made clear to all applicants that any misrepresentations, falsifications, or material omissions in the information provided by the applicant, whenever discovered, may result in disqualification from, or termination of employment or volunteer service with the organization.

All hiring practices with regard to background checks and suitability for employment adhere to Malaysian law.

3.2.3 Code of Conduct

In addition to screening and background checks, all newly appointed staff are asked to agree to and adhere to the [Faculty Handbook](#), a copy of which is provided to them. Within this document, the following statement is included:

Excerpt from September 2017:

Pg. 53. Raffles American School is committed to the safety and protection of children. This code of conduct applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to one of the principals, as well as the head of school immediately.

[Code of Conduct](#)

3.2.4 Contractors and Service Providers

RAS requires background checks of external vendors if students are solely supervised by non-RAS staff.

3.3 Staff Training

Regular staff training is conducted to ensure staff feel confident about all aspects of child protection: awareness, types, signs/symptoms, prevention, policies and laws, reporting process, children's curricula, local authority support and resources available. Specifically:

- New staff receives child protection training on these aspects as part of their 'New Staff Orientation'.
- The 'Staff Code of Conduct' [see [Faculty Handbook](#)] is provided to all staff annually to give clear expectations and boundaries regarding child protection procedures.
- All staff receive an annual training, presented by the child protection officers or visiting specialist(s), on identifying indicators of concern, understanding how sex offenders operate, and child protection procedures within the school.

The ongoing training needs of individuals, such as the child protection officer(s) and relevant staff are identified and met by the Protection Leadership Team.

The principal will debrief staff after residential trips.

In the event of an allegation against a staff member, the Superintendent will specify investigative procedures. The Protection Leadership Team will lead this investigation.

3.4 Student Awareness

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

- Student Discipline Policy
- Age appropriate curriculum based on core elements and evidence-based practices is taught to students annually. This will be provided as part of the character education programme from Grades Kindergarten through Grades 12, and through house groups middle and high school. It 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.

3.5 Facilities and Security

School leadership ensures that all facilities are secure and appropriate to respect the safety and well being of students in accordance to relevant guidelines.

All classrooms have a window and are equipped with two exits, except the Clinic.

Offsite facilities are regularly reviewed in terms of safety and security.

Crisis procedures (lockdown, evacuation, bomb/terrorist attacks, fire) are reviewed annually and drills are regularly conducted.

Security guards are present on campus and required to conduct regular sweeps of the school premises and direct surroundings.

4. RESOURCES AND CREDITS

Association of International Schools in Africa, *Child Protection Handbook*,
<http://www.aisa.or.ke/component/k2/item/554childprotectionhandbook> (Retrieved 09.02.16)

Brigade de Protection de Mineurs, Prefecture de Police
<http://www.prefecturedepolice.interieur.gouv.fr/Nousconnaitre/Servicesetmissions/Missionsdepolice/Ladirectionregionaledelapolicejudiciaire/Labrigadedeprotectiondesmineurs> (retrieved 10.02.16)

Marymount International School, Paris, *Child Protection Policy*,
http://www.marymount.fr/uploaded/About/Careers/Child_Protection_Policy.pdf (Retrieved 09.02.16)

United Nations Human Rights (1989), *Conventions on the Rights of the Child*,
<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (retrieved 10.02.16)

World Health Organisation (Ed.2014) Fact sheet N.150 Child maltreatment,
<http://www.who.int/mediacentre/factsheets/fs150/en/> (retrieved 10.02.16)

5. TERMINOLOGY

Child

Child is defined as a person under the age of 18 years as stipulated in the Child Act 2001.

Child Protection

Refers to the strategies and activities to prevent and respond to neglect, abuse, violence and exploitation of children. It is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document, the term “child protection” applies to protection of children at RAS.

Child Protection Policy

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

Child protection concerns

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

Child Abuse

Child abuse is a serious violation or infringement of the rights of children to grow in a healthy and dignified condition as well posing a risk in their survival. Abuse can be categorized into physical, emotional, sexual and neglect. According to the [World Health Organization](#), child abuse constitutes “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

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

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

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

Physical abuse (*child in danger*)

Physical abuse according to the Child Act 2001 is when a child is physically abused causing injuries which can be seen in any part of the body of the child as a result of abuse or intentional use of agents to the body of the child. This may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as cutting and suicidal ideation).

Emotional abuse (*child in danger*)

Emotional abuse according to the Child Act 2001 is when a child is injured emotionally and the abuse can be seen on the mental or emotional functioning of the child, such as a mental or behavioural disorder, anxiety, depression, withdrawal and delayed development. This is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may also occur alone.

Sexual abuse and violence (*child in danger*)

Sexual abuse according to the Child Act 2001, is when a child is abused sexually if he takes part, either as participants or observers, in any sexual activity for any purpose or sexual exploitation by any to satisfy the sexual desires of that person or another person. This involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Neglect (*child at risk*)

This refers to the continuous and serious failure to provide basic needs of physical, emotional and development in terms of health, education, emotional development, nutrition, shelter and safe life for children. Neglect can expose children to all forms of harm, including threatening their life.

Violence

This refers to an act with intent to cause harm of any kind in the form of physical and emotional effect on children.

Exploitation

This refers to the use of children in activities that enable other parties to benefit in the form of financial, sexual, political and other interests that could threaten the physical and psychological well-being or survival of children.

Child Grooming

Child grooming according to the Sexual Offences Against Children 2017, is where any person who communicates by any means with a child with an intention to commit or to facilitate the commission of any sexual offence.

6. SIGNS THAT SHOULD ALERT PROFESSIONALS

This is a list of possible signs of abuse and neglect that would arouse concern. Children may exhibit one or more of these signs. Whilst we must not ignore these potential signs of abuse, we also need to be mindful of the fact that many of them are exhibited in many other contexts.

As educators we have to be **vigilant about gradual or sudden changes in the behavior of the children in our care.**

- Changes in moods
- Severe or frequent anxiety
- Unexplained fears
- Attention seeking behaviors
- Sudden underachievement or lack of concentration
- Extremes of passivity or aggression
- Withdrawal from physical or emotional contact (towards strangers as well as non strangers)
- Mutism
- Changes in sleeping patterns
- Unexplained physical injuries (e.g. bruises, broken bones, burns, wounds, bites, scratches), which may have not received medical attention
- Improbable excuses or vagueness given by parents/guardians/students, or refusal to discuss injuries
- Patterns in absence from school
- Arms and legs kept covered in hot weather
- Refusal to go to the swimming pool
- Physical, mental and emotional development is delayed
- Inappropriate emotional responses to painful situations
- Persistent tiredness
- Physical ailments such as pain or irritation to the genital area that can't be explained medically
- Sexually transmitted infections
- Regressive behaviors, bedwetting
- Enuresis and encopresis
- Age-inappropriate sexualized behaviors or language
- Drawings with developmentally inappropriate sexual content
- Stomach pains or discomfort walking or sitting
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person

- Medical needs unattended
- Lack of supervision
- Consistent hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Self harm behaviors, and suicidal ideations and/or attempts
- Extreme need for affection
- Frequent lateness or non-attendance at school
- Poor social relationships
- Conduct disorder behaviors vandalism, stealing, aggressiveness towards others
- Compulsive lying
- Drug or alcohol use

In addition to knowing the signs of victimization, below are some early warning **signs to look out for in potential offenders (this list is not exhaustive and may include other warning signs):**

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 social media/internet

7. CHILD PROTECTION AT RAS: Additional Guidance for Teachers

These are procedures to protect children from abuse and neglect. Child protection concerns include suspected, alleged, self disclosed, or witnessed abuse or neglect of a child, and must be followed up with appropriate action.

Types of abuse

Physical abuse, psychological abuse, sexual abuse and neglect.

Being Prepared

Students will be taught about child protection within the curriculum in a developmentally appropriate way. They will learn strategies to recognize inappropriate behaviors, how to respond assertively and to report incidents to school personnel and/or family members.

If a student confides in 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.
- You can reassure the child that the information they give you will be treated sensitively and kept as confidential as necessary.

- You may want to suggest to the student that there are other people they can talk to, and who might be better placed to help them. However, it is important for the child to not feel dismissed.
- If a child asks to speak with you, try to find a neutral setting where you can have quiet and few interruptions.
- Do not lead the child in telling. Just listen, letting him/her explain in his/her own words.
- Do not 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 a member of the Senior Protection Team. Do not take the child home with you!
- Explain to the child that you must tell a member of the Senior Protection Team to get help.
- Try to let the child know that someone else also will need to talk with him/her and explain why.
- Empower the student by as much as possible allowing the child a part in the process

If you have suspicions, yet the child does not confide in you contact a member of the Senior Protection Team.

Protecting yourself from vulnerability

Interactions between adults and students at RAS should always be appropriate, and to protect them from false allegations, adults should always ensure that they are seen to be professional.

- Avoid situations in which you are alone with a child. This includes not transporting a child alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.
- The privacy of children in situations such as toileting, showering and changing clothes should be respected.
- Minimal physical contact should be used only in the following situations: To prevent or treat injury; to ensure safety; as a means of instruction; to meet the requirements of a sport; to comfort a student in distress.
- Do not use corporal punishment in any form.
- Sexual jokes, comments of a personal sexual nature, inappropriate physical contact, sensual massages or sexual gestures are not appropriate behavior for an adult staff member or volunteer.
- When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.
- Social media/online: Maintain your own strict privacy settings on personal online profiles and avoid contact with students on social media and in online forums.

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

Reporting student or other disclosures, or concerns

It is a legal obligation for faculty, staff, and administrators, either as individuals or members of the institution, to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, and physical or sexual abuse.

This should be **done within the next school day, or at most within 48 hours to the school child protection officer**, namely the Principal in the relevant part of the school. In his or her absence, the concern must be reported to the school counselor or Superintendent.

Contact may be made at any time and is not restricted to working hours

When a child protection concern is reported, the Principal will inform the Superintendent and convene the team. This team will be lead by the Superintendent and will include the other members of the Senior Protection Team.

8. INCIDENT REPORT FORM

[Downloadable version](#)

Date of Report:

Person filling out form:

Members of Response Team:

Key Questions	Response
Student's name, gender, age,	
Names of parents/guardians	
Reporter's name reporter's relationship to the student	
How and where reporter became aware (first hand witness?). Write a brief description of disclosure circumstances.	
Name of alleged perpetrator and relationship to student (if known):	

Any previous concerns with student:	
Any other pertinent information:	
Follow up (i.e. meeting notes, future actions taken or action pending etc.)	

9. RAS TOILETING AND EARLY YEARS GUIDELINES

These Guidelines are for any RAS staff member that finds himself or herself in an intimate care situation with a student (e.g. Early Years Teachers, School Nurse, PE teachers, Overnight Field Trip Teachers).

Intimate care can be defined as any care that involves washing, touching or carrying out an agreed procedure to intimate personal areas in order to care for another person. Intimate care tasks are associated with bodily functions, body products and personal hygiene that may involve direct or indirect contact with, or exposure of the genitals. All intimate care is provided in a manner so as to maintain the child or young person's dignity and confidence. The child or young person is cared for in a way that avoids distress, embarrassment or pain.

For entry into Early Years Grades at RAS, it is an expectation that all students are toilet trained and are able to go to the toilet independently. In the case where a student is not toilet trained or has regressed please inform the parents immediately. Staff need to work in partnership with the child or young person's parents or carers to discuss their needs as to when the student can reintegrate into the regular school routine. When a child needs help toileting or has had an accident, alert another staff member that you are with a child. Always where possible, keep the toilet doors open and remain visible. Encourage the student to be independent and to do as much as they can by themselves e.g. 'Can you take toilet paper and wipe your bottom'.

If possible especially in the case where a child has been sick or had an accident, use gloves and an apron when trying to clean the child. Ask for additional support (i.e. school nurse, cleaners and/or other members of staff) if need be. Send the soiled clothes home in double plastic bags. Spare clothes should be provided from home. In the case where a child(ren) are in a cubicle or bathroom with a closed or locked door, knock to inform the child that you are there. Ask the children to dress themselves and to open the door. In the case that the child refuses, ask them to explain why. If the child is not speaking, explain that you will have to call someone to open the door to check on his or her wellbeing. When on field trips and swimming, only one child per cubicle/bathroom with a closed door is permitted.

Cameras and recording devices are never taken into bathroom areas.

Wherever possible, staff should care for a child of the same gender.

School Nurse: The school nurse is on campus at the infirmary where she will receive students, staff and parents. For confidentiality reasons, they may close the door and/or curtain. The school nurses have the right to administer medication and treatments with the approval of parents/guardians. This may necessitate touching body parts of students (such as administering creams, ice packs) or asking students to undress to show injured or affected body parts. In this case, the nurses always ask the students' permission and explain what they will do before doing so. The parents are also always informed by the nurse that this has occurred.

10. COMMONLY HELD MYTHS VS REALITIES ABOUT CHILD ABUSE AND NEGLECT

Myth: strangers carry out Child abuse.

Fact: 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home of record. When abuse is within the family, the transient lifestyle then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

Myth: Learning about child protection is harmful to your children.

Fact: Developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behavior.

Myth: Abuse education is sex education.

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviors that include bullying, harassment and other forms of exploitation.

Myth: Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.

Fact: The reality is that there no excuse for child abuse! No culture supports harming children.

Myth: Child abuse is a result of poverty and happens in low socioeconomic circumstances.

Fact: Child abuse occurs in all racial, ethnic, socioeconomic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

Myth: International Schools do not have to report abuse to local authorities.

Fact: The laws of the host country bind international schools and as such international schools must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect; there are cases now pending where schools are facing legal action in regard to noncompliance.

11. RESPONSIBILITIES TO ACCREDITATION AGENCIES

RAS must meet the program and best practice standards of the Western Association of Schools and Colleges and must also follow Malaysian law. It is important for RAS to be knowledgeable about and respond to changes in standards of accreditation. WASC have specific commitments related to Child Protection Programs. RAS will be well served by these commitments in developing the Child Protection Program for their community.

- *International Task Force on Child Protection: The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) made a formal commitment to adopting the recommended Expectations, produced by the International Task Force on Child Protection (ITFCP), at its Winter 2016 Commission meeting. The School Evaluation Committee of the ITFCP has created a set of Expectations: eighteen essential elements which school evaluation, accreditation, and inspection agencies are strongly encouraged to adopt as essential requirements within their evaluation programs.*

12. RESPONSIBILITIES TO LOCAL AND INTERNATIONAL AGENCIES

In addition to the standards above, there are local, national and international obligations with respect to protecting children. In addition to the [United Nations Convention on the Rights of the Child](#) (CRC) 1989, and the [EU Agenda on the Rights of the Child](#) 2011, Malaysian Law such as the Child Act 2001, Child Act (Amendment) Act 2016, and Sexual Offences Against Children 2017 clearly stipulates the school's and individuals' responsibilities with regard to child protection.

These documents make clear the commitment of the member states to address significant issues of child abuse and neglect, and the inherent responsibility to protect children from its various forms.

13. WHY INTERNATIONAL SCHOOL STUDENTS ARE VULNERABLE TO ABUSE

- Characteristics/attributes of international school children
 - Transience and mobility impacts development of identity and relationships (especially for support in times of need)
 - Early maturity/sophistication vs. naiveté and immaturity in other areas;
 - Separation from extended families; working and travelling parents, and separation from long-term friendships/relationships results in attachment issues and thus support during times of crisis or need may be minimal or nonexistent
 - Lost between multiple and sometimes conflicting cultures and value systems resulting in confusion of behavioral expectations
 - High expectations placed on students to achieve academically
 - Access to maids and other daily helpers (drivers)
 - Access to expensive international schools because companies pay tuition while they (and their peers) in their home of record, previously attended public school
- Characteristics of international school families
 - Isolation from extended family, previous community for support
 - Power differential in marriage (Who has the work permit?) creates vulnerability
 - Impact of absentee parents
 - "Love-hate" relationship with host country for expatriates
 - Lack of control over critical life decisions: company decides where, when, and how the family moves.

- o Lack of stability
- o Superficial/tourist relationship with host country
- Characteristics of international school communities
 - o School takes on sole role as center of family life “goldfish bowl” and often provides superficial relationships that cannot meet mental health needs
 - o Power influence: family's “position” in community can be an inhibitor for school to act
 - o Sense of being “lost” in diversity of community – can cause further isolation.
- Cultural dynamics of international school communities
 - o Multiple norms rooted in different cultural traditions can cause confusion: religious values, values of parenting, discipline, caregiving, sexuality, gender roles and responsibilities
 - o Impact of rapidly changing “pop culture” from developed nations
 - o Varying degrees of openness rooted in cultural traditions
 - o Varying cultural attitudes toward gender issues and child development – different concepts of developmental needs through childhood

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

14. BUDGET IMPLICATIONS

RAS will provide adequate resources of personnel, time and financial support in order for a comprehensive Protection Program to be successful. The Superintendent, leadership teams and budget line managers will ensure that the necessary support is in place for the Protection Team to oversee a well-funded and well-supported comprehensive Protection Program.

15. IMPORTANT CONTACT DETAILS

Embassy Contacts:

Country	Telephone Number	Email	Address
United States	(+) 603-2168 5000	klacs@state.gov	376 Jalan Tun Razak 50400 Kuala Lumpur
Canada	(+) 603-2718 3333	klmpr@international.gc.ca	17th Floor Menara Tan & Tan, 207, Jalan Tun Razak, 50400 Kuala Lumpur, Federal Territory of Kuala Lumpur
New Zealand	(+) 603-207 82533	nzhcklenquiries@mfat.govt.nz	Level 21, Menara IMC, 8, Jalan Sultan Ismail, Kuala Lumpur, 50250 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur
United Kingdom	(+) 603-2170 2200		Level 27 Menara Binjai 2 Jalan Binjai Kuala Lumpur 50450 Kuala Lumpur Malaysia

Venezuela	(+) 603-2163 3444/5	info@venezuela.org. my	Suite 20-05/06, 20th Floor Menara Tan & Tan 207 Jalan Tun Razak 50400 Kuala Lumpur, Malaysia
Australia	(+) 603 2146 5555	ahckl.consular@dfat .gov.au	6 Jalan Yap Kwan Seng, 50450 Kuala Lumpur
South Africa	(+) 603-2170 2400	sahcda@gmail.com	Suite 22.01 Level 22 Menara HLA #3 Jalan Kia Peng Kuala Lumpur, Malaysia
Singapore	(+) 607 226 5012	singcon_jhb@mfa.s g	Suite 35.02, Level 35 Johor Bahru City Square Office Tower 106-108, Jalan Wong Ah Fook 80000 Johor Bahru Johor, Malaysia
Nigeria	(+) 603-4251 8512	info@nigeria.org.my	No.85 Jalan Ampang Hilir 55000 Kuala Lumpur, Malaysia.
Netherland	(+) 603-2168 6200	kll@minbuza.nl	7th Floor, South Block, The AmpWalk 218, Jalan Ampang 50450 Kuala Lumpur
Switzerland	(+) 603-2148 0622	kua.vertretung@eda .admin.ch	16, Persiaran Madge 55000 Kuala Lumpur Malaysia

Host Country Contacts:

Councilor: Ms. R.R. Manjari (Resident Consultant)
 Consultant Clinical Psychologist & Applied Psychology
 Tel: +6075601100 ext:1714/1730
 Gleneagles Medini Hospital.

I, _____ (NRIC/ Passport No. _____) hereby undertake to be bound by this Raffles American School Protection Policy and Procedures. I declare that I have fully understood this document and shall abide strictly all the above-mentioned provisions.

 Name:
 NRIC/ Passport No.:
 Date:

Acknowledged by:

 Name:
 Designation:
 Date: