



TISA
THE INTERNATIONAL
SCHOOL OF AZERBAIJAN

CHILD PROTECTION POLICY

Policy Adopted - June 2017
Last Policy Review - August, 2024

PREFACE

All members of the TISA Community have a duty to safeguard and promote the welfare of the young people that attend our school.

If you have a child protection or safety concern,
you must please report it to one of the following TISA staff members:

Primary School

Persons	Role	Email/Contact Number
Mirjana Madigan	Primary School Counselor and Designated Safeguarding Lead	mmadigan@tisa.az +994 (0)12 404 1201 ext. 114
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Brianne Eddy-Lee	Primary School Principal	blee@tisa.az +994 (0)12 404 1201 ext. 109
Lala Suleymanova	Local Safeguarding Contact for reporting in Azerbaijani or Russian language	lsuleymanova@tisa.az +994 (0)12 404 1201 ext. 142

Secondary School

Persons	Role	Email/Contact Number
Sarah Borgerding	Secondary School Counselor and Designated Safeguarding Lead	counselor@tisa.az +994 (0)12 404 1201 ext. 158
Rachel Molitor	Secondary School Counselor and Designated Safeguarding Lead	rmolitor@tisa.az +994 (0)12 404 1201 ext. 183
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Whole School

Persons	Role	Email/Contact Number
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Colin Allan	Board of Governors President, Designated Board Child Safeguarding Representative	colin.allan@uk.bp.com

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This Child Protection Policy applies to all TISA staff, contracted staff, TISA activity leaders, and leaders of community activities on school grounds.

Section One- Importance of Child Protection: Why is it important?

Policy introduction

Child abuse and neglect are concerns throughout the world and are violations of a child's human rights that create obstacles to their academic, physical, emotional, and spiritual development. Schools fill a special institutional role in society as protectors of children and need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Educators have the opportunity to observe and interact with children over time and are in a unique position to identify children who are in need of help and protection. TISA seeks to be a safe haven for all students and as such has adopted the following comprehensive child protection policy, which it will communicate annually to all staff, parents and new applicants. The child protection policy defines the various forms of child abuse and outlines the school's requirements for:

- TISA policy aims.
- Mandated reporters and procedures for reporting,
- Clear protocols, procedures and guidance for the management of child protection cases,
- Screening and selecting staff, faculty, and volunteers,
- Maintaining a child protection team,
- A code of conduct that guides interactions between adults and children,
- Follow-up care and service plans for families in need.
- Definitions of abuse and neglect

Schools and further education institutions have a duty to safeguard and promote the welfare of pupils. They should create and maintain a safe learning environment for children and young people, and identify where there are child welfare concerns and take action to address them, in partnership with other organizations where appropriate. TISA believes child protection is universal and independent of culture.

Policy Aims

- To provide an ethos within TISA where children feel secure, valued, respected and are encouraged to talk and are listened to.
- To educate our students, through the school's curriculum, to understand the appropriate behaviour that relatives, friends and strangers may demonstrate towards children.
- To educate and guide our students so that they know how they can deal with the behaviour of others that gives them cause for concern.
- To train all staff in good practice for recognising and dealing with child protection issues.
- For parents to recognise that the school is a caring establishment where they too can seek support and advice in matters relating to child protection.
- To provide a safe, secure environment for students and provide a mechanism for reporting and dealing with concerns.
- To disseminate the procedures to all teaching staff; teaching assistants; administrative staff; security staff; support staff; club leaders, after school activities supervisors; students and volunteers working in school.
- To provide child protection related support and counseling for staff whenever the need arises.

Legislative framework in Azerbaijan

The State Committee for Family, Women and Children's affairs is a government agency within the Cabinet of Ministers of Azerbaijan in charge of activities to protect children's rights. The Law on Children's Rights of the Republic of Azerbaijan applies to children under eighteen years old. It describes the fundamental human rights applicable to children and determines the relevant level of the liability for physical and psychological pressure of children, their sexual exploitation, to engage them in alcoholism, begging, gambling, prostitution, drugs and criminal activities. Azerbaijani law determines criminal and administrative liability for above-mentioned actions against the children. Azerbaijan also ratifies the UN Convention on Children's Rights, which means that its provisions are applicable here.

Impact of unmitigated child abuse

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and lifetime health and well being, especially if the children do not get appropriate support to help them cope with the trauma. The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

The long-term impact of child abuse may include

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

TISA Policies

This policy makes direct reference to other TISA school policy and procedural documents including;

- [TISA Board Policy](#) (Updated August, 2024)
- [Primary School 'Responsible Use Guidelines'](#)
- [Secondary School '1 to 1 Programme Policy'](#)
- [Primary School "Safe and Secure Environment Policy"](#)
- [Secondary School 'Positive Behavior Policy'](#)
- [Admissions Procedures](#)
- [Whole School Staff Handbook](#)
- Whole School Recruitment and Retention Policy
- [Whole School Social Media Policy](#)

Section Two- Defining Child Abuse and Neglect: What is it?

General definition

The World Health Organization provides the following definition:

Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect and exploitation that results in actual or potential harm to the child's health, development or dignity. Within this broad definition, five subtypes can be distinguished – physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation.

http://www.who.int/topics/child_abuse/en/

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 usually by individuals known to them, or more rarely, by a stranger (most child abuse is perpetrated by someone the child knows, respects or trusts). Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

Definition of physical abuse

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

Signs of physical abuse

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

Definition of emotional abuse

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

Signs of emotional abuse

- Developmental delay
- Highly anxious

- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Persistent tiredness
- Lying
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobia
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior

Definition of sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse

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

Definition of neglect

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development. Neglect is not only linked to poverty or lack of resources and may occur in affluent families, who may be more resistant to child protection intervention.

Signs of neglect

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

Definition of self-harm

Non-suicidal self-injury, often simply called self-harm, is the act of deliberately harming the surface of your own body, such as cutting or burning yourself. It's typically not meant as a suicide attempt. Rather, this type of self-injury is an unhealthy way to cope with emotional pain, intense anger and frustration.

While self-harm may bring a momentary sense of calm and a release of tension, it's usually followed by guilt and shame and the return of painful emotions. Although life-threatening injuries are usually not intended, with self-harm comes the possibility of more serious and even fatal self-aggressive actions.

Self-harm usually occurs in private and is done in a controlled or ritualistic manner that often leaves a pattern on the skin. Examples of self-harm include:

- Cutting (cuts or severe scratches with a sharp object)
- Scratching
- Burning (with lit matches, cigarettes or hot, sharp objects like knives)
- Carving words or symbols on the skin
- Hitting or punching
- Piercing the skin with sharp objects
- Pulling out hair
- Persistently picking at or interfering with wound healing
- Disordered eating which may include restrictive eating, compulsive eating, or irregular or inflexible eating patterns.

Signs of self-harm

- Scars
- Fresh cuts, scratches, bruises or other wounds
- Excessive rubbing of an area to create a burn
- Keeping sharp objects on hand
- Wearing long sleeves or long pants, even in hot weather
- Difficulties in interpersonal relationships
- Persistent questions about personal identity, such as "Who am I?" "What am I doing here?"
- Behavioral and emotional instability, impulsivity and unpredictability
- Statements of helplessness, hopelessness or worthlessness

Section Three- Prevention: How do we try to stop child abuse and neglect from occurring?

Child Protection Curriculum

TISA has adopted “The Keeping Safe: Child Protection Curriculum (KS:CPC)”. KS:CPC forms part of the required curriculum for students in all grade levels. It is planned and delivered under the framework of the Primary School Personal Social and Physical Education Program and the Secondary School Taking Action Ourselves and Advisory Programme.

KS:CPC teaches children to;

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.

All primary school home room teachers and secondary school TAO and Advisory teachers are required to deliver KS:CPC, under the support and guidance of Principals, curriculum coordinators and counselors. The school will provide teachers with introductory and annual KS:CPC training in support of this work.

Screening and selecting staff, faculty, and volunteers

At TISA, we are committed to making sure that our staff, faculty and outside service providers (ASA, tutoring, music lessons, etc.) have been properly and rigorously screened before working with children. TISA is also committed to ensuring that all outside contracted workers have provided documentation of background checks and screenings or are supervised whilst on site.

TISA requires the following screening and criminal background checks from all school, staff, contractors, and service providers:

- Written application/statement of suitability
- Personal interview
- Credential check
- Reference checks
- Criminal history background check from all countries in which a candidate has previously lived

Volunteers who will be in situations where they will be working in an unsupervised manner with students will be asked to submit a local police check prior to the start of any voluntary work.

All National staff and volunteers will be required to submit a local police check every two years.

Professional development and support

TISA recognises the importance of high quality ongoing training in ensuring that all TISA staff (including volunteers) understand their responsibilities in respect to this policy and ways in which they can ensure the safety and well being of TISA students. The school provides a varied and ongoing training programme, which includes;

- Mandatory in-house training for all new staff and volunteers on the contents of the Child Protection Policy and associated Code of Conduct

- Mandatory basic child protection training for all new permanently contracted staff
- Annual refresher training for all teachers, teacher assistants and volunteers who work directly with students
- Safe recruiter training for all staff responsible for the recruitment and selection of staff
- Advanced child protection training for all members of the Whole School Child Protection Committee and Designated Safeguarding Leads
- Professional external supervision for counselors
- Introductory and then ongoing training on the school's child protection curriculum for teachers

TISA also recognises that working with children, who may be the subject of abuse and neglect, is emotionally and psychologically challenging for the adults involved. The school will therefore offer internal support or external counselling for those staff members affected by such situations.

Central Register

To record and ensure compliance with mandated pre-employment procedures and attendance of required training, the school maintains and monitors a Child Protection Central Staff Register, which includes;

- Names of all staff employed by, subcontracted to and volunteering at TISA
- Records of all child protection training attended
- Records of completion of pre-employment medical, background and reference checks
- Records of signed and received child protection staff declarations
- Records of local police checks

Risk assessment

In addition to frequent health and safety checks, and with a specific focus on child protection, TISA will

- Regularly audit TISA facilities to ensure that;
 - all learning spaces have good visibility to and from corridors
 - camera surveillance provides satisfactory coverage of shared and outdoor areas
 - student access is restricted to unsafe/hidden areas such as workshops, basements etc
- Risk assess all off site activities (field trips, overseas activities such as sports etc) specifically for child protection issues; implement plans to remove or mitigate identified risks
- Ensure that all third party providers either have their own satisfactory child protection policy, or that they receive and sign off on the TISA Child Protection Policy and Code of Conduct

Policy Communication

TISA recognises that clear communication of our Child Protection Policy (and Code of Conduct) both increases awareness of policy expectations and also sends a clear message that child protection is our number one priority. As such;

- This policy is made available to all members of the school community (on the school website) in English, Azerbaijani and Russian.
- All new parents are asked to read a policy summary prior to admission and indicate that they are in agreement with it. See appendix five.

- On entry into the campus, all visitors are provided with a verbal security briefing outlining expected behaviors. This is administered by a member of the security staff.
- Clear messages about the importance TISA places on children are included on the school website, in job advertisements and in select key communications.
- Contact details of Designated Safeguarding Leads are posted at strategic points throughout the school campus.
- All staff are expected to review the full policy on an annual basis.

Resource Mapping

TISA acknowledges that effective safeguarding of children occurs when schools, external organisations and individuals work in close partnerships. The school administration and Designated Child Safeguarding Leads therefore actively build relationships with a range of external organisations including;

- Local authorities and the police force
- The US and UK Embassies in Baku
- Local NGOs
- Local healthcare providers who work in multiple languages

Full contact information for these resources are collated and stored in the TISA Child Protection Resource Map, which is updated on an annual basis.

Section Four- Behaviour Expectations: How am I expected to behave?

Code of Conduct

TISA has developed a clear code of conduct that guides interactions between all adults who work (under contract or on a voluntary basis) with students. The full code of conduct can be found in Appendix One. Breach of this code of conduct may be considered as a disciplinary issue and could involve action up to and including removal from TISA and reporting to relevant authorities.

Use of Images of Students

Full details on how TISA uses images of students can be found in the [TISA Social Media Policy](#). Additionally...

- Staff are not encouraged or advised to use personal devices and accounts for photos/video. If used, photos should be transferred to school google accounts as soon as possible and then deleted
- Staff must not post photos or video of students on personal social media accounts without express permission. Staff members, acting in the capacity of a parent, may post photos of their own children's activities that may include other students.

School trips

This Child Protection policy remains in effect for all field trips including overnight school trips. All adults must remain vigilant of child protection issues while students are under their care and guardianship including procedures outlined in the section above labelled "General procedures for maintaining a safe secure environment". Staff should ensure they are not alone with a student during field trips and/or overnight trips.

Policy regarding students who have reached the age of 18 and over

All students registered at TISA are under the care and guardianship of the faculty and staff, and as such all aspects of this Child Protection Policy apply. This is also true of any students who reach the age of majority (18) during their time as students at TISA. All regulations, practices and procedures as laid out in this policy also apply until such time as the students have graduated or are no longer registered at TISA.

The needs of younger learners

TISA recognizes that younger learners have different needs that at times require a more physical and flexible approach from their teachers such as

- Physical contact during toilet training, nappy changing and the changing of soiled clothes appropriate to the task
- The need for emotional comfort or reassurance through child-initiated hugging or placing a student on an adults lap
- Picking up children to keep them safe and to maintain the safety of others

Apart from cases where there is an immediate safety concern, staff recognizes the need to ask a child's permission before doing anything for them of a physical nature.

The needs of students with special education needs

TISA recognises that children with special educational needs are at particular risk of child abuse or neglect. Factors that heighten the risk include, lack of awareness around the disability; family resiliency and stress levels; and vulnerabilities linked to a child's disability, e.g. communication and/or understanding.

The needs of LGBTQ+ students

TISA recognises that LGBTQ+ students are also at elevated risk for negative health outcomes including suicide, homelessness and substance dependency. Factors that heighten the risk include internalised stigma, perceived stigma and prejudice events.

Use of reasonable force

TISA is aware that there are times when teachers have to use reasonable force to prevent a student from hurting themselves or others. TISA follows the [UK guidelines by the UK Department for Education](#) on the use of reasonable force. Due to the physical nature of reasonable force, TISA is aware that its use could become a child protection issue. On the rare occasions when reasonable force is used, Principals will be informed immediately, a written record will be made and parents will be informed.

Section Five- Reporting Child Protection Concerns: What should I do if I suspect abuse/neglect?

Mandated reporters and reporting

TISA maintains that all school employees are mandated reporters of child abuse, neglect and/or harassment. If any employee of TISA has reasonable cause to suspect that a student is being mistreated in any way, he/she is to report the suspicion to a school counselor or senior management immediately. Failure to report may result in the termination of the employment contract and/or legal accountability. Reporting and follow-up of all suspected incidents of child abuse or neglect will proceed in accordance with the guidelines in this handbook. In the case of a staff member reported as an alleged offender, TISA will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority. Cases of suspected child

abuse or neglect may be reported by the school to the appropriate employer, to the respective consulate in Azerbaijan, to the appropriate child protection agency in the home country, and to local authorities.

How to respond to a child who discloses something to you?

<p><i>Do...</i></p> <ul style="list-style-type: none"> ● Believe the child; Take it seriously ● Listen carefully to the child ● Reassure the child they are right to tell ● Record the information as accurately as you can, using the child words, include the time, setting and those present, as well as what was said. This should be dated and signed ● <i>Remain child focused.</i> Remember - All those who work with children have a responsibility for their care. Think about the child’s welfare as the most important consideration; and what does this mean for that individual child in his/her own setting? ● Tell the child that next steps will include telling relevant people in school what occurred. 	<p><i>Don't...</i></p> <ul style="list-style-type: none"> ● Display any negative/shocked body language ● Jump to conclusions; Speculate or accuse anybody ● Interrogate the child. It is all right to ask for clarification, but you should not ask leading questions. Misguided or inappropriate questioning can do more harm than good ● Promise to keep what the child tells you a secret. The child needs to know that you have to talk to someone who will be able to help him or her. ● Attempt to examine or undress the child for evidence of non-accidental injury, or take photographs
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How to record your concerns

If the child says anything at all which gives you a concern this must be recorded in the child’s own words and not your own. Keep a factual record of any concerns, i.e. exactly what you have seen and heard. You may jeopardize future proceedings if you substitute the child words for your own. Sign and date your records for future reference.

Corporal punishment

TISA supports the view that corporal punishment violates the right of all children to be free from physical and emotional harm. Many countries have now either made corporal punishment illegal, or are in the process of doing so. Use of corporal punishment is expressly forbidden at TISA. The counselor or Principal should be informed if any child reports that they are subject to corporal punishment at home. Once reported, the school’s initial approach will be to meet with parents, to share the school’s perspective on corporal punishment and to guide parents in more effective forms of managing their children’s behavior. Instances when corporal punishment is more severe (e.g. frequent, more severe or degrading punishments, punishments that leave any kind of mark/bruise/injury) will be treated as child protection cases and will be managed according to the protocols set out in this policy.

Self-harm or suicide threats

<p><i>If a student reports a concern about someone else;</i></p> <ol style="list-style-type: none"> 1. Do not promise not to tell anyone 2. Listen and take notes. Who? What? When? How? 3. Be aware that a student speaking in hypotheticals may be referring to himself or herself; it is ok for them to do so. 4. Bring the student and your notes to the counselor as soon as possible 5. Refer to case management procedure (pp12-13) 	<p><i>If a student reports a concern about themselves;</i></p> <ol style="list-style-type: none"> 1. Do not promise not to tell anyone 2. Do not dismiss comments expressing a wish to harm oneself. It is safer to be over cautious than to ignore. 3. Do not leave the student alone. 4. Either call counselor/Principal to come to you, or bring the student to the counselor/administrator 5. Do not let a student go home without knowing that the counselor or admin has talked to the student. 	<p><i>If you suspect a student is self harming or is a suicide risk, for reasons other than having had received some kind of direct disclosure from a student;</i></p> <ol style="list-style-type: none"> 1. Inform the counselor or Principal immediately.
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Incidents between students

Most incidents between children can be dealt with through the frameworks and guidelines set out in primary and secondary school behavior management policies. When such incidents fall into the category of abuse (see definitions) the counselor should be immediately informed and child protection case management procedures will start.

Section Six- Response to Reporting Child Protection Concerns: What will happen after I report?

Whole School Child Protection Committee

The purpose of the Whole School Child Protection Committee is to ensure that the child protection guidelines are being implemented and to develop, monitor and review school wide child protection programmes. The committee will also ensure professional development and training for all staff, volunteers and parents. Most importantly, the team will serve as a working group in dealing with cases requiring child protection (e.g. investigation, assist in reporting suspected cases of abuse and/or neglect, follow-up disclosures to appropriate authorities).

The Whole School Child Protection Committee at TISA consists of:

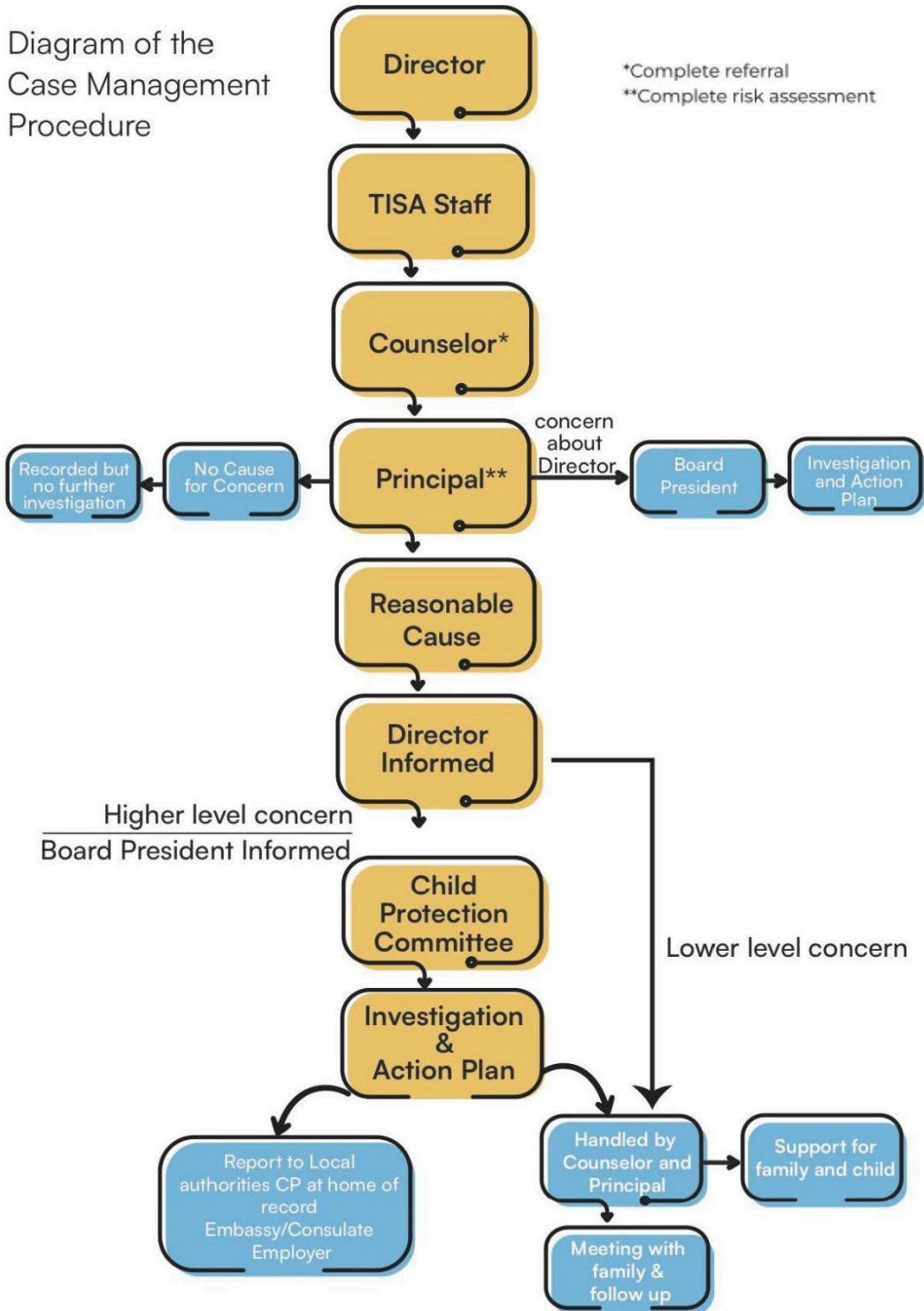
- School Director
- Board representative for child protection
- Primary and Secondary School Counselors

- Primary and Secondary Principals
- Doctor- if appropriate
- Human Resources- if appropriate
- Parent (only for non case specific work such as program and policy development)
- Local and Expatriate Teachers

Case management procedures

1. Where staff observe signs that give cause for concern they must make this known to the counselor without delay.
2. It is not the member of staff's responsibility to investigate, only to clearly report what the child has said. Notes should be taken, including date and time of any conversations held with the child, as soon as possible.
3. Both the counselor and the person raising the concern should log details of the concern in the digital platform.
4. A risk assessment is then carried out by the counselor and Principal. The Principal informs the Director. All conversations must be documented, including date and time of any conversations held with the child in the digital platform.
5. Following initial discussions it may be decided that other reasons are responsible for the concern and the possibility of child abuse can be ruled out. If this is so, then the matter can be dropped, but notes will be kept securely.
6. Other staff should be informed of concerns on a need to know basis only and any suspicions or additional information added to the referral form.
7. Following initial discussions it may be decided to monitor the situation. In this case, the class teacher is responsible for keeping confidential notes securely and recording daily observations. All notes must be dated and times noted where appropriate.
8. If a child talks openly and makes direct references to being abused, a referral should be made to the counselor, Principal and Director immediately on the digital platform.
9. If following initial discussions it is decided that the issue investigated is serious the Whole School Child Protection Committee is formed.
10. The child protection committee then fully investigates the situation and creates plans of action and intervention.
11. The child protection committee may pull in additional resources (legal, board members, medical advice, psychiatrist, embassy support) as needed.
12. If the issue warrants reporting (to for example local authorities, embassies or employer) the chair of the Board of Governors is informed prior to any report being made. This process is at the Director's discretion in consultation with the child protection committee.
13. The class teacher, teacher assistant, or other personnel cannot be absolved from responsibility for **reporting** suspicions if they persist, even though the counselor or Principal may not be in agreement. In this case, the member of staff should report this situation to the Director.
14. All documentation is housed in the digital platform. Careful notes should be made of dates, times, personnel involved, details of telephone conversations and copies of letters/emails/communications sent.
15. Child Protection information will be passed on to future school once a student leaves TISA.

Diagram of the Case Management Procedure



Allegations against staff, including volunteers.

Allegations against staff, volunteers or the designated person with responsibility for safeguarding should be reported to the Director, once the child protection lead has completed the related forms. If the Director is absent, the allegation should be passed to the person to whom authority has been delegated. If the allegation concerns the Director, the person receiving the allegation should immediately inform the Board Chair without notifying the Director first.

- If a staff member commits serious harm or abuse, local procedure should be followed including police contact.
- TISA also has in place policies and procedures relating to staff conduct, complaints, and staff discipline. These procedures will be followed in the case of an allegation against a member of staff. (TISA Board Policy, Faculty Handbook)
- On receipt of an allegation or complaint, the member of staff or volunteer may be suspended whilst the allegation is investigated.
- The Director will convene a meeting of the Child Protection Committee as appropriate following any allegations made

Concrete actions following school investigations

This Director will explore a range of follow up options. Below are listed some possibilities

1. Informing parents
2. Involvement of BP Legal or the BP Security Department
3. In cases of serious incidents reporting to the police
4. Referral to TISA HR or BP HR
5. Exclusion of families
6. Warning future schools
7. Informing local authorities and authorities overseas – in consultation with the school legal team
8. Disciplinary action that may include dismissal of staff member(s)
9. Notification of the appropriate police/security clearance outside of Azerbaijan
10. Referral to counseling agencies for victims of abuse

Case Monitoring

The nature and timing of the monitoring will be decided on a case by case basis between the Principal and the counselor, and noted in the child protection file. Monitoring may include formal and informal follow up with parents, teachers, children and external organisations or individuals. If a student leaves TISA while being monitored then the next school will be informed.

Follow-up care and services

Beyond our legal obligation to report suspected child abuse, neglect and/or harassment, we believe we have a moral and ethical obligation to assist our families with follow-up care and services that will enable them to move forward in a healthy manner. Therefore, we offer the following intervention strategies and work closely with families to develop an appropriate plan of action. Because each experience of abuse, neglect or harassment is unique, so are the intervention strategies applied. Below you will find the types of support we are able to provide to our students and families in need.

We provide:

- Preliminary counseling and guidance in a confidential and supportive environment

- Referrals to licensed counselors, therapists or mental health professionals for continued individual or family therapy outside the school setting
- Weekly check-ins with student/parents to monitor the intervention plan, share feedback on progress, and revise strategies as needed
- Supportive resources such as websites, articles, books, support blogs, etc

Supporting students at risk

TISA recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school recognises that it may be the only stable, secure and predictable element in the lives of children at risk. It is also recognised that some children who have experiences of abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school will endeavor to support students through:

- A curriculum that encourages high levels of self-esteem and self-motivation.
- An ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of school behaviour management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop productive, supportive relationships with parents.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

TISA recognises that, statistically, children with behavioral difficulties and disabilities are most vulnerable to abuse. School staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. Where children are exposed to domestic violence, drug or alcohol abuse, or identify as LGBTQ+ they may be vulnerable and in need of support or protection.

Policy review

This policy is reviewed annually. The procedures described herein will be evaluated in the light of experience and where necessary modified immediately.

Appendix One- Code of Conduct for all Adults Working at TISA

General

All adults working at TISA have the responsibility to provide a safe environment for students. That responsibility requires building positive and caring relationships with students while maintaining appropriate boundaries. All staff members are required to interact and communicate with students and other adults in a professional manner. All adults are responsible for their own actions and behavior and should avoid doing anything that would lead a reasonable person to question their intentions. Physical contact with students or other staff can be misconstrued both by the recipient and by those who observe it. Prudent discretion must be shown before touching a student or colleague, whether it be an appropriate expression of greeting, care, concern or celebration. Staff members should be aware that failure to comply with the Code of Conduct or Azerbaijani law or any other professional guidelines may result in disciplinary action including termination of employment or criminal action.

Professional Behavior and Communication

I will NOT...	I WILL...
<p>Electronic Communication Communicate with students through social media without prior administrator approval.</p> <p>Communicate with students electronically for any private or non-educational purpose.</p> <p>Communicate with students through any non-approved platforms (text messaging, social media, etc.).</p> <p>Other Communication Discriminate against, show differential treatment towards or favour particular children to the exclusion of others.</p> <p>Use profanities, sarcasm or any language with students and community members that is inappropriate, offensive, discriminative, abusive or unprofessional.</p>	<p>Electronic Communication Comply with the TISA Social Media and IT Guidelines.</p> <p>Report any accidental accessing of an inappropriate website to their divisional principal.</p> <p>Maintain professional communication with students through school approved platforms.</p> <p>Other Communication Treat others in a fair and professional manner in alignment to TISA's mission, values, and diversity statement.</p> <p>Speak to all students and colleagues with the same respect, patience, integrity and consideration.</p> <p>Use positive strategies rather than criticism or comparison when working with students.</p>

Make sexual comments or jokes, discuss your own sexual relationships or behave in a manner that is sexually inappropriate or provocative.

Condone or participate in behaviour with students or colleagues that is illegal, abusive or endangers their safety or the safety 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.

Physical Contact

Be alone with students outside normal professional responsibilities.

Use student bathrooms. Staff may only enter student bathrooms to address or intervene in dangerous or inappropriate behavior.

Sleep or be housed in the same room with students during a school trip or at any other situation.

Provide transportation in a private vehicle for a student without prior approval from an administrator.(Note that staff members may transport students in the capacity of a parent with their own children to non-school events)

Use physical punishment or act in a way that can be considered exploitation, maltreatment or abuse of children or others.

Have intimate relations with a child, or behave in a manner that is sexually inappropriate or provocative.

Touch areas that would normally be covered by a swimming suit *if* physical contact is necessary.

Maintain appropriate professional boundaries.

Physical Contact

Take precautions when meeting with students to ensure my own safety and that of others.

Avoid unnecessary touch and take responsibility for maintaining appropriate physical, emotional, and sexual boundaries at all times with all members of the community.

Where physical contact *is* 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.

Respect the student's privacy in situations of toileting, showering and changing clothes. When it *is* 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

Use proportionate physical intervention In the event of imminent harm or potential excessive destruction of property.

Citations: Portions of this document were copied from the American International School Bucharest Employee Code of Conduct.

Appendix Two - Staff or Activity Leader Declaration

I agree to follow the guidelines of the Child Protection Policy as a condition of my providing services to the students enrolled at TISA and participating in TISA programs or community programs on TISA grounds.

I understand...

- The importance of Child Protection and commit to student safety and well-being as our first priority
- It is my responsibility to treat all students with respect, patience, integrity, courtesy, dignity, and consideration
- The definitions and symptoms of different forms of abuse, neglect and self harm as described in the Whole School Child Protection Policy
- How I am expected to behave towards the students at TISA as described in the Whole School Child Protection Policy
- The mandatory reporting regulations of TISA and my obligation to report suspected child protection issues
- What to do if I suspect a child is being abused, neglected, or may be committing self-harm
- What will happen once I have reported a child protection concern
- My obligation to fully cooperate in any child protection investigation
- That any action inconsistent with the Code of Conduct and Child Protection Policy, or failure to take action mandated therein, may result in disciplinary action up to and including removal from TISA

My signature confirms that I have read the Whole School Child Protection Policy and that I agree to follow the procedures and standards therein.

Name:

Signature:

Date:

Received in Office

APPENDIX THREE- Digital Platform

All referrals are completed on our digital platform, MyConcern. MyConcern is an easy-to-use safeguarding software and records system designed by child protection professionals for educational settings. If you need help accessing your MyConcern account, please reach out to one of our Designated Safeguarding Leads or school principals.



Appendix Four- Guide to roles and responsibilities

Role	Main Responsibilities
All members of the TISA community	<ul style="list-style-type: none"> ● Make the safety, security and well-being of TISA students the number one priority ● Report safety and child protection concerns to Designated Child Protection Leads or Principals ● Understand the importance of the Whole School Child Protection Policy and know how to access it when needed
All TISA Staff	<ul style="list-style-type: none"> ● Know, understand and adhere to the contents of the child protection policy ● Follow the TISA Child Protection Code of Conduct ● Maintain professional and appropriate boundaries with students at all times ● Mandatorily report child protection concerns to Designated Child Protection Leads as per procedure set out in policy ● Complete annual child protection training ● Cooperate fully with any child protection investigation
Board	<ul style="list-style-type: none"> ● Adopts the Whole School Child Protection Policy and monitors its implementation ● Receives reports from the Director on policy implementation and trends in school wide child protection ● Receives child protection allegations about the Director, or allegations that a staff member feels have not been investigated/dealt with properly ● Supports the school in dealing with high stake, high risk cases
Board President	<ul style="list-style-type: none"> ● Serves as the designated Child Safeguarding Lead for any issues involving the Director
Director	<ul style="list-style-type: none"> ● Leads the Whole School Child Protection Committee ● Receives case reports from Principals about child protection concerns as per case management procedures and decides on action steps ● Receives, investigates and manages child protection allegations against staff members ● Allocates sufficient funding for staff training, campus upgrades and other associated child protection work ● Monitors the implementation of Whole School Child Protection Policy across the school ● Reports to the Board on policy implementation
Principals	<ul style="list-style-type: none"> ● Members of the Whole School Child Protection Committee ● Receives child protection referral documents from counselors and decides on next steps ● Informs the Director when a child protection case is higher risk. ● Implements Whole School Child Protection Policy within their section ● Designs and implements child protection training plans for staff ● Ensures that the child protection curriculum is delivered throughout the school. ● Provides summary reports on child protection to the Director ● Ensures that offsite activities are risk assessed for child protection and that plans are put into place for the mitigation of risk.

	<ul style="list-style-type: none"> ● Ensures that child protection issues are regularly placed on agendas of all meetings with their sections.
Designated Safeguarding Lead	<ul style="list-style-type: none"> ● Member of the child protection committee ● Champions child protection and safeguarding throughout the school ● Receives referrals from staff members and informs Principals ● Leads the completion of initial child protection risk assessment ● Supports staff who make referrals ● Organises the secure storage of child protection case information ● Reviews child protection case information from previous schools and sends child protection case information to future schools
The Child Protection Committee	<ul style="list-style-type: none"> ● Oversees Whole School Child Protection Policy development, implementation and review ● Designs and implements a Child Protection Action Plan ● Advises the Director and Principals on the handling of child protection cases as appropriate
Human Resources Lead	<ul style="list-style-type: none"> ● Implements, maintains and updates a central register of pre-employment checks and staff training ● Develops and implements recruitment policy including requirements for pre-employment background checks. ● Organises child protection training for all support (non-teaching) staff
Counselors	<ul style="list-style-type: none"> ● Provide emotional support to students, staff, parents and families when there is an established child protection concern
Local teacher members of the child protection committee	<ul style="list-style-type: none"> ● Receive referrals from staff members who prefer to report in Azerbaijani or Russian and share these with the Designated Safeguarding Leads ● Members of the Whole School Child Protection Committee
Doctor	<ul style="list-style-type: none"> ● Monitors and observes potential patterns in students that may be indicators of child protection issues ● Reports patterns of possible concern to Designated Child Protection Leads ● Provides preventive and screening including knowing how to sensitively and appropriately document, assess, and care for injuries that may be the result of child protection issues, including but not limited to cases of possible self harm, or sexual assault. ● Is familiar with the resources in the community that would be the appropriate and safest next steps for medical treatment ● Is knowledgeable about the international nature of the community they are serving and familiar with the local law
Team Leaders/ Pastoral Leads	<ul style="list-style-type: none"> ● Implement Whole School Child Protection Policy within their teams ● Regularly agenda child protection in team meetings ● Implement child protection curriculum with grade levels

Teachers	<ul style="list-style-type: none"> ● Deliver the child protection and digital citizenship curriculum to students in their homeroom or advisory groups. ● Monitor the well being, safety and development of all students in their class with a specific focus on possible child protection issues ● Monitor identified students and provide regular case updates to Designated Safeguarding Leads as required
Teacher assistants	<ul style="list-style-type: none"> ● Monitor the well being, safety and development of all students in their class with a specific focus on possible child protection issues ● Monitor identified students and provide regular case updates to Designated Safeguarding Leads as required
Admissions coordinator	<ul style="list-style-type: none"> ● Ensures that all new parents ‘sign off’ on the parent summary of the Whole School Child Protection Policy ● Directs new parents to the full Whole School Child Protection Policy as needed ● Ensures the flow of child protection information between TISA and previous and future schools.
Communications coordinator	<ul style="list-style-type: none"> ● Organises the translation of Whole School Child Protection Policy and its publication on the TISA webpage ● Publishes reporting procedures and contact information for key school staff throughout the campus ● Manages student no-photo lists
IT Director and EdTech Coordinator	<ul style="list-style-type: none"> ● Leads and supports the implementation of digital citizenship curriculum ● Provide workshops, information and resources on current issues in digital citizenship ● Flags and provides support in cases of inappropriate or suspicious online student activity ● Develops, reviews and leads the implementation of Primary School ‘Responsible Use Guidelines’ and Secondary School ‘1 to 1 Program Policy’

APPENDIX FIVE- ENROLMENT PARENT DECLARATION

All members of the TISA Community have a duty to safeguard and promote the welfare of the young people that attend our school. If you have a child protection or safety concern, you must please report it to one of the following TISA staff members:

Primary School

Persons	Role	Email/Contact Number
Mirjana Madigan	Primary School Counselor and Designated Safeguarding Lead	mmadigan@tisa.az 012 404 1201 ext. 114
Lala Suleymanova	Local Safeguarding Contact for reporting in Azerbaijani or Russian language	lsuleymanova@tisa.az 012 404 1201 ext. 142
Brianne Eddy-Lee	Primary School Principal	blee@tisa.az 012 404 1201 ext. 109

Secondary School

Persons	Role	Email/Contact Number
Sarah Borgerding	Secondary School Counselor and Designated Safeguarding Lead	counselor@tisa.az 012 404 1201 ext. 158
Rachel Molitor	Secondary School Counselor and Designated Safeguarding Lead	rmolitor@tisa.az 012 404 1201 ext. 183
Sheyda Suleymanova	Local Safeguarding Contact for reporting in Azerbaijani or Russian language	ssuleymanova@tisa.az 012 404 1201 ext. 141
Marie Favret	Secondary School Principal	Mfavret@tisa.az 012 404 1201 ext. 118

By enrolling your child at TISA you agree to work in partnership with the school in support of the [Whole School Child Protection Policy](#). You also understand and agree that...

- ❖ TISA may contact your child's previous schools to see if any child protection records exist for your child
- ❖ TISA may forward child protection records to any future schools that your child may attend
- ❖ Your child will participate in child protection lessons as part of the Keeping Safe: Child Protection Curriculum
- ❖ TISA will contact you if they have a concern about your child's wellbeing, including when that concern relates to issues outside of school

Tick here to indicate agreement to the above