

AMERICAN GULF BILINGUAL SCHOOL



Child Protection Policy Manual

Contents

A statement of the purpose	1
Citation to the legal authority and/or standards	1
AGBS mission and the guiding principles	1
Rationale	2
Guiding principles of Child Protection Policy	2
Child Protection Policy statement	2
Expected Outcome	2
Distribution and Review	2
Child Protection Team	2
National hotline	3
Definitions	3
Induction Methods	3
Documentation	3
Staff Code of Conduct	4
Concerning classrooms	4
Physical intervention policy and training	4
Intimate care policy.....	4
Regarding external trips	4
Physical environment	4
Bullying policy	4
IT policies	5
Recognizing Child Abuse.....	5
Signs of Physical Abuse.....	5
Signs of Emotional Abuse.....	6
Signs of Neglect.....	6
Signs of Sexual Abuse.....	6
Procedure for Reporting Suspected Concerns	7
Procedures for Allegations Made by Staff or Students.....	7
Physical.....	7
Sexual or psychological	7
Neglect	8
Procedures for Allegations Made Against Staff	8
Allegations made against a staff member	8
Accusation against a member of administration team other than the principal	9
Accusation against the principal	9
Further action and Kuwaiti administrative services	10
School Communication and Relationships	10
Reporting Forms	10
Documentation of Disclosure of Abuse	11
Child Protection Report of Concern.....	12
Child Protection Report of Concern – Body Map.....	13
Child Protection Issues Reported to Social Worker.....	14
Child Protection Issues Reported to Psychologist.....	15
Signature Page.....	16

A statement of the purpose

AGBS takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. An effective whole-school *Child Protection Policy* is one which provides clear direction to staff and others about expected behavior when dealing with child protection issues.

Citation to the legal authority and/or standards

The policy and guide were conceived in according to:

1. CIS Child Abuse Protection Checklist
2. Kuwait Child Protection Law 21 / 2015

AGBS Mission & Guiding Principles

*The mission of American Gulf Bilingual School-Kuwait (**AGBS**) is to provide a bilingual learning environment that encourages students to bring out the best in themselves – and enables their all-round development through the joy of learning, enduring Islamic values, and the celebration of diversity.*

Guiding Principles American Gulf Bilingual School - Kuwait:

1. Develop students' character through confidence, honesty, integrity & responsibility.
2. Establish a safe, happy environment where every individual is valued & treated respectfully
3. To encourage independent learners & critical thinkers
4. Upholding Islamic values whilst fostering global citizenship
5. Provide students with the highest standards of education to ensure every child finds success

In accordance with our *Mission and Guiding Principles*, **AGBS** values the health and well-being of all our students. To this end, this manual was developed to help staff define, identify, and respond to issues of child protection...

Rationale

An effective policy makes explicit the school's commitment to the development of appropriate practice and effectual procedures. Our policy ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally, and in ways which best support the needs of the child.

Child Protection Policy -- Guiding principles:

In accordance with the *American Gulf Bilingual School-Kuwait (**AGBS**)* official Mission, this policy is intended to empower students to bring out the best in themselves, and enables their all-round development through the joy of learning, enduring Islamic values, and the celebration of diversity.

Child Protection Policy Statement

AGBS recognizes that in order for our students to succeed, they must be provided-for -- in more than academic areas. Their self-esteem, confidence, support structure, and ability to communicate with trusted adults help to prevent maltreatment.

AGBS will therefore:

- Establish and maintain an environment where students feel safe and secure.

- Establish and maintain an environment where students are encouraged to talk and are listened to.
- Ensure that students know that there are adults within the school who they can approach if they are worried or having problems.
- Include in the curriculum activities and opportunities for learning skills to stay safe from abuse, physically, intellectually, spiritually, emotionally and socially within the cultural context.
- Ensure that every possible effort will be made to establish effective working relationships with parents.
- Ensure that we promote a safe environment for our students through our work on responsible community-building and global citizenship.

Expected Outcome

At the end of the implementation process, staff will have a solid understanding of the procedures that need to be followed when dealing with child protection issues. The school environment will be one in which students feel safe and secure, and are encouraged to develop connections with others in a safe and healthy way.

Distribution and Review

This policy will initially be presented to teachers and parents in presentations, provided to all parents upon acceptance of their child to the school, and sent to all parents at the beginning of each school year. The policy statement will be posted on the staff bulletin board, on the website, and a copy displayed at the reception. *The Child Protection Policy* will be reviewed annually by the administrative team and amended to fit current needs.

Child Protection Team: The **AGBS** Child Protection Team is headed by the Head of Specialists and comprised of the school psychologist, social worker, an Upper Admin representative, and two additional teacher representatives. All members are chosen for their background and expertise in child protection issues. The team will meet once per term to review representative cases and reflect on the implementation of the policy.

National hotline: The Kuwait government has established an anonymous "National Child Protection Program Hotline" using the phone number 147. This governmental agency will investigate claims made through the hotline and in person according to the Kuwait Child Rights Law 21 / 2015.

Child protection is the protection of children from violence, exploitation, abuse and neglect.

United Nations Economic and Social Council (2008), **UNICEF Child Protection Strategy**, E/ICEF/2008/5/Rev.1, par.

Definitions

The *Kuwait Child Rights Law 21 / 2015* recognizes and defines the following categories of child abuse:

1. **Physical abuse:** any harm to the body, whether through intended harm or disciplinary punishment. May include hitting, shaking, kicking, biting, burning, choking, or poisoning.
2. **Sexual abuse:** a child's participation in any form of sexual activity with an adult. May include physical touching, verbal harassment, using children in nude photography or films. Does not have to include physical contact.
3. **Psychological abuse:** the result of verbally degrading, silent treatment, blaming, threatening, bullying, or giving children more responsibility than they can handle which can reinforce patterns of failure in a child's life.
4. **Neglect:** when parents or guardians fail to provide necessities for the child, such as health, education, nutrition, and safe living

The UNESCO 'World Report on Violence Against Children' identifies the main forms of violence as follows:

- Physical and Psychological Punishment
- Bullying
- Sexual and Gender-Based Violence
- External Violence: effects of gangs, conflict situations, weapons and fighting.

*For this policy, the definitions according to the Kuwait Child Rights Law 21 / 2015 will hold preference.

Induction Methods

Staff: Initially presented in professional development by Child Protection Team; presented to new staff in professional development by Child Protection Team at the beginning of each school year.

Parents: Initially presented in afternoon and evening sessions by Child Protection Team, one session in Arabic and one in English at each time. A parent survey of needs will determine additional training opportunities.

Students: Presented in the classroom by teacher using lessons designed by Child Protection Team.

Documentation:

- All documentation will be forwarded to the appropriate member of the Child Protection Team, who will retain it in a locked cupboard until the end of the year.
- The Child Protection Team will meet once per term to review progress on cases.
- At the end of each school year, all documents will be collected by the social worker and kept in a locked cabinet.
- The social worker, school psychologist, and nurse will have unlimited access to all documentation.

Staff Code of Conduct

Concerning classrooms:

- All staff members are expected to exercise vigilance in the care of all students.
- No students are to be left unattended.
- Staff will treat students with respect at all times.
- Classrooms are student-centered, and are places in which students can learn through a warm and positive classroom environment.
- All staff are expected to know and follow the safety procedures in the Safety Manual.
- Training specific to preventative discipline in the classroom is provided to teachers.
- Staff misconduct may lead to a written warning and/or dismissal.
- Documentation should be maintained.

Physical Intervention Policy and training:

- Corporal punishment is not permitted.
- Hands-off policy - physical contact with students is discouraged.
- Training is provided yearly on techniques to de-escalate potential physical altercations between students.
- Training is provided yearly on staff safe-defensive, self-protection against bites, kicks, grabs, and chokes.

Intimate Care Policy: Students requiring toileting assistance and diaper changes

- Students requiring assistance in the toilet will be aided by a nanny trained for the purpose and accompanied by another nanny.
- Students requiring diapering will be attended in the school clinic by the nurse and a nanny trained for the purpose.

Regarding external trips:

- At least two adults will accompany students at all times.
- Students and adults will have separate accommodation on extended external trips.
- External trips are supervised by an administrator.

Physical environment:

- **Security system for visitors:** All doors except the door in the reception area are kept locked throughout the day. Push doors have been installed for emergency use. Visitors must sign in and out with receptionist, and are accompanied at all times during their time in the building.
- **Classrooms & Hallways:** There are small windows in all classroom doors to allow Admin to view the activity inside. All areas within classrooms are visible through the window in the door. Doors remain unlocked and an open door policy for staff is maintained. CCTV surveillance of classroom, hallway, & reception areas is also in operation. Additionally, there is an Administrator's office and presence on every floor.
- **Bathrooms:** There are supervising nannies placed outside of every bathroom location.
- **Unstructured use areas:** The courtyard, enclosed within the center off the school, and a playground, outside the basement, are each monitored by teachers at all times students are present.
- **Buses:** Teachers remind students regularly of the code of behavior expected on the buses. Bus monitors are trained to intervene and report incidents.

Bullying policy

- *American Gulf Bilingual School* has performed a year-long campaign on bullying and continues to monitor this issue through work by the psychologist, counsellors, and teachers. Bullying is considered a Level IV offence in the AGBS Student Code of Behavior'.

IT Policies:

- **AGBS** believes that the internet and all other IT resources in our school can help students learn better. The reason why we have Internet access, computers, projectors, and many other IT tools is to give students the best possible education, by helping them better learn on their own and in groups -- and to share their understanding with others; in order to do that safely, students are expected to accept and follow the school's 'Digital Citizenship Agreement'. Some of the safeguards in the agreement are:
 - agreement to not use electronic mediums to inflame, bully, or stalk other people
 - agreement to avoid sites that are degrading to others or inappropriate in any way
 - agreement to ensure that the information, images, and materials posted online will not put students at risk
 - agreement to report any attacks or inappropriate behavior directed at students

Recognizing Child Abuse or Neglect

Sign shown in the child:

- shows sudden changes in behavior or school performance
- has not received help for physical or medical problems brought to the parents' attention
- has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- is always watchful, as though preparing for something bad to happen
- lacks adult supervision
- is overly compliant, passive, or withdrawn
- comes to school or other activities early, stays late, and does not want to go home

Signs shown in the parent:

- shows little concern for the child
- denies the existence of—or blames the child for—the child's problems in school or at home
- asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
- sees the child as entirely bad, worthless, or burdensome
- demands a level of physical or academic performance the child cannot achieve
- looks primarily to the child for care, attention, and satisfaction of emotional needs

Signs shown when parent and child are together:

- rarely touch or look at each other
- consider their relationship entirely negative
- state that they do not like each other
- child displays fear or uneasiness in parent's presence

Signs of Physical Abuse

Common physical indicators of physical abuse are:

- unexplained burns, bites, bruises, broken bones, or black eyes
- imprint of an instrument on skin
- fading bruises or other marks noticeable after an absence from school
- multiple wounds in different stages of healing
- bruises in clustered patterns, like fingerprints on skin
- suspicious fractures (especially to the nose or face)

Common behavioral indicators of physical abuse are:

- seems frightened of the parents and protests or cries when it is time to go home
- shrinks at the approach of adults
- overly eager to please adults or wary of adults
- unable to tell how they got injured, or their story is not believable in relation to the injury
- may be aggressive, withdrawn, jumpy, on edge, or fearful
- uncomfortable undressing in front of peers
- seems very afraid of getting in trouble
- reports injury by a parent or another adult caregiver

Common indicators of physical abuse when the parent or other adult caregiver:

- offers conflicting, unconvincing, or no explanation for the child's injury
- describes the child as "evil," or in some other very negative way
- uses harsh physical discipline with the child
- has a history of abuse as a child
-

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the child:

- shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- is either inappropriately adult (parenting other children, for example; or inappropriately infantile (frequently rocking or head-banging, for example)
- is delayed in physical or emotional development
- has attempted suicide
- reports a lack of attachment to the parent

Consider the possibility of emotional maltreatment when the parent or other adult caregiver:

- constantly blames, belittles, or berates the child
- is unconcerned about the child and refuses to consider offers of help for the child's problems
- overtly rejects the child

Signs of Neglect

Common physical indicators of neglect are:

- gaunt, underweight, bloated stomach, pale, flaky skin
- consistently dirty and has severe body odor
- frequently absent from school
- begs or steals food or money
- unattended health concerns or medical problems, such as skin infections or coughs, immunizations, or glasses
- states that there is no one at home to provide care
- lacks sufficient clothing for the weather
- abuses alcohol or other drugs
- lack of supervision or abandonment

Common behavioral indicators of neglect are:

- frequent hunger at school.
- fatigue; falls asleep in class or seems listless.
- clinginess.
- depression.
- begs and steals (food or property).
- comes to school early and leaves late
- says there is no one home to take care of them.

Consider the possibility of neglect when the parent or other adult caregiver:

- appears to be indifferent to the child
- seems apathetic or depressed
- behaves irrationally or in a bizarre manner
- is abusing alcohol or other drugs

Signs of Sexual Abuse

Common physical indicators of sexual abuse are:

- pain, itching, bleeding, swelling, or bruising in the genital or anal area
- blood in the child's underwear
- difficulty walking or sitting
- sudden refusal to change for gym or to participate in physical activities
- experiences a sudden change in appetite
- frequent bladder infections
- reports nightmares or bedwetting
- becomes pregnant or contracts a venereal disease

Common behavioral indicators of sexual abuse are:

- child demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- child talks about having sex or being touched
- sudden change in the child's normal behavior; starts acting different
- regression to more childlike behavior
- changes in relationships to adults, such as becoming clingier or more avoidant
- lower school-engagement and lower achievement
- has or talks about friends that are unusually older
- extremely avoidant of undressing or physical contact at school
- depression, talking about or attempting suicide
- runs away
- reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- is unduly protective of the child or severely limits the child's contact with other children
- is secretive and isolated
- is jealous or controlling with family members

Procedure for Reporting Suspected Concerns

Procedures for Allegations Made by Staff or Students:

Physical: Every morning and afternoon teachers are required to make note of physical marks such as scratches, cuts, or bruises on the students in their care. The daily checklist is collected by the nurse, and parents contacted regarding injuries.

However, should teachers have a concern regarding physical marks on their students, the following steps will be taken:

1. The teacher will fill out the **Child Protection Report of Concern form** and submit it to the social worker, along with the **Body Map** if there is physical evidence.
2. If the student reports physical abuse to the teacher by other than **AGBS** staff, the teacher will fill out the **Documentation of Disclosure of Abuse form** and submit it to the social worker, along with the **Body Map** if there is physical evidence.
3. The social worker will investigate, and include the nurse in the inquiry as appropriate.
4. In non-critical cases, the daily checklist will be monitored and documented by the social worker and nurse for two weeks.
5. Should the physical situation continue or worsen, the social worker will inform administration, and call the National Child Protection Program hotline (147).
6. In critical cases, the social worker will inform the administrative team, and call the National Child Protection Program hotline (147) as soon as indicated. The school nurse will arrange for emergency and/or critical medical support for the student as needed.

Sexual or psychological abuse: Teachers monitor their students daily and may observe indications that the student is being abused in ways that are not visible. If they suspect such abuse, the following steps will be taken:

1. The teacher will fill out the **Child Protection Report of Concern form** and submit it to the psychologist, along with the **Body Map** if there is physical evidence.
2. If the student reports sexual or psychological abuse to the teacher by other than **AGBS** staff, the teacher will fill out the **Documentation of Disclosure of Abuse form** and submit it to the psychologist, along with the **Body Map** if there is physical evidence. The teacher should give the student the choice of relating the situation to the school psychologist themselves or the teacher will describe the situation to the school psychologist on behalf of the student.

3. The psychologist will investigate as confidentially and supportively as possible, documenting all perceptions and actions.
4. The school psychologist will then either contact the parents or the National Child Protection Program hotline (147) depending on the specific circumstances.

Neglect: Should teachers notice a pattern of a student coming to school hungry or without a lunch, dirty, extremely tired, or other signs of neglect, the following steps will be taken:

1. The teacher will fill out the **Child Protection Report of Concern form** and submit it to the social worker, along with the **Body Map** if there is physical evidence.
2. If the student reports neglect to the teacher, the teacher will fill out the **Documentation of Disclosure of Abuse form** and submit it to the social worker, along with the **Body Map** if there is physical evidence.
3. The social worker will investigate, and include the nurse in the inquiry as appropriate.
4. The social worker will call the parents to discuss the situation.
5. If the parents do not accept the call, or if there is no change after two weeks, the social worker will inform administration and call the National Child Protection Program hotline (147).
6. The social worker and nurse will continue to monitor and document the situation until resolved.

In all cases, whether action is taken by the Kuwait governmental agencies or not, the students will be supported to the best extent by AGBS. Parents will be referred to agencies and organizations for further support and information, such as parenting classes or behavioral programs.

Procedures for Allegations Made Against Staff or Administration

Allegations Made Against a Staff Member

Allegations of abuse by AGBS staff members may be made by students, parents, or other AGBS staff members.

By students: Students who claim abuse from an AGBS staff member may share their concerns with another trusted staff member at school. In this case, the trusted staff member should complete the **Documentation of Disclosure of Abuse form**, then give the student the option of sharing the information with the principal, or alternately the staff member shares the information themselves, on behalf of the student. This information is confidential, and the AGBS staff member is not to share it with anyone other than the principal.

By parents: If a parent of a student who has claimed they experienced abuse from an AGBS staff member, the parents may contact the school principal to report the issue.

By staff member: An AGBS staff member may witness or have knowledge of abuse by another staff member towards a student. The witnessing staff member will complete the Child Protection Report of Concern form and submit it to the principal.

In all cases, the following procedure will be followed:

1. The school principal will investigate the claim confidentially.
2. The principal and the staff member's supervisor will meet with the staff member.
3. The principal will also meet with the student(s) and other possible witnesses, as the case requires.
4. In the investigation, the names of students will not be made public and no academic or social consequences will result to students from the investigation.
5. The identity of a staff member making an allegation will not be made public, and no career-related consequences will result to staff member from the investigation.

After an initial inquiry involving the staff member and students affected, the principal may choose from the following options:

1. The staff member will be cleared of all suspicion. In this case, the parents and student will be notified that the case has been investigated and found no merit.
2. The staff member will be placed on administrative leave, pending further investigation.
 - a. If the internal investigation is not able to provide answers to the administrators' questions, the National Child Protection Program Hotline (147) may be called by the principal.
 - b. A list of outside counseling service providers will be given to the parents of all students affected.
 - c. A list of outside counseling service providers will be given to the staff member.
 - d. The General Manager will be informed by the principal. They will contact the Ministry of Education and proceed according to Kuwaiti law.

Accusation against a member of the administration team other than the principal:

Students or parents may accuse a member of the administrative team of one or more types of abuse. This report should be directed to the principal.

In either case, the following procedure will be followed:

1. The staff member or parent who has learned of the accusation will share with the principal. The staff member will be cautioned to keep the information confidential and either the staff member or the parent will be assured that the case will be investigated.
2. The school principal will investigate the claim confidentially. The principal meet with the administrator, the student(s), and other possible witnesses, as the case requires.
3. In the investigation, the name of the student will not be made public and no academic or social consequences will result to the student from the investigation.

After an initial inquiry involving the administrator and students affected, the principal may choose from the following options:

1. The administrator will be cleared of all suspicion. In this case, the parents and student will be notified that the case has been investigated and found no merit.
2. The administrator will be placed on administrative leave, pending further investigation.
 - a. If the internal investigation is not able to provide answers to the principal's questions, the National Child Protection Program Hotline (147) may be called by the principal.
 - b. A list of outside counseling service providers will be given to the parents of all students affected.
 - c. A list of outside counseling service providers will be given to the administrator.
 - d. The General Manager will be informed by the principal. They will contact the Ministry of Education and proceed according to Kuwaiti law.

Accusation Against the Principal:

Students or parents may accuse the principal of one or more types of abuse. This report should be directed to the General Manager.

In either case, the following procedure will be followed:

1. The staff member or parent who has learned of the accusation will share with the General Manager. The staff member will be cautioned to keep the information confidential and either the staff member or the parent will be assured that the case will be investigated.
2. The General Manager will investigate the claim confidentially. The General Manager will meet with the administrator, the student(s), and other possible witnesses, as the case requires.

3. In the investigation, the name of the student will not be made public and no academic or social consequences will result to the student from the investigation.

After an initial inquiry involving the General Manager and students affected, the General Manager may choose from the following options:

1. The principal will be cleared of all suspicion. In this case, the parents and student will be notified that the case has been investigated and found no merit.
2. The principal will be placed on administrative leave, pending further investigation.
 - a. If the internal investigation is not able to provide answers to the General Manager's questions, the National Child Protection Program Hotline (147) may be called by the General Manager.
 - b. A list of outside counseling service providers will be given to the parents of all students affected.
 - c. A list of outside counseling service providers will be given to the principal.
 - d. The General Manager will contact the Ministry of Education and proceed according to Kuwaiti law.

Further Action and Kuwaiti Administrative Services

In the event that the school feels that further action must be taken the following service are available:

Suspected Child Abuse and Neglect Team Hotlines (SCAN)

Areas:

- Al –Sabah 98010172
- Hawalli 98010173
- Al-Ahmadi 98010174
- Al-Asema 98010175
- Al-Farwanya 98010176
- Al-Jahra 98010177 (school area)

Further advice may be available by contacting the following:

Public Administration Criminal Investigation.....	256 321 41 (but contact SCAN first)
Kuwait National Child Protection Program.....	147
Social Police Department.....	94000435 / 94000463

School Communication and Relationships

- AGBS Child Protection Policy and procedures are clearly available on school website in Arabic and English.
- AGBS Child Protection Policy and procedures are posted in school areas visible to all in Arabic and English.
- A copy of the AGBS Child Protection Policy Parent Guide is sent annually to parents in Arabic and English
- There is annual meeting/training for parents on child protection in Arabic and English.

Forms for Reporting Suspected or Disclosed Abuse

All AGBS staff should report suspicions to the appropriate Child Protection Team member, with confidence that the allegation will be handled with confidentiality and sensitivity to all concerned.

The next section contains the forms required in documenting child protection actions in AGBS.

- Documentation of Disclosure of Abuse
- Child Protection Report of Concern
- Child Protection Report of Concern – Body Map
- Child Protection Issues Reported to Social Worker
- Child Protection Issues Reported to Psychologist

Documentation of Disclosure of Abuse

Documentation must be made by an adult receiving a disclosure of abuse. This documentation should be made as soon as possible after the disclosure has been reported to the staff member, and given to the appropriate person. The facts, not opinions, should be accurately recorded in a non- judgmental way.

Student's name: _____

Date and time of conversation: _____

What was the context and who was present during the disclosure?

What did the child say? – exact words if possible

What questions were asked? – exact words

Responses to questions – exact words

Any observations concerning child's demeanor and any injuries:

If physical evidence, please include the Body Map form, and forward to the social worker.

If sexual or psychological, forward to the psychologist.

If neglect, forward to the social worker.

Your name and position in school _____

Signature _____ Date _____

Child Protection Report of Concern

Documentation must be made any time there is suspicion of abuse. This documentation should be made as soon as possible after it has been noticed by the staff member, and given to the appropriate person listed below.

The facts, not opinions, should be accurately recorded in a non-judgmental way.

Reporting remains anonymous as a general rule, however, there are circumstances in which identities must be made known to others.

Student's name: _____

Date and time of notice: _____

What was the context and who was present when you noticed this?

What did you see? – use Body Map if needed

What did the child say? – exact words if possible

What questions were asked? – exact words

Responses to questions – exact words

Any observations concerning child's demeanor and any injuries:

If physical evidence, please include the Body Map form, and forward to the social worker.

If sexual, forward to the psychologist.

If psychological, forward to the psychologist.

If neglect, forward to the social worker.

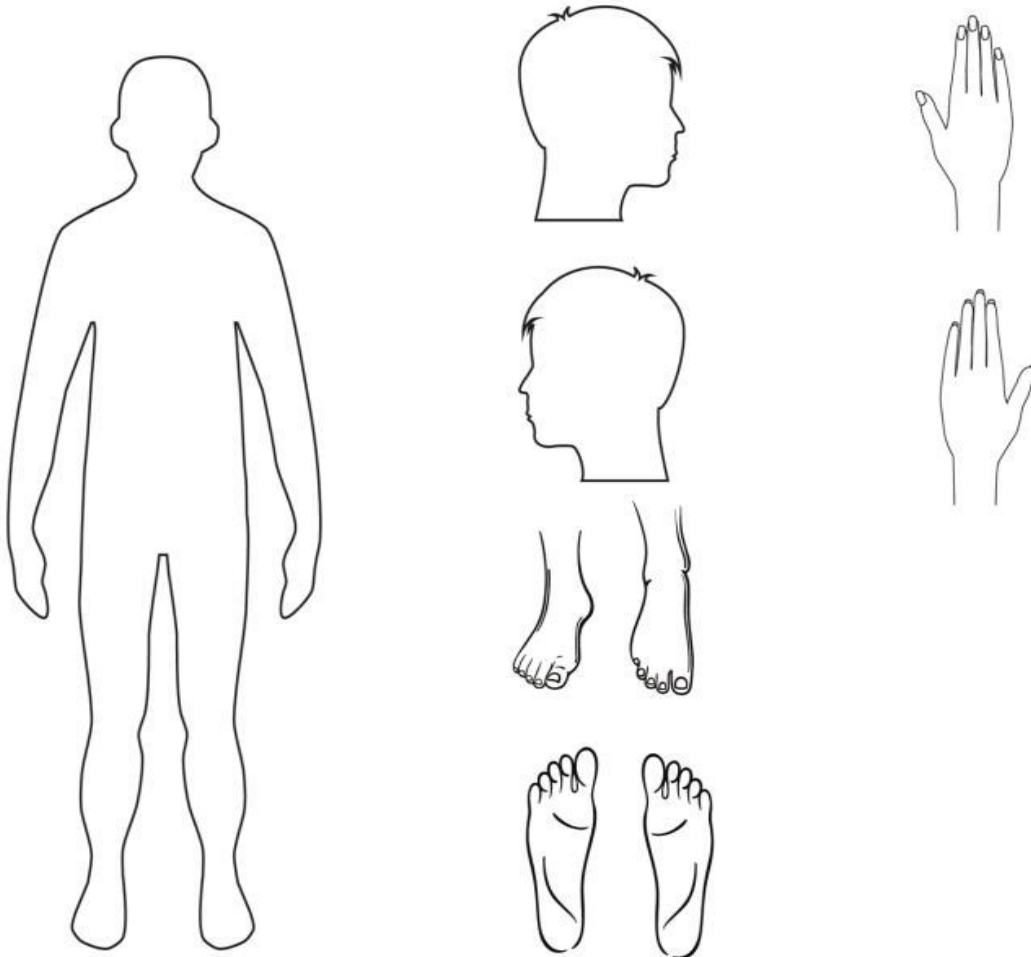
Your name and position in school _____

Signature _____ Date _____

Child Protection Report of Concern – Body Map

Student's Full Name _____ Date _____

Name of person reporting _____



Please indicate physical marks on student with all detail possible.

Further observation notes:

Submit completed form to the social worker.

Child Protection Issues Reported to Social Worker

Name of student: _____ Date of Report: _____

Name of person reporting: _____

Date and time of event/concern: _____

Nature of the concern raised: ___ physical ___ neglect

Action taken and by whom:

Follow-up actions and dates:

Action	By Whom?	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name of Child Protection Team member: _____

Signature: _____

Child Protection Issues Reported to Psychologist

Name of student: _____

Date of Report: _____

Name of person reporting: _____

Date and time of event/concern: _____

Nature of the concern raised: ___ sexual

___ psychological

Action taken and by whom:

Follow-up actions and dates:

Action	By Whom?	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name of Child Protection Team member: _____

Signature: _____



AGBS Child Protection Policy

I acknowledge that I have read this manual and understand my responsibilities in regards to child abuse and neglect.

I have received training on recognizing signs of abuse and neglect -- and am aware of the forms and procedures for reporting abuse and neglect.

Print Name _____

Signature _____

Date _____

*This form will be collected by the Principal