



International Centre
FOR MISSING & EXPLOITED CHILDREN



Training for International Schools: Leadership, response team, and staff training

ICMEC's History

The International Centre for Missing & Exploited Children (ICMEC) was created in May 1997 by the Board of Directors of the U.S.-based National Center for Missing & Exploited Children (NCMEC), which astutely recognized a global need that its obligation to American children might not allow it to address. Although ICMEC's original service mission was to help other nations create their own centers ICMEC has grown in many different directions since those early days.

At ICMEC, we believe in taking a leadership role, in staking out the claim that **every child deserves a safe childhood**. We advocate for changes that will better protect children around the world. We complement that advocacy by training first responders such as police, teachers, medical personnel, and parents.

With regional presence in North and South America, and Asia, and with a committed international Board of Directors, we have developed partnerships, both formal and informal, with hundreds of organizations around the world – all in furtherance of our goal of creating a global community to make the world a safer place for all children. Find us at www.ICMEC.org. Contact us at EdPortal@ICMEC.org.

ICMEC's Mission

For almost 20 years, ICMEC has been identifying gaps in the global community's ability to properly protect children from abduction, sexual abuse and exploitation and expertly assembling the people, resources and tools needed to fill those gaps. ICMEC works every day to make the world safer for children by eradicating child abduction, sexual abuse and exploitation. To this end, **ICMEC's mission is to advocate, train and collaborate to protect the world's children.**

- **ADVOCATE:** ICMEC proposes changes to laws, treaties and systems based on rigorous research and the latest technology to better protect children worldwide.
- **TRAIN:** ICMEC provides tools to professionals who interface with children to improve prevention, facilitate treatment for victims and increase the efficacy of the identification and prosecution of people who victimize children.
- **COLLABORATE:** ICMEC builds international networks of professionals across disciplines to anticipate issues, identify gaps and develop cross-cutting solutions.

ICMEC Facilitator and Content Experts

ICMEC has 20 years' experience training, collaborating and advocating for children and youth across diverse disciplines. In a partnership with the International Task Force for Child Protection (ITFCP), ICMEC started the [Education Portal](#) in 2016 to disseminate information, provide good practice models and further abuse prevention in international schools and communities.

Laurie Tasharski, M.Ed.

Training Facilitator, Director, Global Educator Centre for Excellence | ICMEC

Laurie Tasharski facilitates educator training and oversees all aspects of the ICMEC Education Portal including development, review, and creation of child protection resources for international schools and youth-serving organizations. Ms. Tasharski has worked internationally for 26 years, primarily in training and education. Prior to her work in child protection she facilitated professional development and taught in national, international, and British curriculum schools, receiving a Master of Education, First Class Honors from Trinity College, Dublin. As a contributing member of the International Task Force for Child

Protection (ITFCP) she works closely with senior leaders across the international education and child protection fields.

Katia Dantas, M.A.

Policy Director for Latin America & the Caribbean | ICMEC

Katia Dantas manages the articulation and implementation of ICMEC's multi-disciplinary program across her region. Fluent in three languages, Ms. Dantas has been instrumental in raising public awareness, spurring legislative change, and implementing new initiatives through extensive collaboration with regional bodies, government representatives, and NGOs. She has trained and presented extensively in virtually every country in her region at regional, national, and local events on the topics of sexual exploitation, child abduction/missing children, and in person and online abuse. Katia has received numerous honors and currently serves on the Brazilian Federal Police Academy Research Group on cybercrimes. She earned her Master of International Development Policy from Duke University and brings deep legislative, cultural, and experiential knowledge of her region to training participants.

Dr. Jordan Greenbaum

Child Abuse Physician | Children's Healthcare of Atlanta

Medical Director, Global Initiative for Child Health & Well-Being | ICMEC

Dr. Jordan Greenbaum is a physician specializing in the field of child maltreatment, and the Medical Director of ICMEC's Global Initiative for Child Health & Well-Being. She received her medical degree from Yale School of Medicine. She works with victims of suspected physical/sexual abuse, neglect and sex trafficking/exploitation at the Stephanie Blank Center for Safe and Healthy Children at Children's Healthcare of Atlanta.

Dr. Greenbaum conducts research on child sex trafficking and provides training on all aspects of child maltreatment for medical and non-medical professionals working with children. She delivers training locally, nationally and internationally, working with child-serving professionals to prevent, identify and intervene in cases of suspected abuse and sex trafficking.

Peggy Woodard

Forensic Interviewer | Georgia DFCS Liaison to Children's Healthcare of Atlanta

Peggy Woodard is a graduate of the Florida State University School of Criminology. She was a criminal defense investigator with Georgia's Northern Circuit Public Defender's Office and later graduated from the Florida police academy and worked in child sex crimes investigations. Ms. Woodard retired from the Georgia Division of Family and Children Services (DFCS) and acted as DFCS Liaison to Children's Healthcare of Atlanta, working jointly with their medical child protection team and other hospital staff to assess cases of suspected child abuse and neglect. She was a member of the Georgia Task Force on the Commercial Sexual Exploitation of Children.

Ms. Woodard's 39 years of combined experience in the direct work of criminal defense investigation, child sex crimes, child welfare and broad multidisciplinary team collaboration offers an in-depth view of victims, offenders, and the partnerships needed to address child abuse and neglect.

Additional expert(s) are available in multidisciplinary areas of crisis management, counseling, and law.

Single School Whole Staff Training

Training typically occurs over multiple sessions in small groups designated by role. For example, in larger schools, faculty and assistants train together, administrative staff trains together, etc. Those working with vulnerable groups or in vulnerable situations may require additional training (special needs students, early years students, and faculty or volunteers coaching or offering individual our out of program instruction, such as music teachers). It is recommended schools provide induction training for all new hires and volunteers and annual whole staff training. It is essential that all members of a school community know school policy and mandatory reporting obligations in your location.

Translation into additional languages may need to be provided by the school, and in some cases can be provided by ICMEC. Training should include presentation of school policies, staff codes of conduct, and signposting to additional local and online reporting pathways.

Comprehensive staff training should include:

- Definitions, potential indicators of physical and emotional abuse, sexual abuse/exploitation and neglect, and exploration of common myths about abuse
- Grooming and offender behavior
- Identification of vulnerable populations
- Features of peer-on-peer abuse and the range of normal sexual behavior in children
- Common barriers to reporting and mandatory reporter obligations and expectations
- Role of the first responder
- School child protection policies, procedures and code of conduct
- Protocol and procedures for handling incidents against staff
- Reporting protocol for suspicion and disclosures of abuse

Depending on time, training should include scenarios or case study examples, small group discussion and time for review and reflection. This approach allows staff to develop shared values around child protection. Larger staffs will require longer sessions or more days to deliver the same material. We typically offer a parent presentation if timing allows for this.

Be aware that these topics may be re-traumatizing for some adults. Be sensitive to the needs of staff by offering a supportive atmosphere and time for reflection and discussion.

To promote ownership, child protection designates should attend and participate in all sessions. The presence of senior leadership ensures engagement and emphasizes prioritizing of child protection and school policies and procedures around prevention of abuse.

For more information on criteria for a comprehensive staff training see [EdPortal.ICMEC.org](https://www.edportal.icmec.org), Awareness & Prevention/Training for Staff and Volunteers/[Child Protection Training Checklist](#).

Sample Single School Staff Child Protection Training

DAY 1 Senior Child Protection and Response Team	Day 2 Whole School Staff and Community
<p>Senior Leadership Briefing 60 – 90 min Case study review of legal and reputational issues, including national law review as available. Review of child protection policy types and resources for further learning on prevention and allegation response.</p>	<p>All day 2 content should include school policies, reporting pathways and code of conduct. Parent Program varies by content included Keeping children safe online, abuse prevention, responding to disclosure and sexting, and strategies to build resilient families.</p>
<p>Hiring Team on Safer Recruitment 90 min Fosters team understanding of values-based hiring, screening in and screening out, interview questions and patterns of negative indicators. Framing child protection questions for applicants and employees. Includes review of accreditation standards and safer hiring tools.</p>	<p>Staff Child Protection Training 2.5 hours, multiple sessions to cover all staff Topics include definitions, indicators, myths and realities about physical, emotional, sexual abuse and neglect and the long term effects. Barriers to reporting, the grooming process, first responder and school codes of conduct and reporting procedures are covered.</p>
<p>Overview of Offender Behavior and Evaluating Prevention Program 2 - 3 hours Terminology and preconditions for physical and sexual abuse, prevalence and propensity to offend, case study review of institutional grooming, addressing barriers to reporting. Overview of supporting resources including allegation protocol, environmental audit, central record good practice, and risk assessment tools.</p>	<p>Special Roles 1-2.5 hours depending on translation and training needs Special roles include early years, special needs, sports, music, and travel related roles. Training includes additional guidance on situational risks for working with vulnerable students or in high risk situations (such as those involving intimate care, touch, travel, or 1-on-1 contact).</p>
<p>Counselor Session on Peer Abuse, Sexting and Trauma-Informed Response 2.5 – 3 hours Definitions and range of normal and abnormal sexualized behavior. Using case studies, prevention and response to self-produced sexual images (sexting) and peer abuse with trauma-informed response. Introduction to contextual safeguarding and environmental audit tools.</p>	<p>Additional sessions as requested, including: Parent Training, or Staff Child Protection Training in English or local language (extended time may needed depending upon translation approach)</p>

Multi-School Child Protection Training

Child protection response teams are formed when the need to assess a concern, incident or allegation arises. They are comprised of school staff relevant to the inquiry or act as representatives of key stakeholders. They likely include: key members of the leadership team; Board representative; child protection leads or designates; HR professionals; school counselors; school healthcare professionals (physician/nurse); faculty working in ICT or digital learning, special needs, or with other vulnerable groups; coaches; trip leaders; community outreach coordinators; student leaders; PTA reps; and others.

Sample Multi-School Child Protection Training (Level 1)

DAY 1 –New Standards for Child Protection	Time
<p>Training the trainer – staff induction training demo Engaging staff in the process, induction and pre-service professional development. Teaching first responder skills and addressing barriers to reporting. Contents of a comprehensive staff training program and tools to help.</p>	60 minutes
<p>New accreditation standards and resources to help you Tour of the Education Portal, and review of resources to support your child protection audit. Five fast things to do with limited resources and buy-in to make kids safer.</p>	45 minutes including planning, resource review
<p>Deciphering victim behavior Forensic interviewer unpacks why victims behave as they do and how disclosure process unfolds. Prevalence of false allegations and recanting is discussed.</p>	60 minutes
Lunch Break	60 minutes
<p>Evaluating your child protection program What research tells us about prevention education and training. Review recommended training content and audit tools to improve outcomes. Creation and maintenance of a central record, environmental audit review for contextual safeguarding to prevent peer-on-peer abuse.</p>	60 minutes including policy review
<p>Talking to teachers and staff about child protection and professionalism What to say before you say anything else. The role of codes of conduct and whistle blowing policies, making policies dynamic and lived, including innovative professional development ideas and framing child protection with the parent community.</p>	60 minutes plus 15 minutes planning
<p>Safer hiring protocols or case review Frame an ethos of abuse prevention from the first encounter. Review of model hiring procedures including background and reference checks, and how to address child protection with staff.</p>	45 minutes plus additional Q & A

DAY 2 – Action Planning for Response Team Members	Time
<p>First responder training Identify the process of disclosure, barriers to reporting abuse, and common errors that may further traumatize children. Practice formation of non-leading questions and trauma-informed response to disclosure.</p>	60 minutes

<p>Introduction to the ITFCP allegation protocol</p> <p>Review of the five interventions (medical, legal, educational, family, and mental health) and how these responses to allegations or concerns can either promote or inhibit healing. Review of prerequisites to allegation protocol.</p>	30 minutes
<p>Evaluating your child protection program and supplemental policy work</p> <p>Review of audit tools and identification of most urgent supplemental policy needs. Creation and maintenance of a central record, sample board policies, communication policies, whistleblowing language and peer-on-peer abuse policies.</p>	60 minutes and planning time
Lunch	60 minutes
<p>Key considerations in evaluating a concern</p> <p>Identification of vulnerabilities and mitigating factors. Risk assessments and support for internal child protection response teams.</p>	60 minutes
<p>Next steps and working with internal and external partners</p> <p>Review of regional child protection laws and cultural implications for schools, identifying and working with internal community (parents, students, board) and external community (local school networks and multi-disciplinary teams and direct service providers). Work time, plus country planning tables and subject matter tables (such as trip policies) to facilitate targeted support from experts and colleagues.</p>	60 minutes plus 30 minutes planning

Sample Single Strand Approach to Response Team Training (Level 2)

Day 1 – Abuse Prevention	Time
<p>Shared understanding of abuse and portal resources</p> <p>Definitions and terms including scope of physical, sexual, emotional abuse and neglect and impact on victims. National laws, and concepts related to professional obligations and duty of care. Review of portal resources and tools.</p>	60 minutes
<p>First responder refresher and review of developmental markers</p> <p>Review process of disclosure, question formation, trauma informed response to disclosure. Review tools for identifying normal sexual behavior in children and evaluating peer abuse cases.</p>	60 minutes plus practice
<p>Institutional abuse and offender modus operandi</p> <p>Identify through case reviews how offenders operate in youth serving organizations. Understand how policies and poor leadership can contribute to environments conducive to abuse. Discuss role of boards and codes of conduct, and whistleblowing policies in prevention and response.</p>	60 minutes plus 30 minutes team planning

LUNCH	60 minutes
<p>Engaging with the community on child protection Three segments include cultural and stakeholder challenges in working with parents and staff, working with the external community as service providers and multi-disciplinary teams, and creating in person and online resource lists for case support.</p>	60 minutes plus 30 minutes team planning
<p>Evaluating your existing child protection program Auditing existing policies, using risk assessment approaches and evaluating readiness with case reviews.</p>	60 minutes plus 30 minutes team planning
<p>Optional module: Review of local child protection laws and implications for schools</p>	30 minutes plus additional Q & A
<p>Topic tables with individual experts These may include trips, working with boards, country focus groups, counselor topics such as trauma informed care or interviewing skills.</p>	30 minutes

Day 2 – Response to Concerns and Allegations of Abuse	Time
<p>Allegation protocol introduction and prerequisites for effective response Review of protocol for responding to staff misconduct, awareness of national laws and cultural barriers.</p>	30 minutes plus 30 minutes team planning
<p>Crisis communications Crisis planning, managing the media and communication guidelines.</p>	60 minutes including team practice
<p>Fast five interventions and policy work Identify five fast tasks that improve your child protection program with limited resources and stakeholder buy in.</p>	60 minutes team planning
<p>Optional module where available: Review of law enforcement support and working with international law enforcement</p>	30 minutes plus additional Q & A
LUNCH	60 minutes
<p>Employee Allegation protocol and response team rehearsal Appropriate response to allegations including nonrecent abuse, crisis management, trauma-informed response through case review and practice scenarios.</p>	60 minutes practice

<p>Debrief and 7 common mistakes</p> <p>Debrief of institutional abuse case response by role. Review the seven most common mistakes in child protection response. Work time on unfinished policies, holding statements and communication templates.</p>	45 minutes
<p>Resolution, reconciliation, redress and the art of messaging</p> <p>Review the elements of aftercare for community healing. Options from model practice presented and how to regain trust with your community.</p>	45 minutes plus additional Q & A

Level 2 sample includes crisis communication and legal content experts from outside ICMEC. Additional costs may be incurred. All content experts will be available for consultation during training.

Module Descriptions

The courses described below are self-contained. All include small group discussion and interactive learning. An organizer may choose one or more to create training sessions of varying length. If multiple courses are desired, the modules will be adjusted to eliminate overlap and potentially expand on issues of particular interest. ICMEC staff will meet with school organizers to determine specific needs and customize the trainings accordingly. Some topics contain deeper content considered advanced or level 2 or 3 child protection training.

ICMEC will work with schools to identify appropriate audience and length of each module. The audience will generally include all adult staff in the school who come into contact with children. Of special mention are human resource representatives, healthcare staff, staff responsible for sports and off-campus travel programs, volunteer coordinators, board members tasked with child protection role, counselors, child protection designates and those on school-based response teams.

Shared understanding: overview of child abuse and neglect

Major topics covered in this workshop include:

- Definitions and attributes of neglect and physical, sexual and emotional abuse
 - Myths and realities of child sexual abuse
 - Risk factors for victimization, prevalence
 - Cultural considerations
 - Barriers to reporting
- Outcomes and mental health treatment strategies
 - Adverse Childhood Experiences studies
 - Evidence-based mental health treatment options

Shared understanding: overview of offender behavior

Major topics covered in this workshop include:

- Myths about offender behavior
- Types of offenders
 - Situational vs preferential offenders
 - External vs internal offenders
 - Preconditions for offending (Finkelhor model)
- The grooming process
- Compliant child victims

- Risk assessment

Deciphering Victim Behavior

Major topics covered in this module include:

- Myths about victim behavior
- Prevalence of false allegations
 - Evaluating believability vs credibility
 - Coaching and recanting
- Working with victims to learn their story
- Compliant child victims
- Case review and risk assessment

Talking with teachers about child protection

Major topics covered include:

- Safer recruitment resources and procedures
 - New standards for child protection
 - Safer recruitment practice
 - Background and reference checks
 - Recruitment FAQs
- Policies and professional codes of conduct
 - Child protection, whistleblowing and allegation protocol
 - Code of conduct
 - Fostering professionalism and transparency
- Training and staff professional development
 - Addressing barriers to reporting
 - Types of training available
 - Strategies for whole staff training

Roles of first and second responders

Major topics covered in this module include:

- Types of interviews and goals: first responder, second responder, and forensic interviews
 - Basic interviewing skills
 - Types of disclosure
 - Process of disclosure
 - Developmental considerations
 - Framing your questions
 - Techniques for interviewing children
 - Common errors in the interview
 - Trauma-informed response to disclosures
 - Procedure for responding to disclosure
 - Supporting child and family after disclosure
 - Case examples and role plays

Interviewing for HR professionals and leaders

Major topics covered in this workshop include:

- Interviewing staff candidates
 - Types of questions
 - Patterns of negative indicators
 - Risk assessment
 - Practice, fishbowl interview/groups of 3

- Interviewing staff accused of inappropriate behavior
 - Types of questions
 - Patterns of negative indicators
 - Risk assessment tools

Responding to peer-on-peer abuse and youth-produced sexual imagery (sexting)

Major topics covered in this level 2 module include:

- Overview of definitions and special considerations
 - Prevalence, risk factors, possible indicators, and interventions
 - Normal and abnormal sexualized behavior in children
 - Avoiding criminalization of children
- Handling incidents
 - Handling initial disclosure
 - Classifying experimental and aggravated sexting cases using Finklehor model
 - Assessing risks (the principles of proportionality)
 - Informing parents
 - Reporting to law enforcement or service providers
 - Needs of victims and community advocacy
 - Adverse effects on physical and mental health
- Contextual safeguarding
 - Environmental child protection audit
 - Working with communities
 - What resources are available?

Note this unit is offered in combination with Social Emotional Learning, school climate, and youth culture experts, Cultures of Dignity as a three day workshop. Subject to availability of Cultures of Dignity, www.culturesofdignity.com

Allegation protocol and response team rehearsal

Major topics covered in this level 2 workshop include:

- Case study review of improper and harmful response
 - Dysfunctional management styles
 - Use of mitigating and minimizing language
 - Lack of curiosity and clarity
 - Reputational issues
 - Role of bias
 - Disregard for student voice and agency
- Preparation before allegation occurs, including cultural considerations and variations in national laws
- Supporting resources
- Process map
- Framing the allegation
- Moral/child protection response, legal response, management response, and communications response
- Roles of response team
- Scenario practice in teams, reflection (jigsaw by role)
- Healing your community – redress, and reconciliation
- Circling back to prevention: evaluating and updating policies and prevention initiatives

Creating a local support network: tips for effective multidisciplinary teams

Major topics covered in this level 2 workshop include:

- Impact of culture
- Working with community agencies and creating a network of support before and after an incident
- Assessing victim needs and community service gaps
- The multidisciplinary approach
- Building relationships with investigative agencies and service providers
- Collaborating with other international school professionals
- Creating a local or regional network

Community Outreach Framework: training parents and developing an informed community

Major topics covered in this workshop include:

- Overview of the Community Outreach Framework
 - Policy preparation and selection of facilitator
 - Facilitator resources
 - Addressing cultural barriers
 - Practical tips, ideas and support for working with multicultural communities
 - Overview of resources and tools

Additional or Replacement Modules

Creating a trauma-informed school: recovering from an incident or crisis

Major topics covered in this level 2 workshop include:

- Overview of childhood traumatic stress
 - Definitions
 - Adverse Childhood Experiences (ACEs) research and resilience factors
 - Impact of trauma on children and families
 - Common age-related manifestations of traumatic stress
 - Sexualized behavior
- Components of a trauma-informed system of care
 - Screens for trauma
 - Uses evidence-based tools and treatment modalities
 - Makes resources available
 - Strengthens resilience and protective factors
 - Values continuity of care and collaboration
 - Addresses secondary traumatic stress affecting staff
- Critical elements of trauma-informed system of care
 - Safety
 - Child/family needs
 - Well-being and resilience
 - Collaboration
- Challenges to creating a trauma-informed system of care
 - Common challenges and opportunities
 - Local challenges and opportunities
- Strategies for creating a trauma-informed system of care
 - Planning first and next steps
- Early brain development and the impact of trauma on children
 - Concepts of early brain development

- Toxic stress and brain development
- Fear-conditioning
- Caregiver strategies to help the traumatized child
- Trauma screening and assessment
 - Definitions and differences
 - Post-traumatic stress disorder
 - Strategies for screening and assessment
 - Challenges
 - Tools for screening and assessment

Child abuse and neglect of children with disabilities or special needs

Major topics covered in this workshop include:

- Definitions of disability, medically fragile child and child neglect
- Child abuse and neglect, and the disabled child
 - Prevalence, risk factors for abuse/neglect
 - Traumatic stress and the disabled child
 - Possible indicators of abuse/neglect
 - Barriers to reporting
 - Talking to special needs children and their families about harm prevention

Case study review and overcoming institutional barriers to effective child protection

Major topics covered in this level 2 workshop include:

- Overview of organizational features which have inhibited reporting and disclosure
- Features of institutional grooming
- Presentation of case studies
- Neutralizing contributory factors
 - Dysfunctional management styles
 - Use of mitigating language
 - Lack of curiosity and clarity
 - Reputational issues
 - Role of bias
 - Disregard for student voice and agency
- Fostering a climate of prevention
- 7 most common mistakes in child protection concern response

Role of child protection designate

Major topics covered in this level 2 workshop include:

- Role and main responsibilities of designated child protection leads
- Establishing a program based on local laws, school values and child protection policies and procedures
- Understand long term impacts of abuse on children (if not previously covered)
- Identify and respond to the process of disclosure and barriers to disclosure (if not previously covered)
- Maintaining a central record, information sharing, and confidentiality
- Talking to colleagues about child protection (if not previously covered)
 - Understanding and addressing barriers
 - Addressing minimizing language
 - Communicating values and fostering professionalism
 - Modeling good bystander behavior

- Managing upwards
- Establishing and working effectively with an internal child protection response team
- Identifying and working effectively with an external multidisciplinary team (MDT)
- Decision making on steps to take when concerns are raised (does not cover allegation protocol)
- Working with parents
- Evaluating your school child protection program
- Awareness of vicarious trauma, recognizing it in others and identifying a network for personal support

Training the child protection facilitator or trainer

Major topics covered in this level 2 workshop include:

- Presentation and facilitator basics
- Key child protection themes
- Establishing ground rules
- Addressing barriers
 - Facilitating shared values
 - Mitigating language
 - Strategies to overcoming challenges
 - Cultural considerations and bias
- Creation of presentation tailored to school policy and local needs
- Opportunities for practice and feedback

Site assessment and environmental child protection audit

Major topics covered in this level 2 workshop include:

- Case study review of physical features which have inhibited discovery
 - Review of design features and supervision policies that inhibit situation offending, educator misconduct and peer-on-peer abuse
 - Approaches that promote protection and a climate of prevention
 - Activating student voice and community engagement
- Situational crime prevention/contextual safeguarding approach
 - Overview of Environmental Audit for Child Protection: how, when, where, and why
 - Student safety surveys
 - Additional resources on contextual safeguarding

Self-care for child protection response teams

Major topics covered include:

- Identifying support individual and organizationally (inside and outside organization, peer and supervisory, continuing education, consider therapy)
- Setting realistic goals and expectations
- Identifying and managing stress and vicarious trauma as occupational hazard
- Develop written plan for work-life balance
- Recruitment and hiring focus on resilience, professional training and preparedness
- Cultivating a workplace culture that normalizes (does not stigmatize) seeking help, or talking about work-related stress
- Use of self-assessment measures such Professional Quality of Life Scale

Safer hiring protocols

Major topics covered include:

- Accreditation standards and FAQs

- Myths around background checks
- Hiring and induction procedures
- Protective interview practices, fishbowl interview/groups of 3
- Supporting resources and tools for HR professionals/leaders

Talking with staff about child protection

Major topics covered include:

- Sharing expectations and policies
 - Code of conduct, whistleblowing policy, supervision policy, and allegation protocol
- Mandatory reporting and the process of disclosure
 - Addressing barriers to reporting
- Boundary crossings and violations
 - Fostering professionalism and transparency
 - Resilience and self care
- Training and staff professional development
 - Types of training available
 - Strategies for whole staff training

Evaluating your child protection program

Major topics covered include:

- What research tells us about prevention education
- Addressing peer abuse
- Evaluating your curriculum
- Audit tools to improve outcomes

Adapting, or developing and delivering an effective abuse prevention curriculum

Major topics covered include:

- Research based overview of key characteristics of an effective abuse prevention curriculum
- Audit criteria and guidance on what to include
- Role of culture, how to gain community support
- Review of international curriculum resources and tools

Engaging the community on child protection

Major topics covered include:

- Developing an informed community with shared values
- Capturing student voice
- Overview of the Community Outreach Framework
- Creating local support network, the multi-disciplinary approach
 - Working with community agencies and creating a network of support before and after an incident
 - Assessing victim needs and community service gaps
 - Building relationships with investigative agencies and service providers
 - Collaborating with other international school professionals
 - Creating a local or regional network

Effect of bias on decision making

Major topics covered in this level 2 workshop include:

- How offenders exploit organizational weakness (organizational grooming)
- Overcoming bias in decision making

- Case study review of organizational features which have inhibited reporting and disclosure
- Contributory factors
 - Dysfunctional management styles
 - Use of mitigating language
 - Lack of curiosity and clarity
 - Reputational issues
 - Disregard for student voice and agency

Crisis management: what every school should know and do before, during and after a crisis*

Major topics include:

- Comprehensive crisis planning
- Ten most crucial steps to take during a crisis
- Balancing act of when, what, and how to communicate in crisis times
- Managing the media
- Communication guidelines that will help you

Crisis communication and the art of messaging: helping or hurting in a crisis?*

Major topics include:

- Role of board and other critical players
- What to say, what not to say and questions you should never answer
- What the full board needs to know and when
- How to support effective decision making
- Critical elements of authentic communication
- SMART messaging

**subject to availability of content expert*

Optional Modules with ICMEC Staff or Local Expert

Review of regional/national child protection laws and implications for schools*

National law case review and Q & A session*

**subject to availability of content expert*

Possible Additional Course Topics

Developing and delivering effective digital safety curriculum for students

Empowering student voice and fostering a climate of prevention*

Evaluating your child protection policies and procedures

Impact of leadership style on prevention of staff misconduct – case study review

Key considerations for evaluating concern or risk*

Early help interventions for students exhibiting harmful behaviour*

Introduction to contextual safeguarding tools in peer-on-peer abuse*

Crisis management: dealing with the media*

Crisis management: media training*

Crisis management: role of leadership*

**subject to availability of content expert*