SCHOOL NAME and LOCATION HERE

Staff Induction Training

YOUR SCHOOL LOGO HERE

Objectives

Shared understanding of abuse prevention:

Aware of duty of care and local laws on child protection

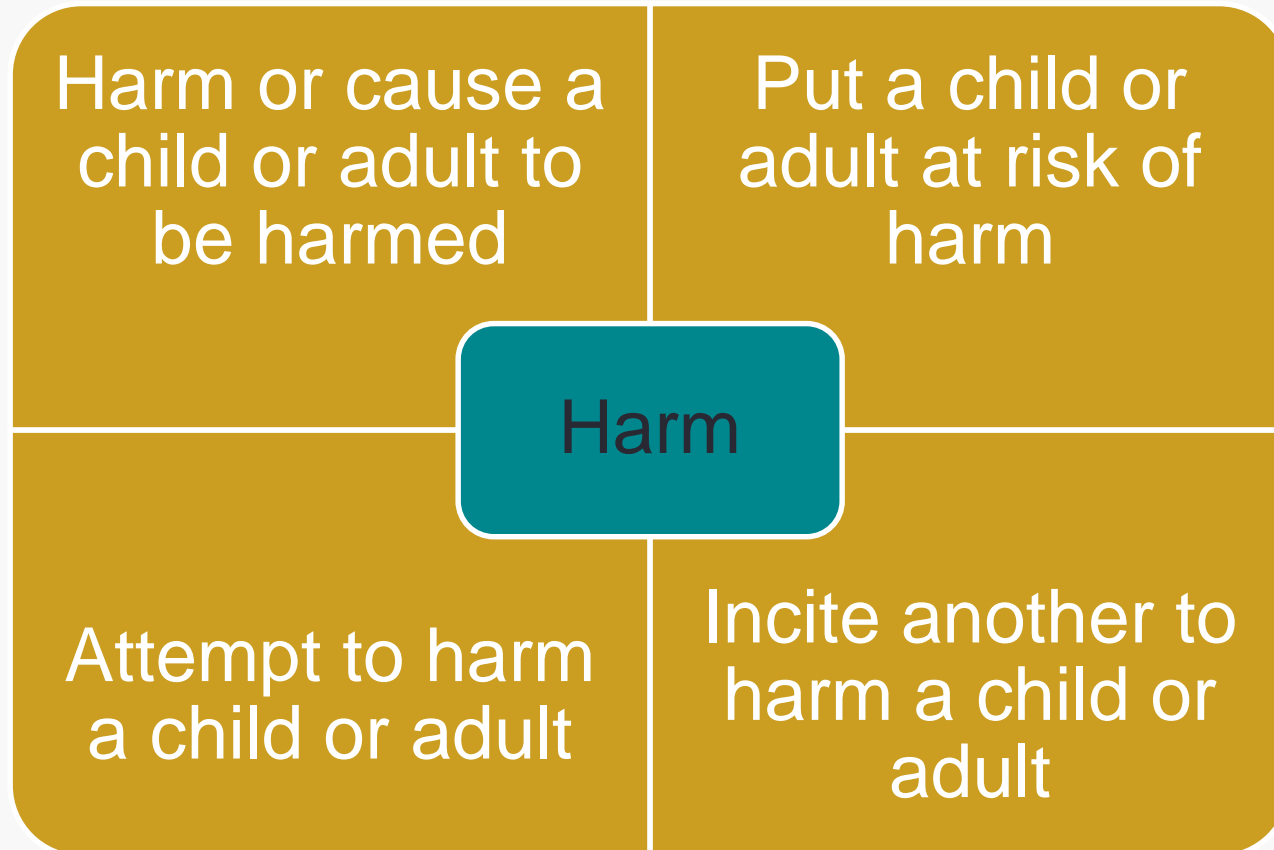Demonstrate knowledge of school child protection policies and code of professional conduct

Be familiar with myths and realities around ways children can be harmed

Understands role of all adults to prioritize prevention of harm

Acknowledge barriers and identify procedures and pathways for staff mandatory reporting of suspected abuse

Identify grooming and boundary crossing behaviors

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What is abuse?

Harm or cause a child or adult to be harmed

Put a child or adult at risk of harm

Harm

Attempt to harm a child or adult

Incite another to harm a child or adult

Childhood abuse is not rare,
but it is *preventable.*

We make our school safer with *multiple barriers*

Protections are for students AND staff

Ethos of Protection

- Adults are responsible
- Every adult knows their role
- Students are believed and valued, not blamed
- Staff are trained and policies are 'lived'
- Professional 'ethic of care' exists

https://www.icmec.org/education-portal/serious-case-review/

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Respecting children's human rights

All countries agree that basic human rights include children's rights. It is role of all adults and the community to intervene to protect children.
Schools have legal and moral duty to protect children.

Why might children's rights need extra protection (in comparison to adult's rights)?

Our child protection policy

Insert justification statement from your child protection policy here.

(this should include the rights of the child, the school's duty of care and the prioritization of the safety of the child above other considerations)

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Our Code of Conduct

Provide employee Code of Conduct from your child protection policy here.

(This should include appropriate and inappropriate behavior and may include guidance on communication if not in a separate policy.)

Our additional CP policies

Provide related child protection policies here.

(This may include supervision, child missing from education, whistleblowing, communication, AUPs, service learning, and trip policies, among others.)

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Sample Code of Conduct

Exhibit 1.
Examples of Appropriate vs. Inappropriate School Personnel Conduct

VERBAL / WRITTEN / ONLINE COMMUNICATIONS

Appropriate:

✔ Praise
✔ Positive reinforcement for good work or behavior
✔ Humor and friendly comments
✔ Compliments that are not personal in nature
✔ Interactions with students in plain sight of all, with doors open

Inappropriate/Harmful:

✘ Sexually provocative or degrading comments
✘ Risqué jokes
✘ Singled-out student(s) for favors
✘ Written greeting card messages, notes, texts, emails, social media posts, or yearbook inscriptions that are highly personal in nature
✘ Suggestive teasing that references matters of gender or contains sexual innuendo

PHYSICAL CONDUCT

Appropriate:

✔ Personal contact in safe-touch areas (i.e., shoulders, upper back, arms, head, and hands), as long as the behavior is obviously appropriate, such as when giving a handshake or pat on the back
✔ Legitimate nonsexual touching, such as a high school athletic coach hugging a student who made a goal or a kindergarten teacher's consoling hug for a child with a skinned knee

Inappropriate/Harmful:

✘ Patting the buttocks
✘ Hugging, if the child is not receptive, if the staff member is hugging too often or for too long, or if the contact is romanticized or sexually intimate
✘ Touching that is intimate, romantic, or sexual in nature
✘ Meeting students away from school grounds during out-of-school hours or taking them away from school grounds before and after school hours
✘ Using corporal punishment
✘ Showing printed or web-based pornography and/or engaging students in pornographic activities
✘ Being alone in a locked room with a student
✘ Using cyberspace to interact privately with a student, without others' knowledge, consent, and supervision

Code of Conduct should include guidance on communication and appropriate contact.

Samples:
EdPortal.ICMEC.org
https://www.icmec.org/wp-content/uploads/2019/01/ASMTrainingGuide-USDOE.pdf

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Myths and realities about abuse:

Abuse only happens at home

Children are most commonly abused by someone they know outside the home. About one third are abused by other children.

Girls are victims and boys are offenders

Both boys and girls can be victims of abuse and both men and women can be sexual offenders. We don't use the term offenders to describe children who have caused harm.

People who are abused commit abuse

Adult survivors of abuse, minorities and LGBT-identifying people are NO more likely to commit abuse. Abuse happens in every culture, religious affiliation, and community.

Abuse doesn't happen here

Abuse is not rare and no one action can prevent abuse from happening. Multiple barriers are necessary to make children safer.

Myths and realities about abuse:

Only adults initiate sexual activity

Children may initiate sexual activity with adults. They may be compliant with abuse by adults, but they cannot consent. It is the responsibility of adults to maintain appropriate boundaries.

Children often make up stories about abuse

Children and even adult survivors of abuse often do not tell anyone what happened to them. False allegations are rare. The best way to prevent additional trauma is to believe disclosures of abuse and investigate thoroughly.

Abuse is never witnessed

Often some part of the abuse is in plain sight. Adults who abuse children rely on their reputation or a lack of awareness. Boundary crossing behavior is normalized by tacit acceptance making children less likely to report offenses.

Report only if you're sure abuse happened

It's the responsibility of all adults to keep children safe. Report if you suspect abuse or that an adult's actions could harm a child.

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Definitions of abuse

Are all harmful things illegal or criminal?

What might cause harm that a child doesn't understand?

Often children don't know something is inappropriate for them.
This is why we say children cannot consent to abuse.

What categories of harm or abuse can you think of?

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Definitions of abuse

(Insert your school definitions of abuse here and review them together. Ask if there are any things that are surprising.)

⚠ It can be hard to talk about things that harm children. Sometimes what we call abuse can cover more than we expect or make us uncomfortable.

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Sexual, physical, emotional abuse & neglect

Sexual abuse Any act that a child experiences involving sexual things beyond his or her understanding or against accepted standards. Sexual abuse may be committed by adults or other children.

Physical abuse Causing pain or an injury on purpose. Includes sustained physical activity and sustained physical restraint.

Emotional abuse Persistent harm to child's self-esteem, and emotional functioning. Includes insults, threats, belittling, fear, withholding of affection, and expectations beyond age or ability of child.

Neglect Failure to meet basic needs for love, shelter, education, healthcare, hygiene and supervision.

Abuse definitions are largely universal and based on children's rights and child development, not culture. The impact of harm can affect everyone differently. This is called trauma.

https://www.icmec.org/wp-content/uploads/2019/03/Definitions-including-online-abuse-and-exploitation.pdf

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Signs & Indicators

⚠️ Signs and indicators may not be present, and their presence may not mean abuse is happening.

Provide participants a list of signs of abuse for physical, emotional, sexual abuse and exploitation, and neglect from your policy.

Signs of online exploitation and abuse are more likely to be observed by caregivers, but can be reviewed.

https://www.icmec.org/wp-content/uploads/2019/03/Definitions-including-online-abuse-and-exploitation.pdf

https://www.icmec.org/wp-content/uploads/2017/03/AISA-CP-Handbook-2016.pdf

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Long and short term impacts of abuse

⚠️ Resilience factors may lessen or mitigate the long and short term impacts of harm or Adverse Childhood Experiences (ACEs)

Poor educational achievement Poor peer relations

Substance abuse Sleeping and eating disorders Inability to cooperate with others Lack of self-worth Inability to express love or accept love Obsessive disorders Health problems

Mental health problems Depression and anxiety Post-traumatic stress disorder (PTSD) Attachment difficulties

Self-harming behavior Rage disorders

Reporting abuse and neglect

In all countries and cultures abuse is under reported.

- What are some reasons people don't report abuse even when the law says they must?

- Do we think this is changing? Why or why not?

- What messages are sent when people don't report abuse?

Sometimes we ask ourselves what if I'm wrong about my suspicion and don't ask, what if I'm right?

Reporting procedures

Insert your reporting procedures here.

Additional information on Education Portal under Reporting and Support/Incident Response

https://www.icmec.org/education-portal/incident-response/

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Mandatory reporting *requirements*

Insert local laws and mandatory reporting expectations here.

(In most countries educators and other youth serving staff are expected to report suspicions of child abuse, maltreatment and neglect.)

In some countries there are time limits to avoid prosecution. See local legal counsel. EdPortal.ICMEC.org / National Laws has additional guidance for many countries in English.

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Mandatory reporting *options*

Insert *multiple* contacts for mandatory reporting from your policy here.
This should include staff members tasked with these duties, hotlines, and local and online direct service providers.

https://www.icmec.org/education-portal/reporting-mechanisms/

Note: mandatory reporting does not refer only to law enforcement reporting. There should be multiple reporting pathways, within and outside the school.

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Online cyber tip lines

Additional reporting for online abuse or images:

To report child sexual exploitation *in any country* report online to NCMEC's global Cyber Tipline at **report.cybertip.org** (English and Spanish)

Europol Online Sexual Coercion and Extortion Reporting in 29 Countries (multiple languages)

Note: there may be national and regional cyber tip hotlines in additional languages for your country or region

https://www.icmec.org/education-portal/reporting-mechanisms/

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Mandatory reporting of abuse

What keeps us from reporting our suspicions?

More information: EdPortal.ICMEC.org/Awareness & Prevention/Prevention Mandatory reporting

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What's expected of us?

Our legal balancing act

In loco parentis   Agent of the law

Reporting in good faith (whistleblowing protection)

In good faith means reporting based on suspicion without additional motivations.

Insert policies to protect staff in support of mandatory reporting. May cover topics below:

- School supports disclosure with transparent process for reviewing allegations
- Anonymous reporting enabled
- Name of discloser or reporter confidential, if possible
- Discloser or reporter is protected if acting *in good faith*, penalties if report is deemed malicious
- Reporting options both internally and externally are made clear

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CP responsibilities by role

Insert child protection (CP) responsibilities and expectations by role for all staff with any contact with children here.

Faculty –

Support staff –

Administrative staff –

Facilities and security staff -

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Role of designate

Insert job description of your child protection designate or safeguarding/wellness lead here.

Samples at https://www.icmec.org/education-portal/school-policies/

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Maintain boundaries

Professionalism is protective

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Case study on boundary crossing in international school:

◆Popular Teacher was supportive of new students and was known to have 'favorites'

◆He was active as extracurricular activities leader and had close contact with both students and local families. Students sometimes walked teacher's dog, so colleagues became used to seeing students come and go.

◆Parents considered teacher to be a good influence on their children, and many wanted their children to be selected for his attention and special programs.

◆One parent complained about 'touchy' manner, which the school took to mean his casual attitudes about physical contact as he gave foot and back rubs on school outings.

◆Teacher had close friendships with parents that made it difficult for their children to tell.

◆As the school year continued, the offending teacher used a touchy manner to progress to touching the victims on the outside of their clothing to putting his hand inside clothing.

◆A number of complaints from colleagues had been made, but without any specific allegation or code of conduct, leadership 'reminded or reprimanded' teacher about appropriate conduct.

At what stage would you have felt alarm if this was your colleague?

What barriers at each stage would have kept you from getting advice?

Boundaries

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment.

Do we agree with this definition?

https://www.icmec.org/education-portal/risk-management/

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Boundary crossings and violations

What kinds of staff behaviors should be a 'concern' at our school?

What things influence our
evaluation of child protection concerns?

https://www.icmec.org/education-portal/risk-management/

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Crossing boundaries (grooming)

Intentional manipulation to build trust, gain access, and initiate or maintain sexual abuse. These actions help to hide abuse and prevent discovery.

- Talking about sex and/or providing illicit experiences (alcohol/drugs/pornography)
- Gift giving or favor granting
- Progressive intimacy and limit testing
- Meeting parents needs or alienating child from parents
- Secrets, threats, blackmail

- Adapting an environment to make behavior seem normal (usually by creating exceptions to rules)
- Create emotional interdependence or inappropriately extending relationships beyond role
- Making the child believe they consented to abuse

How does each activity serve a feature of grooming?

Avoiding crossed boundaries

◦ Stay within your assigned role
◦ Be aware of power differences
◦ Maintain personal awareness as a role model
◦ Use appropriate settings (observable, interruptable)
◦ Model appropriate boundaries
◦ Value student choice and consent
◦ Protect student vulnerability to misconduct with other adults or peers
◦ Document and communicate when mistakes happen

https://www.icmec.org/education-portal/risk-management/

Be attentive

Listen

How will you make our school safer?

EdPortal.ICMEC.org

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Staff discussion topics

Impact of culture – How do cultural differences complicate the creation of boundaries? How can appropriate behavior is seen differently by others? How can stereotypes 'muddy the water'? ("She's European…")

Responder skills – Can you share an example of a time when you or someone else offered support or challenged inappropriate behavior? What makes it easier to speak up about someone crossing a boundary?

Professional skills – What makes it easier to identify crossed boundaries? Do you ever ask what if I'm right instead of what if I'm wrong when you suspect abuse? Who can you talk to? What do you need to know?

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How do we keep students safe?

- Avoid inappropriate topics and touch
- Make contact open and observable
- Do not stay silent about inappropriate behavior
- Prioritize needs of child
- Always ask consent
- Follow conduct policy and expect others to do the same
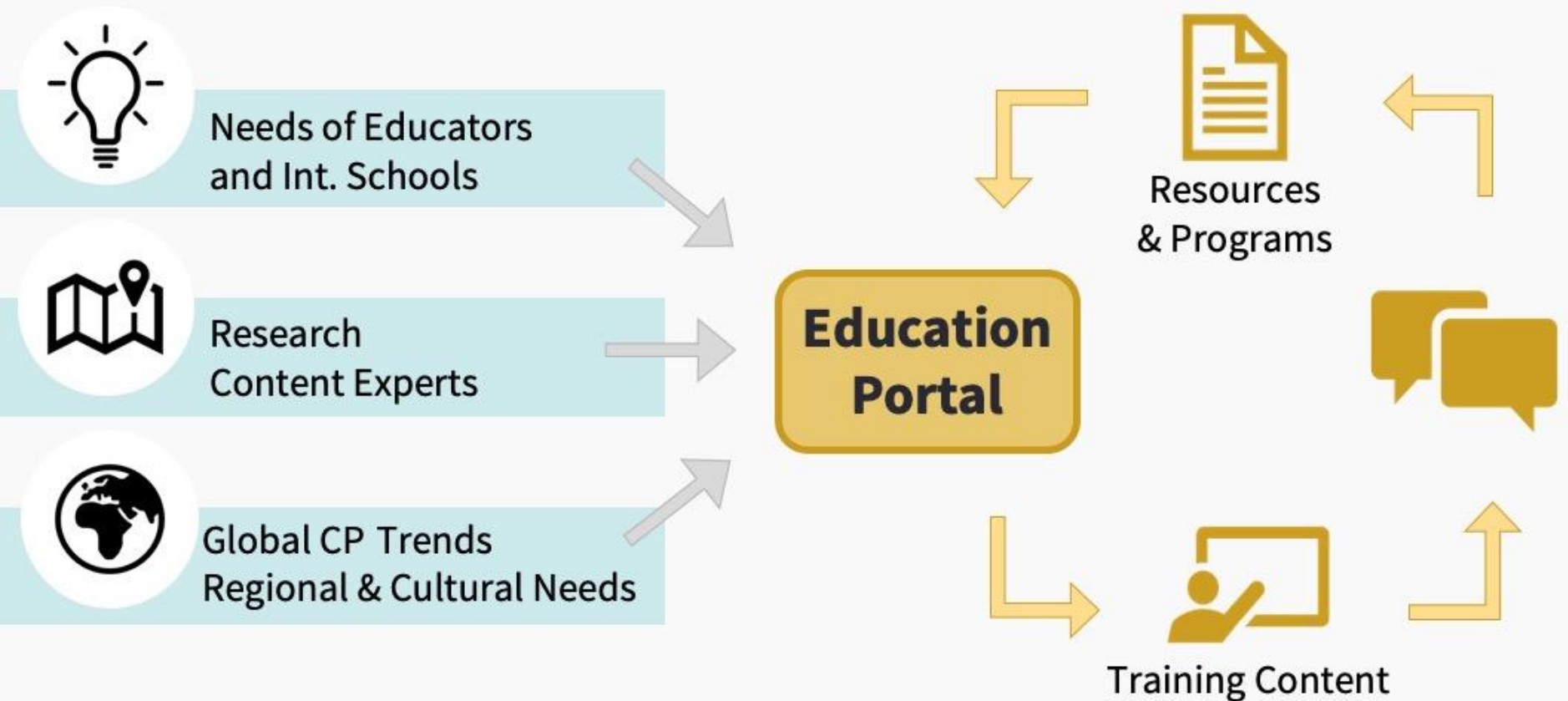
Location of additional resources

Insert or share local and online resource sheet.

Tell staff where this can be viewed (multiple places: online, library folder, bulletin boards, etc.)

Inform staff about resources at Education Portal at
EdPortal.ICMEC.org

Sample at: https://www.icmec.org/wp-content/uploads/2019/03/Local-and-online-help-form.pdf

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Role of Education Portal in child protection

Needs of Educators and Int. Schools

Research Content Experts

Global CP Trends Regional & Cultural Needs

Education Portal

Resources & Programs

Training Content

Tools for Teachers

Introduction

Select from a list of quick start documents pertaining to your topic of inquiry or browse by scrolling down or using the menu at left.

MAKE A QUICK START ON:

- **developing child protection policies and procedures**
- **training staff and volunteers**
- **educating children, youth, and families** (abuse prevention curriculum)
- **responding to concern, suspicion, or an allegation of abuse**
- **understanding your role as school counselor or child protection designate**

To report child sexual exploitation in any country, please make a report online to NCMEC's CyberTipline at **report.cybertip.org**

The **International Task Force on Child Protection** is an initiative of the following founding members:

- **Academy of International School Heads**
- **Association for the Advancement of International Education**
- **Council of British International Schools**
- **Council of International Schools**
- **ECIS, the Educational Collaborative for International Schools**
- **International Schools Services**
- **U.S. Department of State, Office of Overseas Schools**

Read the **Task Force charter**. Available resources range from fact sheets, training curricula and prevention strategies, to organizational and school policies and procedures.

Introduction
Awareness & Prevention
Policies & Procedures
Accreditation
Recruitment
Reporting & Support
Curriculum Resources
What's New

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Frequently Asked Questions

Take questions.

Some answers may be on the Education Portal FAQs. Use search feature at top to view FAQ sections.

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Whole staff training will include

Insert topics covered in annual staff training.

Some suggestions…

- Abuse prevention curriculum concepts
- Responding to disclosure, forming questions
- Case reviews and practice
- How to document concerns
- Classifying peer conflict, bullying and abuse
- Responding to online abuse including self-produced sexual images
- Appropriate communications with students
- Barriers to reporting
- Professionalism and boundary crossing
- Valuing student voice
- Trauma informed response

For more information: https://www.icmec.org/wp-content/uploads/2018/02/ICMEC-FINAL-Child-Protection-Training-Checklist.pdf

EdPortal.ICMEC.org

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Thank you for your time

Questions? Complete the assessment at

https://forms.gle/SM55jvev82ygWETu8

EdPortal.ICMEC.org

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