



The Intercultural School of Bogor

Learning for a global future

Statement of Rights and Responsibilities and Code of Conduct

Our Code of Conduct has been adopted for both students and adults on campus at The Intercultural School of Bogor. It nominates a code of behavior for all to follow, is simple and easily translated for all ages.

We believe in a Caring Environment which fosters the 3 R's

- RESPECT
- RIGHTS
- RESPONSIBILITY

Therefore:

- We will all RESPECT each other and the Environment
- We all have the RIGHT to come to school and feel safe
- Students have a RESPONSIBILITY to learn; Teachers have a RESPONSIBILITY to teach well prepared lessons

We all have a RESPONSIBILITY to REPORT when rules are broken.

If you choose not to respect everyone's rights there will be clear and certain consequences. Depending on the issue you may be asked to:

1. Stop and explain your behaviour, fix any problem you may have created, move to a separate supervised area to reflect on your behaviour;
2. Miss out on certain activities and spend time reflecting on your choices of behaviour;
3. Fill out a behaviour contract, be removed from activities and discuss the issue with your parents;
4. Spend time out of class or school, discuss the issue with your parents and sign a behaviour contract.
5. Expelled from school.

You will have the chance to reply but will still be expected to accept the logical consequences of inappropriate behaviour.

Consequences for Misbehaviour

Behaviour management at ISB should be looked at in a positive manner. The emphasis should be on positive behaviour rather than discipline. Where possible we should seek opportunities to recognise positive behaviour. Consistency in this approach is essential to success. The way in which we behave toward each other displays the values which underpin everything we do. A good guide to the principles underlying this approach can be found on the [Love and Logic](#) website.

Level	Observed Behaviour	Consequences
1 Unacceptable Minor	Not following rules or targeted behaviour	Rule reminder, removal from activity, make up for the problem you caused, walk with the teacher...
2 Unacceptable Minor (repeated)	Repeated rule breaking, swearing, obscene language or gestures, fighting, stealing...	Behaviour recorded. Required to spend x amount of time in a supervised area. Fill out a behaviour reflection sheet before return to class/activity.
3 Serious Misbehaviour	Repeated and persistent rule breaking and disobedience, fighting, harassment (verbal, non-verbal, physical), theft, cheating, bullying	Behaviour recorded. Required to spend x amount of time in a supervised area. Withdrawal from class events and classroom (internal suspension). Fill out a behaviour contract before return to class/activity. Logical consequences or restitution as needed.
4 Major Misbehaviour	Major offences: violence with intent, harassment (verbal, non-verbal, physical), racism, major theft.	Behaviour recorded. Case conference with all parties. Withdrawal from class events and classroom (external suspension for x number of days). Fill out an external suspension behaviour contract before return to school. Meeting with all parties prior to return. Logical consequences or restitution as needed.
5 Major Misbehaviour (repeated)	Major offences: violence with intent, harassment (verbal, non-verbal, physical), racism, major theft.	Expulsion

Explanatory notes:

These consequences are a guide and should be used as such. There may well be times where teachers need to make professional choices about how certain behaviours are treated. For example the stealing of a pen might be treated very differently from the theft of a computer and require the behaviour to be treated with more severity. It is understood also, that students may enter the consequences chart at different levels depending on the severity of misbehavior.

Support given to students to get them back on the right track will be essential. This will vary according to the student and incident.

The adult in charge at the time and on the spot should deal with the misbehaviour. A classroom teacher would naturally support a specialist or other staff member with follow up or helping to decide on an appropriate course of action.

There will be a central record in principal's office, sorted according to grade level, where teachers will record events that take place out of the classroom. When students are on a behaviour contract all staff should be made aware of this and the circumstances governing it. A copy can be kept in the staffroom record book.

The behaviour record is kept in staffroom.

It is expected that at the beginning of each school year and at certain times throughout, all class teachers need to take responsibility to review this policy with children to identify inappropriate behaviour, how a smoothly functioning class would look and sound and to generate a set of class/site specific rules based on the school rights and responsibilities.

It is considered a good idea to set up a buddy class to which a student would be sent when the student and/or teacher need some "time out". It would be understood by the buddy teacher that if the student arrives carrying a prearranged message or there is a phone call, they would supervise the student until the situation has passed.

Ref #: 5950
Policy: Volunteer and Paid Helper
Name: Volunteer and Paid Helper in School

Cross Reference: 5900 Definition of Support Helpers
Legal Reference:

PURPOSE

ISB wishes to actively encourage the involvement of parents and other members of the community in enhancing experiences for children and young people within its schools. It is recognized that when parents are involved, children do better in their education.

The staff at ISB work positively to promote an ethos of partnership within our school. Such involvement by parents and other members of our community, appropriately directed will benefit the whole school community, both enriching the curriculum and encouraging a wider understanding of schools and the education system in general.

POLICY

ISB takes all steps to ensure the safety of its students. As part of a school wide approach to ensure the safety and wellbeing of all students and staff at the school all procedures following will be implemented.

GUIDELINES

1 Disclosure

When working with children it is imperative that the strictest standards of health and safety are maintained. The disclosure form appended to this document must be completed before any adult works with children.

2 Volunteers and Paid Helpers*

Where there is to be regular contact with children and in a supervisory capacity disclosure checks **must be** done e.g. trips, assisting in the classroom, swimming.

For formal and informal school activities such as: PTFA coffee mornings, fetes, fund raising events etc where there is not necessarily direct supervision of children the decision to use a disclosure form will be at the discretion of the principal. Decisions to do disclosure checks for these events will be based on Risk Assessment by Person in Charge(PIC) or Head of School(HoS), with the key questions being:

- Do helpers have unsupervised contact with children, other than their own?
- Are these activities regular?

* This term includes others such as sports coaches, tutors who may actually be paid.

Information relating to volunteer disclosure checks is held by the main office.

3 Guidelines for Using Outside Agencies and Visitors in schools:

Where a volunteer does not require a disclosure check, then arrangements should be made to treat the volunteer as an infrequent visitor to school, and the school's visitor guidelines should be used.

4 Helper Responsibility and Discipline:

The role of the helper is one of support to the class teacher. However, the teacher remains responsible for all pupils. While the teacher may delegate some authority to the helper, for example within a group work situation, ultimate responsibility for discipline lies with the teacher at all times.

5 Procedures for staff

In accordance with our policy, we welcome involvement in school life by parents and other interested members of the community. The following procedures for staff should ensure that

there is clarity as regards the roles and responsibilities of all involved, being mindful of Child Protection Procedures.

- Helpers should hand their ID in at the gate on arrival.
- Prior to a helper starting a session/sessions they will meet with a member of staff and be given a copy of our guidelines.
- The member of staff will talk them through the guidelines, discussing and answering any queries.
- The helper will be asked to sign an agreement acknowledging that they have read and agree to work within the guidelines laid down, particularly regarding confidentiality.
- A helper will be shown round the school, the staffroom, toilets, and break/lunch times will be explained.
- The helper will have the fire procedures and first aid procedures explained to them.
- A helper may be assigned a task with or without children within the school. If with children, the teacher will ensure that the group is of a manageable size.
- The teacher will explain any given task, being clear as to what is expected of the helper e.g. supervising a craft activity, tidying up at the end of the activity etc.
- Children will be expected to behave with courtesy and politeness and the teacher retains responsibility for discipline.
- The teacher will explain to the helper what the expectations of children's behaviour are, including the classroom code of conduct.
- A helper may be asked to do preparatory/secretarial type duties out of the classroom. Such activities would usually be undertaken alone or with another helper, again the teacher will carefully explain what is required.
- At the end of a session involving a helper the teacher will express thanks on behalf of the school.
- A helper may only be left alone with a group of children if they have completed a Disclosure Check.
- A helper should not be left alone with a single child

6 Adult Helpers in School Guidelines

We welcome parents and friends to become involved in school life, particularly to share interests, experiences or skills with the children. Our children are expected to behave with the same respect and politeness to any visitors/helpers in the school, as they would staff members.

- It is essential that all helpers appreciate and support the necessity for confidentiality. Information about every child is CONFIDENTIAL. All conversations with teachers and staff must remain within the school. Please give each child the same respect you would want shown to your child by others.
- Discussion on the guidelines surrounding conduct and confidentiality must take place prior to helpers spending time in school. In addition to this helpers must sign a “helpers in school disclosure” agreement, detailing that they have read and understood the guidelines.
- Involvement of helpers in class is an optional arrangement and as such will be undertaken only if the individual class teacher feels comfortable about doing so. As this arrangement is by mutual agreement, both staff and helpers should be aware that it can be terminated at any point should this be felt necessary.
- We are keen to ensure that time spent in school by helpers is as enjoyable and beneficial as possible.
- We endeavour to involve helpers as fully as possible in school life whilst ensuring safe boundaries for all involved.

Helpers in School: Procedures for volunteers

To ensure the health, safety and enjoyment of everyone involved we have drawn up the following guidelines:

Do:

- Sign in when you arrive at school
- Ensure you are clear as to your role and that you have discussed the activities to be carried out with a teacher and filled in a “Helpers Disclosure” form
- Work at the children’s level – both in conversation and in physical size
- Discuss the task in hand and keep the children focussed
- Encourage children to adhere to class/school rules help children finish and tidy up after a task
- Direct a child to the teacher if you are unsure of something encourage independence, use questions such as “what do you think you should do next?”
- Encourage children to work quietly, reinforce this by using a quiet voice yourself
- Encourage children to move quietly and calmly within the school without running
- Use a quiet and controlled voice that will encourage and help children feel confident.
- Avoid comparing children and their work.
- State directions in a positive tone.
- Be sure a child understands what you are saying.
- Reward good behaviour with a smile or compliment.
- In small groups, offer each child a chance to participate; quiet children can sometimes be overlooked.
- Try to be consistent in helping all of the children.
- Let children try to do as much as possible without your help; children learn by doing.
- Respect children’s differences and personalities.
- Remember that you are an example of appropriate behaviour such as sharing, not talking when the teacher is talking, showing respect, talking quietly and taking turns.

Don’t:

- take individual children out of the room and never accompany them to the toilet
- help a child change their clothes whilst alone with them
- hold on to or strike a child
- reprimand a child verbally or physically – if you are unhappy about a child’s behaviour alert the teacher
- If at any time you are in any way uncertain as to what is expected of you or how to deal with a child or situation do not hesitate to approach the teacher immediately.

Becoming a Helper at ISB: Disclosure Form

We welcome parents and friends to become involved in school life, particularly to share interests, experiences or skills with the children. Student safety is paramount in everything we do at ISB. Disclosure of your ability and suitability to work with children is an important part of this.

Disclosure	Check/sign for agreement
I have read and understand the ISB Volunteer Helpers in School policy	
I understand that any volunteer service may be curtailed at the discretion of the principal.	
I would be willing to be background checked for suitability to work with children.	
I already have an official document stating my suitability to work with children and have provided a copy to the school.	
Date of check:	
In the event of an official document stating your suitability to work being unavailable then please write contact details of 2-3 referees who we could contact to vouch for your suitability to work with children.	

Printed Name _____

Signed _____ Date _____

Please give this to the principal

Signature of Chairman

REVISION REGISTER:					
Section	Revision Date	Modification	Modified By	Approved SB Date	Approved For Use Date

ISB

Child Protection Policy 2013-14

Ref #:

Policy: Child Protection Policy 2013-14

Name: Child Protection Policy 2013-14

Cross Reference:

Legal Reference:

Purpose

Child abuse and neglect are of growing concern in schools throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to a child's education as well as to their physical, emotional, and social development.

The Intercultural School of Bogor (ISB) has an institutional responsibility to protect children. In this role we need to ensure that all children in our care are afforded a safe and secure environment in which to grow and develop, no matter what cultural background they come from. As educators, we have the opportunity to observe and interact with children over time on a daily basis, and are in a unique position to identify children who need help and protection. As such, we have a professional and ethical obligation to identify children who are in need of protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All faculty and staff at ISB are obligated/mandated to report incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect.

Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations linked to this policy.

Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Jakarta, to the appropriate child protection agency in the home country, and/or to local authorities.

ISB endorses the Convention on the Rights of the Child, of which our host country, Indonesia, is a signatory and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives.

Policy

The school will therefore:

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
2. Ensure children know that there are adults in the school whom they can approach if they are worried.
3. Ensure that all staff members understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns directly to the school Principal.

4. Keep a confidential written record of all suspected or confirmed cases of abuse and of all students who have been abused or suspected of being a victim of abuse. These records will be kept secure and separate to the main student files.
5. In cases where an abused child enrolls in another school, pass on appropriate confidential records to the next school alerting them to past history and current concerns or issues.
6. Establish links with local support agencies.
7. Follow Local Authority procedures.
8. The ISB will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide annual training for all faculty and staff.
9. Will make every effort to implement hiring practices to ensure the safety of children. e.g. background police check, referee checks...

Policy Guidelines

ISB promotes the values of respect, integrity, compassion and responsibility. The ISB Child Protection Policy is designed to protect the student, the family and the ISB community. It teaches that the right to protection is available to all students and access to confidential support systems is available.

Definition of Child Abuse and Neglect

The ISB has a rich and diverse community with multiple cultural beliefs, values and practices. To respect the global nature of the community, for the purposes of our child protection policy, we have chosen to follow the World Health Organization's (WHO's) definitions of abuse and neglect.

The WHO declares:

“Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

Physical abuse of a child is that which results in actual or potential physical harm from an interaction or lack of an interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust. There may be single or repeated incidents.

Possible Indicators of Physical Abuse:

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colours)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle)
- Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back or buttocks
- Burns with a pattern from an electric burner, iron or cigarette
- Rope burns on arms, legs, neck or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained laceration, abrasions or fractures
- A history of unexplained falls or minor injuries especially at different stages of healing
- A history of frequent changes of general practitioners or reluctance in the family, carer or friend towards a general practitioner consultation
- Accumulation of medicine which has been prescribed for a client but not administered
- Malnutrition, ulcers, bed sores and being left in wet clothing

Emotional abuse includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can develop a stable and full range of emotional and social competencies commensurate with her or his personal potentials and in the context of the society in which the child dwells. There may also be acts towards the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power.

Acts include restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment.

Possible Physical and Behavioural Indicators:

- Bedwetting and/or diarrhoea
- Frequent psychosomatic complaints, headaches, nausea, abdominal pains
- Mental or emotional development lags
- Behaviours inappropriate for age
- Fear of failure, overly high standards, reluctance to play
- Fears consequences of actions, often leading to lying
- Extreme withdrawal or aggressiveness, mood swings
- Overly compliant, too well-mannered
- Excessive neatness and cleanliness
- Extreme attention-seeking behaviours
- Poor peer relationships
- Severe depression, may be suicidal
- Runaway attempts
- Violence is a subject for art or writing
- Complains of social isolation
- Forbidden contact with other children
- Inability of the vulnerable person to sleep or tendency to spend long periods in bed
- Loss of appetite or overeating at inappropriate times
- Anxiety, confusion or general resignation
- Tendency towards social withdrawal and isolation
- Fearfulness and signs of loss of self-esteem
- Uncharacteristic manipulative, uncooperative and aggressive behaviour

Neglect is the failure to provide for the development of the child in all spheres: health, education, emotional development, nutrition, shelter, and safe living conditions, in the context of resources reasonably available to the family or caretakers and causes or has a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible.

Possible Physical and Behavioural Indicators:

- Inadequate heating, lighting, food or fluids
- Failure by carer to give prescribed medication or obtain appropriate medical care
- Carer's reluctant to accept contact from health or social care professionals
- Refusal to arrange access for visitors
- Poor physical condition in the vulnerable person e.g. ulcers, bed sores
- Apparently unexplained weight loss
- Unkempt clothing and appearance
- Inappropriate or inadequate clothing, or nightclothes worn during the day
- Sensory deprivation - lack of access to glasses, hearing aids etc.
- Absence of appropriate privacy and dignity
- Absence of method of calling for assistance

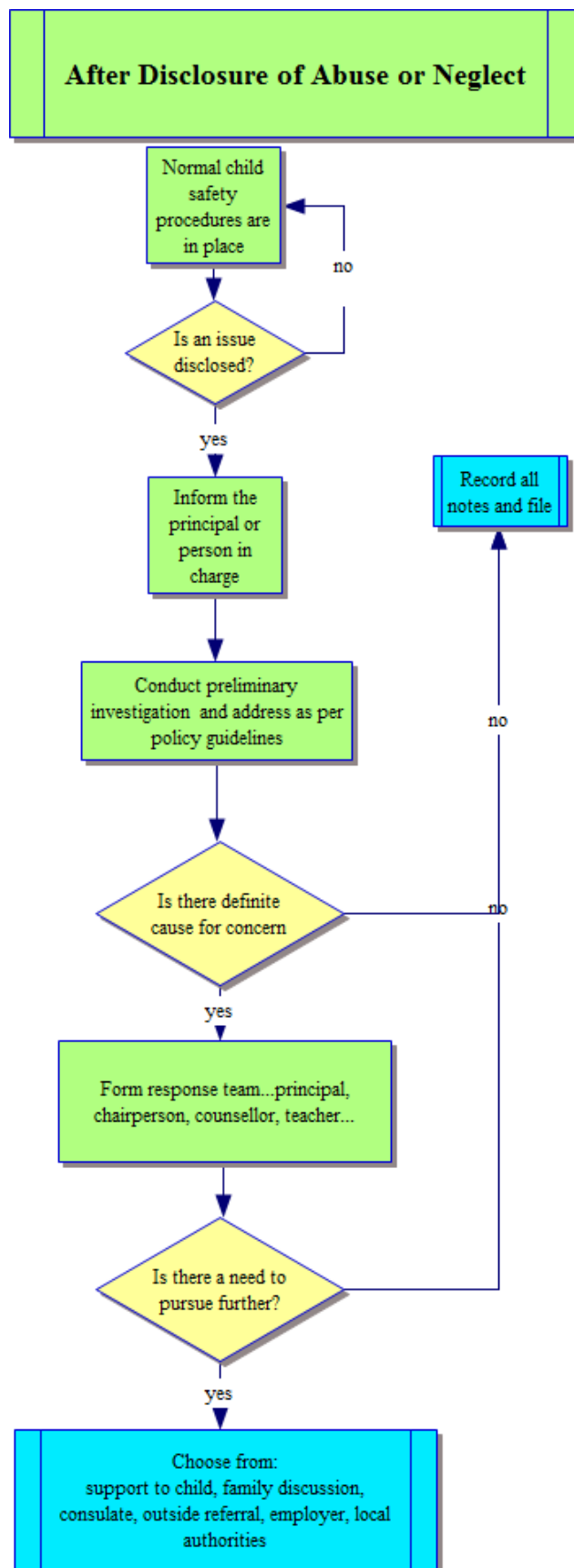
Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to:

- The inducement or coercion of a child to engage in any unlawful sexual activity.
- The exploitative use of child in prostitution or other unlawful sexual practices.
- The exploitative use of children in pornographic performances and materials.

Possible Physical and Behavioural Indicators of Sexual Abuse:

- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital or anal areas
- Difficulty in walking or sitting
- Refusing to change into gym clothes
- Child running away from home and not giving any specific complaint
- Pregnancy at 11 or 12 with no history of peer socialization
- Sexual knowledge, behaviour, or use of language not appropriate to age level
- Unexplained changes in the demeanour and behaviour of the child
- Tendency to withdraw and spend time in isolation
- Irregular and disturbed sleep pattern

Guidelines for Responding to Child Abuse



Steps to follow when abuse is reported

When a student reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher (or whomever the abuse has been reported to) will contact the Head of School within 24 hours.

The HoS will form a school-based team as needed to address the report.

The response team may include (but is not limited to) a counsellor, therapist, psychologist and other individuals that are considered to be appropriate.

All follow-up activities will be documented factually and conducted in a manner so as to ensure confidentiality. The following procedure should be used:

1. Interview staff members and document
2. Consult school personnel to review student's school history
3. Report status of case to Board Chair
4. Determine how to follow up

Based on the information collected, a plan of action will be developed to assist the student and family.

Actions that MAY take place are:

- Discussion between counsellor/Head of School and student to clarify initial information.
- In-class observations of the student by HoS, teacher, counsellor, therapist or psychologist.
- Meet with family members to present and discuss the situation
- Referral of the student and family to external professional counselling
- Notification to the sponsoring employer/welfare office of home country
- Consultation with the Consulate of the country of the involved family
- Consultation with school attorney or family law specialist
- Consultation with local authorities

Subsequent to a reported and or substantiated case of child abuse or neglect:

- The counsellor (if available) will maintain relations with the child and family for a designated period of time.
- The counsellor will provide updated information to the student's teachers and head of division.
- Reading materials and strategies for teacher support should be sought.
- The counsellor will maintain contact with outside agencies to update the student's progress.

All documentation of the investigation will be kept in the student's confidential school record. Records sent to schools to which the student may transfer may be flagged to inform the receiving school that there is a confidential file for the student.

APPENDIX:

Educating Children through the Curriculum

At ISB we aspire to teach students about their bodies, personal safety and acceptable behaviour through Science, PSHE, Physical Education lessons. We recognise that in some family situations:

1. Adults are afraid to talk about sex with their children and thus children are left without even a vocabulary to talk about what may have happened;
2. Children are told to obey parents and respect all adults unconditionally, thus not building any skills in assertiveness or decision making;
3. Children are not allowed their own feelings, instead adults tell children, “Don’t cry,” “Don’t be afraid,” “It’s bad to be angry,” “Don’t laugh at that,” thus often removing the inner signals children need to protect themselves and understand what is happening;
4. Forgiveness is forced upon victims of abuse, adding further responsibility for an assault they are not to blame for in any way;
5. Family sanctity, respect and shame are all used incorrectly to keep silent about the sexual abuse of our children.

The nine major concepts we hope to teach through these lessons are:

1. Body Access and the right to be safe
2. A continuum of touch from safe to unsafe
3. Intuition and using feelings for safety
4. The right to say no
5. Safety rules
6. Support systems
7. Private body parts
8. Sexual contact with an adult is never the child’s fault
9. Secrets about touching are not okay

These concepts are grouped into three main areas:

1. Information. Some information needed by children (depending on age):
 - a) Touching rules (boundaries)
 - b) Body parts vocabulary
 - c) Sexuality / Gender differences and issues
 - d) Support systems
 - e) Laws
 - f) Telling / Reporting for early intervention
2. Skills. Some skills based on information needed:
 - a) Assertiveness
 - b) How to tell (using support systems)
 - c) Decision making

3. Building self esteem. In order to practise skills based on information needed:
 - a) Understanding feelings/emotions
 - b) Affirmation of worth and rights
 - c) Building / Teaching empathy

Staff members should encourage students in general to feel that they can talk about any concerns that they have and recommend one of the school nurses as someone to talk to.

FAQ

How do I respond to a child's disclosure of abuse?

A student may tell you directly and specifically what is going on, or s/he may hint indirectly at a situation. Sometimes the child will use "strings attached," such as asking the teacher to promise not to tell anyone (a promise the teacher cannot keep). Or, a student may claim the problem belongs to someone else, that s/he is only there about a friend. Use your judgment in deciding how much to discuss the situation with the child. Often a child is willing to reveal the details of an incident only once.

The educator's role is not to investigate or verify the situation, but rather to make the report and set in motion the process or getting help for the child.

Your support to the child is important. In order to do this, note the following recommendations:

1. Reassure the child that it is okay to tell what happened.
2. Tell the child what to expect. If you don't know, say so, but let the child know s/he can be supported by you.
3. Project a calm, understanding and supportive attitude to the child.
4. Avoid having the child repeat his explanation to different staff.
5. Let the child know that you must tell authorities to get help. Explain that you will have to tell another person because they are at risk. Use a script such as "if you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else".
6. Reassure the student that it is not her/his fault.
7. Trust your "gut" feelings.
8. Understand the importance of early reporting.
9. Make clear, detailed notes of the conversation.
10. Remember that an educator who reports in good faith is protected from civil liability.
11. Respect the child's privacy by not discussing the situation out of school.
12. Remember that reporting is a request for an investigation into a suspected case of abuse.
13. After reporting, it is important to maintain a supportive presence for the child.

How do I report abuse?

A report of child abuse must be made after there is reasonable cause to believe that a child has suffered abuse. Reports should be made to the Principal. All reports or other actions must be kept confidential.

Each incidence of possible abuse should constitute a separate referral.

When making a report, you should include as much of the following information as is available.

1. Child's name, address, birth date, and gender
2. Parent's name, address, home phone (if possible) and work places
3. Nature and extent of the suspected abuse
4. Information on previous injuries or background data
5. Identity of alleged abuser (if known)

It is likely there will be a police interview. Regardless of the country you are in, child abuse is a crime and the police will want to interview the child. This can be quite threatening for a child.

What if the suspected abuser is another staff member?

The Department of Education holds educators more responsible for the care of our children than most other citizens. Teachers are the moral leaders of our children.

When a child discloses about inappropriate behaviors of school personnel, the school must respond no differently than if the alleged offender is a father. Teachers have daily access to children and the emotional and physical safety of a child is determined by the access of the offender to the child, thus disclosure of teacher offenses must be handled immediately and with seriousness.

The integrity of a school and a system is **not** dependent on whether or not an offender exists; instead the integrity of the school or system **is** dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the principal to prevent and deter sexual harassment, as well as provide procedures for the resolution or prosecution of sexual harassment between teacher and student.

The school must be a safe place for all students.

Where a staff member is suspected of abusing a child this must be reported directly and immediately to the Principal. The Principal will ensure the person named is removed from contact with children and that all parties are safe and their rights to privacy respected. Normal interview procedures are then followed.

How can I help a student who discloses?

Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits – giving the child other alternatives to talk if more time is needed, such as counseling or others in her/his support system.

Explore the feelings and concerns the child has about the experience in relation to possible guilt, anger, fear and shame.

Confirm that the experience was assault and thus s/he is never to blame for someone else's action. Affirm each of the feelings, while also determining if those feelings are overwhelming to the child, then working on helping the child put those feelings within a healthy limit.

Explore the support system so the child can have someone to talk to, perhaps a parent or other adult relative, a friend or a trusted adult such as a teacher or friend's parent.

Explore the play the child enjoys and help her/him continue to do these things. These may be movies with friends, malling with friends, parties that are safe or arts/writing.

End the session by making sure the child knows what to do if attempted or assault happens again which should be to say no, or run away to somewhere safe (ask the child to specify to whom) and to tell someone (ask the child to specify to whom).

Ref #: 7410
Policy: Student Dress Code
Name: Student Dress Code Guidelines

Cross Reference:

Legal Reference:

PURPOSE

The purpose of the school uniform is to provide easy identification of students and to develop school pride.

POLICY

All Students are required to dress appropriately as per guidelines outlined below when at school and when participating in school activities away from school.

GUIDELINES

Shirts/blouses:

A long or short sleeved batik blouse or a batik shirt with a collar. No spaghetti straps or crop-cut shirts are permitted; no mid riffs are to be visible. The Middle School (Grade 6 and above) has a separate batik patterned uniform.

Pants/Skirts:

Full length pants, board shorts, shorts, skirts, or semi-skirts may be (maximum 10 cm above the knee) made using the specified blue fabric available from the school office. No low riders which expose the mid riff are to be worn. It is important that appropriate shorts, long pants or skirts are always worn with the batik top.

Shoes:

There is no set style of shoes for students at ISB. Students can choose between shoes, or sneakers (trainers). No clogs or thongs (flip flops) may be worn due to the need to move quickly in the event of an emergency.

Some classes may request students to change out of their shoes to prevent mud coming into the classrooms. In this case, students must change into slippers. Footwear must be worn at all times.

Sports/Physical Education Uniform:

All students must wear the ISB PE uniform for all sports. Students who have PE during the first period may come to school in their PE uniform. Students are to change back into their school clothing after their PE class.

Sneakers/trainers are required for sports activities. All students from Grade 5 upwards must change into a PE uniform for all physical activity.

Swim wear: Students must wear a one piece suit for girls and speedos or short board shorts for boys. These are to be colored either blue or black with minimal patterning or writing.

Hat

The wearing of hats for outside activities is at the discretion of parents. We recommend hats are worn during clear sunny days.

Dress Uniform:

It is important that students dress to suit the occasion. On special occasions, as communicated in writing by the administration/class teacher, dress will be standardized for everyone. All students are to abide by the guidelines communicated for the specific occasion.

Hair:

Hair should be kept clean and tidy at all times so as not to disrupt learning and participation in school activities. It is suggested that long hair is kept tied back. As head lice are easily transferred between children your support is requested in regularly checking your child's hair. Any lice found should be treated immediately and the school informed.

Jewellery & Mobile Phones:

Students are not to wear jewellery to school which will place them (or others) at risk of injury. Studed earrings are only acceptable for girls. Other personal adornments such as tattoos and piercings are not appropriate for school days and can provide distraction during key learning periods.

Mobile phones are to be kept at the ISB office during school hours unless prior approval has been sought from the classroom teacher or the Head of School.

Labels

All articles of clothing and hats should be clearly marked with the child's name.

Water bottles

Students should a clearly labeled water bottle, which they can keep with them during class lessons, and during snack and lunchtimes. Water dispensers are available around the school to refill bottles. For health reasons, students must not share water bottles with others.

ISB Home-School Agreement-2015-2016

I / We (Full name)hereby acknowledge that by enrolling our children at ISB, we understand the values embedded in the school's mission and approaches to learning. We also recognize the importance of these values in the education of our children, and agree to reinforce these values at home.

I/We will:

- Support the school's Child Protection Policy and guidelines on behaviour.
- Be present in Bogor, and if we must leave, arrange a caretaker for our child/children, and inform the school of those arrangements, including emergency contact information, through a signed Parent Absence Notification form or formal email. This caretaker must be able to serve in the capacity of *in loco parentis*, with full authority to make parental decisions to ensure appropriate supervision and to respond to a medical emergency.
- Ensure the school always has update contact information.
- Share in the responsibility to bring forth information that supports ISB's Child Protection Policy with respect to the "Steps to Follow After Disclosure" flowchart.

Signed by:

Parent/Guardian:

Student:

Date: