



Child Protection Policy - CPP

CONTENT

1. Introduction
 2. Purpose
 3. School policy
 4. Framework & Roles of the staff
 5. Procedures
 6. Emergency and drills
 7. Training and support
 8. Confidentiality
 9. Safety
 10. Field Trips and risk assessment
 11. Records and monitoring
 12. Complaints
 13. Supporting students
- Appendix
- Anti-bullying
 - Critical incident management handbook
 - Health Education and Life skills curriculum

1. INTRODUCTION

1.1 American High School Skopje takes responsibility to protect and safeguard the welfare of children and young people in its care very seriously. All of the students/children rights are well explained in the Law for child protection, issued by the Ministry of Labor and social policy - came into force 1st September 2015, basic of our Mission/Vision/CPP and students welfare.

1.2 There are three main elements to our child protection policy:

- a) Prevention through the creation of a positive school atmosphere and the teaching support offered to students.

- b) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- c) Support to students who may have been abused.

1.3 This policy applies to all pupils, staff, governors, volunteers and visitors to American High School Skopje

2. PURPOSE

2.1 An effective whole-school child protection policy is one which provides clear directions to staff and others about the expected behavior, when dealing with child protection issues. An effective policy also makes the school's commitment explicit referring to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

3. SCHOOL POLICY

3.1 We recognize that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. Our school will therefore strive to:

- a) establish and maintain an environment where students feel safe and secure and are encouraged to talk, and are listened to;
- b) ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty;
- c) include in the curriculum activities and opportunities for PE, which equip students with the skills they need to stay safe from abuse;
- d) include in the curriculum, material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills through teaching Life skills, on separate classes, i.e. advisory;
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies;
- f) include safety drills (fire and earthquake).

4. FRAME WORK & ROLES OF THE STAFF

4.1. Child protection is the responsibility of all adults employed in AHSS. All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the school who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

4.2 It is the role of the Designated Child Protection Person to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals to Management of the school, in accordance with the school procedures. If for any reason the Designated Child Protection Person (see cover sheet) is unavailable, a Deputy Designated Child Protection Person has been identified who will act in their absence (see cover sheet). Additionally, it is the role of the Designated Child Protection Person to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

4.3 The school leadership team is responsible for ensuring that the school follows safe recruitment processes.

4.4 The role of the Designated Child Protection Person is to ensure that the school has an effective policy, that it is complied with and to support the school in this aspect. Designated Child Protection Person must not give details relating to individual child protection cases or situations to anybody, to ensure confidentiality is not breached.

4.5 The Designated Child Protection Person, school Psychologist and the Classroom teacher, provide an annual report for the Head teacher and the HS Management, detailing any changes to the policy and procedures; training undertaken by all staff and other relevant issues.

4.6 The Designated Child Protection Person is available to offer advice, support and ensure training for students and staff.

5. PROCEDURES

5.1 All actions are taken in line with the guidance and Law for child protection, issued by the authorized Ministry of the State.

5.2 Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training.

5.3 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation, or suspects that abuse may have occurred must report it immediately to the Designated Child Protection Person (see cover sheet) or in their absence, the Deputy Designated Child Protection Person (see cover sheet). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.4 Where appropriate, the Designated Child Protection Person or their Deputy will immediately refer cases of suspected abuse or allegations to the Head teacher and Psychologist of the HS

5.5 The Incident report form (IRF) should be used to support a child protection referral. A completed IRF form contains all the information required for a child protection referral and should be sent to the Head Teacher and Psychologist. In cases where there have been mounting concerns about a child, it is likely that parents and Emergency should be contacted. Essential information will include the student's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given. This written confirmation must be signed and dated by the referrer.

5.6 The school will always undertake to share the intention to refer a child to Specialist Services with the parents or careers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. In these occasions advice will be taken from Specialist Services or Police.

5.7 A statement in the school brochure will inform parents and careers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy upon request.

6. EMERGENCY AND DRILLS

6.1 The AHSS is obliged to perform a yearly student evacuation plan in following areas: Fire and earthquake drills. Teaching and admin staff should be trained at least 3 weeks in advance, how to administer and record the drills. The drills should be done in the middle of a class in the first week of October (each year) – fire drill and first week of March (each year) earthquake drill.

6.2 There will be a designated person to conduct, organize, guide and train the staff, either trained person from the outside Agency or trained staff from the AHSS.

6.3 Students should be informed on the Procedures for the drills at the beginning of the year (homeroom/advisory class or life skills class). The complete procedures are explained in the Parent/Teacher Handbook and are available in paper copies and web page of the school.

6.4 Each homeroom teacher is obliged to submit Drill record to the designated person at the end of the day, when drill is performed.

6.5 Students should not be informed about the time and date of the drill. It must remain confidential.

6.6 All forms are appended to the SP Handbook and available to the Staff/ Administration.

7. TRAINING AND SUPPORT

7.1 The Head Teacher and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at two yearly intervals

7.2 The school will ensure that the Designated Child Protection Person also undertakes training in inter-agency working and refresher training at two yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities

7.3 Support will be available for staff from the Head Teacher in the first instance, and from members of the school's leadership team where there are concerns about queries about child protection.

7.4 All staff should have access to advice and guidance on the boundaries of appropriate behavior and conduct. These matters form part of staff induction and are referred to in the staff handbook.

8. CONFIDENTIALITY

8.1 Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The AHSS's Safeguarding Service only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child protection concern that must be reported to the Designated Child Protection Person and may require further investigation by appropriate authorities.

8.2 Staff will be informed about relevant information in respect of individual cases regarding child protection on a need-to-know-basis only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9. SAFETY

9.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

9.2 Only authorized agencies may investigate child abuse allegations (Social Care Services, the Police or Health care providers, including a psychiatrist). Whilst it is permissible to ask the student simple, non-leading questions to ascertain the facts of the allegation, but formal interviews and the taking of statements is not.

9.3 The procedure to be followed in the event of an allegation being made against a member of staff is as follows - The Head Teacher or another Senior Manager should in the first instance contact the Council of Management of the school. Through discussion and consultation, a decision will be made whether to make a referral to Special Services. Where the allegation is against the Head Teacher, the Council of Management will take this action.

9.4 If for any reason it is decided that a referral to Special Services is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.

10. FIELD TRIP AND RISK ASSESMENT

10.1 Field trips are organized for different purposes. Field trips can be organized by each teacher should they sense an importance of the event/s suitable for the HS students and in accordance with the subject/learning needs. One day field trip can be organized for Community service need or for bonding/socialization and relaxation of students, so as Culture trips.

10.2 Organization of the trip should be done through well-developed plan between Homeroom teacher/ Subject teacher and administrator in AHSS.

- 10.3 All parents should be informed through Filed Permission slip, at least one week in advance and/or through email.
- 10.4 All organization of the trip shall be conducted according to the Rulebook on the manner of conducting field trips for high school students of the Ministry of Education and Science of the Republic of North Macedonia.

11. RECORDS AND MONITORING

11.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed on to other agencies.

11.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.

11.3 These file notes are kept in a confidential file, which is separate from other files, and stored in a secure place with the Designated Child Protection Person. In the same way notes must be kept of any student who is being monitored for child protection reasons.

11.4 If a student transfers from the school, these files will be copied for the new establishment and forwarded to the student's new school, marked confidential and for the attention of the receiving school's Designated Child Protection Person

11.5 AHSS has its own Forms regarding – Students' academic progress, Previous criminal background issued by the designated Ministry of Interior, so as Health record created upon the information provided by the Authorized Health Care Provider.

12. COMPLAINTS

12.1 All complaints from students/parents should be primarily given in written form to the Homeroom teacher. Homeroom teacher should inform the Principal of the AHSS about the Complaint and make a copy to the Admin Chief (to be filled in the Student record).

12.2 If the complaint is real and threatening to the student, or endangers his/her health/life, and is about the school premises/transportation and meal plan, Principal and Admin personal should try to resolve the issue.

12.3 If the complaint is regarding Teaching staff, Principal should conduct a meeting with the staff, first to inform him/her about the Complain, and then conduct joint meeting with student/parent/teacher/ to resolve the issue.

12.4 If the complaint is regarding any kind of abuse of the student, Principal should involve the School Psychologist in further discussion.

12.5 After completion of the meeting, Record should be made and copies should be given to all involved parties.

13. SUPPORTING STUDENTS

11.1 Our school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

11.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behavior may still be challenging and defiant or they may be withdrawn.

11.3 This school will endeavor to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school promotes a positive, supportive and secure environment and gives all students and adults a sense of being respected and valued.
- c) The implementation of the school's behavior management policies.
- d) A consistent approach agreed by all staff which will endeavor to ensure the student knows that some behavior is unacceptable but s/he is valued.
- e) Regular liaison with other professionals and agencies that support the student and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- h) Recognition that children with behavioral difficulties and disabilities are statistically most vulnerable to abuse, so staff working in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioral problems will need to be particularly sensitive to signs of abuse.
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

11.4 This policy should be considered alongside other related policies in the school.

