



CHILD PROTECTION  
**@ CAC**  
**HANDBOOK**



Cairo American College (CAC) desires that our children and youth have the best available educational experience that is free from any type of bullying, neglect, or abuse. In this regard, the Board of Trustees adopted a Child and Youth Protection Policy in 2017 to guide our staff and families in matters related to the health, safety, and care of children in attendance at our school. All CAC community members that have contact with our students agree to work in partnership with the school and abide by the policies adopted by the CAC Board of Trustees.

As part of our shared responsibility to educate and protect children, to protect them, and to learn and grow in a safe environment, CAC provides:

1. Age appropriate lessons to help students understand personal safety, needs and rights.
2. Parents materials and information sessions to help them better understand our programs and policies.
3. Training for faculty to recognize and report issues of abuse and neglect.



This Child and Youth Protection Manual addresses the following key components (and related procedures) in connection with child and youth protection:

- I. INTRODUCTION & PURPOSE
- II. CHILD AND YOUTH PROTECTION POLICY
- III. KEY RESPONSIBILITIES & APPLICABILITY
- IV. CODES OF CONDUCT & COMMON AGREEMENTS
- V. IMPORTANT POLICY TERMS, DEFINITIONS, & INDICATORS
- VI. REPORTING OF INCIDENTS, SUSPICIONS, AND FOLLOW-UP PROCEDURES
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## I. INTRODUCTION & PURPOSE

CAC is committed to the safety of our students. To ensure their safety, CAC has adopted policies for child protection that are in line with the requirements of international school accrediting agencies, best practices at international schools, and the UN Convention on the Rights of the Child.

CAC's Child and Youth Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child, to which Egypt is a signatory. The two key articles of the UN Convention that address child protection are:

Article 19 – Protection from abuse and neglect: The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

Article 34 – Sexual exploitation: The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

All CAC community members that have contact with our students agree to work in partnership with the school and abide by the policies adopted by the CAC Board of Trustees on March 14, 2017.

# II. CHILD AND YOUTH PROTECTION POLICY

At Cairo American College, we endeavor to provide an educational environment that is free from any type of abuse (where abuse is defined as physical, sexual, emotional abuse & neglect).\* In line with our Core Values and Mission Statement, CAC strives to ensure that all students are treated with respect, dignity and compassion at all times.

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CAC endorses the United Nations Convention on the Rights of the Child of which our host country Egypt, is a signatory. CAC seeks to be a safe haven for students who may be experiencing abuse in any aspect of their lives.

All members of CAC's community are required to take reasonable precautions and/or measures to protect the safety and well-being of the school's children/youth from abuse.

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CAC aims to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision on the school's campus and when on school sanctioned trips.

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The school has an established procedure to document and handle reported and/or suspected cases of child/youth abuse as outlined in the Child Protection Handbook. It is the responsibility of any CAC employee, student and/or community member who suspects that a child/youth may have been abused, to promptly report such abuse to the respective school division Counselor who will then inform the designated Child Protection Officer at school. The Child Protection Officer will promptly investigate all reports and will take appropriate action as outlined in the Child Protection Handbook to ensure the safety of the child/youth. The Head of School and the appointed Trustee in charge of Child Protection shall inform the Board of Trustees, without delay, of any reported cases of abuse. PK-12th grade students are educated regularly on understanding personal safety, needs and rights; (including reporting procedures) via age-appropriate lessons/curriculum.

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If a reported case of abuse is confirmed, CAC will take action as deemed appropriate in the situation while protecting both the rights of the accuser and accused. Consequences may include, but are not limited to, a letter of reprimand, counseling, non-renewal or termination of contract and benefits, notification of hiring agencies through which the employee was recruited, notifying parents' employers, notifying local authorities and removing the abuser and family from the CAC community.

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CAC will distribute this policy annually to all staff and community members. Faculty and staff are obliged to sign CAC's Code of Conduct and Common Agreement on an annual basis.

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In addition, annual child protection training for all staff and trustees and thorough hiring and screening practices for all staff and trustees are conducted to ensure the safety of children/youth.

**REVISED AND ADOPTED BY CAC SCHOOL BOARD FEBRUARY, 2021**

# III. KEY RESPONSIBILITIES & APPLICABILITY

## **Key Responsibilities:**

All members of CAC's community are required to take reasonable precautions and/or measures to protect the safety and well-being of the school's children and youth. This includes protection from bullying, neglect, and child abuse (including physical, emotional abuse, sexual abuse, and/or sexual or commercial exploitation).

## **THIS IS BEST ACCOMPLISHED THROUGH**



### **Teachers, staff, and adult community members:**

- appropriate personal conduct whenever interacting with children and youth; \*
- awareness and increased understanding of potential harmful conduct or behaviors in the prevention or mediation of potential abuse or neglect;
- removal of a child or youth from an immediate dangerous situation; and
- the reporting of inappropriate conduct, neglect, or abuse; or reasonable suspicion thereof.

### **Students:**

- Children and youth should also exemplify respectful and dignified conduct toward one another and other members of the community in conjunction with the school's code of conduct.
- In consideration of age and grade appropriateness, children and youth should receive training for appropriate/inappropriate conduct and the reporting of reasonable incidents/procedures.



## **APPLICABILITY**

Members of the school community to which this policy applies include:

- All employees of CAC.
- Board members and other school leaders.
- All students, parents, and legal guardians.
- All school chaperones and volunteers who work with children and youth, including volunteers with the school's affiliated community organizations.
- Visitors, vendors, or guests on school premises.
- Individuals and entities with contractual relationships with the school.

*\*CAC understands that "appropriate personal conduct" is also dependent on cultural expectations and the need to comply with the legal and ethical expectations and requirements regarding child/youth abuse within the country in which the school operates.*

# IV. CODES OF CONDUCT & COMMON AGREEMENTS

CAC requires members of the school community to review and sign-off on CAC's codes of conduct. CAC's codes of conduct help to define and clarify the parameters of professional behavioral expectations and practices.

In addition, the school's Common Agreements are a set of written guidelines designed to safeguard children and all members of the school community, and ensure safe teaching, behavior, and practice within the school.

The school's code of conduct can be found in the Faculty, Support Staff, and Student/Parent Handbooks.



SCHOOL HANDBOOKS



## V. IMPORTANT POLICY TERMS, DEFINITIONS, & INDICATORS

**CHILD PROTECTION:** Concerns include suspected, alleged, self-disclosed or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

**CHILD ABUSE:** According to the World Health Organization, child abuse constitutes, "all forms of physical and or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, 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."

### DEFINITIONS OF TERMS OF ABUSE

**PHYSICAL ABUSE:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caretaker fabricates the symptoms of, or deliberately induces, illness in a child. Some examples of signs of physical abuse:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive behavior
- Being aggressive towards others
- Being very passive and compliant



**EMOTIONAL ABUSE:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**NEGLECT:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or caretaker failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- unresponsiveness to, a child's basic emotional needs.

**SEXUAL ABUSE:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Possible Indicators of Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not. Many victims, through the process of grooming, are taught that the sex is a form of love, and may feel they 'love' their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved. Working with the sexual offender cannot be done by school counselors. Families will be referred for professional assistance.

**EXPLOITATION:** Child exploitation refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression and ill-treatment.

**PEER-ON-PEER ABUSE:** Peer-on-peer abuse refers to any form of physical, sexual, emotional, and financial abuse, as well as coercive control, that occurs between children in both intimate and non-intimate relationships. This type of abuse can take many forms, including serious bullying, relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behavior, and gender-based violence.

Difference between peer on peer abuse and bullying:

#### **BULLYING:**

- Involves intentional and repeated behavior that is intended to cause harm to another person (such as physical bullying, verbal bullying, social bullying, cyber bullying)
- Usually involves physical or psychological aggression, such as name-calling, exclusion, or spreading rumors.
- Involves an imbalance of power, with the bully often using their strength, popularity, or other resources to exert control over their victim.
- Often occurs in a school or other educational setting, such as in a school playground or cafeteria.
- Can cause harm and distress to the victim, including low self-esteem, anxiety, and depression.

#### **PEER-ON-PEER ABUSE:**

- Involves intentional and persistent behavior that causes harm to another person.
- Can take many forms, including physical, sexual, emotional, financial, and/or psychological abuse, as well as coercion and control.
- Often involves an imbalance of power between the perpetrator and victim, such as when the perpetrator is older, stronger, or in a position of authority.
- Can occur in both intimate and non-intimate relationships, such as between classmates or friends.
- Has serious and long-lasting consequences for the victim, including physical injury, psychological trauma, and disruptions to their education and development.
- Is a form of child abuse and should be taken seriously by adults and addressed through appropriate interventions.

In summary, both peer-on-peer abuse and bullying involve behavior that causes harm to another person, but peer-on-peer abuse is generally considered to be a more severe and persistent form of abuse, with more serious consequences for the victim. While both forms of behavior should be taken seriously and addressed, it is important to understand the differences and respond appropriately to each situation.



#### **IMPORTANT NOTES**

*Behavioral indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral to Administration.*

# VI. REPORTING OF INCIDENTS, SUSPICIONS, AND FOLLOW-UP PROCEDURES

## WHAT HAPPENS WHEN A TEACHER HAS REASONABLE CAUSE TO BELIEVE?

**01**

Indicators of abuse and neglect as identified in CAC procedures will be used by members of staff as a guideline for reporting to a counselor, who will then inform the child protection offices.

**02**

A report must be made to a Counselor or Administrator when a staff member has reasonable cause to believe that a child has suffered abuse or neglect.

**03**

All reports are confidential.

# VII. FIELD TRIPS & EXCURSIONS, AND EVENTS

## FIELD TRIPS AND EXCURSIONS

It is understandable that both staff and children might feel that greater informality is appropriate during school visits and trips. However, the same child safeguarding expectations apply for CAC staff, volunteers and external providers during field trips and residential trips. Any staff working directly with students in a field trip or residential setting must understand CAC expectations and codes of conduct prior to the visit.

Please refer to the Risk Assessment Checklist (Field Trips) in Appendix C.

## CAMPS AND OVERNIGHT STAYS

Camps mean overnight accommodation in permanent buildings, e.g. hotels, special centers or campgrounds, with facilities such as toilets, kitchen and/or dormitory accommodation. Camps create opportunities for extended and relaxed contact with students/children, during which supervisors might observe physical or emotional signs that suggest possible physical, sexual or emotional abuse/neglect. Supervisors may observe inappropriate behavior between adults and students. Supervisors should be familiar with the CAC Child Protection Policy, and report accordingly.

Please refer to the Risk Assessment Checklist (Camps and overnight stays) in Appendix C.



## EVENTS, FUNCTIONS, PERFORMANCES

Occasions involving large crowds on school grounds, parks or on the streets including sporting fixtures. Staff need to be clearly identifiable so a student concerned for their safety can find them easily. Staff must be monitoring all students, not just their own class. Staff should be vigilant toward interactions between students and adults and peers not known to the school or staff member.

## PARENTS/VOLUNTEERS

If parents are considered supervisors they need to be checked for their suitability for such a position. When parents come as observers it is still the school staff responsibility to monitor their interaction with students.



# MATRIX FOR REPORTING OF INCIDENTS



# APPROPRIATE RESPONSE TEAM MEASURES

## PROCEDURES FOR REPORTING SUSPECTED CASES OF CHILD ABUSE OR NEGLECT

1. When a child/youth reports abuse or there is reasonable cause to believe that abuse is occurring, the person reporting will notify the grade level counselor within 24 hours.
2. The counselor will promptly report the suspected case to the designated Child Protection Officer at the school.
3. The Child Protection Officer will gather information and will form a School-Based Response Team as needed to address the report and to ensure the safety of the child/youth.
4. The Head of School and the Child Protection Officer shall inform the Board of Trustees, without delay, of any reported cases of abuse.
5. The School-Based Response Team includes but is not limited to: Child Protection Officer, School Counselor, Division Principal, School Nurse, Head of School, HR Director, Head of Security, School Lawyer, or other individuals depending on the situation.
6. In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

### Possible next steps for Response Team:

- Based on acquired information, a plan of action will be developed to assist the student and family.
- Further discussions between the student and counselor in order to gain more information.
- In-class observations of the student by a teacher, counselor, or administrator.
- Meetings with the family to discuss the school's concerns.
- Referral of the student and family to external professional counseling.
- Notification of the management of the sponsoring employer of the concern with the child/youth/family, or to the welfare office at the home-of-record.
- Consultation with the consulate of the country of the involved family.
- Consultation with the school or another attorney.
- Informal consultation with local authorities.

### The Following Cases Of Suspected Abuse Or Neglect Will Be Handled By School Counselors:

- Student relationships with peers.
- Parenting skills related to disciplining children at home.
- Student-parent relationships.
- Mental health issues such as depression, low self-esteem, grieving.

### Some Cases Will Be Referred To Outside Resources, For Example:

- Mental health issues such as depression, psychosis, dissociation, suicide ideation.

### Cases Reported To Outside Authorities Or Employers:

- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest.

### In Extreme Cases When Families Do Not Stop The Abuse Or Concerns Remain About The Safety Of The Child/Youth, Reports Could Be Made To:

The consulate

The employer

The home-of-record welfare office.

## STEPS

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

- 01 The counselor will maintain contact with the child/youth and family to provide support and guidance as appropriate.
- 02 The counselor will provide the child's teachers and the principal with ongoing support.
- 03 The counselor will provide resource materials and strategies for teacher use.
- 04 The counselor will maintain contact with outside therapists to update the progress of the child in school.

All documentation of the investigation will be kept in the student's school confidential records file. Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the student. The school will make every attempt to share this information to protect the student.

Research indicates that international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The school's policy works to respond to all three levels:

# Appendix A: CAC Code of Conduct For Teachers, Teacher Assistants, Staff, Volunteers, and Others

**Effective Date: March 17, 2017**

This Code of Conduct ("Code") serves as a guide to ethical conduct and professional behavior standards at Cairo American College. CAC is committed to the safety and protection of children and all members of our school community. The Code applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

## Introduction:

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of Cairo American College can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work, including providing safe and healthy environments for all of our students.

## The Purpose of this Code is to:

- Insure the health, welfare and safety of our students and other members of our school community.
- Define and clarify the parameters of professional behavioral expectations and practices with regard to our school.
- Assure our teachers, teacher assistants, staff, volunteers, and all stakeholders are aware of the importance and accountability associated with Child Safeguarding.

**BACKGROUND CHECKS** – Although Cairo American College understands that no background checks are 100% reliable, CAC conducts professional background screening of the school's personnel prior to employment and reserves the right to conduct periodic screenings of the school's employees and other affiliates or contractors as may be deemed appropriate to insure the safety of our children and staff.

**DISCIPLINARY ACTION** - Failure to maintain good moral and ethical standards with regard to children and model professionalism with colleagues, parents and others in the school community as may or may not be defined exclusively in this Code may result in reprimand, censure, or dismissal.

**SCHOOL COMMUNITY STANDARDS** – The following standards are intended to outline expectations and accountability for those individuals at our school who assume the important responsibility of working with children.

## Our School Community Standards:

**STANDARD 1:** Good Moral Character & Personal Fitness — Because of the nature of their trusted positions, educators and staff members must exhibit good moral character and personal fitness. This is defined as the traits necessary to have contact with, teach, and/or perform supervision of children. These traits include but are not limited to those described in the school's handbook policies and in this Code.

In addition, all employees who work with children must undergo a background check providing reasonable assurance as to the lack of conviction of any crime involving:

- The physical neglect of a child.
- The physical injury or death of a child.
- The sexual exploitation of a child.
- Sexual offenses involving children.
- The production, distribution, reception, or possession of child pornography.
- The sale or purchase of a child.
- A conviction of any crime that would call into question the individual's worthiness to work with children.

**STANDARD 2:**

Ethical Conduct toward Students — School employees and support staff should always maintain a professional relationship with all students, both in and out of the classroom. They are also responsible for maintaining physical, emotional, and sexual boundaries in such interactions.

Unethical and/or Illegal Conduct that also violates such boundaries includes, but is not limited to:

- Striking, hurting, or causing a student physical pain.
- Physical contact that exploits, abuses, or harasses.
- Engaging in any harassing behavior on the basis of race, gender, sex, sexual identity, national origin, religion, or disability.
- Covert or overt sexual behaviors involving students.
- Any sexual advance or fostering an inappropriate relationship with a student; either written, verbal, or physical.
- Sexual intercourse or committing any unlawful sexual act.
- Seductive speech or gestures.
- Indecent exposure.
- Furnishing or allowing students to consume tobacco, alcohol, illegal/unauthorized drugs or inappropriate reading materials.
- Any other act of child abuse—including physical and verbal abuse, child endangerment, or acts of cruelty to children.

Communication with Children – is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between CAC parents, administration, teachers, personnel, volunteers, and minors:

- Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
- Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.
- Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- General Physical Contact -- Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. School employees and support staff should show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration.

One-on-one Meetings & After-School Related Activities – Interactions with a child or youth are best held in a public area or in a room where the interaction can be (or is being) observed; or in a room with an open door or window that provides visibility; including informing another adult when appropriate. The same prudence should be applied for after-school activities.

Student Discipline – School personnel and volunteers are prohibited at all times from physically disciplining a child and should adhere to the school's handbook policies on discipline.



**STANDARD 3:** Ethical Conduct toward Professional Colleagues — Ethical conduct between colleagues and other community members respects the following principles:

- A colleague does not engage in any verbal, physical, or sexual harassment of another colleague. Sexual harassment includes but is not limited to unwelcome sexual advances and invitations, requests for sexual favors, unwanted physical contact, as well as other verbal or physical conduct of a sexual nature, such as the display or transmission of sexually suggestive objects, pictures or cartoons; physical gestures of a sexual nature; sexual epithets, jokes and insults; or any other unwelcome conduct of a sexual nature. Harassment can also be based on characteristics other than sexual or gender related, such as race, religion, national origin, sexual identity, or disability. It can take the form of epithets, jokes and insults or other forms of mistreatment.
- A colleague does not make false statements about other colleagues; falsify or misrepresent his or her credentials, school-related activities, or the school community.
- A colleague does not reveal confidential information about colleagues unless required by law.

**STANDARD 4:** Ethical Conduct toward Performance and Confidentiality — Ethical conduct by teachers and staff includes:

- Student Assessment & Reporting – Teachers must accurately report and record students test scores and provide fair and reliable assessments. Teachers are also strictly prohibited from assisting students during the taking of any standardized tests.
- Teacher Hiring & Evaluation Process – Supervisors should engage in practices that involve clearly defined rubrics, designed to ensure success, fairness, process integrity, and reliable evaluations.
- Falsification or Misrepresentation of Facts or Documents – School personnel must avoid the falsifying, misrepresenting, omitting, or the erroneously reporting of facts, reports, or other documents as may be requested from time to time from the school's administration, outside police or governing authorities, or in the course of an official investigation.
- Unauthorized Professional Practices – Engagement in unauthorized professional practices such as the practice of medicine, including psychiatric medicine, or providing legal, financial, or medical advice (except in emergency situations where such behavior is used to protect the life of a student or colleague) is strictly prohibited.
- Other Professional & Ethical Practices -- includes maintaining the confidentiality of students and staff academic, health, disciplinary, and other personal records; and having an understanding as to when transparency is necessary (e.g., student has a nut allergy) in order to promote the health, welfare or safety of students/staff.

**STANDARD 5:** Ethical Conduct in the Use of Alcohol or Controlled Substances in the Course of Working Hours — Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of controlled substances and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with children.

**STANDARD 6:** Ethical Conduct toward Remuneration and Gifts — In the course of professional activity, coercing or forcing a student or parent to provide remuneration for items, services or favors as a private transaction is not allowed. This includes offering to pay students for favors, or taking money from students in return for goods or services. Other ethical conduct considerations are as follows:

- Vendors - School personnel are prohibited from accepting gifts from vendors or potential vendors for personal gain in which the appearance of a conflict of interest may exist.
- Gifts - School personnel should also not accept or give gifts to children without the knowledge of their parents or guardians.
- Tutoring – School personnel should adhere to the school's handbook policies with regard to tutoring students or other services.

**STANDARD 7:** Ethical Conduct toward Honoring Employment Contracts — School personnel should honor all of the terms as contained in their employment contracts other than for unforeseeable reasons in which the school may formally release the employee from the contract prior to the employee abandoning any of its provisions.

**STANDARD 8:** Ethical Conduct toward School Property and Funds — the unauthorized, misuse, theft, or intentional damage of school property and the misappropriation of school funds is a violation of school policies and subject to severe discipline.

**STANDARD 9:** Ethical Conduct toward Reporting Incidents — School personnel must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way; or any other violation of this Code. Suspected abuse or neglect must be reported to the appropriate school authorities as further described in handbook/policy of the school. In particular, the following are prohibited:

- Failure to report physical abuse or sexual misconduct by another school employee, parent or adult.
- Failure to inform the Head of School, counselor or authority about the commission of an act of unprofessional conduct by another educational practitioner.

**STANDARD 10:** Ethical Conduct toward Acknowledgement and Adherence to this Code — Members of the CAC community to which this Code applies must read this Code in its entirety and sign-off; that is, agreeing to all of the Code's standards as summarized below.

# Appendix B: INITIAL REPORTING FORM

## CAIRO AMERICAN COLLEGE

### Student Protection Reporting Form. Initial Report.

When completing this form, record only factual information - who, what, when, where. Refrain from opinion, interpretation, embellishment and judgement.

Name of incident reporter and status at CAC. (Faculty, support, student, etc).

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Date and time of report.

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Name of alleged victim, age, grade.

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Type of abuse suspected, please circle one.

Physical Emotional Sexual Domestic Neglect Bullying(including online) Other, specify.

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Details of alleged incident giving time, location, witnesses, email or text messages. Please state if any materials were confiscated, eg, phone, laptop, etc. Continue on separate sheet if necessary.

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Additional Remarks /Action taken/ Recommendations.

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Signature of reporter. .

## Appendix C: RISK ASSESSMENTS FOR FIELD TRIPS, EXCURSIONS, AND EVENTS

### Risk Assessment Checklist (Field Trips)

Item	Yes	No
More than one adult present for out-of-school activities, unless otherwise agreed with senior leaders in the school.		
Staff are aware of the risks in any activity and the recommended steps to manage them.		
All students have parental consent to the activity, and all requirements from CAC.		
Students are fully prepared for the trip expectations and expectations for specific activities.		
Emergency arrangements and no-go areas are explained clearly to students and adults		
A re-group point and time is established, and contact numbers for staff mobiles (or relay arrangements via the school number) are communicated.		
Non-CAC staff understand the responses to difficult situations, with an emphasis on informing CAC staff immediately.		
When using a centre, an agreement is established in advance about the school's guidelines on behavior, health and safety, and child protection, including no photos. If another group is using the centre, this also applies to them.		
The roles and responsibilities of school staff and providers in relation to all aspects of the trip are agreed upon.		
If possible a local contact such as the police, consulate or embassy (which may include the government liaison in a partner school) is established before the visit.		
Staff have a system in place to monitor students even in time which is allocated for recreation or is not directly supervised.		

### Risk Assessment Checklist (Camps and overnight stays)

Item	Yes	No
The teacher in charge has experience in conducting student camps along with experience in supervising students in out of school hour's situations.		
An accompanying staff member has first aide training/experience.		
The correct ratio for the activity is established.		
The area/location has been carefully selected with consideration for the environment with reference to emergency action procedures.		
Communication, transportation and other emergency action protocols are planned, in place and operable.		
Medical: Updated health care information, restrictions, special needs etc. has been communicated to staff on a need to know basis.		
Site facilities have been checked for safety, privacy and security.		
The sleeping arrangements and the rationale behind them are clearly explained to parents in the briefings and information prior to departure.		

# CAIRO AMERICAN COLLEGE CODES OF CONDUCT

I promise to strictly follow all of the rules and guidelines as contained in the school's Code of Conduct as a condition of my providing services to the children and youth participating in the school's programs. The Code includes the following key areas of my responsibility:

## **I WILL:**

- To the best of my ability, promote the good health, welfare, and safety of all members of our school community and uphold high ethical standards.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Conduct one-on-one meetings with children and/or youth in settings that are open and visible to others; as well as never be alone at school activities without another adult being notified or present.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth, while also adhering to the school's policies on student discipline.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Cooperate fully in any investigation of abuse of children and/or youth.
- Avoid transactions with students, parents, or vendors that may be perceived as conflicts of interest.
- Comply fully with the school's policies on anti-harassment, representation and confidentiality standards, safeguarding of property and funds, and the honoring of contracts.
- Comply fully with the school's mandatory reporting requirements and the school's policy to report suspected child abuse and other violations of the Code or other school policies.

## **I WILL NOT:**

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Accept or give gifts to children or youth without the knowledge of their parents or guardians.
- Communicate with children over unmonitored e-mail.
- Use social media (Twitter, Facebook, Snapchat, Instagram, etc.) to communicate with students except for activities strictly involving school business.

I understand that as a person working with and/or providing services to children and youth under the auspices of Cairo American College I am subject to a criminal history background check.

## **ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH CAIRO AMERICAN COLLEGE CODE OF CONDUCT**

My signature confirms that I have read this Code of Conduct and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from Cairo American College.

**NAME:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

# CAIRO AMERICAN COLLEGE CHILD SAFEGUARDING COMMON AGREEMENTS

To ensure the safety of children and the well-being of our school community, every individual in the school community should be treated with dignity and respect. As a school we have a special obligation to children. As such, we promote a safe and positive community. This Common Agreement is a set of written guidelines designed to safeguard children and all members of the school community, and ensure safe teaching, behavior, and practice within CAIRO AMERICAN COLLEGE.

## **APPROPRIATE PRACTICE IT IS OUR RESPONSIBILITY TO PROMOTE THE WELFARE OF CHILDREN. AS A MEMBER OF THE CAC COMMUNITY, I WILL:**

- Act as a role model for students through my words and actions.
- Respond to student physical contact such as hugs or handshakes in a culturally-sensitive and age appropriate manner.
- Ensure that bathroom visits are safe and respectful of student privacy.
- Exhibit and encourage open communication.
- Follow CAC'S protocols for child safety when supervising school field trips and overnight trips.
- Alert another staff member when working with students after school.
- Hold myself and others accountable for keeping children safe.
- Report suspected child abuse to my administrator.

## **INAPPROPRIATE PRACTICE - IT IS OUR RESPONSIBILITY TO ACT IF WE HAVE CONCERNS ABOUT THE WELFARE OF A CHILD. I WILL NOT:**

- Initiate or encourage any physical contact while alone with a student.
- Transport students without parent consent unless it is a medical emergency.
- Use alcohol or other inappropriate substances on school property or while attending student-related school functions away from CAC.
- Accept gifts or give gifts to students without the knowledge of their parents.
- Invite a student to my home or arrange to meet with a student away from school property without parent consent.
- Meet individually with a student in a closed or unobservable setting.
- Communicate privately with students by phone or through social media platforms for non-school related reasons.
- Post photos or other information about students for non-school related reasons that could increase the vulnerability of students.

I confirm that I have read and understood the CAC Common Agreement and agree to follow the above standards of practice. I understand that any action inconsistent with this, or failure to take action as mandated by this Common Agreement, may result in disciplinary action.

**NAME:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

# ADDENDUM

## CAC ONLINE LEARNING CHILD SAFEGUARDING GUIDELINES

As with all learning both on and off-campus at CAC, our Child Safeguarding Policies and procedures continue to guide our practice.

However, due to the specific nature of online/home learning, we have provided the following guidelines to support our educational practice in instances when CAC must shift to online learning:

- When communicating digitally with students, use only CAC approved modes of communication
- Contact should be observable and interruptible.
- Do not use personal accounts or social media for any direct student contact or communication.
- With any online meetings for online classroom learning, ensure your divisional admin team has access/ability to join the meeting and that you have the link in your shared google calendar.
- In online meetings, allow students to opt-out of the video option at any point.
- Online meetings may be recorded.
- If any Child Safeguarding concerns arise during online learning, contact your Principal/ Counselor within 24 hours of your concern.

## CAC ONLINE LEARNING CHILD SAFEGUARDING GUIDELINES ELEMENTARY PARENTS

- Due to the specific nature of online/home learning, we have provided the following guidelines to support our educational practice with the shift to CAC Continuity Plan:
- We ask that an adult be present when your child is online
- When done with a live conference, ask your child to leave the meeting.
- When communicating digitally our students will be using only CAC approved modes of communication (Blogs, Seesaw, Google Classroom, CAC email accounts).
- No personal accounts or social media for any direct student contact or communication.

## REFERENCES FOR CAC CHILD PROTECTION HANDBOOK:



**UNICEF EGYPT CHILD PROTECTION**

<https://www.unicef.org/egypt/>



**HUMANIUM EGYPT**

<http://www.humanium.org/en/middle-east-north-africa/egypt/>



**EGYPTIAN FOUNDATION FOR THE ADVANCEMENT OF CHILDHOOD CONDITIONS**

<https://www.crin.org/en/library/organisations/egyptian-foundation-advancement-childhood-condition-efacc>



**Save the Children**

**SAVE THE CHILDREN EGYPT**

<https://egypt.savethechildren.net/>



**ASSOCIATION OF INTERNATIONAL SCHOOLS IN AFRICA**

<https://aisa.or.ke/>



**NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN**



