

POLICY

CHILD PROTECTION



Child Protection at Discovery School

Dear Parents,

At Discovery School, the Board of Directors, in keeping with the Discovery School core values and mission statement, has adopted a Child Protection Policy to guide our staff and families in matters related to the health, safety and care of children in attendance at our school. This policy is so important to Discovery School that, as your Head of School, I am required to send this letter to parents at the beginning of each school year reminding our community about this truly critical issue.

The Discovery School Child Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which Honduras is a signatory. The two key articles we wish to draw your attention to 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.

By enrolling your child at Discovery School, you agree to work in partnership with the school and abide by the policies adopted by the Discovery School Board. All of us at Discovery School want you to know that we genuinely value our partnership with you in providing for the safety and care of your children. It is for this reason that Discovery School has endorsed a Child Protection Policy that defines the standards by which all Discovery School students should be treated with respect and dignity at all times.

The Child Protection Policy:

As part of our overall educational programs and specific shared responsibility to educate children, to protect them, and to learn and grow in a safe environment, Discovery School will:

1. Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.
2. Provide parent materials and information sessions to help you better understand our programs and policy.
3. Annually train faculty to recognize and report issues of abuse and neglect.

We will work together with you at home to ensure that our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn free of fear in a safe and supportive environment. I thank you for your support of our efforts and invite you to contact your school counselor or principal regarding any specific questions you may have in this regard.

Sincerely,

Kenneth Davis -- Head of School

CHILD ABUSE REPORTING

Discovery School aims to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision in school.

The school will establish appropriate procedures to ensure proper reporting of suspected child abuse which may have occurred in or out of school. Such reporting is the responsibility of any employee who suspects that a child may have been abused and must also include provisions for self-reporting of abuse by students. The school will investigate all reports and will take appropriate action to ensure the safety of the child in accordance with Honduran law.

Discovery School endorses the Convention on the Rights of the Child, of which the host country, Honduras, 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. Discovery School will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide annual training for all staff, and will make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, Discovery School will conduct a full investigation following a carefully designed course of due process.

This Policy is endorsed by the Discovery School Board.

* Sources: Amnesty International Unofficial Summary of the UN Rights Convention of the Child: <http://www.amnestyusa.org/convention--on-the-rights-of-the-child/unofficial-summary/page.do?id=1101782&n1=3&n2=78&n3=1272>

* Actual Convention on the Rights of the Child: <http://www.crin.org/docs/resources/treaties/uncrc.asp#Nineteen>

How is abuse and neglect defined?

Definitions of abuse are complex and based in various cultures of child-rearing behaviors, gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the need of the more powerful person, either a member of the family, a teacher, or a friend. Research guides much of the definitions that are based in understanding the impact of certain behaviors.

Abuse is:

- ❖ Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- ❖ Creating a substantial risk of physical harm to a child's bodily functioning; and/or
- ❖ Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- ❖ Assaulting or criminally mistreating a child as defined by either the Honduran criminal code or school policy; and/or
- ❖ Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- ❖ Failing to take reasonable steps to prevent the occurrence of any of the above.

POSSIBLE INDICATORS OF PHYSICAL ABUSE

- ❖ Unexplained bruises and welts on any part of the body
- ❖ Bruises of different ages (various colors)
- ❖ Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
- ❖ 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



Neglect is failure to provide for a child's basic needs within their own environment. Neglect may be:

❖ Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision—this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time. Note: FDR requires one parent be a full-time resident of Honduras. Should parents/guardians leave the country for any reason then the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. Temporary Change of Guardian Forms are available from Discovery School. Please ask at Reception or through your division offices. These are expected to be completed 48 hours prior to parents/guardians leaving the country.

- ❖ Medical (e.g., failure to provide necessary medical or mental health treatment); and/or
- ❖ Emotional (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to *abuse* alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc).

POSSIBLE INDICATORS OF NEGLECT

- Child is unwanted or basic needs are not met
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home -- Child is left for extended periods of time (age appropriate) without parents or a guardian
- Parents can not be reached in the case of emergency



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.

Sexual abuse is committing or allowing to be committed any sexual offense against a child as defined in either the Honduran criminal code or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as Grooming, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behavior of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to 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. Outsourced professional assistance would be consulted.



POSSIBLE INDICATORS OF SEXUAL ABUSE

- ❖ Sexual knowledge, behavior, or use of language not appropriate to age level
- ❖ Unusual interpersonal relationship patterns
- ❖ 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 PE clothes, fear of bathrooms
- ❖ Child running away from home and not giving any specific complaint
- ❖ Not wanting to be alone with an individual
- ❖ Pregnancy, especially at a young age
- ❖ Extremely protective parenting

What happens when a teacher has reasonable cause to believe?

These indicators of abuse and neglect will be used by the staff member as a guideline for reporting to the counselor, who will determine if the case needs further attention.

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

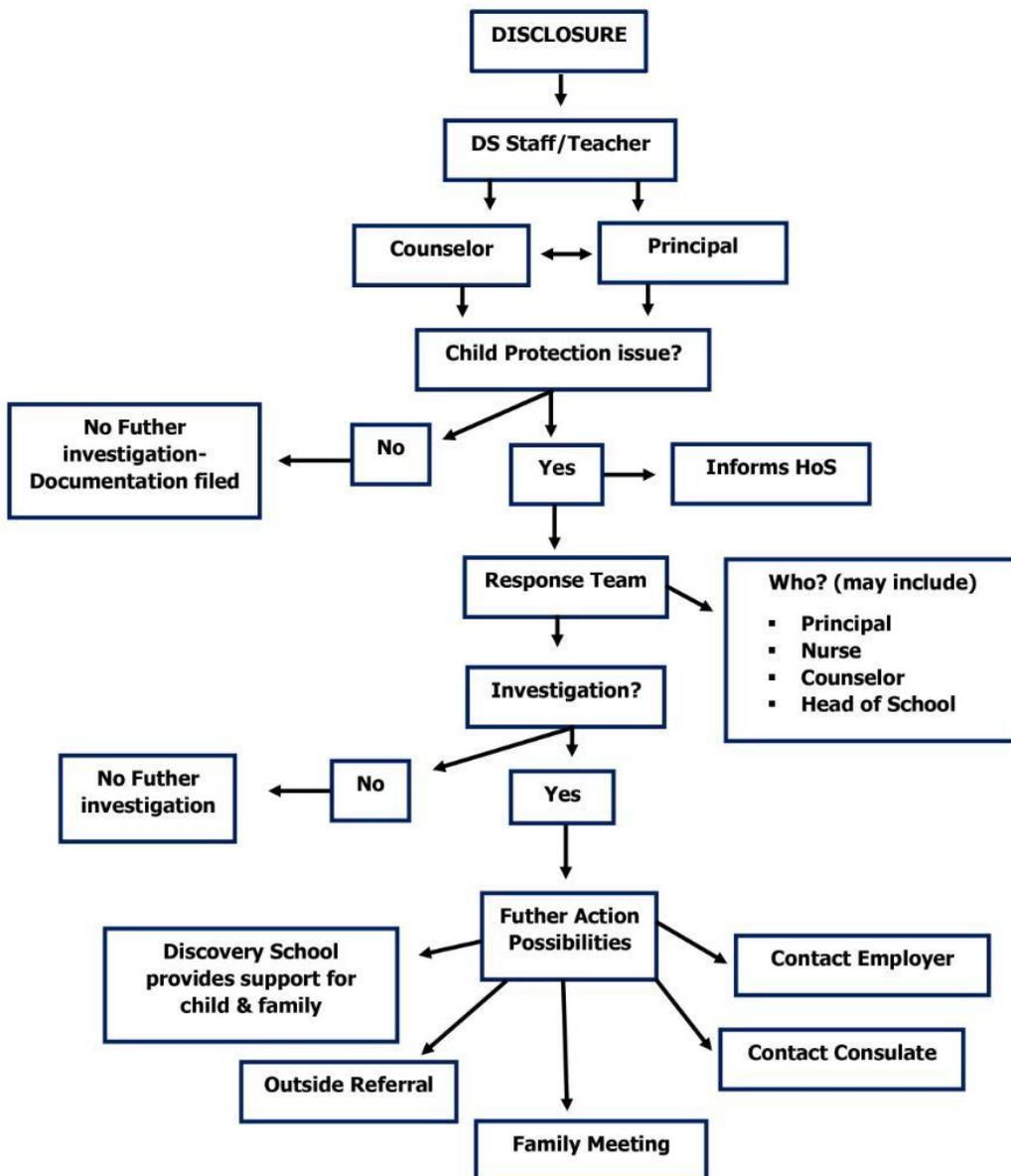
All reports are confidential.

What happens after a suspected child protection issue is reported?

Where there is cause to suspect, it is the responsibility of the staff member to report their suspicions to the counselor, or to the principal. In all cases, the principal will be notified. It is the responsibility of the principal to inform the Head of School of the suspected case of child abuse or neglect.

All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All DS employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the counselor within 48 hours for immediate response.

Steps followed after disclosure (all steps must be documented with evidence)



Procedures for reporting suspected cases of child abuse or neglect

Step 1

When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher will seek advice from the counselor with in 24 hours. The counselor will take initial steps to gather information regarding the reported incident and will form a school--based response team as needed to address the report. The response team may include the school nurse, counselor, and other individuals as needed. 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. The following procedure will be used:

- 1) Interview staff members as necessary and document information relative to the case.
- 2) Consult with school personnel to review the child's history in school.
- 3) Report status of case to Head of School.
- 4) Determine the course of follow--up--actions.



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Step 2

Based on acquired information, a plan of action will be developed to assist the child and family. Actions that **may** take place are:

- ❖ Discussions between the child and counselor in order to gain more information. Depending upon the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred.
- ❖ In--class observations of the child by the teacher, counselor, or administrator.
- ❖ Meetings with the family to present 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/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.

Most cases of suspected abuse or neglect will be handled by school counselors, such as those involving:

- ❖ 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 for investigation and outside resources:

- ❖ 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, reports could be made to:

- ❖ The consulate
- ❖ The employer
- ❖ The home--of--record welfare office.

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Step 3:

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

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

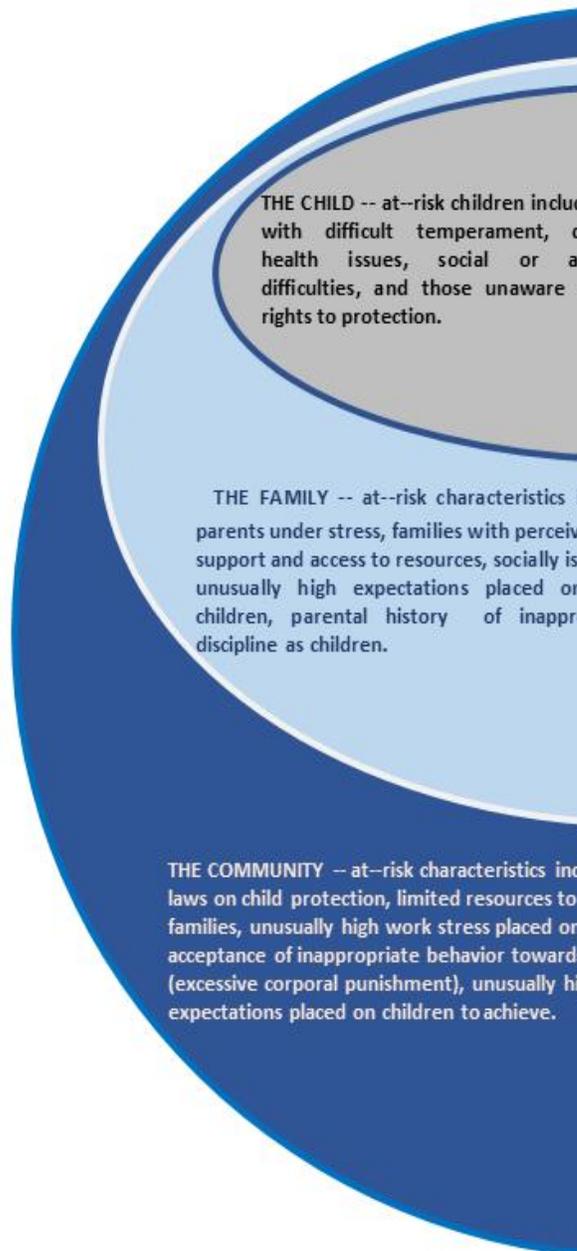
All documentation of the investigation will be kept in the child's school confidential records file. Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the child. Discovery School will make every attempt to share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

In the event that the abuse or neglect allegation involves a staff or faculty member of Discovery School, the divisional principal will follow board policy pursuant to ethical professional behavior.



The Discovery School child protection policy works for the child, the family and the community

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 Discovery School Child Protection Policy works to respond at all three levels.

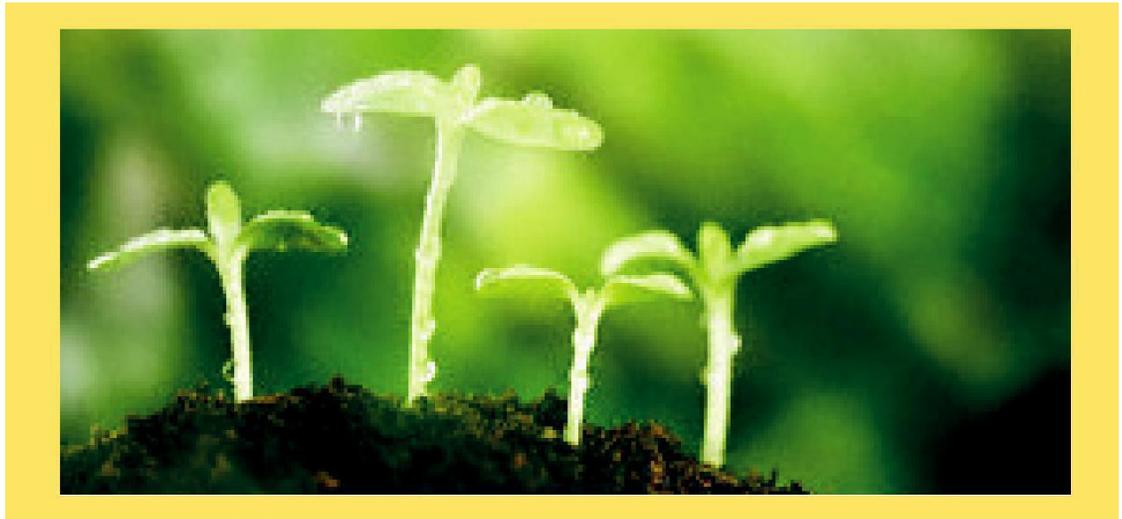


Child Protection at Discovery School

What does a Child Protection Policy mean for the Discovery School community?

Discovery School is defining a standard for the treatment of all children and youth -- that they be treated with respect and dignity at all times.

Children and youth have legal and moral rights to their individuality, that when protected, will develop into the ability to meet the needs of the family, community, and global society. Child protection standards defined by Discovery School encompass all cultures and international law. When given reasonable cause to believe that these rights are violated, Discovery School will seek all available resources to restore those rights.



DISCOVERY SCHOOL

Documents

CONCUSSION RECOGNITION TOOL 5[®]

To help identify concussion in children, adolescents and adults



FIFA[®]



FEI

Supported by

RECOGNISE & REMOVE

Head impacts can be associated with serious and potentially fatal brain injuries. The Concussion Recognition Tool 5 (CRT5) is to be used for the identification of suspected concussion. It is not designed to diagnose concussion.

STEP 1: RED FLAGS – CALL AN AMBULANCE

If there is concern after an injury including whether ANY of the following signs are observed or complaints are reported then the player should be safely and immediately removed from play/game/activity. If no licensed healthcare professional is available, call an ambulance for urgent medical assessment:

- Neck pain or tenderness
- Double vision
- Weakness or tingling/ burning in arms or legs
- Severe or increasing headache
- Seizure or convulsion
- Loss of consciousness
- Deteriorating conscious state
- Vomiting
- Increasingly restless, agitated or combative

Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Assessment for a spinal cord injury is critical.
- Do not attempt to move the player (other than required for airway support) unless trained to do so.
- Do not remove a helmet or any other equipment unless trained to do so safely.

If there are no Red Flags, identification of possible concussion should proceed to the following steps:

STEP 2: OBSERVABLE SIGNS

Visual clues that suggest possible concussion include:

- Lying motionless on the playing surface
- Slow to get up after a direct or indirect hit to the head
- Disorientation or confusion, or an inability to respond appropriately to questions
- Blank or vacant look
- Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
- Facial injury after head trauma

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STEP 3: SYMPTOMS

- Headache
- "Pressure in head"
- Balance problems
- Nausea or vomiting
- Drowsiness
- Dizziness
- Blurred vision
- Sensitivity to light
- Sensitivity to noise
- Fatigue or low energy
- "Don't feel right"
- More emotional
- More Irritable
- Sadness
- Nervous or anxious
- Neck Pain
- Difficulty concentrating
- Difficulty remembering
- Feeling slowed down
- Feeling like "in a fog"

STEP 4: MEMORY ASSESSMENT

(IN ATHLETES OLDER THAN 12 YEARS)

Failure to answer any of these questions (modified appropriately for each sport) correctly may suggest a concussion:

- "What venue are we at today?"
- "Which half is it now?"
- "Who scored last in this game?"
- "What team did you play last week/game?"
- "Did your team win the last game?"

Athletes with suspected concussion should:

- Not be left alone initially (at least for the first 1-2 hours).
- Not drink alcohol.
- Not use recreational/ prescription drugs.
- Not be sent home by themselves. They need to be with a responsible adult.
- Not drive a motor vehicle until cleared to do so by a healthcare professional.

The CRT5 may be freely copied in its current form for distribution to individuals, teams, groups and organisations. Any revision and any reproduction in a digital form requires approval by the Concussion in Sport Group. It should not be altered in any way, rebranded or sold for commercial gain.

ANY ATHLETE WITH A SUSPECTED CONCUSSION SHOULD BE IMMEDIATELY REMOVED FROM PRACTICE OR PLAY AND SHOULD NOT RETURN TO ACTIVITY UNTIL ASSESSED MEDICALLY, EVEN IF THE SYMPTOMS RESOLVE

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