

Expectations for School Communities 2021

International Taskforce on
Child Protection (ITFCP)



International Taskforce on Child Protection



All children have equal rights to be protected from harm and abuse.

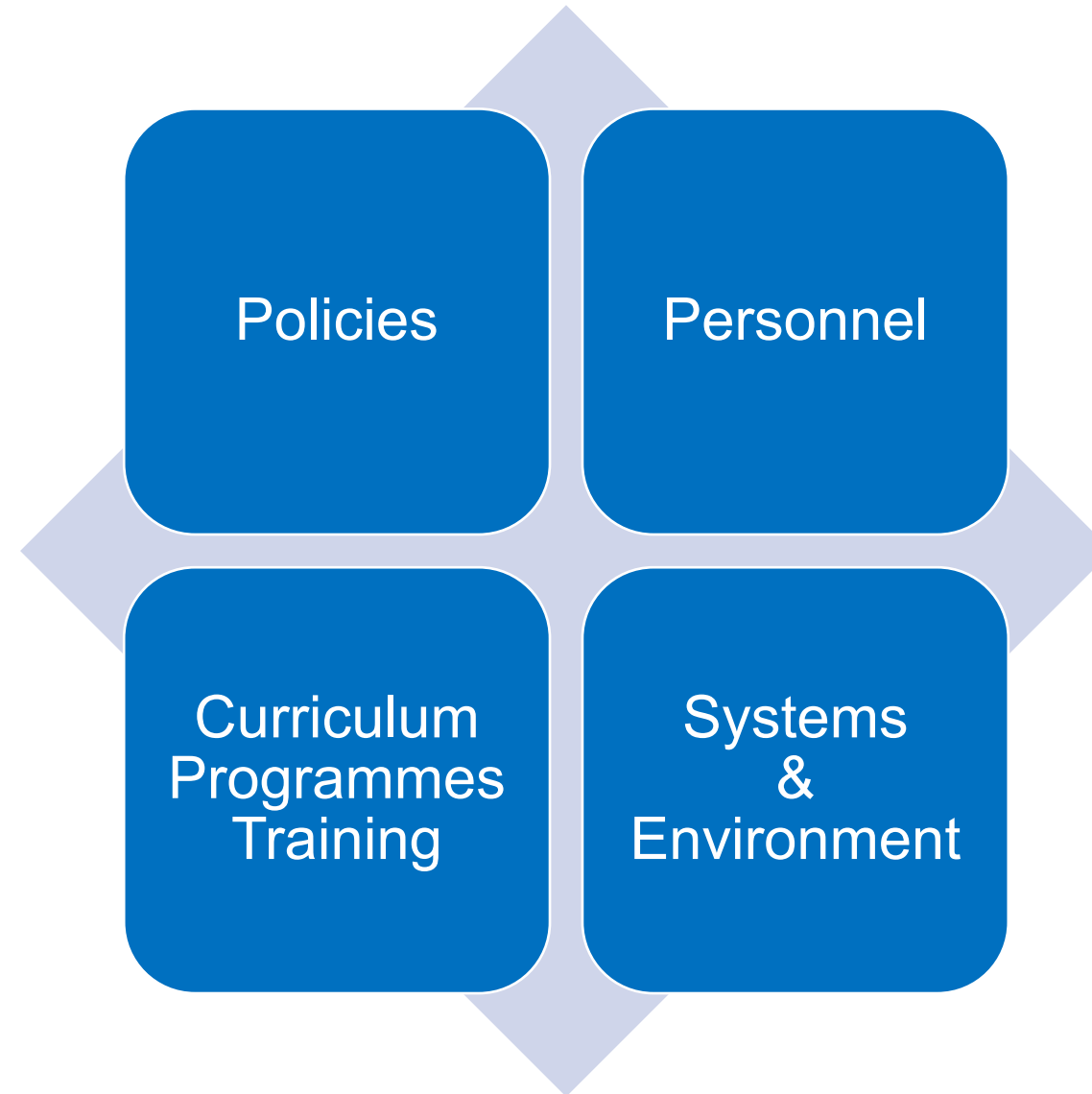
Everyone has a responsibility to support the protection of children.

All schools have a responsibility to build a community that values diversity, equity, and inclusion for each child.

All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.

All actions on child protection are taken with consideration for the best interests of the child, which are paramount.

Expectations for school communities



Expectations for School Communities

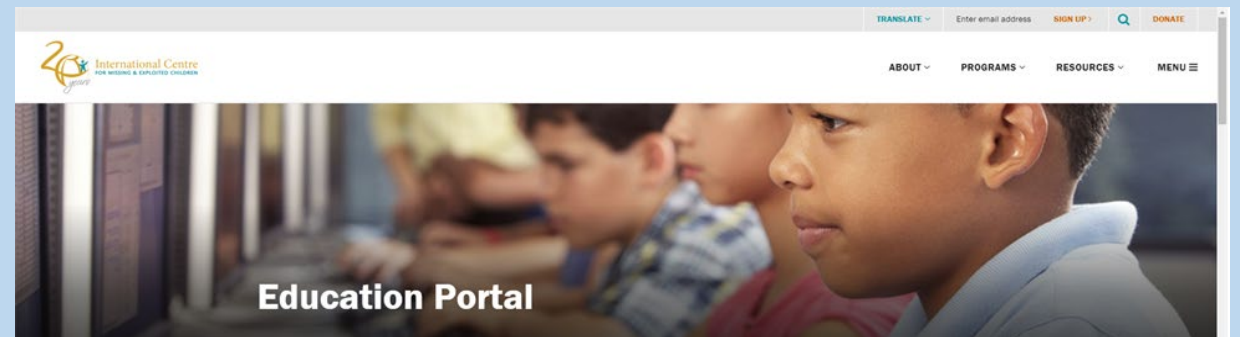


Policies

POLICIES

1. The school complies with legal and ethical requirements for the treatment of children within the country where it is based while adhering to international expectations for the rights of children as stated in the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) and regulations published at the [International Center for Missing and Exploited Children Education Portal \(ICMEC.org\)](#).

2. A values statement on child rights, aligned with the responsibilities set out in the United Nations Convention on the Rights of the Child (UNCRC), has been developed and formally adopted by the school.



POLICIES

3. The school has a policy, approved by the owners/governors, that describes the school's commitment to a culture of student safety and well-being, thereby preventing harm to children and to responding appropriately if children are harmed or if allegations of harm to children are made. The school regularly reviews and refines the policy and seeks ongoing community consultation which includes student input (voice) and empowers student self-advocacy (agency).

4. The school has developed and adopted an appropriate definition of child abuse--including physical abuse, emotional abuse, sexual abuse, sexual exploitation, neglect, commercial exploitation, and inappropriate behavior of children towards other children which is informed by international standards as agreed by the International Taskforce on Child Protection ([Education Portal - International Centre for Missing & Exploited Children \(ICMEC.org\)](https://www.educationportal.org/missing-exploited-children)) and is cognizant of the legal context of the country where the school is based.

POLICIES

5. School safeguarding and child protection policies supported by operational procedures, which are revised as needed, widely shared with the school community, and systematically embedded in all aspects of school life including strategic planning, budgeting, recruitment, programme management, performance management, resource procurement, partner agreements, risk management, technology and management systems.
6. The school's policies forbid the use of non-disclosure or confidentiality agreements which prevent transparent sharing of information about child safeguarding concerns, complaints, inquiries and investigations.



POLICIES

Role of Governance

3A. The School Governing Board/Owner provides strategic oversight of safeguarding but does not involve itself in the day to day management of child protection in the school.

It:

- appoints a member of the Board/Owner as the Safeguarding Trustee;
- receives child protection induction and training;
- has safeguarding as a standing item on the Board/Owner's agenda;
- reviews and approves key safeguarding policies;
- receives a safeguarding report at least annually from the school's safeguarding lead;
- reviews anonymous data so that it can spot patterns and trends;
- issues an annual safeguarding statement; and
- receives and reviews any allegations of abuse against the head of school.

Expectations for School Communities



Personnel

PERSONNEL

1. The school has clearly defined leadership responsibilities at the governance, leadership and operation/execution levels for child safeguarding and welfare; designated leads at each level undertake formal training on child safeguarding and duty of care.
2. Based on its policy, the school has developed and adopted written guidelines (code of conduct) for appropriate and inappropriate behavior of adults towards children, children towards adults, and children towards other children. All faculty, staff, volunteers, governing board members and owners, outside contractors, parents, and students annually review and affirm that they have read, understood, and will abide by the code of conduct. The code of conduct includes reference to behavior on and off school premises.

PERSONNEL

3. The school has recruitment policies and rigorous operational procedures to ensure all adults who interact with children (including employees, volunteers and governing board members/owners) are suitable to work safely with and protect the students in their care (including reference verification with previous employers and criminal police checks, as appropriate).



PERSONNEL

Role of Leadership

1 A It is the responsibility of school leaders to **create a climate and culture** where students can thrive. They have a duty to:

- work closely with the governing body/owners to ensure systems and structures are in place to safeguard and promote the welfare of students;
- read, understand and comply with national/local statutory regulations and guidance related to the safety and wellbeing of students; and
- establish relationships and reach out to international and national law enforcement and child protection agencies and authorities to gain support when managing concerns and disclosures of abuse.
- [Managing Allegations of Child Abuse by Educators and Other Adults](#) (a guide for leaders)

Expectations for
School Communities



**Curriculum
Programmes and Training**

CURRICULUM, PROGRAMMES and TRAINING

1. The school has formal age-appropriate safeguarding learning programmes for students, which are referred to in the school's teaching and learning policies, informed by student feedback, connected to the school's social-emotional curriculum and delivered by trained personnel. Topics include personal safety, online safety, healthy relationships, comprehensive sexuality education, all forms of peer-on-peer abuse (including bullying) and grooming.
2. The school offers peer mentoring and/or buddy systems and provides appropriate counseling support for students.

CURRICULUM, PROGRAMMES and TRAINING

3. The school regularly consults with and empowers students to have agency and voice in a range of areas related to school life, including the school's safeguarding curriculum and programmes.
4. School volunteers, contractors, faculty and staff undergo regular, systematic professional training on student safeguarding in all educational environments for which they are responsible, including boarding facilities, homestay, residential arrangements, excursions, trips and student exchanges. Topics include child abuse prevention, recognition, intervention, and reporting.



CURRICULUM, PROGRAMMES AND TRAINING

Empowering Student Voice

3 A **Before** consulting with students on safeguarding, the school takes four foundational steps.

1st step

The school has safeguarding, peer mentoring and counselling practices in place that meet these ITFCP expectations (2021).

2nd step

The school regularly consults with and empowers students to have agency and voice in areas related to school life other than safeguarding. There are mechanisms in place for the school Board/Owner to hear directly from students.

3rd step

The school has considered the risks associated with talking to students about safeguarding and has put in place measures to minimise these risks and ensure (as far as possible) that students engaging in these activities have a positive experience.

4th step

The school has considered how it will review and act on student feedback, and report back to the students who provided the feedback, to let them know what changes are made in response. Where possible, students are involved in the review process.



CURRICULUM, PROGRAMMES AND TRAINING

Empowering Student Voice

3 B Regular consultation with students

The school regularly consults with its students on matters related to safeguarding. Areas covered with students are wide ranging and, over time, are informed by students themselves.

The school seeks student feedback in different ways, which are informed by students themselves.

Student Voice
in Safeguarding

The school includes a diverse range of voices considering identity markers such as race, gender identity and expression, sexual orientation, physical, emotional, and/or intellectual ability, age, nationality, language and socioeconomic status.

The school involves students in the design and review of its safeguarding policies and in determining how to make them accessible to students and their families.



CURRICULUM, PROGRAMMES AND TRAINING

Systematic Training

4 School volunteers, contractors, faculty and staff undergo regular, systematic professional training.

4A All volunteers, contractors, faculty and staff are trained at the appropriate levels for their position, roles and responsibilities.

4B All new volunteers, contractors, faculty and staff members undergo child protection induction.

Training

4C A process is in place to ensure compliance with, and manage breaches of, safeguarding training.

4D Attendance at safeguarding training is tied to the performance review and development process.

Expectations for School Communities



Systems and **Environment**

SYSTEMS and ENVIRONMENT

1. The school provides students and parents with multiple avenues to report concerns. It has procedures in place for centralised reporting of suspected or disclosed maltreatment or abuse, including historical abuse, by volunteers, contractors, faculty and staff. The procedures identify actions to be taken, which include informing appropriate school and local authorities, i.e., law enforcement as appropriate, and are widely shared with the school community.
2. Reports of suspected or disclosed abuse and resulting actions taken by the school are securely archived in keeping with applicable law, regardless of the conclusions reached, and reviewed periodically for identification of possible patterns of inappropriate behavior.

SYSTEMS and ENVIRONMENT

3. The school develops and maintains meaningful and effective relationships with external organizations and agencies that are able to provide contextually appropriate support and advice on matters related to child protection and welfare.
4. The school has established regular and meaningful partnership opportunities with families and guardians to learn from them about children's experiences and to help them to protect their own children and support the school's child protection efforts.
5. Building and facility design, layout, designation, access, use, security and supervision enable and support effective child safety and protection.
6. The school has management and technology systems and appropriate accountability to monitor, identify and share issues related to child safeguarding allegations and complaints.

Resources: ICMEC Education Portal

- ITFCP Expectations for School Communities, 2021
- ITFCP Student Voice Data, Guidance & Resources

ITFCP: Ongoing Initiatives

- Peer on Peer Abuse – how to identify, address and prevent it
- Social and Emotional Learning - how to adapt and implement SEL curricula internationally