

American School of Durango

Child Protection and Safeguarding Policies

Updated: September 2019



Statement of Purpose:

The American School of Durango commits to promoting the physical and psychological health, safety, and well-being of every student who attends ASD and to foster a caring, responsive, and protective culture of awareness.

From the General Director:

The American School of Durango believes that every child has a right to feel safe and protected from harm. We have a collective commitment to know, care for, and value each child as a human being deserving of dignity and respect. As a school, we recognize we are in a unique position of primary responsibility for the safety, care, and welfare of students in our charge. To fulfill this duty of care, ASD has safeguarding policies, procedures, and guidelines to ensure the physical, mental, and social safety of each child.

At ASD, we believe that safeguarding involves building a caring, responsive, and protective culture of awareness, knowledge, and empowerment of the rights of a child, particularly within the context of ASD's school community. Safeguarding also involves developing systems of accountability where all school employees—including the superintendent, principals, teachers, and employees—accept responsibility for keeping students safe.

In conjunction with our commitment, mission, and core values, the guiding principles of safeguarding that underlie our approach are drawn from the United Nations Convention on the Rights of the Child (UNCRC), to which Mexico is a signatory country, ASD Board Policies, and Mexican Law.

At ASD, we believe:

- Children have the right to be protected from all forms of abuse, neglect, and exploitation;
- Child should be treated fairly, with dignity, and with respect; and
- All decisions in the school must be framed in the context of, "what is best for the child?"

Implications of safeguarding are prioritized in school-wide systems and procedures, including:

- Recruitment and hiring;
- Community training and education;
- Risk assessment of school-sponsored activities and trips; and,
- A process of continual review and revision of our safeguarding program,
- Ensuring that each child has at least one trusted adult to whom they can confide

Core aspects of safeguarding are already in place at ASD, and will continue to evolve as we strengthen our efforts. These currently include:

- Establishing and maintaining clear roles and responsibilities of teachers, counselors, principals, and superintendent
- Practicing safe recruitment and hiring protocols for all employees, interns, and volunteers;
- Offering a N-12 student protection curriculum with age/stage appropriate skills and knowledge;
- Performing regular review, and revision if necessary, of campus facilities to ensure that student safety is our main priority;

- Providing camera surveillance of classrooms and the campus,
- Maintaining secure documentation procedures in response to reports of safeguarding incidents;
- Undertaking an annual evaluation and self-audit of our safeguarding activities.
- Ensuring that the student has access to counseling or other services, and is provided with utmost care in the short-term and long-term

A comprehensive safeguarding program works towards prevention, protection and response to concerns in a timely, consistent, and transparent manner. To that end, we commit to review, strengthen and ensure consistency in the external evaluation of child protection standards and practices. All ASD faculty and staff will be active participants in implementing and ensuring student safety. The school will actively recruit and train professionals in all areas related to the safeguarding of students. We ask that parents and community members participate in the commitment and promise to safeguard each child through vigilance and communicating any concerns.

Dave Brown
General Director
September 2019

Table of Contents

Section 1: Introduction

- 1.1 Scope of Policy
- 1.2 Duty to Report
- 1.3 ASD Safeguarding Agreement to be Signed by Faculty
- 1.4 Reporting Protocols and Procedures

Section 2: Safeguarding at ASD

- 2.0 Roles and Responsibilities
- 2.1 Safe Recruitment and Hiring Procedures
- 2.2 Education and Training
- 2.3 Risk Assessment and Reduction
- 2.4 Reporting and Responding Procedures
- 2.5 Documentation and Confidentiality
- 2.6 Monitoring and Evaluation
- 2.7 Peer-on-Peer Abuse Guidelines
- 2.8 Safe Communication Guidelines

Section 3: Appendices

- Appendix A:** Board Policy on Safeguarding
- Appendix B:** UN Convention on the Rights of the Child in Child-Friendly Language
- Appendix C:** Selected Articles from the UN Convention on the Rights of the Child
- Appendix D:** Commonly Held Myths and Facts
- Appendix E:** Overnight Trip Risk Assessment Tool
- Appendix F:** Recognizing Signs and Symptoms of Abuse
- Appendix G:** Related Terminology and Definitions
- Appendix H:** Safeguarding Disclosure / Concern Report Form
- Appendix I:** Referral sources and resources

Section 1: Introduction

The American School of Durango is committed to engaging in rigorous systems and practices to create and maintain a school environment and community culture that maximizes opportunities for students to learn and grow. ASD commits to provide a healthy, safe, and supportive school environment so that students can achieve their full learning potential and social-emotional development. (see [Appendix A](#) for Board Policy on Safeguarding).

1.1 Scope of Policy

Safeguarding is a broad term to describe philosophies, policies, standards, guidelines and procedures to promote and protect all children from violence, abuse, exploitation and neglect, regardless of ability, ethnicity, faith, gender, sexuality and culture.

The policies and procedures outlined in this handbook apply in the case of threat of or actual harm to, or misconduct by, the following: parent/guardian to student, employee to student, non-employee (adult or child) to student (including online interactions and outside mentors), and student to student.

1.2 Duty to Report

All staff employed at the American School of Durango must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Mexico, to the appropriate child protection agency in the home country, and/or to local authorities.

1.3 ASD Safeguarding Agreement

I WILL

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Use positive reinforcement rather than criticism, competition, or comparison when working with students.
- Maintain appropriate physical boundaries at all times and touch children only in ways that are appropriate, public, and non-sexual.
- Exercise care with my use of language in my professional capacities.
- Comply with the mandatory reporting regulations of ASD to report suspected child abuse.
- Cooperate fully in any investigation of abuse of students.

I WILL NOT

- Be alone with students, outside of normal professional responsibilities, at school or non-school activities on weekends or evenings without an administrator being notified.
- Hit, physically assault or physically or psychologically abuse children.
- Have relations with a child, or act in a way that can be considered sexual, exploitation, maltreatment or abuse.
- Use language that is offensive or abusive and deliberately intended to intimidate or harm a child.
- Behave in a manner that is sexually inappropriate or provocative.
- Sleep in the same room as children with whom I am working (for example at school events), without another adult present, and with the authorization of administration.
- Provide transport in my car to a student alone, outside of my professional role, without express parental and administrative permission unless in the case of an emergency.
- Condone or participate in behavior by children that is abusive or endangers their safety.
- Act in ways that shame, humiliate, or degrade children, or otherwise perpetrate any form of emotional abuse, or favor particular children to the exclusion of others.
- Possess, or be under the influence of alcohol, or illegal drugs in the presence of students while in a professional capacity outside normal family and social events.
- Accept intimate and elaborate gifts or give private gifts to students without the knowledge of their parents/guardians and division administrator.
- Engage in private communications with students using social media in ways that are outside my professional relations with students.

I have read, understood, and agree to abide by the ASD Child Safeguarding Agreement. I understand that any violation of this Agreement may result in disciplinary action up to and including dismissal from ASD

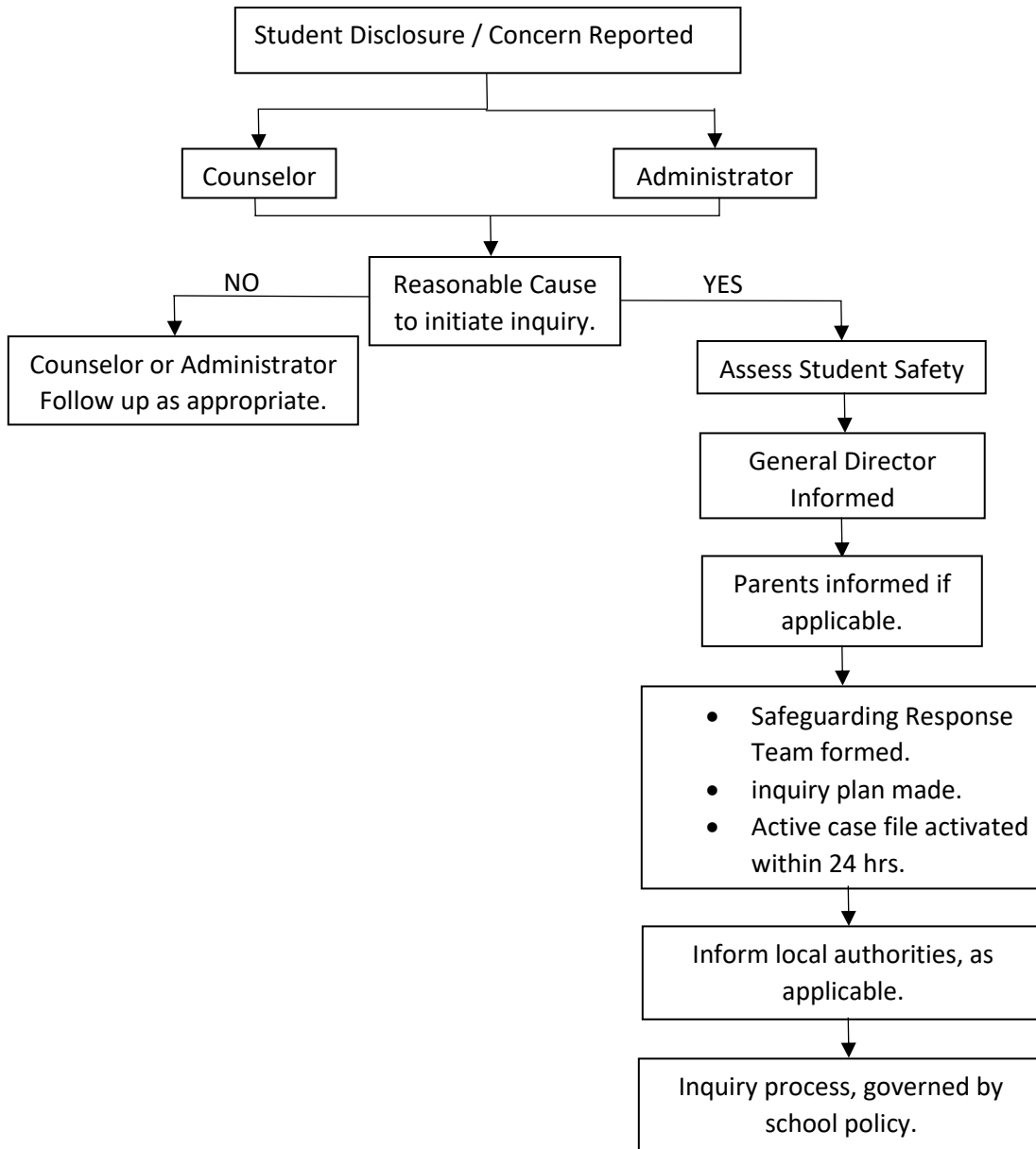
Signed Name

Date

Printed Name

Position

1.4 Reporting Protocols and Procedures



Side information:

The safeguarding Response Team will consist of at least three ASD staff members: Divisional Principal, Counselor(s), General director, Human Resources, as applicable. Other School counselors and/or the Doctor may act as advisors.

Section 2: Safeguarding at ASD

<http://www.edu.gov.on.ca/eng/safeschools/code.html>

2.0 Roles and Responsibilities

Safeguarding Task Force

The task force is a working group of members who have the collective responsibility of designing, managing, and reviewing all aspects, including self-reviewing case studies, of the ASD Safeguarding Program.

The Task Force will be responsible for core aspects of the program such as incident disclosures, inquiries, education, supervision, and health and emotional support. The Task Force will be composed of the General Director, Principals, School Counselors, and the School Doctor.

Employees, Interns, and Volunteers

All individuals who are employed or engaged by the school and whose duties include contact with children are mandated to sign and abide by the ASD Safeguarding Agreement and follow the safeguarding policies and procedures as outlined in the handbook. This includes substitutes, contracted instructors, and external coaches.

ASD Parents

All parents play a vital role in protecting the safety and well-being of students through prevention, education, support, and reporting.

All parents will be provided with an identification badge that must be worn in a visible place anytime the parent is on campus. Parents must wear the badge to identify themselves to the guards and then wear the badge while on campus. Should a parent forget their badge, they will sign in as a visitor. Parents must enter through the gate at the front and scan their badge to enter campus.

Parents should only be on campus for a specific purpose, for example an appointment with a teacher, to watch an event, etc. In all cases, we ask that parents minimize time on campus during pickup and drop-off times because: 1. School personnel have a duty to ensure the safety of children; and, 2. The areas at the gate must be as clear as possible to ensure the safety of children.

As part of parental responsibility, parents will ensure that any person employed by them (drivers and nannies, for example) are aware of the child protection policies and procedures at the American School of Durango.

Employees of families are not allowed inside the gates of the campus during school hours and/or during pick up and dismissal times.

Exception: Parents may request an identification badge for nannies of children in Early Childhood. As part of parental responsibility, parents will ensure that any person employed

by them (drivers and nannies, for example) are aware of the child protection policies and procedures at the American School of Durango. In these cases, the parents and employee must sign a separate agreement.

Any deliveries to the school by family employees are to be left with the guards at the main gate with the name and grade of the student.

Contracted Partner Agencies, Vendors, and Invited Guests

All significant partner agencies, vendors, and invited guests who are defined as such by written contracts with the school, are informed of the ASD safeguarding policies and procedures, and may or may not be mandated to undergo background screening and sign the ASD Safeguarding Agreement for non-employees, depending on their contact with students.

All visitors arriving and departing during school hours will sign in at the Guard gate in the visitor's book to record their name, signature, the date and time, and the purpose of the visit. All visitors will consent to having backpacks, cases, or other bags searched prior to entering campus. Visitors may be required to pass through a metal detector.

When vendors are on school property (contracted construction workers, delivery personnel, etc.) they will be confined to certain areas that are visible to school personnel, and they will not be allowed in areas where there is instruction. Furthermore, they shall be distant from children by at least 15 meters.

Guests who are invited to speak to students, or to provide a presentation, must be vetted to ensure they uphold values consistent with ASD and Mexico. At a minimum, speakers must value: equal rights for all before the law, freedom of religion, freedom of speech and association, and the values of diversity, inclusion and tolerance.

Country of Origin Embassies or Local Employers

Employment and embassy organizations may be called upon to partner with the school in response to suspected or confirmed cases of child maltreatment.

2.1 Safe Recruitment and Hiring Procedures

Ensuring that all current and potential employees, outsourced contractors, interns, and volunteers are safe to work with children is paramount to the safeguarding of children at ASD. A thorough and standardized process applies to the recruitment and hiring of personnel, and includes the following:

- Advertisements for vacancies which clearly state that safeguarding policies and procedures are enforced for all employees at ASD, and screening procedures will take place during recruitment. For international school hires, ASD contracts with Search Associates and Teach Away.

- Criminal background checks which are undertaken for all newly hired and contracted employees, and retroactive checks which have taken place for all current employees.
- The requirement that all potential employees sign a self-disclosure statement reporting any criminal or misdemeanour convictions.
- Attention will be paid to anything suspicious in employment history (including gaps), and the use of references to clarify any areas of concern.
- At least one interview question will include a child safeguarding question or scenario to gauge appropriateness of response.
- The employee must read, understand and agree to comply with the ASD Safeguarding Agreement as part of the terms and conditions of employment.
- A minimum of two professional references shall be required, at least one of which will be a verbal reference check.
- The verbal reference check will include a question about the candidate's safety in working with children.

Code of Conduct

The ASD Safeguarding Agreement for Employees represents a code of conduct that outlines clear behavioral expectations for all employees, staff, and volunteer in their interactions with children, and clearly states that discipline will be enforced if violations occur. This agreement must be signed by all faculty, staff, contracted employees, interns, and volunteers every year, indicating their agreement to abide by the guidelines.

Contracted Partner Agencies and Vendors with whom there are written contracts are also mandated to sign and agree to abide by the behavioral expectations outlined in the Safeguarding Agreement for Non-Employees in Section 1.3

2.2 Education and Training

There will be annual training and educational opportunities for the ASD community to develop and maintain the necessary knowledge and skills to safeguard children. All trainings, education, and workshops will be sensitive to the language needs of the trainees.

Employees, interns, volunteers

- Initial induction safeguarding training will be mandatory for all incoming employees, interns, and volunteers, and will include instruction on definitions, signs, and symptoms of child maltreatment, reporting expectations, a detailed review of the ASD

Safeguarding Policy and Procedures, and code of conduct expectations as outlined in the Safeguarding Agreement. Any established employees who have not been through the induction training will be required to do so retroactively.

Contracted Partner Agencies, Vendors, Coaches and Invited Guests

- Contracted partner agencies, vendors, student mentors, and invited guests with whom the school has a written contract will be instructed on the ASD Safeguarding Program, and if there is extended student contact as part of their duties, undergo screening protocols and agree to sign and abide by the code of conduct for non-employees.

Parents and guardians

- Parents and guardians will have opportunities to attend educational workshops on safeguarding, with specific guidance on how to raise a concern or make a report, as well as opportunities to attend positive discipline and digital parenting workshops.

Students

- Currently, students from K-12 receive age-appropriate curricular and extra-curricular instruction on health and safety topics relevant to their age and stage. As a school, we recognize the vital role curriculum-based programs such as Social Emotional Learning (SEL) and Digital Citizenship play in educating and empowering students on their right to live free from maltreatment and harm, and have committed to prioritizing and strengthening school-wide best practices in the delivery of these curriculums. The Safeguarding Task Force will meet regularly (minimum of four times per year) to ensure that the curriculum and implementation of programs are institutionalized.

2.3 Risk Assessment and Reduction

Overall risk management at ASD is overseen by the Board of Directors and the General Director. The General Director will work together with the Safeguarding Task Force, the Athletics Director, and Head Nurse, to review school-wide risk management, safety, security, and preparedness operations, procedures, and systems.

Ensuring that safeguarding is integrated into risk assessment and mitigation means considering ways in which our students may be vulnerable to risk, and doing everything we reasonably can to reduce their risk. This involves requiring up-to-date risk assessment and mitigation documentation for all off-site, school sponsored events and trips, undertaking an annual review of all emergency protocols, implementing regular practice drills, and overseeing safe transitions (transport to/from school).

Risk management in safeguarding will also remain an integral part of the updating, creation and configuration of physical campus spaces, in particular as we continue to expand and improve the campus facilities at ASD.

See [Appendix E](#) for ASD Overnight Trip Risk Assessment Form.

2.4 Reporting and Responding Procedures

Recognizing possible signs and symptoms of abuse, neglect, and exploitation, managing a disclosure, reporting a safeguarding concern, and taking action on the report are essential steps in the safeguarding policies and procedures.

The six key stages of the ASD reporting and responding procedures are:

1. Disclosure / Cause for Concern
2. Determining Reasonable Cause
3. Ensuring Safety
4. Team Inquiry
5. Response Plan
6. Follow-Up

Students, faculty, and parents will be supported throughout the process by one or more members of the Safeguarding Task Force, as designated by the General Director. To the best of their abilities, the Safeguarding Task Force will:

- Take all concerns, reports, and disclosures seriously
- Carefully follow policies and procedures
- Ensure regular communication between those constituents involved - school, home, authorities, etc. while maintaining the safety and confidentiality of the child as the highest priority
- Ensure secure and comprehensive documentation
- Make referrals to outside agencies, counseling or other avenues of support and protection as appropriate

Stage 1: Disclosure / Concern

Duty to Report

By policy, all ASD employees have a duty to report, without undue delay, a suspected safeguarding concern or disclosure. This may take the form of observing an indicator of abuse, receiving a disclosure or allegation of abuse, and/or having knowledge which causes you to believe harm to a child will or has taken place.

What to Report

A reportable concern is one in which there is an indication of harm or a threat of harm to a student. "Harm" can be defined as physical, sexual, or emotional abuse, neglect, exploitation, non-suicidal self-injury, bullying, or harassment.

This may include illegal behavior (such as sexual abuse) or inappropriate behavior (such as misconduct, as outlined in our ASD Safeguarding Agreements for Employees and Non-Employees).

A report of harm that falls within the scope of safeguarding will engage the Safeguarding Task Force in a collaborative response, as outlined in the response flowcharts (Appendix

G). Reports of harm that do not fall within the scope of the safeguarding policy, will be addressed by the divisional Administrators and/or Counselors as per divisional policy.

Examples of reportable safeguarding concerns include the following:

- A student's explanation for the bruise on her body is medically inconsistent with the staging and location of the bruise.
- A teacher notices that a student has been displaying highly sexualized play with dolls during free play.
- A teacher is private messaging with a student and sharing pictures
- A student discloses to a teacher that s/he has experienced abuse
- Students report that a teacher is using inappropriate language, or suggestive language, in the classroom
- A coach drives a student home after practice without parental or administrative permission.

When to Report / Handling a Disclosure

Many people are uncomfortable being on the receiving end of a report or disclosure, and aren't sure of the best way to respond to the information.

Here are some tips if a child makes a disclosure or report about themselves or a friend to you:

- **Listen attentively.** It takes courage for a child to make a disclosure or report about themselves or a friend, and they need to feel believed and heard.
- **Control your reaction.** Do not over- or underreact. Be aware of your facial expressions, gestures, and tone of voice, as the student will be sensitive to your reaction.
- **Praise the child for telling.** Assure the child that they are doing the right thing by disclosing the information.
- **Never communicate blame.** Be non-judgmental with your words and body language.
- **Do not correct language.** When describing abuse or other violations, children may not use the correct terminology. Ask for clarification if you don't understand, but do not correct any language or euphemisms they may use.
- **Show appropriate affection.** Adults can be reluctant to show affection to a child after hearing about situations of abuse. Research shows that appropriate affection, along with support and understanding, is helpful to a child who makes a disclosure.
- **Protect the privacy of the child.** Respect the child's need for privacy and confidentiality. Ensure that no other children are around to hear the conversation
- **Make accurate promises.** Promise the child you will take the report seriously by telling the right school employees who can help. Do provide the child with anticipatory guidance with what you will do next (tell an adult who is trained to help), and what *may* occur after that (to avoid the child's fear of the unknown). Avoid telling the child anything that you do not know with certainty, like the outcome.

To Whom Should You Report

After a report or disclosure has been made to you, or you wish to make one based on personal concerns, you should report the disclosure or concern to one the Divisional Counselor and/or the Divisional Principal, of which a reasonable attempt will be made to have representation of both genders.

Stage 2: Reasonable Cause

Following a report, The Safeguarding Task Force will meet and decide reasonable cause to proceed within 24 hours. For most reports, the Safeguarding Task Force will be composed of the General Director, the Divisional Counselor and the Divisional Principal. At the discretion of the General Director, other members (School Nurse, other counselors, for example) may be invited to provide guidance. If there is a decision to proceed, secure documentation will be initiated and continued through the processes of inquiry, response plan, and follow-up.

(see [Appendix H](#)).

In the event that the allegation is against an employee of the school and reasonable cause has been found, the General Director must be on the Safeguarding Task Force that investigates.

In the event that the allegation is against an employee or the family member of an employee, who would normally be part of the Safeguarding Task Force, the other team members will ask the individual to recuse him/herself.

Stage 3: Providing Safety

The Safeguarding Task Force will assure short-term safety for the child to the best of their abilities, and if applicable by law, inform local authorities.

Stage 4: Team Inquiry

The Safeguarding Task Force will then undertake an inquiry process of the disclosure or concern by gathering information and facts pertaining to the report received, and documenting all communication and findings on the Disclosure/Concern Report Form (see [Appendix H](#)).

This inquiry process and subsequent documentation will be undertaken in a timely manner, without undue delay.

Stage 5: Response

Based on the Safeguarding Task Force inquiry, a response plan is formed, implemented, and documented. The response plan may consist of, but is not limited to, the following:

- Employee supervision & monitoring plan
- Employee termination of employment
- Outside referrals for parenting support and education
- Safety contract with student and/or parents/guardians

- Contact with Parent/Guardian Employer
- Contact with Embassy/Consulate of involved family

Stage 6: Follow-Up

All activated cases will be part of an annual audit to ensure fidelity to the policies and procedures, and provide the team with learning opportunities for improvement throughout the six stages of reporting and responding.

2.5 Documentation and Confidentiality

The reporting and response procedures will be accompanied by secure documentation throughout the process. This documentation will be initiated by the appropriate Divisional Counselor and will be maintained in a confidential manner.

The documentation will clearly outline the nature of the concern, the steps of the inquiry process, the response plan, implementation of the response plan, and any audit/review results.

The Divisional Counselor is responsible for the completion and storage of the documentation in a secure location.

2.6 Monitoring and Evaluation

In order to maintain the relevance of all safeguarding policies and procedures, and allow a forum for review, reflection, and revision, an annual review of the following documents and procedures will be undertaken by the Task Force Members:

- ASD Board Policy Manual
- ASD Safeguarding Handbook
- ASD Safeguarding Agreement for Employees and Non-Employees
- All formal reporting channels

2.7 Peer-on-Peer Abuse

Children and young people may be harmful to one another in a number of ways, some of which may be classified as peer-on-peer abuse. The American School of Durango recognizes that prevention, early identification, and appropriate intervention are essential components of a comprehensive school approach that protects the victim, but also approaches situations between peers with a purpose of rehabilitation and accountability.

All allegations of peer-on-peer abuse will be taken seriously and investigated in a manner consistent with the policies and procedures of other safeguarding allegations, and existing school policies and procedures on Student Discipline as per divisional handbooks. If the allegation is of a criminal nature, local authorities will be contacted.

Peer-on-peer abuse is defined as any form of physical, sexual, emotional abuse or coercive control, exercised between children and within children's relationships, both intimate and non-intimate. Peer-on-peer abuse can involve, but is not limited to, the following:

- Physical abuse
- Harmful sexual behavior (HSB) or sexual abuse
- Bullying
- Harassment
- Cyberbullying
- Initiation/Hazing

All behavior takes place on a spectrum, and may or may not constitute abuse. In order to effectively manage peer-on-peer allegations, the following aspects of the behavior will be considered:

- Is the behavior a single episode or has it occurred over a period of time?
- Is the behavior problematic and concerning?
- Is the behavior deliberate and contrived?
- Does the behavior involve any overt elements of victimization or discrimination (related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability)?
- Does the behavior involve a power imbalance between the child/children involved?
- Does the behavior involve a misuse of power?

(Farrer & Co, 2017)

All responses to safeguarding allegations found to have reasonable cause will:

- Include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred
- Inform parents of the investigation, unless doing so would result in significant risk to the child
- Treat all children involved as being at potential risk, and ensure a response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it
- Take into account during the investigation:
 - The abuse may indicate wider safeguarding concerns for any of the children involved.
 - The potential complexity of peer-on-peer abuse and interplay between power, choice, and consent.
 - The views of the child/children affected, including keeping them and their parents informed of developments where appropriate and safe to do so.

ASD reserves the right to become involved in student disciplinary action or a safeguarding response even if the behavior or action occurs outside of school hours or school events.

If the behavior or action does not occur within the context of the school program or activities (including trips and extracurricular activities), the school can exercise its right to respond if the off-campus student misconduct contributes to a hostile environment at school, either for an individual or group. Students often experience the continuing effects of off-campus

misconduct while at school, sometimes through the use of digital media, and it is important for the school to be able to respond as warranted.

A hostile environment can include any situation in which there is misconduct that limits, interferes with or denies educational benefits or opportunities. This can include compromised physical and emotional safety.

2.8 Child Safe Communication Guidelines

Use of Images and Information

The school uses photographs and video of school activities and events to support the learning process and to record the individual progress and accomplishments of our students. The following platforms of Facebook, Twitter, and Instagram are approved for professional social media use. Parent permission is sought annually by the school for the use of student images in school marketing and publications. No photographers will have unsupervised access to children, be allowed to have one-to-one photo sessions, or be allowed to have photo sessions at a student's home without permission from a parent.

The following general guidelines apply when posting, sharing, or sending photos or videos of school events:

- Only first names should appear with media on public sites.
- No other personal, identifying information should be included.
- Consider cultural, religious, and other beliefs.
- Personal equipment should be avoided for school use. If this is unavoidable, images must be deleted after being uploaded to the correct school computer or content folder.

Acceptable Use Agreement

ASD employees should never use phone calls, texting, social media, emails, or similar technology to communicate with students in ways that are outside their professional relationship with students. A significant number of social media sites require children to be over the age of 13. Employees should not ask their students to use social media in a way that violates legal requirements or provides students with access to advertisements or websites that violate local or international laws for minors.

In the event that an adult or student sees something on a student's social media page that concerns them, the divisional counselor, responsible adult, and/or the principal shall be informed.

Every ASD student agrees to engage with technology in a respectful, honest, responsible, and safe manner through an Acceptable Use Agreement. The specific divisional expectations are outlined in the divisional handbooks, and discipline policies apply if violations occur.

Appendix A: Board policy on safeguarding

The American School of Durango Board of Directors believes that a positive school climate and a safe learning and teaching environment are essential if students are to succeed in school. A positive school climate means everyone feels they are safe, welcome and respected and protected from harm, regardless of ability, ethnicity, faith, gender, sexuality, and culture. We recognize that ASD is in a unique position of primary responsibility for the safety, care, and welfare of students in its charge. To fulfill the duty of care, ASD commits to reviewing, revising and implementing safeguarding policies, procedures, and guidelines into the overall operations of the school. Furthermore, we recognize that a robust child safeguarding effort requires commitment, vigilance, empowerment and engagement from all members of our community, including the Board of Directors, School Leadership, all Faculty, Staff and Volunteers, Students, Parents and Guardians, our Partners in Education and the community at large. The BOD will delegate the task of safeguarding to the General Director and Administration of the school, with a requirement of regular reporting to the Board of Directors.

Appendix B: UN Convention on the Rights of the Child in Child-Friendly Language

View the full document: [UNCRC in Child-friendly language](#)

Appendix C: Selected Articles from the UN Convention on the Rights of the Child

Article 1 (Definition of the child):

The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination):

The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child):

The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they

should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 19 (Protection from all forms of violence):

Children have the right to be protected from being hurt and mistreated, physically or mentally.

Appendix D: Commonly Held Myths Vs the Realities About Child Abuse & Neglect.

Source: the *Association of International Schools Africa*

Myth: Child abuse is carried out by strangers.

Fact: Research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient life-style then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

Myth: Learning about child protection is harmful to your children.

Fact: Research indicates that developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behaviour.

Myth: Abuse education is sex education.

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviours that include bullying, harassment and other forms of exploitation.

Myth: Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.

Fact: The reality is that there no excuse for child abuse! No culture supports harming children.

Myth: Child abuse is a result of poverty and happens in low socioeconomic circumstances.

Fact: Research indicates that child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

Myth: International Schools do not have to report abuse to local authorities.

Fact: International schools are bound by the laws of the host country and as such international schools must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect; there are cases now pending where schools are facing legal action in regard to non-compliance.

Appendix E: ASD Overnight Trip Risk Assessment Form

Trip Name/location(s):

Grade Level(s):

Trip Date(s):

Main Activities:

Trip Leaders (1): (2):

- Trips with female and male students MUST have a female and male Trip Leader.
- Ideally, at least one Trip Leader should have CPR/First Aid Training.
- Trip Leaders will ensure that there is an ASD Medical Kit available

Total # of adults:

Total # of students:

Contact Persons at site/ phone#:

Nearest Medical Facility (provide phone number and address):

Risks to be aware of and plan for prior to the trip:

To the best extent possible, maximize driving during daylight hours – if necessary, spend another night in the city where the tournament or event is taking place.

Bus and/or driving times should not exceed 7 hours. For longer trips, assess airline options

Ensure ASD admin and parents know the name of the hotel and phone number

Upon arrival at hotel, ensure all rooms are safe and suitable for number of students

Assess any possible civil unrest or roads that may be dangerous. SAFETY FIRST

Assess what to do in case of injury or sickness. Coordinate with local coordinators, if necessary, to utilize hospital services. Notify the school and parents immediately.

In case of vehicle accident, notify the police, school administration and parents immediately. Stay calm and move students to the safest location.

Students must never travel alone, except to local Durango events after school hours. Any time that students are permitted to travel to a local event, parents must approve.

For events in Elementary, students will travel and stay with parents. Students traveling with an adult other than a parent or guardian will need a waiver from their parent.

Please note any **particular risks** on this trip, mitigation steps and/or **special circumstances**:

Trip Leader signature:..... Date:

Principal signature:..... Date:

Risk: Students at hotel or homestay – child protection

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> Overnight trips should have an adult chaperone for every twelve students, with a minimum of 2 chaperones for any overnight trip. Male and female Trip Leaders assigned to all co-ed groups. Show students where Trip Leader rooms are located. Trip Leaders are only allowed to stay with students in a group room with two conditions: min. of two Trip Leaders and only a same sex basis. Trip Leaders ensure hotel has arranged separate beds/futons, emptied room minibars of alcoholic beverages, locked adult movies and ask hotel to alert them if student(s) try to leave hotel after hours. If students have free time at the hotel (pool, work out, etc.), they must return to the room by a predetermined time and they are not allowed to leave the hotel without the group or trip leaders. Students not allowed out of the rooms after lights-out. Trip leaders check rooms 30 minutes before lights-out, check a second time at lights-out. 	<ul style="list-style-type: none"> If a student is not in their room at a predetermined time, check all other rooms for the student. Notify other trip leader and hotel management to help search for student. If the student still missing, alert Principal and/or AD and then call local police. Do not wait to see if the student turns up first. The Principal will contact parents immediately When students are sick or injured, nurses will let students remain in their own rooms if possible, depending on the student's condition. If contagion is a concern, student will be moved to a separate room with provisions for being attended at all times. When checking on a sick or injured student in student's room, nurses or trip leader will ask another staff member to accompany them if possible. When this is not possible, the nurse/leader will notify another staff member, keep the door open or ajar, and/or minimize time alone with student in a room.

Risk: Student becomes separated from group

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> Buddy system for students, give students leader cell #'s and vice versa. Create a WhatsApp group. When possible, have a trip leader at the front and back of the group when moving from one place to the next, do a headcount when the group stops and/or before leaving a location and stop/wait for group in crowded or low visibility areas (e.g. around corners, long hallways). At every new location, create/communicate a meeting point that everyone agrees upon. 	<ul style="list-style-type: none"> Search the immediate area for the lost student(s). If the student(s) cannot be found, alert Principal and/or Director of Activities/Athletics (DAA) and then call local police. Do not wait to see if the student turns up first. Return to the predetermined meeting point and see if the student(s) turn(s) up there. Await further instructions from the Principal or the local police.

<ul style="list-style-type: none"> When students have free time, they must stay in groups of no less than 4 students and must return to the meeting point by the specified time. 	
---	--

Risk: Lost passport

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> Students carry Residence Card, take photo of passport photo page on cellphone One Trip Leader retains passports at all times (except when transiting immigration) and the other keeps copies of passports (keep separately if only one Trip Leader). Locked in hotel safe at all other times, as possible. 	<ul style="list-style-type: none"> Alert Principal that a passport has been lost. Use backup copies of passports to obtain new ones from embassy/consulate at trip location. Notify authorities if necessary.

Risk: Trouble with local people and/or demonstration/protest

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> Trip Leaders and students research local culture prior to trip, know local customs and show the proper respect. Upon arrival, Trip Leaders ask local guides to brief students on local customs and social mores. 	<ul style="list-style-type: none"> Remove group from any uncomfortable situations, request local guides to help with any altercations and/or call police, if necessary.

Risk: Sickness, minor injuries and/or hospitalization needed

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> Note Trip Leaders/students that are first aid/CPR-trained. Groups travel with "GO" kit equipped with essential medical supplies packed by school nurse, including ASIJ Medical Emergency Procedures/Phone Numbers, student allergy/medical concern list and backup EpiPen if needed. Trip Leaders also carry parent contact numbers, medical release and student travel insurance emergency contact numbers. 	<ul style="list-style-type: none"> Assess the situation, injuries and see if anyone needs immediate first aid. Maintain control of the group and keep the students calm. Call Principal/DAA to alert them of injury or sickness. They will call the student's parents. One trip leader stays with the group, the other goes with the student to the hospital. At least one other student or a parent could also accompany them to the hospital.

<ul style="list-style-type: none"> • Upon arrival, confirm risk assessment of nearest medical facility in the area, share allergy/medical concerns with local nurse/staff. 	
---	--

Risk: Vehicle accident

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> • Before departure, note condition of vehicle for possible maintenance issues (e.g., low tire pressure, stuttering engine, non-working lights and directional signals) and ensure driver is alert. • • Ensure everyone is buckled in their seatbelts (if provided), that everyone is seated while the vehicle is moving and not bothering the driver. • Speak up if driver is driving in an unsafe manner or exceeding the speed limit 	<ul style="list-style-type: none"> • Assess the situation and see if anyone needs immediate first aid. If possible, keep everyone in the vehicle. If suspected neck or back injury, never move the victim. • If serious or life-threatening, call 119, the Japan Emergency Phone Number to call for an ambulance. • Call Principal/DAA and alert them of accident and injuries. They will call the student's parents and notify HOS. • Work with ambulance personnel, police, local authorities keeping Principal informed.

Risk: Student(s) exposed to extreme/harsh weather

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> • High factor sunscreen, hats, sunglasses always advisable (even on cloudy days in countries not usually associated with sunburn). Light, waterproof jacket or umbrella also useful to carry. Ask students to bring all of the above. If possible, Trip Leaders to bring extra supplies. • Trip Leaders remind students about hazards of sun exposure and need for regular hydration. • If lightning occurs, Trip Leaders are to follow the 30 min. rule (if thunder is heard/lightning seen, the group must go to a safe place out of the elements for 30 min. from the last sound of thunder/sight of lightning) 	<ul style="list-style-type: none"> • Assess the situation and see if anyone needs immediate first aid. • If suspected neck or back injury, never move the victim. • Maintain control of the group and keep the students calm • Call Principal/DAA and alert them of the accident. • Work with police and other local authorities.

<ul style="list-style-type: none"> In the event of a storm/torrential rain, all activities stop and the group moves to the highest/safe ground. If travelling, find a suitable place to stop - preferably a hotel, filling station or town/village where the group can take refuge 	
---	--

Risk: natural disaster

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> Earthquake: Check with local contact as to the location of closest evacuation center, inform students 	<ul style="list-style-type: none"> If possible, duck/cover/hold under desks, doorways, remain inside until Trip Leader checks for injuries/applies first aid and/or calls ambulance if necessary. Listen/decide if “all clear” to lead group outside. Take ID’s, valuables, jackets in backpacks. Contact Principal
<ul style="list-style-type: none"> Other Natural Disaster: Trip leaders and students to have dried snacks and bottled water with them in case of emergency. 	<ul style="list-style-type: none"> Call Principal/DAA, alert them of situation and if needed, ask for help to be dispatched to the area

Risk: Malfunction of safety equipment

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> Before activity commences, ensure safety equipment (e.g., helmets, ropes, etc. have been checked by trip provider.) Perform a visual check before proceeding (e.g., make sure there are no frayed ropes, make sure harnesses are secure, check cables for frays or loose connections). Ensure all students and trip leaders have been briefed about how to use the equipment. 	<ul style="list-style-type: none"> Assess the situation and see if anyone needs immediate first aid. If suspected neck or back injury, never move the victim. Maintain control of the group and keep the students calm. If serious or life-threatening call 119, the Japan Emergency Phone Number for an ambulance. Call Principal/DAA to alert them of accident/injuries. They will call the student’s parents/notify HOS. Work with ambulance personnel, police, local authorities keeping principal informed.

Risk: Loss of communication

Mitigation ideas	Emergency procedures
<ul style="list-style-type: none"> • Trip Leader to research communication options in destination area, including one or more of: <ul style="list-style-type: none"> ○ Cell phone with international access ○ Rental of cell phone at Airport ○ Rental of Hotspot at Airport ○ Use of student cell phone with int'l access • Trip Leaders bring/rent a mobile phone/charger, ensure data is turned off on their phones so that the battery lasts longer and check for other mobile phones within the group and exchange numbers. 	<ul style="list-style-type: none"> • If signal reception not good, locate a landline in case of emergency, and/or ask local guides to use a more reliable local phone.

Appendix F: Recognizing Indicators of Abuse

The following identified indicators need to be considered in the context of the child's age, capabilities, medical and developmental history. Most child abuse or neglect is not identified based on a single event or indicator. Rather, indicators often occur in clusters or may not be present at all.

Physical abuse	
Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> • Bite marks • Bruises • Burns • Broken bones • Hair missing in tufts • Arms and legs covered by clothing in warm weather • Lacerations/abrasions (esp. to eyes, lips, gums, mouth) • Missing or loosened teeth • Welts 	<ul style="list-style-type: none"> • Overly compliant, shy, withdrawn, passive • Uncommunicative • Signs of regression • Fear of parent/carer • Avoidance of physical contact • Unexplained/unlikely explanation of injury • Little/no emotion when hurt • Disclosure directly or indirectly (through play, drawings, writings) • School attendance issues • Drug/alcohol abuse • Non-suicidal self-injury • Suicidal ideation • Attempted suicide
Emotional abuse	
Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> • Depression • Eating disorders (anorexia or bulimia) • Lethargy or fatigue • Symptoms of stress • Evidence of drug abuse or dependence • Wetting, soiling, smearing • Psychosomatic complaints • Violent drawings or writing • Rocking • Sucking thumb • Self-harming behaviour 	<ul style="list-style-type: none"> • Attempted suicide • Overly compliant or passive behaviour • Overly shy or withdrawn • Low self-esteem; low tolerance to frustration • Fire setting behavior • Truancy/ school avoidance • Deliberate harming of animals • Poor peer relationships • Disclosure directly to an adult or indirectly to a friend or adult • Adult-like behaviour (e.g. parenting other children) • Aggressive or delinquent behaviour • Excessive neatness or cleanliness • Fearfulness when approached by a person known to them • Discloses having witnessed domestic violence • Expresses feelings of worthlessness

Sexual abuse

Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> • Bruises or bleeding from external genitalia, vagina or anal regions • Blood-stained underwear • Pregnancy or fear of pregnancy • Signs of pain, itching or discomfort in the anal or genital area • Urinary tract infections • Self-mutilation 	<ul style="list-style-type: none"> • Inappropriate interest in sexual matters • Knowledge of sexual behaviour inappropriate to age • Regression to infantile behaviour • Sudden unexplained fears • Enuresis and/or encopresis (wetting & soiling) • Excessive attention getting, aggression or clingy behaviour • Recurrent physical complaints • Depression, withdrawal into fantasy, suicidal preoccupation • Disclosure directly or indirectly through drawings, play or writing • Sexualized behaviours inappropriate to age (including sexually touching other children or themselves), public masturbation or disrobing • Disclosure of involvement in sexual activity directly to an adult, indirectly to a friend or in a disguised way e.g. "I know a person who..." • Inappropriate expressions of affection • Promiscuity • Criminal sexual behaviour • Decline in academic performance • Running away from home

Neglect

Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> • Poor personal hygiene • Dirty / unwashed appearance • Lack of adequate or suitable clothing • Constantly hungry • Inadequate nutrition • Lack of medical or dental care • Development delays • Untreated physical or medical problems (e.g. sores, boils and lice) • Drug and/or alcohol abuse at home • Lack of adequate supervision. 	<ul style="list-style-type: none"> • Poor school attendance • Falling asleep in school, constant fatigue • Always attends school, even when sick • Frequent lateness, early arrival or reluctance to leave school • Poor academic performance • Steals, hoards or begs for food • Engages in vandalism • Disclosure directly to an adult or indirectly to a friend that no one is home to provide care • Inappropriate sexual behaviour

Family / domestic violence	
Possible physical indicators	Possible behavioral indicators
<ul style="list-style-type: none"> • Injuries which are excused as 'accidents' 	<ul style="list-style-type: none"> • Constant and abrupt absences from school • Receiving recurrent, troublesome phone calls from the parent(s) • A fear of the parent • Changes in personal behaviours (e.g. an outgoing student becomes withdrawn) • An extreme fear of conflict • The need for assertiveness • Tendencies towards isolation and avoidance of friends and family • Insufficient means to live (money, food, clothing) • Depression, crying, low self-esteem

(Department of Education, Government of Western Australia, 2018)

Appendix G: Related terminology and definitions

Child

A *child* is anyone under the age of 18, in line with the UN Convention on the Rights of the Child (see [Appendix C](#)). For the purposes of the safeguarding at ASD, a *child* also refers to any person enrolled as a student, even if that individual is over the age of 18.

Child maltreatment (abuse and neglect)

Child maltreatment, often referred to as abuse and neglect, encompasses all forms of physical and emotional maltreatment, sexual abuse, neglect, and exploitation that results in actual or possible harm to the child's health, development or self-worth (WHO, 2017).

ASD believes discrimination, harassment, bullying, and specific cases of self-induced injury can also result in actual or potential harm to the child's health, development or dignity, and recognizes that there may be incidences when such actions are covered by the ASD Safeguarding Policies and Procedures.

Physical Abuse

Physical abuse occurs when there is a physical use of force against a child, resulting in harm and injury to the child. It includes, but is not limited to, hitting, beating, kicking, shaking, strangling, scalding, burning, poisoning, suffocating. In some cases, corporal punishment or the use of a physical means of discipline may meet the criteria of physical abuse.

See [Appendix F](#) for Recognizing Signs and Symptoms of Physical Abuse.

Sexual Abuse

Child sexual abuse is the involvement of a child in a sexual act that he/she is unable to fully understand or give consent to. Child sexual abuse is often thought to occur between a child and an adult, but it can also occur between a child and another child if the relationship (by age, development, or position) is evidenced by a higher level of responsibility, trust, or power by one of the individuals, with the sexual activity being intended to satisfy the needs of the more responsible or powerful member (UNICEF, 2012).

Cases of child exploitation, such as coercion to engage a child in illegal sexual activity like prostitution or pornographic performances and materials, are also considered child sexual abuse. See [Appendix F](#) for Recognizing Signs and Symptoms of Sexual Abuse.

Emotional (Psychological) Abuse

Emotional abuse is the maltreatment of a child which results in impaired psychological growth and development. This type of maltreatment is often manifested through words, actions, and/or deliberate indifference, and can involve rejection, isolation, belittlement, domination, and frequent criticism of the child. Children who suffer emotional abuse often, but not always, suffer other forms of abuse.

Under Article 19, UNCRC, examples of emotional child abuse include but are not limited to:

- a. All forms of persistent harmful interaction with the child, such as conveying to children that they are worthless, unloved, unwanted;

- b. Scaring, terrorizing or threatening children;
- c. Using verbiage to insult, name-call, humiliate, belittle, and ridicule a child;
- d. Placing a child in solitary confinement, isolation or degrading conditions of punishment;
- e. Frequent exposure of a child to family violence;
- f. Psychological bullying or hazing via social media.

(United Nations Human Rights, 2018)

Children who suffer emotional abuse often, but not always, suffer other forms of abuse. See [Appendix F](#) for Recognizing Signs and Symptoms of Emotional Abuse.

Neglect and Negligent Treatment

Neglect is frequently defined as the failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter, medical care, or supervision to the degree that the child's health, safety, and well-being are threatened with harm. Types of neglect can be medical, physical, or emotional. Negligent treatment would include failure to provide age-appropriate adult guardianship.

See [Appendix F](#) for Recognizing Signs and Symptoms of Neglect

Exploitation

Child exploitation refers to the use of a child for another individual's advantage, gratification and/or profit, resulting in physical, emotional, educational, moral and/or social-emotional harm to the child. Exploitation can include situations of manipulation, misuse, abuse, victimization, oppression or maltreatment.

The two main areas of child exploitation are sexual and economic. Examples of sexual exploitation include child pornography, prostitution and trafficking, and sexual slavery, as well as an inappropriate online presence, and suspected intimate relations with an adult. Examples of economic exploitation include child labor, child soldiers, the use of children for criminal activities, and the involvement of children in harmful or hazardous work (NSPCC, 2017).

Bullying and Harassment

Bullying and harassment are similar, but not the same.

Bullying can be physical, verbal, social/relational, and/or through electronic means (i.e. cyberbullying). Bullying is not conflict, as conflict occurs naturally in human interaction. Important defining factors of bullying include a real or perceived power imbalance (physical or social) and a pattern of behavior usually repeated over time. Such behavior is reasonably interpreted as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress. Examples may include teasing, name-calling, threats, and unwanted physical contact or violence.

Harassment is a legal term that is defined as unwanted conduct which violates an individual's legal protections based on certain characteristics, such as gender, race, religion, or sexual orientation. Harassment can also take the forms of physical, verbal, sexual, social/relational and/or electronic means.

Bullying and harassment detection, prevention, and reporting training will take place with students, faculty, administration and parents as part of annual safeguarding training and/or social emotional student lessons. These lessons will include bystander education and empowerment, as well.

Reports of bullying or harassment from one adult employee to another adult employee are subject to the Employee Personnel Policies and will be referred to the ASD General Director.

Appendix H: Safeguarding Disclosure / Concern Report

Today's Date: _____

Your details:

First and last name:	Position at ASD or relationship to student:
----------------------	---

Student details:

First Name:	Last Name:
Gender:	Grade:
Sibling(s) information, if known (name, age, school):	

Initial disclosure / concern details:

Reason for report:(please check box)		
<i>Reporting student disclosure</i> <i>Reporting own concerns</i>		
<i>Reporting concern by another individual</i>		
(Name: _____ Position / relationship: _____)		
Other (Describe: _____)		
Date(s) of disclosure / concern:	Time of disclosure / concern:	Location of disclosure / concern:

Details of initial disclosure/concern:

[Give clear, concise information, and use exact words when possible.]

Active Safeguarding Case Processing Details

Members of Response Team:

Name and Title:

- 1.
- 2.
- 3.
- 4.
- 5.

Inquiry plan and safety assessment:

Inquiry Process details:

Follow-up plan details:

[Dates and details of follow-up plan and implementation]

Signature _____ **Date** _____

Appendix I: Referral sources and resources

The following list provides external referral sources and resources which may be useful to individuals and families in need of support. Please note that we are not liable for the professional ability, reputation or quality of services provided by the following resources.

Mexico

International

US		
Organization	Contact	Hours
Overseas Citizen Services for Americans Living Abroad	1-202-501-4444 from overseas 1-888-407-4747 from US or Canada	
Childhelp National Child Abuse Hotline	1-800-422-4453	24 hours 7 days/week
National Suicide Prevention Hotline	1-800-273-8255	24 hours 7 days/week
National Sexual Assault Hotline	1-800-656-4673	24 hours 7 days/week

Online Resources

Child protection and safeguarding	
Keeping Children Safe	Safeguarding capacity-building and educational organization.
International Centre for Missing and Exploited Children (ICMEC)	Global child protection advocacy and training organization, with international school educational portal.
National Center for the Prevention of Cruelty to Children (NCPCC)	UK-based organization specializing in child protection and safeguarding policies and resources, including school-based safeguarding.

Canadian Centre for Child Protection	Educational resources for law enforcement, educators and families to reduce children and youth's risk of victimization.
Parenting support	
Positive Discipline	Tools and strategies utilized in Positive Discipline have been proven to foster resiliency and a growth mindset in children.
Aha Parenting	Parenting advice to help create a more peaceful home and happy, responsible, considerate kids.
Sexual assault / teen-dating violence	
Love is Respect	Website for teens on teen-dating violence.
Break the Cycle	Organization that Inspires and supports young people ages 12 - 24 to build healthy relationships and create a culture without abuse.
RAINN	RAINN (Rape, Abuse & Incest National Network) is an anti-sexual violence organization.
Male survivors	
1 in 6	Online chat support and peer support group

Section 4: Letter to Parents

Dear Parents,

I am writing to inform you of a matter that is of sincere personal interest to me and is one that I hope is of utmost importance to all of you. I would like you to know that the American School of Durango Board of Directors 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 requires that the General Director sends the policy to parents at the start of every school year. It also provides me with the opportunity to write to you about this important aspect of our school's program. The American School of Durango Child Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which Mexico] is a signatory. These two key articles from the U.N Conventions on the Rights of the Child are important and we wish to draw your attention to them:

- 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 the American School of Durango, you agree to work in partnership with the school and abide by the policies adopted by the ASD Board of Directors. All of us at ASD 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 ASD has endorsed a Child Protection Policy that defines the standards by which all students should be treated with respect and dignity at all times. As part of our overall educational programs and specific to our shared responsibility to educate children and to ensure a safe environment in which all children can learn and grow, ASD 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 and staff to recognize and report issues of abuse and neglect.

Let's work together at home and school to ensure that our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so 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 counsellor or principal regarding any specific questions you may have in this regard.

Sincerely,

Dave Brown M.Ed.
General Director