



Bishkek International School

Child Protection Policy

Reviewed by the Management Board: December 2025
Previous Review: August 2025
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Preface

Mission, Policies, Handbooks and Regulations

The Mission of Bishkek International School is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Learning Diversity and Inclusion Policy
4. Counseling Policy
5. Language Policy
6. Academic Integrity Policy
7. Assessment Policy
8. Health & Safety Policy
9. Child Protection Policy
10. Educational Visits Policy
11. Ethics Policy
12. Environmental Policy
13. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request. All policy documents and handbooks are reviewed and revised by the Management Board every year for approval by the Governing Board for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of May each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

International Baccalaureate

BIS is an International Baccalaureate (IB) World School, offering the International Baccalaureate Diploma Programme (DP), the Middle Years Programme (MYP), and the Primary Years Programme (PYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For more information about IB see www.ibo.org

International Baccalaureate Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”

International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB learners we strive to be:

1. **Knowledgeable:** *We love learning new things.* We explore concepts, ideas, and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
2. **Thinkers:** *We think about everything and make good decisions.* We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
3. **Inquirers:** *We like to find out how things work and why they work this way.* We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.
4. **Caring:** *We care about other people and want to make them feel good.* We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
5. **Principled:** *We are responsible for our own actions. We always try to do what is right.* We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.
6. **Reflective:** *We think about what we have learnt and what we have done, to be better in future.* We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.
7. **Balanced:** *We have a balanced life with lots of learning, lots of activity, and lots of friends.* We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.
8. **Risk-Takers:** *We are not afraid of trying new things, and we are brave.* We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
9. **Open-minded:** *We understand different cultures and different ways of doing things.* We understand and appreciate our own cultures and personal history, and we are open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.
10. **Communicators:** *We can speak in more than one language. We are good at working with others.* We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively in collaboration with others.

In BIS we also have an additional profile, which is essential for wellbeing and success:

11. **Resilient:** *The path may be difficult, but we will succeed.* We are resilient and capable of overcoming any challenge that comes our way. We have the inner strength and determination to navigate through difficult times and emerge stronger than before.

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[A list of Abbreviations and Acronyms used in BIS can be found here](#)

1 TERMINOLOGY

Staff	Refers to every person working for or on behalf of the school, either full or part time and in either a paid or voluntary position.
Child	Refers to a young person who has not reached the age of eighteen.
Student	A child enrolled at or attending the school.
Parent	Refers to the birth parent or legal guardian of a child, or the adult who provides the daily care for a child, such as stepparents or adoptive parents.
Neglect	When a parent or caregiver consistently fails to provide a child with an acceptable minimum standard of care to a severe and/or persistent extent. This includes the basic necessities of life, shelter, healthy food, protection, suitable clothing, medical care, emotional security and appropriate supervision.
Emotional abuse	Emotional abuse occurs when children are not provided with the necessary and developmentally appropriate supportive environment to develop mentally and/or emotionally. Emotional abuse includes constant criticism, restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, exposure to domestic violence, ridiculing or other non-physical forms of hostile or rejecting treatment.
Physical abuse	This is any non-accidental injury to a child by a parent or care provider. These injuries may include beatings, shaking, burns, human bites, strangulation, or immersion in scalding water, with resulting bruises and welts, broken bones, scars, burns, retinal haemorrhage, or internal injuries.
Sexual abuse	<p>Committing or allowing to be committed any sexual offence against a child as defined in the criminal code, 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 exploitation involving physical contact between a child and another person. Exploitation implies an inequality of power between the child and the abuser on the basis of:</p> <ul style="list-style-type: none"> ● Age ● Physical Size ● Nature of the emotional relationship <p>Physical contact includes:</p> <ul style="list-style-type: none"> ● Anal ● Genital ● Oral ● Breast contact ● Inappropriate touching of other parts of the body that cause discomfort. <p>Sexual abuse can also occur without physical contact through the exploitation of the power imbalance between abuser and abused, on the basis of age, physical size or the nature of the emotional relationship. Such exploitation may also arise through the use of threats or coercion, whether online or in person. Sexual abuse can also occur without physical contact, by means of exposing a child to sexualized material, for example: Media (photographic, pornographic, pedophile clips)</p>
Peer on peer abuse	Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are of the same or similar age. This may include, but is not restricted to, the types of abuse defined here. In the context of this Child Protection Policy, everyone directly involved in peer on peer abuse is under the age of 18.

2 CHILD PROTECTION POLICY STATEMENT

Keeping children safe and nurtured is the fundamental responsibility of all schools. Protecting children also benefits a child's education since children who feel safe and nurtured are more successful learners. Bishkek International School (BIS) is therefore committed to the implementation of child protection strategies and procedures which prevent, as far as possible, cases of abuse occurring and which respond effectively when required.

This policy is designed to protect the rights of all children, as elucidated under the United Nations Convention on the Rights of the Child (1989). The policy also takes as its framework the recommendations and expectations of the International Task Force on Child Protection (2014), building upon their considerable work involving multiple stakeholders and agencies in international education.

All BIS staff have the responsibility to provide a safe environment for children, to positively promote their welfare and to protect them from any harm or abuse.

The purpose of this policy is to ensure that:

- BIS provides an environment that protects children from abuse and neglect;
- All staff are knowledgeable of the symptoms, risks and impacts of child abuse and neglect;
- All staff are aware of their role and responsibility in regard to protecting children within BIS;
- All staff are aware of procedures for reporting suspected cases of child abuse;
- All documentation regarding child protection at BIS is maintained with confidentiality and integrity.

3 STATUTORY CONTEXT

BIS operates according to the law of the Kyrgyz Republic. Legislation relating to child protection includes:

1. The Constitution of the Kyrgyz Republic dated June 27, 2010;
2. The Convention on the Rights of the Child, dated November 20, 1989;
3. The Law on Education, dated April 30, 2003;
4. The Family Code, dated August 30, 2003;
5. The Provision on Children's Rights and Interests Protection, dated May 15, 2007;
6. Children's Code, dated July 10, 2012.

BIS staff are legally required to provide protection of children under their care. BIS staff who are aware of any abuse or neglect of a child are legally obliged to report the abuse or neglect to BIS management (following the reporting procedure outlined in section 7.3). BIS management is required to investigate and report to the police if there is evidence of criminal abuse or neglect.

The government department responsible for child protection is:

- Ministry of Social Development. Address: 215 Tynystanov; Tel: +996312660107.
- Family and Child Support Department under Lenin District Department of Social Development; Address: 7 Intergel'po; Tel: +996312883899.

The relevant police department to report any criminal incident at BIS premises is Lenin District Department of Internal Affairs. Address: 203 Moskovskaya; Tel: +996312352947.

4 CHILD PROTECTION TRAINING FOR STAFF AND STUDENTS

All BIS staff must read and understand this Child Protection Policy and implement it in their work. At the beginning of each new school year, all teaching staff will update their knowledge of this policy and attend child protection training provided by BIS. New staff arriving after the start of the school year will also be required to read and understand this policy, and undergo child protection training as part of their induction process. Members of the Management Board and Governing Board will also receive in-house training about the Child Protection Policy from the Lead Child Protection Officer during the course of the academic year. Where allocated on the school timetable, Form teachers will engage and instruct children on appropriate issues relating to personal, social and health education (Life Skills). The Life Skills curriculum is designed to meet the specific needs of our learners at BIS. The aim of the Life Skills curriculum is to enable students to develop an understanding of their rights and responsibilities as young people, and to apply personal and social skills to a range of life contexts. Principals for Primary, Middle, and High School are responsible for oversight of the Life Skills curriculum in their school section.

5 CHILD PROTECTION RESPONSIBILITIES

The Governing Board ensures that appropriate child protection measures are in place and that training is provided to all staff to enable them to implement school policy.

One or more Child Protection Officers (CPO) are appointed by the Management Board, with one or more appointed as the Designated Safeguarding Leads (DSL).

The Management Board ensures that CPOs are appropriately experienced and suitably trained to undertake the role.

CPOs have delegated responsibility as indicated in this policy document.

Responsibilities in red italics are shared responsibilities of the Chair of Management Board, and the DSL .

5.1 CHAIR OF THE MANAGEMENT BOARD

The Chair of Management Board will:

- *Ensure a safe environment for students, staff and visitors to BIS in relation to child protection;*
- *Ensure that an effective Child Protection Policy is designed, approved and implemented;*
- *Regularly appraise the effectiveness of the Policy and make any necessary changes for approval of the Management Board and Governing Board;*
- Ensure that the Child Protection Policy is compliant with legislation;
- Ensure adequate staff, funds and material are provided to implement the Policy;
- Ensure that all Management Board members implement the Child Protection Policy;
- Ensure that responsibilities are properly assigned and accepted.

5.2 DESIGNATED SAFEGUARDING LEADS (DSL)

From January 2026 , the DSLs are Abdul Aliev aaliev@bis.kg and Gulbara Akunova gakunova@bis.kg.

The DSL will:

- *Ensure a safe environment for students, staff and visitors to BIS in relation to child protection;*
- *Ensure that an effective Child Protection Policy is approved and implemented;*
- *Regularly appraise the effectiveness of the Policy and make any necessary changes for approval of the Management Board and Governing Board;*
- *Maintain a safeguarding risk register and an annual safeguarding improvement plan with timelines, owners, and measures of impact.*
- *Operate and oversee a secure case management system of other CPOs (confidential, access-controlled, auditable), including chronology, rationales for decisions, safety plans, and outcomes.*
- Ensure that all staff have read and understood and apply the Child Protection Policy;

- Ensure that all staff receive appropriate training in the detection and reporting of child abuse and neglect;
- Ensure contractors, volunteers, peripatetic staff, ECAs/coaches and anyone who has access to students meet safeguarding standards and receive appropriate briefings.
- Manage allegations against staff and “low-level concerns” processes, working closely with HR and the Head of School, ensuring timely, fair, and compliant handling.
- Ensure that the school’s pastoral care and Life Skills curriculum address the issue of child abuse and protective behaviors;
- Complete a review of child protection policy and practice in the school every 6 months.
- Develop and oversee safety and support plans for children at risk, including risk assessments, supervision strategies, and reintegration plans post-incident.
- Promote a speak-up culture with multiple, child-friendly reporting routes (including anonymous options), visible posters, and multilingual accessibility.
- In collaboration with the Management Board ensure clear codes of conduct for staff, volunteers, and students, including boundaries, gifts, social media, physical contact, and power dynamics.
- Lead the Child Protection Team to:
 - Review and investigate any reports of child abuse or neglect and take appropriate action, taking account of the child’s immediate safety, how to support the child in the school environment; which adults need to be informed; and which authorities need to be informed;
 - Provide support for any staff or children or anyone else affected by this process or its outcomes;
 - Ensure that any BIS staff with knowledge of the allegation maintains confidentiality;
 - Report any allegations of child abuse or neglect to the Chair of the Management Board and the Chair of the Governing Board, if the allegation involves abuse or neglect by BIS staff;
 - Retain confidential records of all communication with Police, parents, Form Teachers and agencies involved in an incident of child abuse or neglect;

5.3 CHILD PROTECTION OFFICERS

From January 2026, the Child Protection Officers (CPOs), in addition to the DSLs named above, are:

Elina Ignatova, ignatova@bis.kg; Nurbek Chagataev nchagataev@bis.kg, Asmana Matraimova amatraimova@bis.kg, Kyzjibek Tekenova ktekenova@bis.kg, and Stephen Labanowich, slabanowich@bis.kg

CPOs will:

- Report to the DSL, and follow their guidance, in accordance with this policy.
- Review and investigate any reports of child abuse or neglect and take appropriate action, taking account of the child’s immediate safety, how to support the child in the school environment; which adults need to be informed; and which authorities need to be informed;
- Provide support for any staff or children or anyone else affected by this process or its outcomes;
- Ensure that any BIS staff with knowledge of the allegation maintains confidentiality;
- Ensure that any allegations of child abuse or neglect are reported to the Chair of the Management Board and the Chair of the Governing Board, if the allegation involves abuse or neglect by BIS staff;
- Retain confidential records of all communication with Police, parents, Form Teachers and agencies involved in an incident of child abuse or neglect;

5.4 ALL STAFF

All Staff must:

- Fully familiarise themselves with the Child Protection Policy and procedures;
- Cooperate with management in providing police clearance reports when employed;
- Not engage in any behavior which might be interpreted as child abuse or neglect;
- Report any concerns about abuse or neglect of any child to a Child Protection Officer, using the Form

in Annex 6 of this Policy;

- Not take any action in response to concerns, without involvement and approval of the DSL, except to ensure direct protection from known immediate threats;
- Not promise confidentially to any person reporting abuse or issues that endanger student wellbeing. Explain that in order to protect the child or other children from further potential abuse the DSL must be informed;
- In case the DSL is suspected of being involved in the abuse, the report must be made to both the Chair of the Management Board and the Chair of the Governing Board, not to the DSL.

5.5 TEACHING STAFF

All Teaching Staff have additional responsibility:

- Observation of children while being aware of signs of possible child abuse and/or neglect;
- Readiness to listen to children about their concerns;
- Full understanding of the issues covered in annexes to this policy:
 - Annex 1: Signs and Symptoms of Abuse
 - Annex 2: Providing Support to a Child Disclosing Abuse
 - Annex 3: Fears of Disclosure
 - Annex 4: Recognizing 'Grooming' of Children

6 CREATING A SAFE ENVIRONMENT AND CULTURE IN THE SCHOOL

Staff must promote the emotional health and wellbeing of students in order that they may achieve their potential, rather than focus exclusively on academic attainment. It is therefore essential to create a safe environment at school for all staff and students. A culture of openness and transparency is to be promoted, which in turn encourages vigilance and a sense of shared responsibility for the safeguarding of students. This culture promotes listening and open communication in which students, parents and all staff, irrespective of their role, are able to communicate openly regarding any worries or concerns. All concerns are listened to and taken seriously, with the necessary action being taken as is warranted by the situation. Contact names and numbers for internal and external support services are made available so that students and their families know who they can talk to if they are worried. All BIS staff are aware that they can share any concerns about the conduct of colleagues through the procedure outlined in section 7.3, and that these will be received in a sensitive manner.

7 CHILD PROTECTION PROCEDURES

7.1 Recruitment

BIS is committed to ensuring the safety of all members of the school community through the application of rigorous recruitment procedures. These recruitment procedures are based upon the Recommended Screening and Assessment Practices for International School Recruitment (ITFCP, 2019). All staff recruited to BIS must provide an official criminal record check from their home country and any country they have worked in for more than one year in the last five years. This is a routine process in the Kyrgyz Republic and in many countries from which BIS recruits its teachers and support staff.

If an individual cannot provide the official report, a written explanation for the lack of an official report must be given (Annex 5). This explanation must be investigated by the HR Officer and the Lead Child Protection Officer and only accepted in the case that the country in question cannot provide such an official report and there are no grounds for any concern in relation to the prospective employee and their working with children. In this case, a signed statement by the prospective employee is required regarding the absence of any police record in any country and this must be countersigned as accepted by HR Officer and the Lead Child Protection Officer

When recruiting any staff, the recruitment panel must always consider:

- Any reason why the individual should not work with children
- The reason for any gaps in employment
- Verified references from at least two previous employers, including the most recent employer, either in written form or by telephone, including the question: *“is there any reason that you are aware of, that the candidate should not work with children?”*

7.2 Volunteers, Visitors and Campus Security

BIS is committed to minimising risk to students through rigorous security measures applied to all adults on campus including volunteers and visitors. The Head of Administration is responsible for security. Security staff is always on-site, day and night, every day of the year. All buildings are locked at night when not in use. School gates are kept locked, except for morning periods of 07:30 to 08:30, pick-up time from 15.00 to 17.30, and for organised events for parents and children. Security guards must watch the pedestrian and vehicle entrance gates when they are unlocked. Anyone requiring access to the site outside this time will need to ring the bell to obtain the attention of the security guard.

Security personnel follow a protocol to ensure the safety of students, staff and visitors to the school during the school hours of 07:30 to 17:30. School Reception is manned continuously from 07.45 to 17.30. All visitors to the school, including parents, must report to, and sign in at, Reception before going elsewhere in the school. Visitors, including parents, will be accompanied by a staff member after reporting to Reception.

When the school is used for events outside normal school hours, security will ensure that only BIS staff has access to the school building. Other individuals (students, parents etc.) are only allowed access when accompanied by a responsible member of BIS staff. For all events at school outside normal school hours, the Head of Administration has the final decision on approval of the event and must ensure that safety and security provision is at the same standard as a normal school day. The cost of this provision should normally be included in the overall costs of the event.

All necessary information relating to school security can be found online in the Parent and Guardians Handbook.

7.3 Staff Behaviour

When working with children, staff must:

- Avoid inappropriate physical contact with any child;
- Avoid acting in a way that might be considered ‘grooming’ as described in Annex 4 of this policy;
- Ensure that children are supervised in a way that prevents peer on peer abuse.

7.4 Reporting and Investigating Suspected Abuse

All BIS staff have primary responsibility for the welfare of children in their care. They are well placed to observe signs of abuse, changes in behaviour or failure to develop or thrive. Notification of abuse or neglect is required when a person suspects on reasonable grounds that a child has been or is being abused or neglected.

If any member of staff develops a concern of abuse and/or neglect they must complete the Report Form in Annex 6 of this policy and notify the Lead Child Protection Officer immediately. When completing the form or recording any conversations:

- Record notes using the child’s own words, without adding your own interpretation and judgments;
- Sign all notes with the date and time as well as name of the signatory.

All notes regarding a concern of child abuse and/or neglect must be kept confidential and held securely by the DSL. These notes are only to be disclosed to other parties as required by Kyrgyz Law or as

approved by the BIS Governing Board, following notification of a case to the Chair of the Governing Board.

All interviews with children under 18 years old in relation to any possible child abuse allegation can only take place after prior approval by the parents or legal guardians of the child, with invitation to the parents/guardians to attend the interview. If the parents/guardians are possible suspects in the case, no action should be taken to inform them without prior approval by the Governing Board and/or the relevant government authorities as appropriate.

All interviews with students or staff in relation to any possible child abuse allegation will be conducted by minimum two members of staff, with all staff present taking notes.

7.5 Abuse or Neglect by BIS Staff

If there is a suspicion that a BIS staff member is causing harm to a child, the school must respond no differently than if the alleged offender is a parent, relative or other caregiver. Teachers have daily access to children and the emotional and physical safety of a child is determined by the access of the offender to the child, thus disclosure of teacher offenses must be handled immediately and with seriousness.

The integrity of a school and a system is NOT dependent on whether or not an offender exists; instead, the integrity of the school or system IS dependent on whether and how that school responds when an alleged offender within the school is reported. If any allegation of harm or abuse against a member of BIS staff is substantiated through internal investigation, the contract of said member of staff will be terminated with immediate effect, and the individual reported to the appropriate authorities.

If a BIS staff member is identified to be or is possibly suspected of harming a child or putting a child at risk:

- The staff member is immediately placed on administrative duties, or paid leave, with no contact with children, regardless who reports the case, including self-reported cases;
- The DSL informs the Chair of the Management Board and Chair of the Governing Board. In the event that the Chair of the Governing Board is not contactable within 4 hours a nominated member of the Governing Board is to be informed.
- The Chair of the Management Board and Chair of the Governing Board, or nominated Board member (or with any other staff or officials as decided by them) conduct an internal investigation of the alleged incident.
- Parents of the child in question will be notified by no later than the end of the school day that an allegation has been made and an internal investigation is underway. This notification will further inform parents that the member of staff has been suspended from classroom duties pending the outcome of an internal investigation. Parents will also be kept informed of key developments throughout the investigation process.
- The Chair of the Management Board and Chair of the Governing Board decide on whether the staff member is to be returned to regular duties or if a different course of action is required;
- If the internal investigation discloses evidence or serious suspicion of harm, the appropriate authorities will be informed;
- The staff member is informed of the outcome of the internal investigation, subject to any legal process ongoing.

7.6 Educational Visits and Residential Trips

Educational visits and off-site residential trips are an integral part of students' learning experience. All BIS Staff involved in the planning of and participation in these trips have the same duty to ensure the safety of all students involved. Further information is given in the BIS Educational Visits Policy.

7.7 Self-Harm and Suicide Risk

If there is evidence of or concern about self-harm or suicide risk, staff, students or parents should notify a Child Protection Officer. Assessment and follow-up procedures are given in Annex 7 to this policy. Further suicide risk assessment and support materials are available [here](#). Students with self-harm or suicide risks and attempts are obliged to see the section counsellors at least once a week for the check-in sessions and may stop only when counsellor confirms they are no longer a danger to themselves.

7.8 Reporting Responsibilities

All BIS staff have a duty to ensure the safety of the children in their care. Therefore, suspected or confirmed cases of physical and sexual abuse, physical neglect and emotional maltreatment **MUST** be reported. The reporter should have reasonable cause or reasonable suspicion to believe that abuse or neglect has occurred. The reporter is not required to have proof.

The school shall not hold responsible or fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person willfully and intentionally falsified a report.

Parents and guardians also have a responsibility to follow child protection guidelines, as agreed in the enrolment contract annex, reproduced in Annex 9 to this document.

Annex 1: Signs and symptoms of abuse

Possible Indicators of Physical Abuse:

- Unexplained bruises or marks on any part of the body.
- Bruises of different ages (various colours).
- Injuries that regularly appear after absence or holidays.
- Unexplained burns, especially to soles, palms, back or buttocks.
- Injuries inconsistent with information offered by the child.
- Unexplained laceration, abrasions or fractures.
- Extreme fluctuations in weight.

Possible Indicators of Sexual Abuse:

- 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 gym clothes.
- Child running away from home and not giving any specific complaint.
- Sexual knowledge, behaviour, or use of language not appropriate to age level.
- Pregnancy.

Possible Indicators of Neglect:

- Child is left unattended at home for long periods of time.
- Child consistently comes to school dirty and/or wearing clothes that have not been cleaned.
- No one accounts for the child before or after school.
- Demonstrating disregard of a child's pain and/or mental suffering.
- Lack of necessary dental or medical care.
- Untreated illness or injury.
- Child abandoned or left with inadequate supervision.
- Weight fluctuations(loss/gain).

Indicators of Emotional Maltreatment:

- Lack of responsiveness to the environment.
- Parent is highly critical and negative towards the child.
- Parent has a highly unrealistic expectation of the child.
- Child has exaggerated social responses to peers and teachers.
- Child uses language you would not expect them to know for their age
- Child acts in a way or knows about things you would not expect them to know for their age.
- Child struggles to control their emotions.
- Child has extreme outbursts
- Child seems isolated from their parents
- Child lacks social skills.
- Child has few or no friends.

Annex 2: Providing support to a child disclosing abuse

You do not need to know the details of the possible abuse or to be certain whether or not an indicator means abuse has taken place in order to report.

Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits, giving the child alternatives to talk to others in the support system, if more time is needed.

If a student discloses to a teacher in private and tries to elicit a promise that the teacher will not tell anyone, it is important for the teacher to explain that he/she has concerns about the student's safety and will have to take action to ensure the student is protected from further abuse.

A child may tell you directly and specifically what is going on, or s/he may hint indirectly at a situation. Sometimes, the child will use "strings attached," such as asking the teacher to promise not to tell anyone (a promise the teacher cannot keep) or, a child may claim the problem belongs to someone else, that s/he is only there about a friend. Judgement should be used in deciding how much to discuss about the situation with the child.

Supporting the child is important. In order to do this, the following recommendations are suggested:

- Reassure the child that they have done the right thing by telling someone.
- Reassure the child that it is not her/his fault.
- Reassure the child that the necessary measures will be taken to keep them safe.
- Ask the child if it is okay for the Child Protection Officer to be present.
- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the child or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. Do not ask questions like 'Did he do X to you?' Ask a minimum number of questions such as 'Tell me what has happened?'
- Stop asking questions as soon as the adult/child has disclosed that he or she believes that something abusive has happened to him or her or to someone else.
- Tell the child what to expect. If you don't know, say so, but let the child know s/he can be supported by you.
- Project a calm, understanding and supportive attitude to the child.
- Avoid having the child repeat her/his explanation to different staff.
- Let the child know that you must tell others to get help. Explain that you will have to tell another person, but only those who need to know in order to keep the child safe. Use a script such as "If you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else".
- Make clear, detailed notes of the conversation. This should be, as far as possible, the exact words and terminology used by the child during the disclosure. It should be signed and dated.
- Respect the child's privacy by not discussing the situation with anyone except the Child Protection Officer and those involved in further professional action.
- If the Child Protection Officer has not been present for disclosure, locate them and take the child to them. In the event that you cannot find the CPO, email them and take the child to the inclusive education room. Remain with the child until the CPO is present.
- After reporting, it is important to maintain a supportive presence for the child.

In addition:

- It is important to understand the importance of early reporting.
- Reporting a child disclosure is a request for an investigation.
- An educator who reports in good faith will not be held liable by the school if the report later turns out to be false.

Annex 3: Fears of disclosure

A child may be frightened of disclosing what has happened because of fears of:

Remembering: Abused children often cope by pushing the experience as far back in their minds as they can, to “forget” and avoid feeling hurt again.

Losing love: Child victims often feel responsible for what happened to them. Because of these, they worry that their parents and friends will stop loving them, once they learn about the abuse. They fear the separation from loved ones that could result from their telling.

Shame & guilt: Children either know or can sense that their abuse is wrong. This makes telling someone and acknowledging it occurred, shameful. Older children have also been known to suffer more from a sense of guilt than younger ones.

Being blamed: Children fear that they will be blamed for their own abuse and that they somehow deserved it or wanted it. People tend to believe adults more than they would believe children. In cases of sexual abuse, offenders also often make the excuse that their victims “asked” to be touched sexually. Children have a right to ask for and receive care and attention. Children cannot give informed consent to any sexual act as they are under the legal age of consent to do so. All sexual contact with children is therefore non-consensual.

Further harm: Offenders often threaten their victims and their families as a means of maintaining control. Victims then carry the burden of keeping their families safe by not telling.

Annex 4: Recognizing ‘grooming’ of children

‘Grooming’ is a subtle, gradual, and escalating process of building trust with a child. It is deliberate and purposeful. Abusers may groom children for weeks, months, or even years, before any sexual abuse actually takes place. It usually begins with behaviours that may not even seem to be inappropriate.

Grooming children may include:

- Testing a child’s boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
- Moving from non-sexual touching to “accidental” sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child’s fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
- Confusing the child into feeling responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

Potential warning signs of grooming or sexual abuse in the context of education include:

- Regular contact with a child which is not part of normal school duties, for example, frequently meeting a child in break-time or frequent contact with a child on non-school days
- A child receiving special attention or preferential treatment
- Excessive time spent alone with a child outside of the classroom
- Frequently spending time with a child in private or isolated areas
- Giving small gifts, toys, cards, letters, sweets, to a favored child
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child
- Overly affectionate behaviour with a child
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child
- Other children are suspicious and make jokes or references

Who grooms children in the context of education?

Abusers come from all sections of society and are often perceived by others as respectable, reliable and trustworthy people. Research indicates that the majority of those offending in the context of education were teachers and educators, bus drivers, administrators, and others affiliated with the school may also sexually offend.

Annex 5: Explanation for non-provision of police record check

I am unable to provide an official criminal record check from (delete as appropriate):

(i) my home country

(ii) the following countries where I have worked for more than one year in the last five years:

- _____
- _____

because:

Name: _____

Signature: _____

Date: _____

Accepted by HR Officer and Lead Child Protection Officer

HR Officer: _____

Signature: _____

Date: _____

Lead Child Protection Officer :

Signature: _____

Date: _____

Annex 6: Report form for suspected child abuse/neglect

Report Form: Suspected Child Abuse/Neglect. Submit ASAP to the Child Protection Officer	
Child Name:	Parent(s)/ Guardian(s) Name(s):
Child date of birth:	Nationality of Passport(s):
Person registering concern (name/position):	
Do you (as the person registering concern) have reasonable suspicion that a person working (in any capacity) at BIS is harming this child? YES or NO	If YES, the Child Protection Officer (CPO) must notify the Chair of the Management Board and the Chair of Governing Board as soon as they receive this report. If the CPO is the person suspected of harming a child, this report must not be submitted to the CPO but submitted directly to Chair of the Management Board and the Chair of Governing Board
Statement of concern/suspicion:	
How concern came about (eg disclosure, observations):	
Record of child's disclosure in their own words:	
Observed signs or symptoms of suspected abuse or neglect:	
Child's current whereabouts:	
Considered to be in danger of further abuse: YES NO If Yes – why?	
Examined by a school health professional? YES NO (Report attached; if yes.)	
Any other agencies or persons involved (names):	
Report submitted by (name): Signed:	Date:
Child Protection Officer planned action:	Date:
Signed (Child Protection Officer):	

Annex 7: Self-harm and suicide risk

RISK IDENTIFICATION REPORT

Student Name:

Who identified student as being at risk:

- Self
- Parent
- Teacher
- Other staff
- Student/friend
- Other Reason for concern:

Action taken to assess for suicide risk:

- School staff conducted assessment:
- Outside provider conducted assessment:
- Other:

Date of assessment:

Type of assessment conducted:

Results of assessment:

NOTIFICATION OF PARENT/GUARDIAN

Staff who notified parent/guardian:

Date notified:

Parent acknowledgement form signed: Yes/ No If no, reason:

REFERRAL

Type of referral

- School personnel:
- Outsider provider:
- Hospital:
- Other: Date of referral:

FOLLOW UP SCHEDULED:

Date:

PARENT CONTACT ACKNOWLEDGEMENT FORM

This to verify that I have spoken with school staff member

_____ on _____ (date), concerning my child's risk of self harm. I understand that _____ (name of staff) will follow up with me, my child, and any agency to whom my child has been referred for services within 5 days.

Parent Signature: _____ Date: _____

Staff Signature: _____ Date: _____

SUICIDE RISK ASSESSMENT FORM

Use the checklist below for assessment. Each item carries the same weight. Mark with an “X” the appropriate description of the current concerns by comparing each column on the table below considering if the student presents a suicide risk behavior (select just one description per row):

This worksheet does not constitute a full mental health evaluation and should be used only as information to guide further intervention or referrals to support the student.

LOW LEVEL: Potential risk of harming himself/herself is minimal, with ideation but no plan or attempt.	MEDIUM LEVEL: There is suicidal thinking, but does not seem to intent on harming himself/herself.	HIGH LEVEL: Imminent danger of inflicting self-harm or committing suicide, with potentially lethal plan or persistent ideation.
<i>Details: Vague or Contradictory.</i>	<i>Details: Somewhat consistent and some specifics.</i>	<i>Details: Well thought out, knows when, where and how; Consistent.</i>
<i>Availability of Means: Not available; will have to get.</i>	<i>Availability of Means: Available; close by; has a plan on how to obtain materials needed</i>	<i>Availability of Means: Has in possession or is readily available.</i>
<i>Lethality of Method: Vague thoughts; about means. Not viable</i>	<i>Lethality of Method: Intrusive thoughts about a plan; viable.</i>	<i>Lethality of Method: Constant intrusive thoughts regarding the act. Imminent/Acute</i>
<i>Access to weapons or means: None.</i>	<i>Access to weapons or means: Possible or searching for it.</i>	<i>Access to weapons or means: Definite, acquired, and/or practiced with it.</i>
<i>Opportunity to carry out the plan: None.</i>	<i>Opportunity to carry out the plan: Some.</i>	<i>Opportunity to carry out the plan: Considerable.</i>
<i>Previous Suicide Attempts; None</i>	<i>Previous Suicide Attempts; History of repeated threats; history of depression or other mental health issues.</i>	<i>Previous Suicide Attempts; Documented history of repeated threats and/or attempts. Documentation of previous MH history.</i>
<i>Level of stress: No significant stress identified.</i>	<i>Level of stress: Significant stress identified with moderate reaction to this stress. (Could include loss and/or environmental change).</i>	<i>Level of stress: Significant stress identified with severe reaction to this stress.</i>
<i>Depression: Mild; feels slightly down</i>	<i>Depression: Moderate; some moodiness, sadness, irritability, loneliness, and decrease of energy.</i>	<i>Depression: Overwhelmed with hopelessness, sadness, and feelings of worthlessness.</i>
<i>Coping Behavior: Daily activities continue as usual with little changes.</i>	<i>Coping Behavior: Some daily activities disrupted; disturbance in eating, sleeping, and/or school work.</i>	<i>Coping Behavior: Gross disturbances in daily functioning.</i>
<i>Life Style: Stable relationships, personality, and school performance.</i>	<i>Life Style: Recent acting-out behavior and/or substance abuse; repeated difficulty with peers, family and teachers.</i>	<i>Life Style: Acute suicidal behavior and unstable personality, emotional disturbance and/or substance abuse and significant relationship issues.</i>
<i>Intervention required: Communication between home and school. Possible safety plan or no harm contract. Identify support services and resources. Notification of identified school personnel.</i>	<i>Intervention required: Safety planning. Communication between home/school. Support interventions at school. Outside community support referrals or coordination of services. Notification of identified school personnel.</i>	<i>Intervention required: Required district direct response and external support resources. Communication between home and school. Coordination of outside community resources; including hospital. Safety planning for school and home. Specific school interventions/support will be identified and implemented. Notification of identified school personnel.</i>

Annex 8: Ensuring safety in remote learning

This appendix is intended to highlight particular concerns pertaining to remote learning, which brings teachers and students into contact online. The information here is based upon the BIS Child Protection policy and the [recommendations from the International Centre for Missing and Exploited Children](#). Our child protection statement and procedures for staff and students as detailed in the Child Protection policy apply also to remote learning environments, including conduct expectations and reporting responsibilities.

Principles of remote learning child protection:

- Follow the BIS Child Protection Policy and professional code of conduct.
- Participants in a video call/conference must be informed in advance that *“Any video conference between a BIS staff member and BIS student (alone or in conference call) will be recorded for child protection purposes, and stored for 3 months in case any questions are raised by any party in regard to child protection issues between a student and teacher. Access to the video record will be only available to the host teacher and (in case of need) to BIS Child Protection staff”*. Where lessons are recorded and then shared with students who are learning remotely in a different time zone, these recordings must be uploaded to ManageBac for remote learner support. Any recordings may be also reviewed by the Line Manager and/or the Academic Deputy Head of School during the annual review of teaching practice, in order to support the teacher in improving teaching practice.
- Contact must be recorded and should be conducted in an observable location where possible. Online meetings should be password protected and ‘waiting room’ enabled where these functions are available.
- Maintain appropriate boundaries - avoid conduct that a reasonable person might question.
- Avoid being alone or causing someone else to be alone with a child.
- Report child protection concerns to your safeguarding designate.
- Ensure your personal social media is private and inaccessible to students.
- Seek educational solutions to educational problems.
- Assess risk if you’re not sure!

Communication - guidelines for digital and online contact with students:

- School platforms: All communications are on school platforms and if possible, using school WIFI. Proxy logins may be needed.
- Educational purpose: All communication with students should have an educational purpose.
- Professional boundaries: Adults are responsible for maintaining appropriate boundaries. This is not the job of the student.
- Visibility: Virtual synchronous sessions must be recorded* and should be conducted in a place that is observable where possible. Communications follow school policy. Communication with multiple students is preferred.

* permission should be granted by participants according to local law

Communication pitfalls - situations to AVOID online:

- Casual or intimate atmosphere: Intimate locations, nicknames, private conversations, observational comments about home or family, oversharing personal details.
- On camera, an impersonal or blurred background is preferred and is less distracting for student learning. A professional tone is critical to maintaining boundaries online.
- Changing platforms: Avoid the temptation to change platforms if communication is disrupted by technical difficulties. Reschedule the session instead.
- Unclear expectations: Ensure synchronous learning events are predictable, structured, and distraction

free.

Code of conduct violations: Meeting children on other platforms, taking photos or screenshots of students, out of program contact, favouritism, derogatory or sexist remarks, being under the influence of alcohol or drugs are grounds for disciplinary action or dismissal (these expectations apply also to students).

BIS accountability procedures:

- Any video conference between a BIS staff member and BIS student (alone or in conference call) will be recorded for child protection purposes, and stored for 3 months in case any questions are raised by any party in regard to child protection issues between a student and teacher. Access to the video record will be only available to the host teacher and (in case of need) to BIS Child Protection staff.
- The only platform which should be used for online teaching is Zoom, and should be set up, accessed and delivered through ManageBac.
- The recording will be made by the host teacher from start to end of the session. All recordings are automatically saved to the host's Zoom account, and must not be deleted by the teacher for at least 3 months.
- Any party can make a confidential report to BIS Child Protection Officers at any time.
- Failure to provide the meeting record will be taken as evidence of guilt in case of complaint, and any complaint will be upheld.
- Further action will be taken, as required, dependent on the incident reported and observed in the recording

Disciplinary procedure:

All BIS staff have a responsibility to read and abide by the guidance included in this document. Any failure to do so will result in action being taken in line with the procedure outlined in the BIS Child Protection policy.

Annex 9: Community interaction agreement for parents & guardians

At BIS, we strive to create a safe and happy environment that promotes the wellbeing of the whole school community. As a member of the BIS school community, we agree to act in ways which are consistent with BIS values and expectations.

The school values related to behaviour, which we reflect in our interactions with others in the school community, are that we will always be: Respectful, Responsible, Caring, Inclusive, and Committed.

As an IB World School, all members of the community also model the IB Learner Profile attributes of being: Knowledgeable, Thinkers, Inquirers, Caring, Principled, Reflective, Balanced, Risk-Takers, Open-minded, Communicators. The world is in constant flux but the components of the IB learner profile should equip our students with the tools they need to face an ever-changing future. We therefore commit to acting in ways which reflect the attributes of the Learner Profile, in order to help students develop and succeed.

BIS creates a caring and nurturing educational environment in which all children can flourish and succeed. The safety and security of our students is our primary concern, and the principles and practices that we follow to achieve this are explained in our Child Protection Policy. All staff and parents should read and understand this policy. Child abuse has no place in our community, hence our child protection policy safeguards children from things that they cannot protect themselves from. For example:

- Physical abuse (e.g., hitting, scratching, intentional burning)
- Sexual abuse (e.g., via social media, verbal sexual abuse, physical touching, sexual acts, pornography)
- Emotional abuse (e.g., constant criticism, threat of violence, shouting, persistent blaming)
- Peer-on-peer abuse (e.g., bullying and/or exploitation by another child)
- Neglect (e.g., failure to provide basic necessities required for child health and safety)

BIS is legally required to provide protection for children in our care, therefore BIS staff have a legal obligation to report any suspected cases of child abuse or neglect to BIS management. BIS management is required by law to investigate and report to the police if there is any evidence of criminal abuse or neglect.

Acknowledgement of the BIS Community Interaction Agreement

I(we) have read and understood the BIS Community Interaction Agreement and I(we) understand the legal responsibilities of Bishkek International School with regards to child protection.

As (a) parent(s) of a child at BIS, I(we) agree to work with the school to ensure my(our) child's safety and wellbeing, and to demonstrate the agreed behaviour values in my(our) dealings with the school community. I(we) will also support my(our) child in following the rules and behaviour guidelines in the Student Handbook.

Legal Guardian 1:

_____	_____	_____
Name	Signature	Date

Legal Guardian 2:

_____	_____	_____
Name	Signature	Date

Annex 10: Volunteer Responsibilities for Child Protection

Bishkek International School is committed to maintaining the highest standards of safety and wellbeing for all children in our care. All adults working or volunteering on campus share a collective responsibility to safeguard students and uphold the values outlined in the BIS Child Protection Policy. This form confirms that all volunteers have read, understood, and agreed to follow the school's expectations regarding child protection, safety, and conduct while on BIS premises or participating in school activities.

Volunteer Responsibilities

1. Act in accordance with the BIS Child Protection Policy at all times.
2. Prioritize the safety and wellbeing of every student, reporting any concerns about a child's welfare immediately to a Child Protection Officer (CPO) or the Designated Safeguarding Lead (DSL).
3. Maintain confidentiality and not share or discuss any information about students, staff, or school matters outside of appropriate settings.
4. Avoid any form of physical contact, private communication, or behaviour that could be misinterpreted as inappropriate or grooming.
5. Never take photos, videos, or recordings of students unless explicitly authorized by a BIS staff member.
6. Refrain from disciplining or instructing children independently; instead, seek assistance from the teacher or supervising staff.
7. Remain in supervised, observable areas and never be alone with a child.
8. Follow all BIS campus safety and security procedures, including signing in/out at Reception and wearing a visitor/volunteer badge.
9. Report any accidents, concerns, or incidents immediately to the supervising teacher or DSL.
10. Understand that failure to comply with these expectations may result in withdrawal of volunteer privileges or further action, in accordance with school policy.

Confirmation by signature that:

1. I have read and understood the BIS Child Protection Policy and agree to follow its guidelines.
2. I have been briefed on BIS safeguarding protocols and understand my responsibility to ensure a safe and respectful environment for all students.
3. I will immediately report any safeguarding or child protection concerns to the Designated Safeguarding Lead or any Child Protection Officer.

Volunteer Name: _____

Signature: _____ Date: _____

Reviewed by (BIS Representative): _____

Position in BIS: _____