

## Rosslyn Academy's Child Safety Policy - Updated May 2018

Rosslyn Academy's core vision is to inspire and equip each student to develop their God-given gifts for Christ-like service in the world community. When a child's safety is threatened or there is a probability of harm, a child's learning is significantly impacted and their ability to fully develop their God-given gifts is put at risk.

### Rosslyn Academy's Definition of Abuse

The term child abuse is usually applied when dealing with situations involving dependent and developmentally immature children (up to age 18) and a person who is 3 or more years older than the child or there is a difference in responsibility, trust, or power. Abuse is enacted upon a person that detrimentally affects their physical, emotional, or sexual well-being and growth, including the failure to supply essentials that contribute to the well-being and development of children. Abuse can take several forms, which are defined as:

- **Physical** abuse or harassment is intentional contact with a person that causes physical harm. Such acts may include, but are not limited to: slapping, punching, beating, kicking, biting, shaking, burning, holding underwater, pulling hair, or holding against one's will. Reasonable restraint may be used to ensure the safety of others.
- **Emotional** abuse can take the form of, but is not limited to, threats to harm, belittling, screaming, threats, blaming, shaming, sharing inappropriate information through electronic or social media, and sarcasm.
- **Sexual** abuse or harassment is visual, auditory, or physical stimuli of a person, with or without consent including fondling, oral, genital, or anal stimulation, intercourse, verbal stimulation, indecent exposure, peeping, allowing a child to witness sexual relations, reading/showing pornographic materials. Sexual abuse is further broken into three categories, they are:
  - **Physical touching:** Fondling, sexual touching, masturbation in front of, or to the victim, rubbing, holding, and kissing for the purpose of sexual gratification. Further examples include oral, genital, anal and breast stimulation; penetration by penis, fingers, or any other body part of object, of mouth, anus, or vagina; physical contact with a person's clothed or unclothed genitals, pubic area, buttocks, or, if such person is a female, breast, with the intent to arouse or gratify the sexual desire of either party.
  - **Verbal:** Remarks which include sexual threats, innuendoes, comments about a person's body, solicitation, inappropriate sexual talking, obscene phone calls, or any verbal expression with intent to arouse or stimulate.
  - **Visual:** Indecent exposure, showing or taking of suggestive pictures, peeping, leering, or staring. Visual sexual abuse or harassment also includes voyeurism,

exhibitionism, showing of pornographic material, of genitals, or of any sexual activity such as masturbation or intercourse.

- **Sexual Exploitation:** Allowing, permitting, compelling, encouraging, aiding, or otherwise causing a child to engage in sexual behaviors that are not appropriate. Prostitution, photographed explicit sexual or pornographic activity.
- **Neglect** is the failure, refusal or inability to provide care (i.e. instruction, food, clothing, basic medical services and shelter) whether deliberately or from negligence by the parent, guardian, or person exercising temporary/permanent control, withstanding cases of poverty and war, that seriously endanger the well-being of the person.
- **Child-to-Child Abuse Cases:** Typically abuse between individuals under the age of 18 is defined as any sexual behavior that occurs without consent or understanding by one party, without equality, or as a result of coercion. There is a difference between normal childhood sexual exploration and inappropriate sexual behavior or abuse. The difference has to do with a difference in the level of sexual understanding, coercion, age, differences in responsibility, trust, power, and development. Should both the victim and the alleged offender be under the age of 18, it will typically be considered abuse if there are more than three years difference between the children or there is a difference in responsibility, trust, or power between them. If there is less than three years age difference and there is not a significant difference in responsibility, trust, or power between them, what would normally be defined as abuse will be considered inappropriate behavior, with an action safety plan put in place to address the behaviors of concern and their effects. Because of these and other variables, child-to-child cases will be judged on a case-by-case basis.

## **PREVENTATIVE MEASURES**

Training, Code of Conduct, Screening and interview questions, background checks

Rosslyn Academy is committed to taking preventative measures in order to protect the safety of their students. In an effort to prevent situations in which a child's safety is compromised, Rosslyn Academy will conduct background checks or require a certificate of good conduct for new employees. Additionally, during the employee application period, Rosslyn will include structured questions on both the application and during the interview procedure and will require employment references. Rosslyn Academy will not employ anyone with a prior conviction for or history of child sexual abuse or related offenses at any time during his or her adult life.

Rosslyn Academy will require all current staff, volunteers, and staff spouses (who reside on the campus) to attend trainings related to maintaining child safety on campus and to acknowledge that they have read Rosslyn Academy's child safety Code of Conduct and agree to abide by it.

Rosslyn Academy will require all external service providers (ie. Private Music Lesson Teachers, Occupational Therapists, Speech and Language Therapists, Educational Psychologists):

- a. Complete an External Service Provider Application that includes a declaration of no previous criminal convictions;
- b. Be interviewed by no less than two people (the Head of Department and the Administrator) prior to providing services on campus;
- c. Attend trainings related to maintaining child safety on campus
- d. Acknowledge that they will be expected to work within the normal school hours. Any exception will be made by the Head of Department who will make arrangements for a third-party to provide accountability (a Rosslyn staff member physically present to oversee the activity, cameras, or the activity takes place in a public location).

## REPORTING

All personnel will report any child safety concern following instances of: abuse (observed or suspected), an allegation of abuse, or a child's disclosure of abuse. Staff members will report to the Child Safety Officer as soon as possible, no later than 24 hours after the disclosure. If the Child Safety Officer is unavailable, the report must go to the Superintendent or the respective Principal. The report will be passed on to the Child Safety Team and the Superintendent. All reports must be made in writing using the Report Of Possible Harm Form. The Child Safety Officer in conjunction with the Child Safety Team and Superintendent will use the Report Of Possible Harm Form to gather information to determine if an official response and/or follow-up is needed (this must happen as soon as it is possible, but no later than 48 working hours from learning of the event). A preliminary report must be sent to the Superintendent by the Child Safety Team at the first opportunity.

The information gathering will also include locating and preserving the physical evidence, getting medical/emotional help for the victim as soon as possible, notifying parents if there is a physical reason to do so.

### Initial Assessment

The goal of the initial assessment is twofold: ensure the safety of the alleged victim and the other students and to determine if a secondary assessment is needed. The Child Safety Team in consultation with the Superintendent will determine if there is need for further response. The preliminary report will indicate if the case warrants further response and will recommend whether a **Child Safety Assessment** and/or a **Misconduct Assessment** should be conducted. A Child Safety Assessment will focus on caring for the child and ensuring the safety of the child. A Misconduct Assessment will focus on holding a staff member accountable in a situation in which that staff member has breached a school policy.

The Child Safety Team will convene an investigative committee within 24 hours of the report. This committee will be made up of appropriate members from the Rosslyn Child Safety Response Team who have been trained by the Child Safety and Protection Network in conducting an internal response to a report concerning a child's safety. This team will report to the Superintendent. The Child Safety Officer will insure that the gender of both the complainant and the respondent are represented on the committee. Additional staff members

may be contacted for consultation at the discretion of the Superintendent and Child Safety Officer, including: the corresponding Principal, Chaplain, and School Medical Team.

If there is no need for further response, the case will be closed and the team may recommend to continue to monitor a situation. Once a decision has been reached, the Child Safety Team will attach a summary statement to the Initial Report of Possible Harm outlining the decision and recommendation to open or not to open an official response including outlining which official response was required: a Child Safety Assessment and/or a Misconduct Assessment. In the case of a report regarding inappropriate sexual behavior from a child, the Child Safety Team will focus on completing a child safety plan for each child involved rather than a misconduct assessment.

## **RESPONSE**

Both the Child Safety Assessment and Misconduct Assessment will be done while the Superintendent and Child Safety Team take into account the following:

- Protect the child from further contact with the respondent and consider the need for any protective measures for the reporter.
- Notify both the respondent and the parents of the alleged victim. If the respondent is part of the RA staff, consider placing the respondent on administrative leave during the time of response.
- Ensure that the respondent will at no time during the investigative process face the reporter(s).
- Determine whether or not to call upon an outside person or agency to work with the Child Safety Team in the assessment. If a staff member is involved, Rosslyn Academy will request a CSPN trained member from another organization to lead the response in conjunction with two other members of Rosslyn Academy's Child Safety Team. Some of the other individuals that need to be considered would be:
  - To consult with a CSPN trained member from another organization
  - To consult with local child protection organizations
  - To consult with local counselors with child protection experience
  - Parents
  - Embassy/Consulate
  - Police
  - Nurse
  - Caregiver
  - Teacher
  - Director
  - Principal
  - School Board Chair
  - Embassy Regional Medical Officer

Under no circumstances will the Child Safety Team, Superintendent, or individual committee members interview the alleged victim, the respondent or the witnesses without at least one

other Committee member being present. It is the right of both the respondent and the victim to have their parents with them during the assessment if either of them is a minor. It is also the right of the respondent and the victim to be heard by the entire Committee. Both genders should be represented in all interviews if at all possible.

Child Safety Assessment:

If the case warrants further response in the form of a **Child Safety Assessment**, the Child Safety Team will conduct interviews, observations, research reports, and collect documents that will enable the team to make a Risk Assessment that will assess:

- a. The risk of harm & any risk factors
- b. The severity & probability of harm
- c. Protective factors, and safety needs.

	SEVERITY OF HARM			
Likelihood		Concerning	Serious	Extreme
Highly Likely				
Likely				
Unlikely				

High Risk. Child Safety Assessment Required	
Medium Risk. Child Safety Plan	
Low Risk. No intervention continue to monitor	

Once information is gathered, the Child Safety Team will analyse the information and create an outcome decision in a *Statement of Findings Document*. The Statement of Findings will include a child safety plan that will outline a plan indicating who is responsible to implement and monitor the plan.

- Create a Child Safety Plan - If the Child Safety Team determines that the risk of harm to the child is serious or extreme and likely, a protective plan and range of interventions will be developed by the Child Safety Team in conjunction with the counselors, Superintendent, and appropriate school personnel to assist the child and family. While not inclusive, the following actions may take place or may be considered:
  - Provide counseling for the victim, the respondent and family
  - Consider safety needs of the Victim and Family:
    - Interim Support, Protection and Supervision

- Recommend medical attention and/or physical evaluation, if appropriate.
- Recommend counseling and review the school's role in providing counseling
- Assessment and/or other Professional Support Needs
- Other needs, educational, social, emotional and medical
- Consider safety needs of the Respondent/s:
  - Recommend counseling and/or education and review the school's role in providing counseling
  - Interim Support, Protection and Supervision
  - Assessment and/or other Professional Support Needs
- Consider the safety needs of the community:
  - Recommend and/or provide counseling and education, if appropriate. The school may choose to employ the Member Care Team and/or the Counseling Team as appropriate.
- Recommend the administrative review of procedures.
- Identify any other Children who are at risk of Harm.

### Misconduct Assessment

The Misconduct Assessment is an internal response to an allegation that determines if an adult has breached Rosslyn's behavioral standard, the severity of the breach, and the level of certainty that such a breach took place.

The outcome of the assessment will determine if:

- The report is not substantiated
- The alleged abuse is unsubstantiated but there is reason to suspect it either occurred or could happen.
- The report reveals probable cause and the parents work for the Embassy
- The report reveals probable cause and the parents don't work for any Embassy.
- The report is substantiated and there is real risk of the safety and possible further harm of the child.

If the report is found to be reliable and credible, then the Child Safety Team will submit to the Superintendent the Statement of Findings report which will include a recommended Administrative Discipline plan. The recommended Administrative Discipline Plan will be implemented by the Superintendent and may include but is not limited to the following:

- Monitoring and Periodical Review
- Dismissal of respondent from their position with no possibility of reinstatement at Rosslyn Academy and removal from campus.
- Denied further access to volunteer opportunities or entry onto Rosslyn campus/facilities.
- Reporting to the appropriate authorities as follows:
  - Parents or Families of the victim and the respondent
  - Appropriate legal authorities according to Kenyan law and the law of the respondent's passport country as the Superintendent and Child

- Safety Team best determines it applies to Rosslyn and the individuals involved.
- Mission field director or Sending organization if the respondent is an MK
- Mission field director or Sending organization of victim if the victim is an MK
- Licensing Boards
- Embassy Personnel
- Conclusion of the response and documentation of response to be placed in the staff's personnel file.
- Confirmed cases of inappropriate sexual behavior committed by a student will be evaluated on a case-by-case basis, taking into account such factors as age, seriousness of the offense, acknowledgement of responsibility and effective treatment. Sexual abuse cases may result in immediate termination of enrollment.
- Confirmed cases of inappropriate sexual behavior committed by the child of an employee may result in non-renewal of the employee's contract or termination of employment and immediate termination of enrollment or suspension.

## **PROTECTIVE INTERVENTION & COMMUNICATION**

A member of the Child Safety Team will keep detailed notes of all interviews, meetings, and actions taken. When possible, transcriptions of interviews should be signed by the interviewee or recorded with the permission of the interviewee. A Statement of Findings will be submitted to the Superintendent or the Respective Principal.

All information shall be treated as CONFIDENTIAL, based upon a "need to know" principle. The incident should not be discussed with anyone other than those parties directly involved. For each step in the process, and in the Statement of Findings, the Superintendent and the Child Safety Team will consider who needs to know what, what the message is, and who is best to deliver the message.

- The Public - A brief report stating that the respondent has been removed from campus for sexual abuse/harassment will be made to staff, the school community, all involved parties to allow other victims to come forward. If possible, permit respondent and victim to see this report before it is distributed.
- The Organisation
- The Specific School or Department affected
- The Individuals and Families Involved
- The Board, Leadership Team, or sub-group of leadership structure

## **CLOSURE**

Closures for the findings of the response may involve and include:

- Check on reporter and respondent to provide continued support, possible counseling, and reassurances.
- Continue to review the situation and monitor any interim protection that may have been put into place.
- Maintain ongoing feedback and coordinated efforts with the RSO, Embassy, or Mission Head of any additional findings, actions, interventions, or decisions that may have taken place.
- Evaluate and modify, as needed, protective interventions that are in place.
- Take additional protective measures including other resources and authorities.
- Ensure that the recommendations of the Statement of Findings and the Action Plan have been followed through on by the Superintendent, Principals, or any other Supervisor designated in the Action Plan. The Supervisor will be accountable to the Superintendent who is accountable to the Board to ensure the Safety Plan is followed through on.
- Provide debriefing for the victim, respondent, and all personnel involved to consider/evaluate how to improve their system, and for the investigative team to review their procedures, the implementation of their procedures, and how the procedures can be improved. The purpose of debriefing is to maximize understanding and learning regarding the incident.
- The Statement of Findings and documentation related to the response will be locked in a file in the Child Safety Office. When the Statement of Findings involves a staff member or a spouse of a staff member, a brief report will be placed in a sealed envelope in the employee's personnel file with a note indicating that it can only be opened by the Superintendent.

## Appendix A: Rosslyn Academy Code of Conduct for Child Safety

### Rosslyn Academy Code of Conduct for Child Safety

#### **Background**

The welfare and safety of children are paramount in all of Rosslyn Academy's policies and procedures. This includes valuing them, regarding them positively, and treating them with respect and care at all times. **Adult staff and volunteers assume the full burden of setting and maintaining clear, appropriate boundaries in all interaction with children.**

Healthy boundaries between staff and students help to:

- Enable students to be independent and growing young adults who are not overly dependent on staff members
- Teach students how to give and receive affection appropriately with adults and members of the same and opposite sex
- Keep staff members from seeking personal gain or self-worth from students
- Avoid the appearance of evil and protect staff and students from rumors and reports so that they can continue to be effective within the classroom and the community.

The most effective way to prevent abuse of children is to be wise and vigilant in how we interact with our students. By being vigilant in following these standards for interaction with children we will reduce risk and demonstrate professionalism and wisdom in our interactions with students thereby protecting them from abuse.

All staff and volunteers who have roles with children are expected to interact with children in a mature, capable, safe, caring, responsible manner, with a high level of accountability. All staff and volunteers should maintain a proper teacher-student relationship, even on a friendship level. All conduct should foster proper respect for the faculty or staff member's God-given authority over the student. When this is forfeited, there can be damage to the educational experience as well as to the student's respect for God's authority. All adult staff and volunteers are responsible for giving and accepting feedback from others in order to maintain our high level of professionalism.

This Code of Conduct includes, but is not limited to, the following expectations of staff and volunteers.

#### **Code of Conduct**

##### **Visibility**

All work with children shall be planned in a way that minimizes risks as far as possible. This includes being visible to other adults when working with children.

This can be accomplished by planning activities in areas where other adults are present and at a time when other activities are occurring. It can also be accomplished by installing windows in all classrooms, offices, and other rooms occupied by children or keeping doors open.

### **Overcoming Isolation**

At least two unrelated adults shall be present in work with children. When this is not possible, reduce isolation by having a minimum of two children present, informing the child's parent of your meeting, and doing it during a time and/or location where your interaction with the child is visible to others. Isolation could be overcome, for example, by taking two or more children to the bathroom together rather than only one, dropping off siblings last in a carpool, or taking your own child or spouse along when providing rides. An adequate number of adults will be present to supervise youth events.

Individual mentoring and/or disciplining students of the opposite sex outside of school hours is considered to be inappropriate and should only be occurring during school hours with accountability. Do not meet with students of the opposite sex individually for mentoring or disciplining without the knowledge of your supervisor and child safety officer.

### **Accountability**

When working with a child involves one-on-one contact, the following procedures shall be followed, as applicable. Always be accountable to other adults regarding your interactions with youth or children.

Counseling or other necessarily confidential meetings with children shall be done in an office with a window in the door and only when another adult is in close vicinity, aware that the meeting is occurring, and willing to stay in the vicinity until it is completed.

Parents and/or supervisors are to be notified beforehand of any activities with youth or children.

In an emergency situation, find someone to go with you if at all possible, or notify whoever is available.

### **Supervision**

Supervision also reduces risk. Program administrators shall periodically and randomly inspect classrooms, offices, work areas and other areas where children and adults are together.

## **Technology**

Rosslyn utilizes technology, such as internet filters and video surveillance systems to protect children from abuse and exploitation. Technology includes, but is not limited to, computers, notebooks, Internet, telephones, USB drives, MP3 players, and E-Readers. Technology, including cell phones, should be used appropriately to protect children or youth from abuse and exploitation, for example, to prevent downloading pornographic material from the Internet, access to inappropriate emails, chat rooms, or movies.

Staff should not have current students as contacts on social media accounts as there is a power balance issue. Social media tools include, but are not limited to the following: Facebook, Twitter, Instagram, SnapChat, WhatsApp, Flickr, YouTube, LinkedIn, Tumblr, blogs, wiki sites, instant or text messaging, and Skype. Communicating with a student using private messages rather than public messages (with the exception of messages that are necessary for school assignments or activities) is inappropriate. Communication with students via phone should be done only for the purposes of school assignments and school activities. Communication with a student regarding a student's personal concerns should be documented through writing and submitted to the teacher's supervisor and the child safety officer.

Any Rosslyn Academy official social media page must be monitored by at least 2 unrelated staff members. A supervisor must give permission to start the site and can have oversight in the content of the page. If a teacher wishes to use social media (with the exception of Google Classroom and Edmodo) in his/her classroom on behalf of the school, the teacher should seek approval from the supervisor, who can provide oversight into the content of the page.

Staff should also remember that student information is confidential and should not be shared online. Pictures or any other student identifiable information should not be shared online during employment or once employment with Rosslyn Academy is concluded. The use of student pictures for a newsletter is only permissible with written permission from the student's parent or guardian.

In order to further protect children from abuse and exploitation, Rosslyn does utilize technology, such as internet filters and video surveillance systems.

## **Discipline**

Discipline should be used to teach and correct rather than punish. It should not include slapping, hitting, shaming, yelling at, or belittling a child.

## **Touch**

Because healthy, caring touch is valuable to children but unhealthy touch is abusive, the following guidelines apply. Touch shall be open rather than secretive. Touch should be in response to the need of the child, and not the need of the adult. Touch should be

age-appropriate and generally initiated by the child rather than the adult. It should be with the child's permission and any resistance from the child should be respected. Touch should always communicate respect for the child. Adults should avoid doing things of a personal nature for children that they are able to do for themselves.

Adults and other youth or children should not hit, slap, pinch, push, hold against their will, or otherwise assault children.

The following signs of affection are generally appropriate within specific contexts: verbal praise, side hugs, shoulder to shoulder hugs, pats on the shoulder, back, or head (when culturally appropriate). For smaller children, touching their hands, face, shoulders, and arms around their shoulders, hugs, or holding them when others are present.

The following behaviors between staff or volunteers and children are inappropriate or may be perceived as inappropriate and shall not be engaged in: touching buttocks, chests, genital areas, or thighs; showing affection in isolated areas or when alone with a child; sleeping in bed with a child; inappropriate comments that related to physique or body development; flirtatious or seductive looks; any form of affection that is unwanted by the child; showing sexually-suggestive videos or playing sexually-suggestive games with any child; any behavior that could be interpreted as sexual in nature.

Co-workers shall monitor each other in the area of physical contact, helping each other by pointing out anything that could be misinterpreted.

### **Verbal Interaction**

Words can also be used to support and encourage a child, such as praise, positive reinforcement, and appropriate jokes. Inappropriate verbal interaction includes the following: shaming, belittling, humiliating, name calling, using harsh language that may frighten, threaten, or humiliate the child, cursing, or making derogatory remarks about the child. Adults shall avoid favoring or showing differential treatment to particular children or youth to the exclusion of others.

Inappropriate verbal interaction also includes telling off-color or sexual jokes, making sexually suggestive comments, telling inappropriate discussing sexual encounters or desires with children.

### **Parent Involvement**

Parents are responsible for knowing where their children are at all times. Therefore, parents shall be informed of planned school activities. Parents shall be encouraged to make unannounced visits to program activities, as this also reduces the risk of abuse.

## Rosslyn Academy Code of Conduct Acknowledgement Form

I acknowledge that I have received a copy of and agree to abide by the Rosslyn Academy Code of Conduct for Child Safety. I acknowledge that I am expected to know and be familiar with the contents. I understand that this code and the procedure manual may be updated from time to time and that I will be responsible for reading and complying with the updates.

I confirm (to the best of my knowledge) that I have not been accused of, investigated for, disciplined for, or prosecuted for instances involving any form of abuse or inappropriate behavior with a child. (In instances in which you cannot confirm this, please explain the situation below).

I agree not to engage in any such behaviors.

I further agree that as an individual who has engendered trust from a child I will not tolerate physical, emotional or sexual child abuse or neglect.

I agree to immediately report any reasonable suspicion of or disclosure of inappropriate behavior between adults and minors to the appropriate leadership immediately and cooperate in helping assist the youth of our community to remain safe.

I also agree to work with the parents of children involved in inappropriate sexual behavior to report to the appropriate leadership immediately and cooperate in helping assist the children of our community to remain safe.

As a member of Rosslyn Academy, I agree to participate fully in any response of child safety.

\_\_\_\_\_

Name

\_\_\_\_\_

Date

\_\_\_\_\_

Signature

\_\_\_\_\_

Position

## Appendix B: Initial Report Of Possible Harm Form

### **REPORT OF POSSIBLE HARM**

Please fill this form out with only the information that is known at the time a report is received, without interviewing the individuals involved. It is understood that there will be blanks or missing information and that is okay. Once filled out and sent to the Child Safety Office, please wait for further instructions.

This report should be completed for every report of possible abuse, neglect or inappropriate behavior no matter how minor, how preliminary, and even if the alleged respondent is minor. It is to be submitted to the Child Safety Office within 24 hours.

Date of report:

Person making report, position & relationship to victim:

Date abuse/neglect/inappropriate behavior reportedly occurred:

#### **Victim or Individual #1 (in the case of lack of clarity):**

Individual #1's name:

Gender: M  F

Birthdate:

Age:

Grade in school:

Primary language:

Parents:

Email:

Phone:

Parents' primary Member Organization and home country:

Names and ages of other siblings:

#### **Respondent or Individual #2 (in the case of lack of clarity):**

Individual #2's name:

Gender: M  F

Birthdate:

Age:

Primary language:

Job:

Relationship to identified victim:

Email:

Phone:

Primary Member Organization and home country:

**Entity Information:**

Supervisor receiving report (name and position):

Entity Director's name:

Phone Number:

Email:

**Report:**

Describe what occurred specifically, including where, when, specific actions, number of times it occurred, any threats, etc.

What lead you to suspect/become aware of the abuse/neglect/inappropriate behavior?

Date, time and setting in which you became aware of the suspected abuse/neglect/inappropriate behavior:

Date, time and setting of incident (if known):

Anecdotal records that support suspicion of abuse/neglect/inappropriate behavior?

**Previous reports:**

Are you aware if either individual has been accused or convicted of other abuse/neglect/inappropriate behavior in the past? If so, please describe:

Are you aware if either individual has experienced other abuse/neglect/inappropriate behavior in the past? If so, please describe:

**Other victims or individuals involved:**

Who else might be affected by or involved in the inappropriate actions and/or behaviors? (classmates, siblings, others who were in the same location, attended the same event, etc.):

**Others with knowledge of the report:**

Who else knows about the alleged abuse/neglect/inappropriate behavior? List name, relationship to the victim, job, phone.

Was it reported to a government, law enforcement or child protective service agency? If so, list agency name, name of person the report was given to, agency address, phone number, email address. Also list name, job and phone number of the person who gave the report, and the report reference number if known.

**Family Dynamics:**

Describe the parents' relationship, interaction with individual #1.

Describe the parents' reaction to individual #1's report.

**Support System:**

Describe the family's support system (relatives, community, church, etc.)

Describe any arrangements that have already been made for counseling, and/or support for the families.

**Arrangements for Safety:**

Describe the arrangements that have been made to ensure the individual's safety (both from individual #2 and to protect individual #1 from repeating the inappropriate behavior with others).

Describe the awareness building/education of the parents regarding the seriousness of the report, the RA response procedures, etc.

**Additional Information** (use reverse if necessary):

## Appendix C: Rosslyn Academy Statement of Findings Template for an Internal Response

### Rosslyn Academy Statement of Findings of the Internal Response Regarding **(Name)**

**Date**

#### **Inquiry Findings**

##### **Information**

*Give an outline of why an inquiry has been conducted*

##### **History of the Report**

*Give details of who received the report, when, how it was followed up, the procedure that was used and how the decision to go to a full inquiry, or not, was made. Attach any appendices documenting these decisions.*

##### **Summary of the Report**

*Provide a summary of the report, what were the issues identified and the focus of the report, make reference to any issues outside of the Statement of Findings that may be held in a Report of Findings, link the two documents here.*

##### **Additional Information Gathered**

*List all the details of the findings here, include the timeline (standard feature) and chart documenting what information was corroborated or not (standard feature). Use as much details as is needed to demonstrate why a conclusion has been made. Separate out different situations so it is easy for the logic of the conclusion to be seen.*

##### **Rosslyn Academy Standard of Conduct Policy**

Rosslyn Academy is an organization that has a standard of ethics and conduct that reflects biblical principles; these principles apply to everyone. Acceptable student behaviour is outlined in the Student Handbook.

*Cut and Paste from the standards document the relevant section of the standard or other behavioral standard being applied to the conclusion. There is no need to paste sections not applicable to the issues being inquired about.*

##### **Conclusion**

*Attach as an appendix the assessment of the information (as many sheets were used).*

*Make a conclusion from the findings being compared to the standard in consideration of the assessment of the credibility of the information the team has received.*

*Document each issue separately so if there have been 4 individuals who experienced the abusive/inappropriate behavior list each conclusion separately.*

*Where there is no confession or corroborating information the phrase "on the balance of probability" should be used to indicate we don't have information beyond reasonable doubt and are using the level of evidence on the balance of probability.*

*Make a note if the team feel the conclusion is solid or could be disputed.*

The above findings are submitted on behalf of the Rosslyn Academy Child Safety Office,

Child Safety Officer

Date

##### **Risk Assessment (that has lead to the action plan)**

*In situations where the policy and standards are not being applied directly, a risk assessment needs to be included in the master Statements of Findings so if something goes wrong later was can look back and see where the decision was taken and what the criteria was. If there is a deviation from a policy then there needs to be a statement as to why policy as not followed, this makes defense to law and CSPN easier. Each risk assessment would be different so there can be no template but this example is used to demonstrate the way a risk assessment was used to not have a family return stateside nor have "required" counseling.*

In considering the action plan two risk assessments were made.

1. What is the risk to the on-going safety of the XYZ's children?
2. What is the risk to XXXXX's long-term health?

In assessing the risk to the safety of the children the fact this is a first time, that here were healthy discussions and that the family knew what to do has lead to the assessment that the family does not need to be removed at this time, and the situation would be improved if SILABC can find a way to open a discussion about child safety in a culturally appropriate way.

In assessing the long-term health of XXXX, the ABC counselor will make an evaluation as to the need for intervention, should she need assistance she can consult with SIL's International Counseling Department. Factors she will consider are: was XXXXX being aroused, was there a power imbalance (being in charge) and was the event seen as traumatic. At the present time there is no indication of the family needing to move from the village, ABC's counselor has offered to visit the village if needed.

## **Action Plan**

### **Administrative Actions**

1. Rosslyn Academy takes seriously its responsibility to protect and nurture children, creating a safe and positive environment in which to grow. We believe it is never acceptable for any child to experience abuse of any kind.  
...

*Person responsible:*

*Accountability to:*

2. Following Rosslyn Academy's policy requirement, ...

*Person responsible:*

*Accountability to:*

### **Supportive Actions**

3. Rosslyn Academy will work with XXXXX to support them in ....

*Person responsible:*

*Accountability to:*

*Person responsible:*

*Accountability to:*

I have reviewed the information compiled; compared it with Rosslyn Academy policy, standards and definitions; and applied the administrative outcomes and action plan as required by Rosslyn Academy policy.

Sincerely,

Child Safety Officer  
Rosslyn Academy

## Appendix D: Technology Policy for Student Handbooks

### Technology Policy for Student Handbooks

The use of electronic devices at Rosslyn Academy is a privilege which may be removed if students are found to be in violation of the Acceptable User Policy and/or Rosslyn Academy's Student Expectations & Discipline.

If a student's personal device (phone, tablet, e-reader, computer, etc.) is used in a manner that violates the above policies, Rosslyn reserves the right to confiscate and search the device if there are reasonable grounds for believing that the search will turn up evidence that the student has violated or is violating either Kenyan law or the rules of the school.

Student behavior, whether on or off campus, and including Internet postings, reflects on the name of Christ, reputation of Rosslyn Academy. Therefore, students involved in major misconduct on or off campus and including the Internet, that reflects negatively the name of Christ, Rosslyn Academy, or substantially disrupts the work and discipline of the school, may be subject to disciplinary action, including expulsion.

Rosslyn Academy reserves the right to monitor and log the use of its technology and computer network, monitor network utilization by users, and examine user files and materials as needed. Therefore, users cannot expect absolute privacy from the school's technology personnel as it relates to the use of the Rosslyn's computer network. Users must recognize that there is no assurance of confidentiality with respect to access to transmissions and files, by persons outside or from persons inside Rosslyn Academy. Rosslyn Academy reserves the right to deny individual users access to specific technology as a consequence of misuse

## Appendix E: Chaperone Guidelines

### ROSSLYN ACADEMY Chaperone Guidelines

When planning an event that requires chaperones or supervisors, the following guidelines are to be followed:

1. Chaperones for any event must consist of a minimum of two adults and meet the appropriate ratio of chaperones to students:
  - a. *All On-campus events:* 1:15
  - b. *Middle or High School Off-campus/Overnight events:* 1:10
  - c. *Grades P to 3 Off-campus/Overnight events:* 1: 6
  - d. *Grades 4-5 Off-campus/Overnight events* 1:8
  - e. *All events involving water (e.g. swimming)*
    - Follow the above guidelines but need to take into consideration and make arrangements for (whenever possible) a chaperone with lifeguarding qualifications if there will be no official lifeguard at the pool. Otherwise, please follow the hosts recommendations and be extra vigilant in supervising students.
2. Events that involve students of both genders should include chaperones representative of both genders.
3. Chaperones should consist primarily and predominantly of Rosslyn Academy staff members.
4. Staff members should come from the relevant school for which the event is taking place, when possible.
5. All parent chaperones will need to complete the following steps *prior* to chaperoning an event:
  - a. Attend a Student Safety/Code of Conduct training
  - b. Sign and turn in the Rosslyn Academy Code of Conduct
  - c. Complete and turn in the Rosslyn Academy Staff & Volunteer Information Form
6. Staff members should avoid chaperoning an event with their spouses, unless given expressed permission by the School Principal. It is noted that CFS and Senior Trip does at times utilize the spouses of staff members as chaperones. Chaperones should take additional precautions to ensure that the appropriate Student Protection procedures are followed in such a case.
7. The individual in charge of the event (in consultation with the respective Principal) will be responsible for selecting approved chaperones, maintaining the appropriate ratio and composition of chaperones, and ensuring that chaperones remain vigilant and complete all necessary tasks throughout the event.

8. Expressed permission will need to be granted by both the School Principal and Child Protection Officer for chaperones who are neither staff members nor on the approved chaperone list, with additional steps required for approval.

## **ROSSLYN ACADEMY**

### **Expectations for Chaperones**

Staff Chaperones and Volunteer Chaperones assume the full burden of setting and maintaining clear, appropriate boundaries in all interaction with children. The best way to prevent the abuse of children and to reduce situations that put our students at risk is to be wise and vigilant in how we interact with our students. All Chaperones are expected to follow the Principles of the Child Safety Code of Conduct (Please see the Code of Conduct for further guidelines):

- Avoid Isolation
- Increase Accountability
- Increase Visibility

In addition to these guidelines, Chaperones are expected to take the following into consideration:

1. All school rules apply. Chaperones are expected to comply with school policies as outlined in the Code of Conduct, the Basic Tenets of Beliefs, and the Student and Staff Handbooks.
2. Chaperones are expected to comply with directions given by the supervising staff member, work cooperatively with other staff and volunteers, and model appropriate behaviors for students.
3. While chaperoning, chaperones may not use, sell, provide, possess, or be under the influence of tobacco, drugs, or alcohol. They may not use or possess any weapon that is not pre-approved by administration. If pangas are required for a project, chaperones should closely supervise their use and promptly collect them afterwards. Please check with your administrator if you are unsure if an item is considered a weapon or if it is approved for a certain work site.
4. Chaperones may not administer any medications, prescription or nonprescription, to students without the consent of parents. Students attending overnight functions who need to take medication should have a parent sign a consent form for Chaperones to administer medications as directed by the parents. It is the chaperones' responsibility to follow and review student health forms for allergies and what medications parents consent to.

5. Students must be supervised at all times while at the school event. Chaperones may be assigned to a small group of students or students in a specific area. Their job will be to engage with and help the students learn and/or behave appropriately. On field trips, if a chaperone is assigned a group of students, the students must stay with the chaperone at all times. Chaperones must:
  - a. account for all students regularly and before changing activities
  - b. know when and where to meet the rest of the group at the end of the visit
  - c. be readily available,
  - d. be mindful of safety concerns, and
  - e. respond to student needs.
6. Student behavior is a chaperone's responsibility. School rules related to student behavior apply. Chaperones should review rules and standards of behavior, safety rules, and any site-specific rules with students. They must ensure that students do not get involved in extra activities that are not pre-approved.
7. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student, especially a student of the opposite gender. Chaperones should also not invite a student or a group of students into their room.
8. Chaperones should be aware of students' sleeping arrangements on trips and take care to increase accountability and avoid isolation.
9. On overnight trips, chaperones should be aware of interactions between students and the local hosts or community. They must watch for situations in which the students may feel uncomfortable and avoid placing students in situation in which their safety may be compromised.
10. On CFS or service project trips, students are often visiting a church or school. Chaperones should pay specific attention to where students are during this time. Chaperones need to be extra cautious when students are taking tours of schools, going into classrooms without supervision, and visiting homes of community members. Chaperones should utilize the buddy system, review any pertinent safety information, and take into account the three principles of reducing risk (accountability, minimizing isolation, and visibility) as much as possible. If students are spread out and teaching in different rooms, chaperones should make frequent rounds checking on them.
11. Chaperones should be sure to know what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of a school or trip rule, etc...). They should know who is first-aid trained, where the first aid kit is, and who has copies of permission slips with emergency phone numbers and medical information.
  - a. If a student indicates that they want to hurt themselves, have hurt themselves, want to hurt someone else, or someone is hurting them, chaperones are mandated to report it to a Supervisor or Counselor immediately.

- b. If a student indicates that s/he is being abused or has been abused, chaperones should report it to a Supervisor or Child Safety Officer immediately.

**ROSSLYN ACADEMY STAFF & VOLUNTEER FORM**

**Please turn into the Event Supervisor or the Administration Member in Charge.**

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

PHONE NUMBER: \_\_\_\_\_

**EMERGENCY CONTACT:**

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

RELATIONSHIP: \_\_\_\_\_

CONTACT: \_\_\_\_\_

**EMPLOYER:**

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

CONTACT: \_\_\_\_\_

By signing below, I am acknowledging that I have completed the Student Safety/Code of Conduct Training and signed the Code of Conduct.

\_\_\_\_\_  
Signature and Date

## Appendix F: Mentoring Guidelines

### **Rosslyn Academy Mentoring Guidelines**

#### ABOUT MENTORING:

Rosslyn Academy defines mentoring as meeting regularly with a student for discipleship and intentional relationship in order to assist the student's development in their spiritual, academic, physical, social, and emotional lives. Relationships that fall into this category are those within the Mentoring Program, as well as similar relationships in which an adult regularly meets one-on-one or with a small group of students. These one-on-one meetings or small group meetings often occur for the purposes of pouring into a child spiritually, academic tutoring, or mentoring a student in their social and emotional lives and are relationships not already encompassed through regular classes or other groups/programs approved by the school. Mentoring relationships may occur on or off campus, during school or outside of school hours.

Anyone who mentors must come under the authority, permission, and screening of the Rosslyn Chaplain Department and the appropriate Principal. No one associated with the school may mentor a Rosslyn Academy student without permission from the appropriate Principal (in conjunction with the Chaplain and Child Safety Office). The Chaplain department will monitor and provide accountability for the mentoring throughout the year. Any concerns or problems should be reported to both the Chaplain Department and the Principal.

Rosslyn Academy wants to be vigilant in protecting students from all forms of abuse. Because of the intimate nature of mentoring, mentors must do all they can to prevent and protect students and themselves from abuse or false accusations of abuse. The following guidelines are meant to help mentoring relationship be safe, healthy, godly, and rich.

#### GENERAL EXPECTATIONS:

- Mentors should meet with students once every one or two weeks. If students want to meet outside of the school day, mentors should notify the Chaplain Department and the Principal for accountability.
- All mentors who are not Rosslyn staff must complete the Volunteer Application process through the HR office, which includes a background check, and Rosslyn Academy's compulsory Child Protection Training.
- Mentors must contact the student's parents to introduce themselves and let parents know when and where the mentor plans to meet with the student. Though mentors do not need to be reporting to parents about their conversations, parents need to be informed about who is investing in their child, when, and where.
- Mentors should be aware that they may need to refer a student to a counselor. Topics that *must* be referred are: suicidal thoughts, intent to harm self or others, abuse of self, sexual abuse, and harassment. These must be reported to the Counselor. We

encourage mentors to inform students at the beginning of mentoring relationships that they are required to report these topics.

#### MEETING WITH A STUDENT:

- Mentors are encouraged to meet with students during regular school hours. They can meet during study hall or lunch.
- In accordance with Rosslyn's Code of Conduct, mentors and students must meet in a public area - at school, at a restaurant, etc. Mentors may, however, meet in a home given there is another adult present in the home and parents are informed. Mentors are responsible for arranging transportation in consultation and with permission of parents. As per our Child Safety Code of Conduct, Rosslyn staff members are to decrease isolation and increase accountability. When providing transportation for a student, staff members will attempt to limit isolating themselves with a student and seek accountability by requesting permission from the student's parents and notifying their supervisor and child safety officer.
- If mentors unexpectedly have a meeting with a mentee off campus or encounter some other situation that they are uncertain about, they should immediately notify the Child Safety Officer, SLD/Chaplain, or Principal about this event. While the school does not want to make things overly complicated, Rosslyn Academy does want to stay above reproach in protecting all parties involved.

#### SAMPLE PARENT CONTACT EMAIL:

Mr. and Mrs. Doe,

My name is Name of Mentor and I am one of the Chaplains/Teachers/etc. at Rosslyn Academy.

Part of what makes Rosslyn unique is the mentoring relationships that our staff offer to any interested students. Name of Student indicated that he/she would like to meet regularly with me in a mentoring capacity. I wanted to introduce myself so you'd know who I was and be informed about when and where we'll be meeting.

Name of Student and I have decided to meet every Date of Meeting. Usually, we'll meet Location of Meeting, though there might be a few times that we go to Java House or Artcaffe. My aim for our time together is really just to get to know Name of Student and hear about his/her life, what he's/she's thinking, where he/she struggles, and be an encouragement to him/her in those things.

If you have questions or concerns, or would like to know more about me, please let me know. You can contact me at mentor's contact information. If you have questions about Rosslyn's emphasis on mentoring in general, you can contact the Spiritual Life Director, MS/HS Chaplain, or Principal.

Mentor's Name & Position