



Child and Student Protection Policy

**of the
Centre for Arab-West Understanding (CAWU)
and the
Centre for Intercultural Dialogue and Translation (CIDT)**

Contents

1. Preamble.....	2
2. General	3
2.1 Scope	3
2.2 Purpose	3
2.3 Legal framework.....	3
2.4 Principles and values	4
2.5 Local Children Social Services.....	4
3. Definitions.....	5
3.1. Safeguarding and child protection.....	5
3.2. Child	6
3.3. Student.....	6
3.4. Abuse	6
3.5. Child Neglect.....	6
3.6. Harassment	6
3.7. Improper Touching.....	6
3.8. Improper Discipline.....	7
3.9. Assault	7
3.10 Exposure to Domestic Violence	7
3.11 Guardian	7
3.12 Vulnerable Adult	7
3.13 Designated Safeguarding Lead (DSL).....	7
4. Code of Conduct	8
4.1. General.....	8

4.2. Discipline & Classroom Management.....	9
Preventive Discipline.....	9
Remedial Discipline	10
4.3 The staff must	11
4.4. Reporting or publishing material on children or students	12
4.5 Use of information about the family and children for work-related purposes	12
4.6 Disputes	12
5. Protection procedures - reporting of concerns	12
5.1 Action to be taken by all school personnel (teaching and non-teaching).....	13
5.2 Reporting guidelines.....	13
6. Procedures with allegations against a member of staff.....	15
6.1 Possible suspension of a member of staff.....	15
6.2 Investigation into allegation	15
6.3 Re-instalment of the staff member after suspension	16
6.4 Allegations of previous abuse.....	16
6.5 Extra procedures with allegations related to partners.....	16
7. Off-Site Activities, Overnight Events, Transportation, and Trips.....	16
Transportation.....	17
8. Employment	18
9. Awareness.....	18
Appendix 1: Further information dealing with allegations of abuse, neglect or maltreatment.....	18
How to recognise abuse, neglect or maltreatment.....	18
1. Indicators of possible physical abuse	18
2. Indicators of possible emotional abuse.....	19
3. Indicators of possible sexual abuse	19
4. Indicators of possible neglect	19
Appendix 2: How to respond to a suspicion or disclosure	19
Two important questions to ask yourself.....	20
2. Is the person at the centre of the allegation working with children now?	20
3. How to report a suspicion or disclosure	20

1. Preamble

The Centre for Arab-West Understanding (CAWU) is an Egyptian NGO registered in 2007 at the Ministry of Social Solidarity under number 6985 hosting both a student internship program and a refugee-student learning Centre. CAWU cooperates with the Centre for Intercultural Dialogue and Translation (CIDT), an Egyptian limited liability company registered in 2012 under number 59123 at the Egyptian Chamber of Commerce.

Refugee students are usually between 15 and 21 years old. The students are very diverse with respect to gender, culture, nationality, and religious or residence status in Egypt. Most come from single-parent homes, and some have no parent in Egypt at all, but have a guardian.

Student interns are usually between 22 and 25 years old. These are university students from Egypt and abroad who volunteer with CAWU on database building and/or the Learning Centre.

CAWU and CIDT support children's rights, and are committed to protecting their safety and well-being.

CAWU and CIDT staff members and volunteers share a common responsibility and commitment to the awareness, prevention and reporting of, and response to child abuse in the course of their work.

CAWU and CIDT's Child and Student Protection Policy sets out core values, principles, and beliefs and describes the practices that will be taken to meet our commitment to protect children and students.

2. General

2.1 Scope

This policy applies to all part-time, full-time, and *ad hoc* CAWU and CIDT employees, freelance, interns, volunteers and external experts as well as anyone working with CAWU and/or CIDT on the implementation of activities and projects.

- CAWU and CIDT staff members and volunteers share a common responsibility and commitment to the awareness, prevention and reporting of, and response to child abuse in the course of their work.
- CAWU and CIDT staff members "shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of status, activities, expressed opinions, or beliefs of the child's parents, legal guardians or family members" (United Nations Conventions of the Rights of the Child 1990).
- CAWU and CIDT believe that a child or student should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and students and to keep them safe. We are obliged to protect them in any way possible.

2.2 Purpose

- Protect children and students who receive services from the CAWU and CIDT;
- Provide staff and interns with the overarching principles of our approach to child protection; and
- Provide CAWU and CIDT staff and partners with clear guidelines on what to do in the case of suspected child and/or student abuse.

2.3 Legal framework

This policy has been formulated on the basis of law and guidance that seeks to protect children. This document is based on:

- Child Protection Document of the Centro Internazionale per la promozione dell'educazione e lo sviluppo (2017)
- Canadian Anglican Church Protection Policy (2019)
- United Nations Convention on the Rights of the Child (1990)
- Keep Children Safe in Education (2020)
- Child Protection Procedure for Primary and Post-Primary Schools (2017)
- Child Protection Policy - British International School of Cairo (2015)

These documents have been considerably adapted to meet CAWU and CIDT's specific circumstances. An earlier version of this document has been discussed, sentence by sentence, with the teachers of the CAWU-Learning Centre on November 17 and 18, 2020 and psychotherapist Nardin N. William, CEO and co-founder of Tawseela for Training and Human Resources Development LLC and is now fully part of our policy to protect the rights of the children and students we work with. This policy was revised in May 2021 by intern Oda Algera and was further edited by Cornelis Hulsman in August 2021 and approved by CAWU and CIDT management.

2.4 Principles and values

The following principles and values reflect CAWU and CIDT's position on Child and Student Protection:

- **Zero tolerance of child abuse:** CAWU and CIDT do not tolerate any form of child or student abuse, nor does it tolerate possession or access to any material that is abusive of children. CAWU and CIDT will not knowingly engage anyone who poses a direct risk to children and students and will terminate its relationship with anyone found to pose such a risk.
- **Recognition of children's interests:** All the staff of the CAWU and CIDT are committed to involving and protecting children and students without discrimination or exclusion on the basis of gender, disability, social status, ethnic, political or religious background. CAWU and CIDT recognize that some children and students are at greater risk of abuse. Children and students who are particularly vulnerable are: children and students with disabilities and/or who came from conflict situations in their homes or home countries as well as migrant children or children without parents. CAWU and CIDT recognize that most of the children and students at the CAWU Learning Centre fall in this category and thus that CAWU and CIDT need to be extra aware of the need to protect our children and students.
- **Sharing responsibility of children and student protection:** CAWU and CIDT will ensure that associated partner organizations agree to adopt CAWU and CIDT's Children and Student Protection Policy and the Children Safeguarding Standards as set out by the Council of Europe.

2.5 Local Children Social Services

The CAWU Learning Centre has appointed a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead who will be the first persons children, students and others can consult in case of an (alleged) violation of our policy.

Designated Safeguarding Lead is Rosy Sharma, our Indian deputy principal and teacher of mathematics and science. The Deputy Designated Safeguarding Lead is Nardin William, an Egyptian psychotherapist licensed from the Dansk Psykoterapeut forening who is the co-founding director of Tawseela, a social enterprise company established in 2012 to serve underprivileged children from 3 to 18 years old.

The Designated Safeguarding Lead (DSL) or DSL Deputy will be the first points of contact for the youth, children and vulnerable adults and report on any form of violation of the Children and Student Protection Policy Of the Center for Arab-West Understanding (CAWU) And the Center for Intercultural Dialogue and Translation (CIDT). The (deputy) DSL must consider contacting one of the following services when a case of child abuse, neglect or maltreatment occurs at the CAWU or CIDT. They need to write a report about the case and add to this their considerations and decisions.

1. Médecins Sans Frontières (MSF)

Offers medical and psychological care to persons who have suffered sexual assault. Rape is a medical emergency. If you or someone you know has experienced sexual violence, call within 72 hours (3 days) to increase the chance for vital life-saving support. MSF also offers medical, physical and psychological rehabilitations for adult victims of traumatic events. Group support services are also available.

Contact

Address: Street 161, no. 2, Maadi, Cairo

Phone numbers: 010 1215 9162 (Sunday – Monday, Wednesday – Thursday 09:00 – 18:00)

011 1148 3267 (Sunday – Monday, Wednesday – Thursday 09:00 – 18:00)

Emergency Hotline Sexual Violence: 011 1708 3502 (24 hours/7 days)

2. Save the Children (SCI) Egypt

SCI Provides specialised services for children at risk and children exposed to abuse, neglect, violence and exploitation. A mentor and support programme will assist in monitoring and supporting children without any parents or legal caregiver. Other services include psychological counselling, and psycho-social interventions in individual and group sessions as well as the wider community, including positive parenting with caregiver, and positive discipline with teachers and health workers.

Contact

Address: Maadi, 7 El Golf St.,– 3rd Floor; behind Maadi Club

Phone Number: 02 25175934 (Sunday – Thursday 08:00 – 17:00)

Address: Ard El Lewa, El Yasmin Tower, El Ghaz St. from Teret El Zomor St.- 1st Floor; behind Ard El Lewa Youth Club.

Address: Nasr City, 6 Mohamed Mahdy Arafa St. - 10th district – 3rd Floor

Address: Faisal, 7 Abdelrahman Hosny St. from Naser El Thawra St.

3. CARE Egypt

Legal and psycho-social support, awareness raising and individual case management of survivors of sexual and gender-based violence.

Contact

Address: Plot 8, Block S 64, 10th District, Zahraa Maadi, In front of Carrefour Maadi

Phone Numbers: 010 2885 9666 (Sunday – Thursday 09:00 – 17:00)

010 2885 9777 (Sunday – Thursday 09:00 – 17:00)

Emergency Hotline: 01028062178 (24 hours/7 days)

This document provides an overview and the contacts of UNCHR supported social services for Protection Services of Refugees and Asylum Seekers in Egypt:

- <https://www.unhcr.org/eg/wp-content/uploads/sites/36/2020/11/Service-brochure-COVID-OCT-2020-EN.pdf>.

3. Definitions**3.1. Safeguarding and child protection**

Safeguarding is defined for the purposes of this protection policy as:

- Protecting children and students from maltreatment;
- Preventing impairment of children's and students mental and physical health or development;
- Ensuring that children and students grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children and students to have the best outcomes.

This definition is in accordance with the Keep Children Safe in Education (2020).

3.2. Child

A child is any “every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.” This definition is in accordance with Article 1 of the United Nations Convention on the Rights of a Child (1991).

3.3. Student

Any person studying at the CAWU Learning Centre and each student intern is a student.

3.4. Abuse

To use wrongly, to maltreat, to injure. It is the misuse of power by a person in a position of trust. Abuse may take various forms:

a) Physical Abuse

CAWU and CIDT adopt the following descriptions: “Physical abuse occurs when a person purposefully injures or threatens to injure a child or young person. This may take the form of slapping, punching, shaking, kicking, burning, shoving or grabbing. The injury may take the form of bruises, cuts, burns, or fractures” (Child Wise, 2008).

b) Emotional Abuse

“Emotional abuse is a persistent attack on a child or young person’s self-esteem. It can take the form of name calling, threatening, ridiculing, intimidating or isolating the child or young person” (Child Wise, 2008). A child or young person may also be subject to emotional trauma or abuse if forced to witness, or inadvertently does witness domestic violence. Where this situation occurs deliberately, it is a form of abuse.

c) Sexual Abuse

Any sexual exploitation of a child, whether consensual or not, by an adult or older child. Physical, psychological or emotional coercion is intrinsic to sexual abuse. It is against the law to touch a child for a sexual purpose; to encourage or force a child to touch another person in a sexual way; to encourage or force a child to participate in any sexual activity; or tell a child to touch him or herself for an adult’s or older child’s sexual purposes. Sexual abuse can take many forms – for example, sexual intercourse, exposing a child’s private parts, indecent phone calls, fondling for sexual purposes, watching child undress for sexual pleasure, allowing a child to look at, or perform in, pornographic pictures or videos; or to engage in prostitution.

3.5. Child Neglect

“Neglect is the failure to provide the child with the basic necessities of life, such as food, clothing, shelter and supervision to the extent that the child’s health and development are at risk” (Child Wise, 2008).

3.6. Harassment

The repeated subtle or overt action, particularly by a person in an authoritarian position, which causes the recipient to feel attacked, demeaned, intimidated or manipulated.

3.7. Improper Touching

Touching which creates feelings of violation, confusion, or isolation. It may include kissing a child, coaxing a child or student to give a kiss, extended hugging or tickling, touching a child or student in any area that would be covered by a swimsuit, carrying older children or students or having them sit on an adult's lap.

3.8. Improper Discipline

Inappropriate and harmful attempts to control a child. Improper discipline includes yelling or screaming at children and students, threatening them or physically hurting them. By contrast, proper discipline involves establishing clear boundaries of acceptable behaviour and maintaining such behavioural expectations with firm and kind expressions of authority.

3.9. Assault

To cause bodily harm by inappropriately applying force to another person; to attempt or threaten to apply force; or, to accost or impede another person while openly carrying a weapon.

3.10 Exposure to Domestic Violence

Children or students who live in homes where a parent or caregiver is experiencing abuse are commonly referred to as "child witnesses" or "children who are witnessing" domestic violence. Children's exposure to domestic violence typically falls into three primary categories: hearing of a violent event; being directly involved as an eyewitness, intervening, or being used as a part of a violent event (e.g., being used as a shield against abusive actions); and/or experiencing the aftermath of a violent event. Children's exposure to domestic violence also may include being used as a spy to interrogate the adult victim, being forced to watch or participate in the abuse of the victim, and being used as a pawn by the abuser to coerce the victim into returning to the violent relationship. Some children are physically injured as a direct result of domestic violence. Some perpetrators intentionally physically, emotionally, or sexually abuse their children in an effort to intimidate and control their partner. In addition to being exposed to the abusive behaviour, many children are further victimized by coercion to remain silent about the abuse, maintaining the "family secret."

3.11 Guardian

A guardian has the legal as well as moral obligation to provide full care to any child or student under his or her supervision. A guardian is usually a parent, but also is anyone known to the UNHCR as a guardian or who signs a document with the Learning Centre that accepts the responsibility of being a guardian for a specific child or children.

3.12 Vulnerable Adult

A person 18 years of age or older who, because of his/her age, a disability or other circumstances, whether temporary or permanent, is in a position of dependence on others or is otherwise at a greater risk than the general population of being harmed by a person or persons in positions of trust or authority relative to him/her. The term also includes single women, widows and widowers, and adults with special needs and disabilities.

3.13 Designated Safeguarding Lead (DSL)

The DSL is the allocated staff member who is the head of responsibility in safeguarding the children and students. This person has to assure that the Child and Student Protection Policy is being complied with. All staff, but especially the Designated Safeguarding Lead (and deputy) should consider whether children are at risk of abuse or exploitation (Keeping Children Safe in Education 2020).

The Designated Safeguarding Leads of the CAWU and CIDT are responsible for safeguarding and protecting the children and students at the highest level. Staff should always inform the Designated Safeguarding Lead or her deputy about the abuse, neglect or maltreatment of any student. Their responsibilities regarding the protection and safeguarding of the children are:

- Making sure the staff of the CAWU and CIDT are aware how to raise safeguarding concerns;
- Ensuring all staff understand and recognize the symptoms of child abuse, neglect and maltreatment;
- Monitoring children and students who are the subject of child protection plans;
- Maintaining accurate and secure child protection records; And
- Always being available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to another member of the staff and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible (Keeping Children Safe in Education 2020).

4. Code of Conduct

4.1. General

- All staff (paid/voluntary) must adhere to our code of conduct in respect of their contact with pupils and their families, both in and outside the classroom;
- Individuals and organisations that are contracted by the learning centre to work with or provide services to pupils are expected to adhere to this policy;
- All staff (paid/voluntary) need to ensure that a culture of openness exists to raise concerns to be discussed;
- We believe that all children and students are equal regardless of their background. We treat children and students with respect regardless of race, colour, sex, language, religion, political or other opinions, national, ethnic or social origin, property, disability, birth or other status.
- Whilst it would be unrealistic to preclude all physical contact between adults and children/students, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation;
- For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff should be close by.
- Protecting children and students from inappropriate behaviour (e.g. exclusion from the group, verbal, physical or sexual abuse) or bullying of other children and students;
- Ensuring that no child is asked to work or perform favours in return for assistance or participation; refraining from smoking in classrooms and offices when there are children and students present in order not to harm children's and students' health; refraining from drinking alcohol or using any other intoxicating substances during office hours;
- Teaching children and students to assess what is acceptable and unacceptable both in staff behaviour and in their own dealings with other children, students and staff;
- Discuss with children and students their rights and explaining what to do if something occurs;
- Reporting any suspected or witnessed misconduct or abusive behaviour without delay.
- Arrange meetings with a single child in a public place or accompanied by another adult, in the daytime only;
- Avoid discrimination against, showing differential treatment, or favouring particular children and students to the exclusion of others;
- All staff should be aware that children can abuse other children (often referred to as peer on peer abuse), such as (cyber)bullying, physical abuse, sexual violence, sexual harassment, sexual comments, up skirting, sexting.

4.2. Discipline & Classroom Management

Registration

Article 1: All children and students at CAWU and CIDT are registered. Information includes contact information of the students and their parents/guardians in order to enable us to contact them whenever needed. Registration includes information about health issues that teachers may need to know.

Environment/hygiene

Article 2: CAWU and CIDT guarantee safe class-rooms. Teachers ensure sufficient air circulation.

Article 3: Teachers ensure that the students have put their garbage in garbage bins. Classrooms will be cleaned daily.

Article 4: Temperatures are taken upon arrival. Students or teachers with a temperature of 38° or more will be asked to leave.

Article 5: Students and teachers are told to wear mouth masks in crowded areas.

Article 6: All students, staff and visitors are asked to wash hands with soap upon arrival.

Article 7: CAWU and CIDT provide a hand gel sanitizer in case water is not available. Water is kept in containers for flushing toilets if needed.

Article 8: CAWU and CIDT try as much as possible in the limited space we have to adhere to social distancing of 1.5 meters between people.

Article 9: The following forms of punishment will not be permitted:

- Corporal punishment of a child or youth by a staff person, student or volunteer;
- Deliberately harsh or degrading measures which humiliate a child or youth or undermine a child's or youth's self-respect;
- Deprivation of a child or youth of his/her basic needs;
- Locking or confining a child or youth in a room separate from other children, youths or adults;
- All discipline and group management will be conducted in a loving and caring environment;
- All attempts will be made to prevent discipline problems from arising and to avoid the need for remedial discipline. All attempts are to be taken to adhere to the following:

Preventive Discipline

- Create a loving, caring atmosphere;
- Grant respect to gain respect;
- Model self-discipline and structure in your own life;
- Arrange our environment for children and youth for learning;
- Establish and communicate realistic expectations for the children and youth;
- The activities we provide will be meaningful and age-appropriate;

- All staff and volunteers will be fair and consistent with all children and youth;
- All staff and volunteers will focus on positive actions and reward positive behaviour;
- All staff and volunteers will be aware of children and youth with special needs and bring their needs to the attention of the Learning Center principle.

Remedial Discipline

- Deal with problems individually;
- Explain to the child or youth why the behaviour is unacceptable and instruct them in how to act correctly;
- Redirect the child or youth to positive action;
- Explain the consequences of unacceptable behaviour by defining the correct way to behave as well as the result of the wrong behaviour;
- Offer choices that are acceptable to both you and the child or youth.
- Group rules will be established to clearly communicate the expectations required of children and youth. Some rules are:
 - One voice talking at a time, and always use inside voices;
 - Use good manners;
 - Respect each other;
 - Quiet hands get answered;
 - Obey directions the first time;
 - Keep your hands and feet to yourself;
 - Be friendly.

Article 10: The teacher has the right to ask a student to leave the classroom. The administrator will make a record of this including reporting why this has happened and inform the Principal.

Food/nutrition

Article 11: CAWU provides students with nutritious lunches and sufficient drinking water.

Electronic equipment

Article 12: Use computers, mobile phones, or video and digital cameras appropriately, and never exploit or harass children and students or access any pornography through any medium. Computers will be placed in open areas where the screen is easily visible. Internet filters will be installed on each computer to limit access to adult content. The browser history will be reviewed periodically, as well as the documents downloaded, for questionable material.

All Learning Centre personnel are encouraged to demonstrate and model purity, integrity, transparency and accountability with all communications including those noted above. All communication will be done in the open.

Social media networks are to be used solely for communication purposes. In the rare occasion that a conversation with a youth moves beyond communication of information, Learning Centre personnel will notify the DSL or deputy DSL immediately and submit a copy of the conversation.

Article 13: If children/students do not keep to time schedules, do not do homework or do not behave appropriately in class, a written notification will be made of it. This will be shared with the student. If the management believes the number of notifications show a troubled attendance management will call in a parent or guardian and find mutual solutions to the reasons for the troubled attendance. If neither the student nor the parent/guardian takes measures to address the troubled attendance the Learning Center can issue a warning. Upon the third warning, a student can be dismissed from the Learning Center.

Article 14: Never invite unaccompanied children into a staff member's home without the permission of their parent/guardian, unless they are at immediate risk of injury or in physical danger. All meetings between teachers and students must take place in the Learning Center.

Article 15: If students report any violence or abuse in or outside the Learning Center, the Learning Center will contact the responsible parent/guardian and consult them to undertake mutually considered action.

Article 16: The CAWU Learning Center teaches respect for differences, regardless the nature of that difference. Learning Center is on alert to prevent radicalization. If radicalization is noticed, the parent/guardian will be consulted for mutual action.

Article 17: CAWU has at all times the right to call for a meeting with a parent/guardian, and a parent/guardian has at all times the right to ask for consultation with CAWU about their child(ren) or youth.

Educational

Article 18: All students have the right to education as well as the attention of their teachers and administrative support staff.

Article 19: All students have the duty to pay attention in class, be on time in class before lessons start, and do their homework.

Article 20: The CAWU Learning Center has the right to dismiss a student from class upon the third warning. The responsible parent/guardian will always be invited for a meeting before such dismissal.

Article 21: If a student is dismissed, he/she will receive advice to attend a different school or learning center.

Medical

Article 22: CAWU has a basic first aid kit at the Learning Center.

Article 23: Teachers are aware of how to deal with children/students with existing health issues.

Article 24: CAWU and CIDT are adjacent to Dr. Albert Zaki's medical clinic, and can call upon him for medical support if needed.

4.3 The staff must

- Never develop relationships with children and students which could in any way be deemed exploitative or abusive;

- Never abuse their power or position of authority to obtain personal gain from children, students or their parents;
- Never use language, make suggestions or offer advice which are inappropriate, offensive or abusive;
- Never act in ways intended to shame, humiliate, belittle or degrade children and students, or otherwise perpetrate any form of emotional abuse;
- Never hit or otherwise physically assault or abuse children and students;
- Never behave physically in a manner which is inappropriate or sexually provocative (including kissing, hugging, or touching of a child and student);
- Never sleep in the same room or bed with the child whom they are working with;
- Never develop physical/sexual relationships with children and students;
- Never condone, or participate in activities which are illegal, unsafe or abusive.

4.4. Reporting or publishing material on children or students

- Parents/guardians have been asked upon registration of their child/student at the Learning Center to approve making photos for our Learning Center Facebook page as well as presentations about our Learning Center. If, upon registration, an objection has been made, CAWU staff and volunteers are required to honor such requests;
- Protect the safety and privacy of children, students and their families by not using their images and names without explicit consent, and by not using them in any way which reveals their identity or location;
- Photographs and other visual material should not show children and students as helpless victims or in otherwise negative or inappropriate connections. Rather, visual material shall emphasise the potential and strengths of the people involved and of communities to develop their own lives;
- Ensure that the children and students are adequately dressed in photographs and images and they are not represented in poses that could be interpreted as sexually suggestive.

4.5 Use of information about the family and children for work-related purposes

CAWU invites children/students and their families to write about the hardships they have experienced in their escape to Egypt. Texts will only be shared with potential sponsors, partners and media after explicit written permissions have been obtained from both the child or student and their parent or guardian. Identifying content will be stripped out if this is desired by the student and his/her parent/guardian.

4.6 Disputes

In case of a dispute between staff, paid and volunteers, about this Child and Student Protection Policy, the decision of the principal is final. The Principal may confer with the Learning Center's board of Governors at any time. In case of a disagreement with the Principal the involved parties can address their detailed complaint in writing to the CAWU or CIDT board.

This is not an exhaustive or exclusive list. The principle is that staff should avoid actions or behaviour which may constitute poor practice or potentially abusive behaviour.

5. Protection procedures - reporting of concerns

Every employee and intern at the CAWU and CIDT carries a responsibility towards safeguarding and protecting the children and students and establishing a pleasant and safe atmosphere which will boost and improve learning. CAWU and CIDT will meet the commitment of keeping children and students safe by:

- Ensuring all staff and interns understand and follow the Child and Student Protection Policy;

- By making sure children, students, young people and their families know about the Child and Student Protection Policy and what to do if they have a concern; And
- Building a safe space where employees, interns, students and children understand how to behave and in which they feel comfortable about sharing concerns.

5.1 Action to be taken by all school personnel (teaching and non-teaching)

If any member of the CAWU and CIDT staff receives an allegation or has a suspicion that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect, immediate action should be taken. This person shall, without delay, report the matter to the Designated Safeguarding Lead of the school, who is responsible for ensuring that the reporting procedures in this chapter are followed. In addition, the staff member has the duty to make inquiries on the case according to the allocated guidelines (Child Protection Procedure for Primary and Post-Primary Schools 2017, Keeping Children Safe in Education 2020). This includes the following:

- 5.1.1** Listen to the child or student and provide reassurance;
- 5.1.2** To accurately record the child's or students statement;
- 5.1.3** To take the child or student seriously and remain calm and attentive;
- 5.1.4** Not to probe, ask leading questions or to 'put words in the child's mouth'.
- 5.1.5** Acknowledge the issue but limit questions to the minimum necessary for clarification.
- 5.1.6** No guarantees of confidentiality should be given; rather the informant should be told that the matter will be referred in confidence to the appropriate people to ensure proper action is taken.
- 5.1.7** Staff must also take steps to protect the informing pupil or adult from any retaliation or unnecessary stress resulting from a disclosure.
- 5.1.8** Members of staff should remember that pupils may perpetrate abuse as well as adults. A bullying incident should be treated as a safeguarding concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.
- 5.1.9** If a pupil is thought to be at immediate risk because of violence, intoxication, substance abuse, mental illness or threats to remove the child from school during the school day, for example, urgent Police intervention must be requested.
- 5.1.10** Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.
- 5.1.11** If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.
- 5.1.12** The member of staff should complete a Concern Record Sheet and inform the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead **immediately** who will be responsible for deciding whether or not the issue should be explored in further detail.
- 5.1.13** Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Leads and the Headmaster.
- 5.1.14** Any staff member can make a referral in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken.
- 5.1.15** Allegations of abuse against a member of staff or a volunteer should be reported to the Headmaster immediately.

5.2 Reporting guidelines

The guidance and procedures below together with the forms of maltreatment, abuse and neglect in the appendices form the framework for the identification and reporting of the incident. This procedure is based on the 5 R's: Recognise, Respond, Record, Report, Refer (Global Schools Forum - Child Protection Policy 2018).

5.2.1 Recognise

Child abuse occurs when adults or children inflict or fail to stop physical, psychological or other harm occurring to children. These can occur individually or together. The perpetrator of abuse is most often someone known to the child. This could, for example, be a member of school staff or a family member. There is further guidance on how to recognise abuse; the signs and symptoms in the Appendix.

You may become aware of abuse in any of the following ways:

- A child or student discloses to you that they are being or have been abused;
- If you suspect that a child or student is being or has been abused or observe behaviour that concerns you;
- If a direct allegation of abuse is made against a CAWU or CIDT representative, partner or staff member;
- If CAWU or CIDT is informed by the police or another statutory authority, or other entity that a representative or partner is the subject of an investigation or allegations;
- Information emerging that suggests that a representative may have committed an offence or been involved in an activity that could compromise the safety of the children or student they come into contact with through CAWU or CIDT;
- A representative, partner or member informing CAWU or CIDT that they have been the subject of allegations, have harmed a child, or committed an offence against (or related to) a child.
- If you hear, or suspect, that a child is being abused or is at risk of being abused, even if the truth of the disclosure is uncertain, you must respond in accordance with these procedures and report it to the Designated Safeguarding Lead.

5.2.2 Respond

For disclosures or allegations, stay calm and take time to listen; do not interrogate the person reporting the abuse but accept what they have to say; offer reassurance that the person reporting the abuse has done the right thing; tell the person you will have to report it to the Designated Safeguarding Lead. Do **NOT** promise secrecy. For further detail on how to respond, see Appendix 2.

5.2.3 Record

Make careful notes of what was said by you and the other person as soon as possible after the event. This should be completed within 24 hours. Recording should be kept factual, with no reference to subjective opinions. As much detail as possible should be recorded in writing on the form.

5.2.4 Report

Always report it, do not deal with it alone. Once recorded, submit the form to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead if the DSL is not available. Again, this must be within 24 hours of the initial concern, suspicion or disclosure. It is the duty of any CAWU or CIDT representative who finds out about a possible case of abuse to report it to the DSL. It is the DSL's responsibility to ensure that appropriate referrals are made and that the "Ladder of Concern" is being followed. It is not for you to decide whether or not a suspicion or allegation is true. If the DSL is the subject of the suspicion/allegation, the report must be made to the Deputy DSL and vice versa. This person will make decisions about who to inform.

5.2.5 Refer

The Ladder of Concern below summarises the referral response depending on the level and seriousness of the concern. With the exception of when a child is in immediate danger and emergency services need to be

contacted, it is the DSL's responsibility to act immediately on receipt of a report, and definitely within 24 hours of receiving it.

Referrals should be made in line with the relevant law and guidance in the country in which the abuse is said to have taken place. In addition, if the potential abuser is employed by an organisation registered in another country, it may be necessary to inform the authorities in that country as well.

5.2.6 Ladder of Concern:

1. **Low-level concern:** Record it and seek advice;
2. **Medium-level concern:** Analyse and discuss;
3. **High-level concern:** Referrals to legal agency, e.g. CAWU board
4. **Urgency:** Police Intervention

6. Procedures with allegations against a member of staff

6.1 Possible suspension of a member of staff

If the DSL is made aware of a child protection related complaint against a CAWU or CIDT representative, they will ensure that they are sensitively removed from any situations where they may have direct contact with children or students.

It should then be explained to the person, in private, that there has been an allegation made against him/her, although the details of the allegation should not be given at this stage. The person should be informed that further information will be provided as soon as possible but that, until consultation has taken place with the relevant agencies and within the organisation, they should not be working with children or students. It may be best, under the circumstances, for the person to return home. The DSL will contact the concerned representative as soon as possible. The information provided to the concerned representative at this stage will need to be very limited. This is because discussions need to take place first with other agencies who may need to be involved.

Circumstances in which suspension will be necessary are:

1. Where there is a potential or definite risk to a children;
2. Where the allegations are so serious that dismissal for gross misconduct is possible;
3. Where a suspension is necessary to allow an investigation to happen.

When suspension is being considered, the DSL must arrange to speak with the concerned staff member, intern or partner the same day. This person will be informed that an allegation has been made and that, at the conclusion of the interview, suspension might occur. It must be made clear that the conversation is not a formal disciplinary hearing but is for the purpose of putting forward a serious matter, which may lead to suspension and further investigation. The concerned staff member, intern or partner must be invited to respond. Full notes must be taken of the interview and the staff member, intern or partner must be invited to read and sign them as a true record after the interview. A copy of the notes will be given to the staff member, intern or partner. The staff member, intern or partner must be invited to identify any persons who may have information relevant to the investigation. These names must be added to the list of those to be interviewed.

6.2 Investigation into allegation

If, as a result of the conversation, the DSL considers that suspension is necessary along with a full investigation of the allegation, the concerned staff member, intern or partner must be informed that he/she is suspended from duty. Written confirmation of the suspension, reasons added, must be given within one working day.

A decision will be made about whether an internal or independent investigation is necessary or whether to wait for the outcome of investigations by external agencies. Any internal investigation will be conducted by the DSL and the DSL deputy together.

6.3 Re-installment of the staff member after suspension

After the conclusions of any internal or external investigation, the DSL and the Board of Directors of the CAWU and CIDT will decide whether the concerned staff member, intern or partner is reinstated or not, and how this can be managed cautiously.

This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the DSL and the board of directors will reach a decision based upon the available information. This conclusion may suggest that on the preponderance of the evidence, it is more likely than not that the allegation is true. The well-being of the student or child is of the utmost importance throughout the investigation, the possible reinstallation of the staff member, intern or partner, and during the aftermath of the occurrence.

6.4 Allegations of previous abuse

Allegations of abuse may be made some time after the event. Where such an allegation is made, the DSL and the managing board of CAWU and CIDT will follow the same process as detailed above. Moreover, other children or students may be at risk from this person.

6.5 Extra procedures with allegations related to partners

The same procedures as above need to be followed. However, should CAWU or CIDT representatives be made aware of allegations of current or previous abuse that relate to partners, a few additional steps in the procedure should be taken into account. The DSL has to contact the partner organisation to report the concern. CAWU and CIDT will record the steps that the organisation will take (or has taken) to deal with the concern. Afterwards they may decide to inform the relevant authorities directly depending on the nature and level of the concern. The CAWU and CIDT board of directors will discuss and settle on what level of relationship to maintain with that organisation based on how they respond to the report.

7. Off-Site Activities, Overnight Events, Transportation, and Trips

1. All off-site activities must be pre-approved by the Principal with parents being notified at least one (1) week prior to the outing,
2. All off-site activities are to be supervised by a minimum of two (2) unrelated adult Learning Centre personnel. Off-site activities with mixed genders must be supervised by at least two (2) unrelated, adult Learning Centre personnel of opposite gender.

Programs for Learning Centre students will comply with established staffing ratios as follows:

- One Learning Centre personnel for up to 14 youth; two Learning Centre personnel for every 15 youth;
 - For high-risk activities, ratios will be adjusted to two Learning Centre personnel for every 5 youth.
- We adhere to the Plan to Protect description of high risk activities
(<https://www.plantoprotect.com/blog/what-constitutes-a-high-risk-activity/>)

Overnight events in addition to the regulations governing Child and Youth Protection procedures and vulnerable adult protection procedures, the following regulations shall govern overnight events involving children, youth, or vulnerable adults.

All overnight events must be pre-approved by the Learning Centre Principal and parents and/or guardians of children and youth must be notified at least one week prior to the event.

Precautions are being taken to minimize the risk and to raise the level of safety provided for our children and youth; and that specific sleeping arrangements have been planned.

Overnight events attended by male youth will be supervised, at least in part, by male Learning Centre Personnel; retreats and overnight events attended by female youth will be supervised, at least in part, by female Learning Centre personnel.

Youth attending overnight events will not be allowed to leave the event. Any exceptions must be added to the permission form signed by the parent.

Female and male youth are not allowed in each other's rooms or tents for any reason during overnight events and they are not permitted to sleep in mixed company.

Any individuals travelling with the team who are not screened Learning Centre personnel should have separate sleeping arrangements and are not to be put in a position of trust with children or youth who are not their own.

When travel plans require overnight housing, housing will only be arranged in the homes of screened and approved billets, or in a conference centre, camp, or parish where children and/or youth can stay together, and where more than one screened personnel can be assigned to each common sleeping area. When this is not possible, and it is necessary that the group stay in hotels or motels, plans will be made so that children and youth have distinctly separate sleeping arrangements from other adults. In making plans, it is strongly encouraged that:

- Hotel rooms be all together in one wing of the hotel or motel; and
- Parents be encouraged to accompany the team, assigning family members to hotel rooms; or,
- Request the availability of suites with two or three bedrooms per suite and assign two children/youth to a separate room, set apart from the two adult screened personnel; or,
- Assign two unrelated adult screened personnel to a hotel room with two or more children/youth; or,
- In hotel or motel rooms with adjoining doors, assign one screened adult with two children/youth in each room. For accountability purposes, the door separating adjoining rooms must be kept ajar or open at all times. Children and youth should have distinctly separate sleeping arrangements from other adults.
- Screened personnel are never to be alone in a room with a child or youth. Children will not be left alone in hotel rooms.

Curfews should be established and enforced.

At no time should personnel sleep in the same bed with a child, youth or vulnerable adult.

Transportation

Drivers must obey all the rules of the road including the speed limits. Reckless or unsafe driving will not be tolerated.

All drivers transporting youth during activities must complete the following prior to the youth event:

- Be pre-approved by the Learning Centre Lead; and
- Provide a copy of their valid driver's license;
- Have a minimum of five (5) years driving experience.

The number of occupants in vehicles transporting Children, Youth and Vulnerable Adults during activities must not exceed the number of seats.

8. Employment

- The Child and Student Protection Policy is an integral part of CAWU and CIDT's quality management system and the legally binding instructions it contains.
- All staff must sign a document stating that they have read and understood this Child and Student Protection Policy and will adhere to this policy.
- All new staff working with children and students must produce a statement of good conduct and 2 recommendation letters.
- Contracts for persons employed by CAWU and CIDT will contain a provision for their dismissal if they breach the Child and Student Protection Code of Conduct.

9. Awareness

- A copy of the Child and Student Protection policy will be posted on the CAWU Learning Centre Facebook page. It will also be placed on the CIDT website.
- All project offices will display contact details for reporting possible child and student abuse and CAWU and CIDT staff will have contact information for timely reporting.
- The Learning Center will train students and staff on the protection policy articles and how to use it.

Appendix 1: Further information dealing with allegations of abuse, neglect or maltreatment

How to recognise abuse, neglect or maltreatment

Listed below are a number of indicators that will help identify whether a child has or is being abused, neglected or maltreated. This is not an exhaustive list but rather a guideline to help establish whether child abuse, neglect or maltreatment has taken place and to what extent. This is most likely to include, but may not be limited to:

1. Indicators of possible physical abuse

- Any injuries not consistent with the explanation given to them
- Injuries, which occur to the body in places, which are not normally exposed to, falls, rough games etc.;
- Injuries which have not received medical attention;
- Reluctance to change for, or participate in, games or swimming;
- Repeated urinary infections or unexplained tummy pains;
- Bruises, bites, burns, fractures etc. which do not have a reasonable explanation cuts/scratches/substance abuse;
- Infections and/or symptoms of sexually transmitted diseases.

2. Indicators of possible emotional abuse

These should be considered in comparison to behaviour based on the culture of the community.

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also, depression/aggression/extreme anxiety;
- Nervousness, frozen watchfulness;
- Obsessions or phobias;
- Sudden under achievement or lack of concentration;
- Inappropriate relationships with peers and/or adults;
- Attention-seeking behaviour;
- Persistent tiredness;
- Running away/stealing/lying.

3. Indicators of possible sexual abuse

- Any allegations made by a child concerning child abuse;
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play;
- Sexual activity through words, play or drawing;
- Child who is sexually provocative or seductive with adults;
- Inappropriate bed sharing arrangements at home;
- Severe sleep disturbance, with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.

4. Indicators of possible neglect

As poverty is often the cause of the following points, we need to look at it contextually and in comparison, to the community average.

- Under nourishment and failure to grow;
- Constant hunger, stealing or gorging food;
- Untreated illnesses;
- Inadequate care.

Appendix 2: How to respond to a suspicion or disclosure

Becoming aware of abuse can cause a multitude of emotional reactions, which are personal to the individual. Whatever the reaction, it must be responded to in the correct manner, outlined below.

- Stay calm;
- Listen, hear and believe;
- Give time for the person to say what they want;
- Reassure them and explain that they have done the right thing in telling you;
- Do not promise secrecy;
- Inform the person that you may have a duty to report the incident or inappropriate behaviour as it is in the best interest of the child, but be clear that only the people who need to know will be informed;
- Act immediately in accordance with the procedure in this document;
- Record in writing as soon as possible and provide details as listed below;
- Always make a clear distinction between what the person disclosing actually said and what you may have inferred;
- Accuracy is paramount in this stage of the procedure;
- Never permit personal doubt to prevent you from reporting the behaviour/allegation to the DSL;
- Always let the person or child who discloses know what you are going to do next and that you will let them know what happens.

Two important questions to ask yourself

There are potentially two issues that need to be dealt with as a matter of urgency when you become aware of abuse or suspect abuse:

1. Is a child in immediate danger or does she/he need emergency medical attention?

- If a child is in immediate danger and is with you, remain with him/her and call the police.
- If the child is elsewhere, contact the police and explain the situation to them.
- If the child needs emergency medical attention, call an ambulance.
- If the child is in need of emergency medical attention, the child's family should be informed that an incident has occurred, that the child has been injured and that immediate steps have been taken to get help, unless the abuse allegations are against them.
- Contact the managing board of the CAWU and CIDT and if you are in a partner organisation, make their Designated Safeguarding Lead aware of what is happening.

2. Is the person at the centre of the allegation working with children now?

- If this is the case, the concern needs to be discussed immediately with the DSL and/or the DSL Deputy. They will agree how to handle the situation and how best to ensure the safety of children. This may include contacting the police or sensitively removing the staff member, intern or partner from contact with children.
- If the allegation is against a staff member, volunteer, intern and/or external contact, the DSL and the DSL Deputy will follow the procedures as specified. If the allegation is against someone from another organisation, the Designated Person at that organisation should be informed and should explain how they will address the situation. If there are still concerns, the DSL will contact the police directly.

3. How to report a suspicion or disclosure

It is the duty of anyone who finds out about a possible case of abuse to report it.

It is not for you to decide whether or not a suspicion or allegation is true. You should never try to deal with a suspicion, allegation or actual incident of abuse yourself. It may sometimes be difficult to accept that something disclosed in confidence should be passed onto someone else, but the welfare of the child must be paramount and you therefore have a duty to report suspicions, allegations or actual incidents to the DSL.

No matter what happens to a suspicion, allegation or actual incident of abuse, all details must be recorded.

Important information to record includes:

- Date and time of disclosure, suspicion, allegation or actual abuse incident
- Details given to you about the above e.g. date & time of when things occurred
- Details of what action has been taken

Recording should be kept factual, with no reference to subjective opinions. When an accusation is made, as much detail as possible should be recorded in writing on the form which you will share with the DSL.

As the person recording/reporting the abuse, once you have shared that with the DSL, they are responsible for ensuring that appropriate referrals are made and that the case is followed up appropriately.

If you feel you need support to process the situation, please inform the DSL who will ensure it is made available for you.

If the DSL is the subject of the suspicion/allegation, the report must be made to the DSL Deputy who will follow the process including making any necessary referrals.

Cairo, August 19, 2021