

Safeguarding Manual For International Community Schools

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Training Tomorrow's Leaders Today

INTRODUCTION

Purpose of the Manual

The Safeguarding Operational Manual serves as a comprehensive guide to the policies, procedures, and practices implemented at International Community School to ensure the safety and well-being of all students. The primary purposes of this manual are as follows:

1. **Establish a Clear Framework**: This manual provides a clear framework for safeguarding practices within the school, outlining the roles and responsibilities of all staff members in safeguarding and promoting the welfare of students.
2. **Promote a Safe Learning Environment**: We are committed to creating an environment where students feel safe, secure, and supported. This manual outlines the measures in place to prevent abuse and neglect and to respond effectively to any concerns that may arise.
3. **Guidance on Recognizing and Responding to Safeguarding Concerns**: The manual offers detailed guidance on identifying signs of abuse and neglect, as well as the appropriate steps to take when concerns are raised. This ensures that all staff members are equipped to act promptly and appropriately in safeguarding situations.
4. **Compliance with Legal and Regulatory Requirements**: The manual is designed to ensure compliance with local and national safeguarding legislation and guidance. It reflects the statutory responsibilities of the school and aims to uphold the highest standards of safeguarding practices.
5. **Training and Awareness**: This manual emphasizes the importance of ongoing training and awareness for all staff members. It outlines the training requirements necessary to maintain a high level of understanding and competency in safeguarding issues.
6. **Collaboration with External Agencies**: The manual highlights the importance of working collaboratively with external agencies, such as social services and law enforcement, to support the safeguarding efforts of the school and to ensure that students receive the help they need.
7. **Continuous Improvement**: The manual is a living document that will be reviewed regularly to reflect changes in legislation, best practices, and the needs of our school community. It encourages feedback from staff, students, and external partners to enhance safeguarding practices continually.

Definition of Safeguarding

At the International Community School (ICS), *safeguarding* is the proactive and holistic commitment to creating a safe, supportive, and empowering environment where all children are protected from harm and are free to grow, learn, and thrive.

Safeguarding at ICS means:

- **Protecting** children from all forms of abuse, neglect, exploitation, and harm.
- **Preventing** the impairment of learners' physical, emotional, intellectual, spiritual, and social development.
- **Promoting** the well-being, safety, confidence, and dignity of every learner—within school, at home, online, and in the wider community.
- **Ensuring** that all staff, volunteers, parents, and external partners understand their shared responsibility to recognize, respond to, and report safeguarding concerns promptly and effectively.

Guided by the mantra that "*Safeguarding is everyone's business*", ICS recognizes its moral and legal duty to act in the best interests of every child. We endorse the United Nations Convention on the Rights of the Child (UNCRC) and commit to upholding the right of every child to protection, care, and education in a safe haven.

Safeguarding is not only about responding to abuse—it is about cultivating a school culture of vigilance, inclusion, trust, and intentional care for the full well-being of all learners.

Key components of safeguarding include:

1. **Protection from Harm**: Safeguarding involves preventing physical, emotional, and sexual abuse, as well as neglect, ensuring that students are not exposed to any form of harm within the school environment.
2. **Promoting Well-being**: Safeguarding goes beyond mere protection; it is also about promoting the overall well-being of students. This includes fostering a supportive and nurturing environment that encourages their emotional, social, and educational development.

3. **Empowerment**: Safeguarding empowers students by providing them with the knowledge and skills to understand their rights and to recognize and report any concerns or issues they may face. This empowerment fosters resilience and helps students feel more secure.
4. **Partnership and Collaboration**: Effective safeguarding requires collaboration among various stakeholders, including school staff, parents, external agencies, and the community. By working together, we can create a comprehensive support network for students.
5. **Legislative Compliance**: Safeguarding is grounded in legal and regulatory frameworks that mandate the protection of children and vulnerable individuals. Schools must adhere to these laws and guidelines to ensure that safeguarding practices are effective and up-to-date.
6. **Cultural Sensitivity**: Safeguarding practices must be sensitive to the diverse backgrounds and needs of students. This includes recognizing and respecting cultural differences while ensuring that all students are treated fairly and equitably.

Importance of Safeguarding in Schools

Safeguarding is a critical component of the educational experience, playing an essential role in ensuring the safety and well-being of all students. The importance of safeguarding in schools can be highlighted through the following key points:

1. **Protection of Vulnerable Individuals**: Schools often serve as environments where children and young people are at their most vulnerable. Safeguarding practices are vital to protect them from abuse, neglect, and exploitation, ensuring their physical and emotional safety.
2. **Creating a Safe Learning Environment**: A safe school environment is conducive to learning. When students feel safe and secure, they are more likely to engage in their education, participate actively in classroom activities, and achieve better academic outcomes.
3. **Supporting Mental Health and Well-being**: Safeguarding initiatives help to promote the mental health and well-being of students. By addressing issues such as bullying, discrimination, and emotional distress, schools can create supportive spaces where students can thrive.
4. **Building Trusting Relationships**: Effective safeguarding establishes trust between students and staff. When students feel that their safety is prioritized, they are more

likely to reach out for help and communicate their concerns, fostering open and trusting relationships.

5. **Legal and Ethical Responsibility**: Schools have a legal and ethical obligation to ensure the safety of students. Compliance with safeguarding legislation and policies not only protects students but also safeguards the school from potential legal consequences and reputational damage.
6. **Promoting a Culture of Care**: Safeguarding encourages a culture of care within the school community. By prioritizing the well-being of students, schools foster a sense of community, respect, and mutual support among staff, students, and families.
7. **Engagement with Families and Communities**: Safeguarding practices often involve collaboration with families and community organizations. This partnership enhances the support network available to students, ensuring they receive the care and assistance they need both at school and at home.
8. **Preparedness for Emergencies**: Safeguarding includes planning and procedures for emergency situations, such as natural disasters or security threats. Schools that prioritize safeguarding are better prepared to handle crises, ensuring the safety of students and staff.
9. **Encouraging Positive Behavior**: A strong safeguarding framework promotes positive behavior and respect among students. By setting clear expectations and guidelines, schools can help students develop a sense of responsibility towards themselves and others.

What is Safeguarding? *(For Learners)*

At ICS, safeguarding means **keeping you safe, happy, and healthy**.

It means:

- Making sure no one hurts you or makes you feel scared.
- Helping you grow, learn, and play in a safe place.
- Listening to you when you need help.

- Teaching you how to stay safe at school, at home, and online.

Everyone at school has a job to help keep you safe — that's why we say:
"Safeguarding is everyone's business."

Definitions of Key Terms

Definition of Child Abuse *(For Staff and Manual Use)*

Child abuse refers to any act—or failure to act—that causes harm or poses a serious risk of harm to a child's health, development, dignity, or well-being. Abuse can happen in person, online, at home, at school, or in the community. It can be intentional or through neglect or omission.

Child abuse includes, but is not limited to:

1. **Physical Abuse** – Intentional use of physical force that results in—or has the potential to result in—injury, pain, or disability. Examples include hitting, slapping, burning, shaking, or inappropriate restraint.

2. **Emotional (or Psychological) Abuse** – Actions that harm a child's self-worth or emotional well-being. This includes constant criticism, threats, rejection, isolation, belittling, or exposure to violence or abuse in the home.

3. **Sexual Abuse** – Involving a child in sexual activity that they do not understand, cannot consent to, or are developmentally unprepared for. This includes inappropriate touching, exploitation, sexualized talk, and exposure to sexual materials or activities.

4. **Neglect** – Failure to provide for a child's basic needs—such as food, shelter, clothing, medical care, supervision, or education—which may cause harm to the child's health or development.

5. **Online or Digital Abuse** – Using technology to harm, exploit, or bully a child, including through social media, messaging apps, games, or any online platform.

ICS Accra recognizes that abuse may be perpetrated by adults or peers and that safeguarding concerns must always be taken seriously, regardless of the relationship to the child or the setting in which the abuse occurs.

Simplified Definition for Learners

Child abuse is when someone:

- **Hurts your body** on purpose
- **Says or does mean things** that make you feel sad or scared
- **Touches you in a way that feels wrong or uncomfortable**
- **Doesn't take care of you** properly (like giving food or helping when you're sick)

If someone makes you feel unsafe, **tell a trusted adult at school. You will be listened to, believed, and helped.**

Bullying

Bullying is the *deliberate and repeated harming* of one person by another or by a group. It involves an imbalance of power, where the person being bullied finds it difficult to defend themselves. Bullying can be:

- **Physical** (hitting, kicking, pushing)
- **Verbal** (name-calling, teasing, threatening)
- **Social** (leaving someone out, spreading rumors)
- **Cyberbullying** (sending hurtful messages or images online or through devices)

ICS has a zero-tolerance policy toward bullying. All forms of bullying—whether by peers, adults, or online—are taken seriously as safeguarding concerns.

Exploitation

Exploitation is the use of a child for someone else's gain, benefit, or advantage—often in a way that is harmful, unfair, or illegal. It involves manipulation, coercion, or abuse of power. Two common forms include:

- **Sexual exploitation** – involving a child in sexual activity in exchange for money, gifts, or attention.

- **Labour exploitation** – forcing or coercing a child to work in ways that are unsafe, excessive, or interfere with education.

Trauma

Trauma refers to the *deep emotional and psychological distress* a child may experience after being exposed to frightening, harmful, or life-threatening events. Trauma can result from:

- Abuse, neglect, or violence

- Accidents or natural disasters

- Witnessing harm to others

- Loss of a loved one

Trauma may affect a child's ability to learn, form relationships, manage emotions, or feel safe. At ICS, we recognize that trauma-informed care is essential for supporting learners' emotional and academic development.

Simplified Definitions for Learners

- **Bullying**: When someone keeps hurting you or being mean to you on purpose. It might be hitting, calling names, or leaving you out of games or groups.
  If someone is bullying you or your friend, tell an adult you trust.

- **Exploitation**: When someone uses you to get something they want, like money or gifts, and it hurts you or makes you feel uncomfortable.

This is never okay. Adults at school can help.

- **Trauma**: When something really scary or upsetting happens, and it makes you feel worried, sad, or unsafe for a long time.
  If you feel this way, it's okay to talk about it. We are here to listen and help you feel better.

Peer-on-Peer Abuse

Peer-on-peer abuse refers to *any form of physical, emotional, sexual, or psychological harm* caused by one child or young person to another. It can occur in any setting where children and adolescents interact—including in school, at home, online, or in the community.

Forms of peer-on-peer abuse include:

- **Physical violence** (e.g., hitting, kicking, pushing)
- **Sexual violence or harassment** (e.g., unwanted touching, coercion, sharing sexual images or messages)
- **Bullying and cyberbullying**
- **Emotional abuse** (e.g., manipulation, threats, exclusion)
- **Teen dating violence** or coercive relationships
- **Hazing or initiation rituals** in group settings

At ICS, we recognize that children can be both victims and perpetrators of harm, and we address all incidents of peer-on-peer abuse with a trauma-informed, age-appropriate, and restorative approach. All concerns are taken seriously and investigated promptly, with the safety and well-being of all learners as the top priority.

Simplified Definition for Learners

Peer-on-peer abuse is when a child or teenager hurts another child on purpose.
It could be:

- Hitting or fighting
- Saying mean things or threatening someone
- Touching someone in a way they don't like
- Making someone do something they don't want to do
- Sharing private pictures or messages

Even if it's someone your age, it's still not okay. Tell a trusted adult — we are here to help and keep you safe.

Physical Contact and Consent

Physical contact refers to any form of touch between staff and learners. At ICS Accra, all physical contact must be:

- **Appropriate**, **purposeful**, and **professionally justified**
- **Age- and developmentally appropriate**
- Based on **clear, voluntary consent** from the learner wherever possible

Consent in this context means that a child or young person understands what is being asked, feels free to say "yes" or "no" without pressure, and is informed ahead of any physical interaction. Silence or lack of resistance must **not** be interpreted as agreement.

Examples include:

- **Affectionate gestures**: Staff should ask before hugging a child and model side hugs or other non-intrusive gestures. Learners should also be encouraged to seek consent before offering hugs to staff or peers.
- **Sport or physical activities**: In physical education or coaching, staff should **pre-inform learners** before guiding movement or posture and seek verbal acknowledgment where

possible.

- **Intimate care or first aid**: When physical assistance is necessary (e.g., toileting, dressing, or first aid), the learner should be informed of what will happen, and consent must be sought. A second adult should be present when possible, or actions should take place in a visible area.

All staff must recognize that physical contact is a safeguarding concern if it is unwanted, excessive, unexplained, or secretive. Respecting consent promotes bodily autonomy, emotional safety, and professional trust.

Reporting

Reporting refers to the act of formally sharing or communicating a concern, allegation, or suspicion of abuse, neglect, or any other safeguarding issue. This involves informing the appropriate authorities or designated individuals within the school system, such as the **Designated Safeguarding Lead (DSL)**/ Heads of school **(HOS)** as soon as there is reason to believe that a child's welfare is at risk.

Key points to remember about reporting:

- All staff, volunteers, and community members are **legally required** to report concerns immediately.

- **Confidentiality** should be maintained, but safeguarding concerns should never be kept secret.

- Reporting must be based on **objective observations** or **reasonable suspicion**—it is not for the reporter to investigate or validate the concern.

- **Failure to report** concerns can have serious consequences, both for the child and the reporter.

Disclosure

Disclosure refers to the act of a child or an adult revealing or reporting a concern about their own safety, well-being, or any form of harm. This may happen verbally, in writing, or through behavior, and it can occur spontaneously or as part of a structured conversation.

Key points about disclosure:

- **Children may disclose abuse** in a variety of ways, including through direct statements, drawings, behavior changes, or indirect comments.

- The person receiving the disclosure must **listen carefully**, **believe the child**, and provide reassurance that they will be supported and helped.

- **Do not promise secrecy** when a disclosure is made. It's important to explain that the information will be shared with the right people to keep them safe.

- **Report disclosures immediately** to the **Designated Safeguarding Lead (DSL)/ Head of School (HOS)** or another safeguarding officer, ensuring that the child's safety is the top priority.

ICS takes all disclosures seriously and responds swiftly, following the school's safeguarding procedures to investigate and take action where needed.

Mandatory Reporting

Mandatory Reporting is the legal and ethical obligation of all staff members, volunteers, and affiliates of ICS to **immediately report** any known or suspected case of child abuse, neglect, exploitation, or any safeguarding concern to the **Designated Safeguarding Lead (DSL)** or relevant authority.

Key aspects of mandatory reporting:

- It applies to **all adults working in or affiliated with the school**, regardless of role or seniority.

- **All concerns must be reported**, even if they are based on a suspicion or an incomplete understanding of the situation.

- The responsibility to report lies with the **first person who becomes aware of the concern**—it is not sufficient to pass it to a colleague or wait for confirmation.

- Reporting must occur **without delay**, and in line with the school's internal reporting procedures.

- Staff must **not investigate** or confront the alleged individual; instead, they must record factual information and report it immediately.

Failure to report a concern may:

- Place a child at continued risk of harm

- Lead to **disciplinary action** for the staff member

- Breach both the school's safeguarding policy and legal expectations under Ghanaian child protection law and international standards

At ICS , we reinforce that **safeguarding is everyone's business**, and mandatory reporting is a core part of our collective responsibility to protect children.

SAFEGUARDING POLICIES AND PROCEDURES

Overview of Safeguarding Policies

At International Community School (ICS), our safeguarding policies are designed to align with global best practices and reflect our commitment to protecting the rights and welfare of all students. Our approach is grounded in the belief that child abuse and neglect are serious violations of a child's human rights and significant obstacles to their education, physical, emotional, and spiritual development. We firmly believe that **safeguarding is everyone's business**; it requires the collective effort of the entire school community.

Key Elements of Our Safeguarding Policies

ICS Statement on Safeguarding:
"Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. International Community School endorses the UN Convention on the Rights of the Child, of which Ghana is a signatory. In the case of a staff member or student who is reported as an alleged offender, the School will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child (victim) at the highest priority."

Vision for Safeguarding:
Our vision is to make ICS a safe haven for everyone. We strive to create an environment where all students feel secure, valued, and supported in their educational journey.

Comprehensive Safeguarding Framework:
Our safeguarding policies encompass a wide range of issues, including physical, emotional, and sexual abuse, neglect, bullying, and online safety. This comprehensive approach ensures that all aspects of student welfare are addressed.

Clear Roles and Responsibilities:
We define specific roles and responsibilities for all staff members, ensuring that everyone understands their duty to safeguard students. This includes the appointment of a Designated Safeguarding Lead (DSL) and a safeguarding team responsible for overseeing and implementing safeguarding practices.

Reporting Procedures:
Our policies outline clear and accessible reporting procedures for staff, students, and parents to raise concerns about safeguarding issues. These procedures ensure that concerns are addressed promptly and appropriately, fostering a culture of transparency and accountability.

Training and Professional Development:
Continuous professional development and training for all staff members are central to our safeguarding policies. Regular training sessions equip staff with the knowledge and skills needed to recognize and respond to safeguarding concerns effectively.

Student Empowerment and Education:
We believe in empowering students with knowledge about their rights and responsibilities regarding personal safety. Our policies include age-appropriate education on topics such as consent, healthy relationships, and recognizing signs of abuse.

Collaboration with External Agencies:
Our safeguarding policies emphasize the importance of collaboration with external agencies, such as social welfare, law enforcement, and mental health organizations. This ensures a coordinated response to safeguarding concerns and enhances the support available to students.

Cultural Sensitivity and Inclusivity:
Recognizing the diverse backgrounds of our student body, our safeguarding policies are culturally sensitive and inclusive. We strive to respect and understand the unique needs of all students, ensuring that safeguarding practices are relevant and effective.

Monitoring and Review:
Our safeguarding policies are regularly reviewed and updated to reflect changes in legislation, best practices, and the evolving needs of our school community. This commitment to continuous improvement ensures that our safeguarding practices remain effective and relevant.

Emergency Preparedness:
We have established clear procedures for responding to emergencies and critical incidents, including protocols for lockdowns, evacuations, and crisis communication. Our policies ensure that staff and students are prepared to respond effectively in any situation.

Feedback Mechanisms:
Our safeguarding policies include mechanisms for feedback from students, staff, and parents. This feedback is vital for assessing the effectiveness of our safeguarding practices and making necessary improvements.

Reporting Procedures for Concerns

At International Community School (ICS), we recognize the importance of having clear and effective reporting procedures for safeguarding concerns. These procedures are designed to ensure that all concerns are addressed promptly and appropriately, prioritizing the safety and well-being of students. The following guidelines outline the steps to take when reporting safeguarding concerns:

1. **Recognizing a Concern**:
    - Staff, students, and parents should be vigilant and recognize potential safeguarding concerns, which may include signs of abuse, neglect, or any behaviour that puts a child at risk.
    - It is essential to trust your instincts and report any suspicions or disclosures, regardless of how minor they may seem.
2. **Immediate Action**:
    - If a child is in immediate danger or requires urgent medical attention, lead the child to the school's infirmary without delay.
    - Ensure the child's safety first before proceeding with any reporting steps.
3. **Reporting to the Designated Safeguarding Lead (DSL)**:
    - Concerns should be reported as soon as possible to the Designated Safeguarding Lead (DSL) or the designated safeguarding team member.
    - Use the designated reporting form or procedure to document the concern accurately.
4. **Documentation**:
    - Record the details of the concern, including:
        - The nature of the concern
        - The date and time of the observation or disclosure
        - The context in which it occurred
        - Any witnesses or other individuals involved
        - The child's own words, if applicable (use direct quotes and avoid paraphrasing)
    - Ensure that documentation is factual, objective, and free from personal opinions.

5. **Confidentiality**:
    - Maintain confidentiality throughout the reporting process. Share information only with those who need to know, such as the DSL and relevant external agencies.
    - Reassure the child that their disclosure will be handled sensitively and with respect.
6. **Follow-Up Actions**:
    - The DSL will assess the reported concern and determine the appropriate course of action, which may include:
    - Informing the Principal or Head of School
    - Referring the victim to the counselling department for support
    - Conducting an internal investigation according to school policies
    - Ensure that the child feels supported and safe throughout the process.
7. **Feedback and Communication**:
    - Staff, students, and parents should be informed about the outcome of the report, within the limits of confidentiality and privacy.
    - An open line of communication should be maintained, allowing individuals to ask questions or express concerns about the reporting process.
8. **Training and Awareness**:
    - Regular training sessions will be conducted for all staff members on reporting procedures, ensuring they are familiar with the process and confident in their ability to report concerns.
9. **Review and Evaluation**:
    - The reporting procedures will be reviewed regularly to ensure they remain effective and aligned with best practices. Feedback from staff, students, and parents will be considered in this evaluation.

Confidentiality and Information Sharing

At International Community School (ICS), we recognize that confidentiality is a fundamental aspect of safeguarding practices. Protecting the privacy of students and their families is vital to building trust and ensuring that individuals feel safe to disclose sensitive information. This policy outlines our approach to confidentiality and the circumstances under which information may be shared.

Principles of Confidentiality

1. **Respect for Privacy**:

All information concerning students, families, and staff is treated with the utmost respect and confidentiality. This includes personal details, health information, and any disclosures related to safeguarding concerns.

2. **Trust and Safety**:
    - Confidentiality helps to create an environment of trust where students and families feel secure in sharing information. Students must be assured that their disclosures will be handled sensitively and that their privacy will be respected.
3. **Legal Obligations**:
    - ICS is committed to complying with local laws and regulations regarding data protection and confidentiality. This includes adhering to the Data Protection Act and any relevant child protection laws.

Information Sharing Protocols

1. **Need-to-Know Basis**:
    - Information regarding safeguarding concerns will only be shared with individuals who need to know in order to protect the student or respond to the concern. This may include:
        - Designated Safeguarding Leads (DSL)
        - Relevant teaching staff
        - Special education staff
        - Health and safety officers
2. **Reporting Procedures**:
    - Staff members are required to report any safeguarding concerns to the DSL promptly. The DSL will determine the appropriate course of action and who needs to be informed while maintaining confidentiality to the greatest extent possible.
3. **Parental Involvement**:
    - Information may be shared with parents or guardians when it is in the best interest of the child and does not compromise their safety. In cases where

a child is at risk, the DSL will follow the appropriate protocols for reporting to external agencies, such as child protective services or law enforcement.

4. **Documentation**:
    - All information shared and received regarding safeguarding concerns will be documented accurately and securely. Records will be kept confidential and stored in a secure location, accessible only to authorized personnel.
5. **Training and Awareness**:
    - Staff members will receive training on the importance of confidentiality, data protection, and appropriate information sharing practices. This training will emphasize the need to balance student safety with the right to privacy.

Review and Monitoring

- The confidentiality and information sharing policy will be reviewed regularly to ensure compliance with legal requirements and best practices. Feedback from staff, students, and parents will be considered to enhance the effectiveness of this policy.

Safeguarding Code of Conduct

https://drive.google.com/drive/u/0/folders/1_awqGBd80sk9AfcGwHZpupg2axA0gkwv

At International Community School (ICS), the Safeguarding Code of Conduct establishes a framework for the behavior and responsibilities of all staff, volunteers, and associated individuals in relation to the welfare and protection of students. This code aligns with the standards set by the Council of International Schools (CIS), Cambridge Assessment International Education, Ghana Education Service (GES) regulations, the United Nations Convention on the Rights of the Child (UNCRC), and global best practices for international schools.

Overview of the Code

The Safeguarding Code of Conduct is designed to promote a safe and nurturing environment for students. It outlines the expected behaviors of all adults working with children and reinforces the principle that safeguarding is everyone's responsibility. The Code serves as a guide for ethical conduct, ensuring that all staff and volunteers act in the best interests of students, fostering trust and safety within the school community.

Expectations for Staff and Volunteers

1. **Professionalism and Integrity**:
    - Staff and volunteers are expected to conduct themselves with the highest level of professionalism and integrity at all times. This includes treating all students with respect, dignity, and fairness.
2. **Safe Interactions**:
    - Physical, emotional, and sexual boundaries must be maintained at all times. Staff and volunteers should avoid any behavior that could be perceived as inappropriate, including but not limited to:
        - Physical contact that is not necessary for the child's well-being.
        - Engaging in conversations of a sexual nature or making inappropriate jokes.
        - Targeting individual students for special attention or favor.
3. **Confidentiality**:
    - Staff and volunteers must respect the confidentiality of student information. Personal details, academic records, and any disclosures made by students should be treated with discretion and shared only with authorized personnel on a need-to-know basis.
4. **Mandatory Reporting**:
    - All staff and volunteers have a legal and ethical obligation to report any suspicions or disclosures of abuse or neglect to the Designated Safeguarding Lead (DSL) immediately.
    - Failure to report such concerns may be considered a violation of this Code.
5. **Professional Boundaries**:
    - Staff and volunteers should avoid situations where they are alone with a child without supervision. Meetings should be held in public or open spaces where visibility is ensured.
6. **Ongoing Training**:
    - Staff and volunteers are required to participate in regular safeguarding training and professional development to stay informed about best practices, policies, and legal responsibilities.

Reporting Violations of the Code **Disclosure Flowchart**

1. **Reporting Mechanism**:

- Any violations of the Safeguarding Code of Conduct should be reported immediately to the DSL or a designated member of the safeguarding team. Reports can be made confidentially, and individuals are encouraged to share any concerns without fear of retaliation.

2. **Investigation Process**:
    - All reports will be taken seriously and investigated promptly and fairly. The investigation will maintain confidentiality to protect all parties involved.
3. **Consequences of Violations**:
    - Violations of the Safeguarding Code of Conduct may result in disciplinary action, which can include warnings, suspension, or termination of employment or volunteer status, depending on the severity of the violation.
4. **Support for Reporting Individuals**:
    - Individuals who report violations will be supported throughout the process. The school is committed to protecting the rights of those who report concerns in good faith, ensuring they are not subject to any form of harassment or retaliation.

Composition of the Safeguarding Team

Purpose

The safeguarding team at International Community School (ICS) is essential for ensuring the protection of students and the effective management of safeguarding issues across all educational levels. The team comprises a Designated Safeguarding Lead (DSL) for the school, Deputy Designated Safeguarding Leads (DDSLs) for preschool, primary, and high school, as well as pastoral care staff for residential students.

Roles and Responsibilities

1. **Designated Safeguarding Lead (DSL):**
    - Overall Responsibility: The DSL is responsible for the overall safeguarding strategy, policies, and practices within the school. They provide guidance and support to all staff regarding safeguarding concerns.
    - Leadership: Offer guidance and support on safeguarding matters and lead training programs for staff and volunteers to promote a culture of vigilance.

- Primary Point of Contact: Act as the primary point of contact for all safeguarding concerns, ensuring they are reported and documented appropriately.
- Monitoring: Monitor the implementation of safeguarding policies and procedures, regularly reviewing and updating them in line with current legislation and best practices.
- Support: Provide support to students experiencing difficulties or safeguarding concerns, collaborating with staff, parents, and external agencies to promote student welfare.
- Confidentiality: Maintain confidentiality regarding safeguarding issues, sharing information only with relevant parties on a need-to-know basis.
- Collaboration with External Agencies: Work closely with local authorities and child protection services, participating in multi-agency meetings when necessary.
- Monitoring and Reporting: Ensure accurate record-keeping and provide reports on safeguarding issues, trends, and training needs to the leadership team.

2. **Deputy Designated Safeguarding Leads (DDSLs):**
    - Support the DSL: Assist the DSL in implementing safeguarding policies and procedures and act as the lead in the absence of the DSL.
    - Supervision of Safeguarding Issues: Monitor and address safeguarding concerns within their specific divisions (Preschool, Primary, High School). Ensure all safeguarding incidents and concerns are reported, documented, and followed up appropriately.
    - Collaboration with the Safeguarding Committee: Work closely with safeguarding committee members to develop and implement strategies for safeguarding within their unit, participating in regular committee meetings.
    - Safeguarding Education Initiatives: Lead and coordinate safeguarding training sessions and workshops for staff, students, and parents within their division. Develop educational materials and resources to raise awareness of safeguarding topics.
    - Communication: Maintain open lines of communication with the DSL, staff, students, and parents regarding safeguarding matters, ensuring that all members of the school community are informed about safeguarding policies and procedures.

3. **Child Protection Case (Response) Management Team (CPCMT):**
    - The CPCMT will be established to manage child protection cases effectively. This team will include the DSL, DDSLs, and other relevant staff members trained in child protection response management. They will be responsible for reviewing and responding to child protection concerns, ensuring appropriate actions are taken in compliance with safeguarding policies.
4. **Multiple Disciplinary Team (MDT):**
    - The MDT will consist of professionals from various disciplines, including counseling, special education, health services, and social work. This team will collaborate to address complex safeguarding issues that require diverse expertise. They will work closely with the CPCMT to provide comprehensive support for students facing safeguarding challenges.
5. **Responsibilities of the Safeguarding Committee Members**:
    - Committee Responsibilities: Meet regularly to review safeguarding policies, practices, and incidents. Collaborate on the development and implementation of safeguarding initiatives across the school, ensuring practices are consistent and effective.
    - Monitoring and Evaluation: Collect and analyze data related to safeguarding incidents and concerns. Evaluate the effectiveness of safeguarding initiatives and make recommendations for improvements.
    - Advocacy: Act as advocates for student welfare and safeguarding within the school community, promoting a culture of safety and vigilance among staff and students.
6. **Responsibilities of the Pastoral Care Officer:**
    - Oversight of Residential Safeguarding: Work closely with the DSL and boarding staff to address the unique safeguarding needs of residential students. Develop and implement pastoral care strategies that foster a safe and supportive living environment.
    - Support and Guidance: Provide support to residential students experiencing safeguarding concerns or personal difficulties, facilitating access to counseling and other support services as needed.
    - Education and Awareness: Lead initiatives to educate residential students about safeguarding, personal safety, and well-being, encouraging open discussions about concerns within the residential community.

Identification of Abuse and Neglect

At International Community School (ICS), recognizing and responding to abuse and neglect is crucial for safeguarding the welfare of our students. This section outlines the various types of abuse, the signs and symptoms to look for, and identifies vulnerable groups who may be at a higher risk.

Types of Abuse

1. **Physical Abuse**:
    - Physical abuse involves the intentional infliction of physical harm on a child. This can include hitting, beating, burning, or any other form of physical violence that results in injury or harm. Physical abuse can also occur through excessive physical discipline.
2. **Emotional Abuse**:
    - Emotional abuse refers to behaviors that harm a child's emotional well-being. This includes constant criticism, rejection, threats, bullying, and other actions that undermine a child's self-esteem, security, and emotional development. Emotional abuse can be subtle and difficult to identify but can have profound long-term effects.
3. **Sexual Abuse**:
    - Sexual abuse involves any form of inappropriate sexual behavior towards a child, including molestation, exploitation, or exposure to sexual content. It violates the child's bodily autonomy and can lead to severe psychological and emotional consequences.
4. **Neglect**:
    - Neglect is the failure to provide for a child's basic needs, including physical, emotional, educational, and medical care. This can involve inadequate supervision, lack of food, shelter, clothing, or attention to a child's developmental and emotional needs.

Signs and Symptoms

Recognizing the signs and symptoms of abuse and neglect is essential for early intervention. Some common indicators include:

1. **Physical Abuse**:
    - Unexplained injuries, such as bruises, burns, or fractures.
    - Frequent absences from school or reluctance to participate in physical activities.
    - Wearing inappropriate clothing to cover injuries.
2. **Emotional Abuse**:
    - Behavioural extremes such as overly compliant or aggressive behavior.
    - Withdrawal from friends, activities, or social interactions.
    - Signs of low self-esteem, depression, or anxiety.
3. **Sexual Abuse**:
    - Inappropriate sexual behavior or knowledge that is not age-appropriate.
    - Sudden changes in behavior, such as regression to earlier behaviors (e.g., bedwetting).
    - Difficulty walking or sitting, or unexplained injuries in genital areas.
4. **Neglect**:
    - Frequent hunger, poor hygiene, or lack of appropriate clothing.
    - Untreated medical conditions or lack of necessary medical care.
    - Absence from school or frequent tardiness.

Vulnerable Groups

Certain groups of students may be at a heightened risk for abuse and neglect. It is essential to be aware of these vulnerabilities to provide appropriate support:

1. **Students with Disabilities**:
    - Children with physical, emotional, or intellectual disabilities may be more vulnerable to abuse due to their reliance on caregivers and potential difficulty in communicating their experiences.
2. **Students from Disadvantaged Backgrounds**:
    - Children from low-income families or unstable home environments may face higher risks of neglect or abuse due to stressors such as poverty, family conflict, or lack of access to resources.
3. **Children with a History of Abuse**:

- Students who have previously experienced abuse or trauma may be at greater risk for further victimization and may require additional support.

Safeguarding Training , Awareness and Well-Being

https://docs.google.com/document/d/1VNATHTCCIYIgR22GCZo6YSaAxYNaEFIc/edit

https://drive.google.com/drive/u/0/folders/1_awqGBd80sk9AfcGwHZpupg2axA0gkwv

At International Community School (ICS), we recognize that effective safeguarding practices begin with well-informed and trained staff. Our **Safeguarding Training and Awareness** program is designed to equip all employees with the knowledge and skills necessary to identify and respond to safeguarding concerns effectively. This commitment aligns with the Council of International Schools (CIS) standards, local regulations, and global best practices.

Staff Training Requirements

1. **Induction Training for New Staff**:
    - All new staff members will undergo mandatory safeguarding training as part of their induction process. This training will cover:
        - An overview of safeguarding policies and procedures.
        - Roles and responsibilities regarding safeguarding.
        - Recognizing signs of abuse and neglect.
        - Reporting procedures for concerns.
        - Understanding the importance of confidentiality and data protection.
2. **Annual Refresher Training**:
    - All staff members are required to participate in annual refresher training on safeguarding practices. This training will reinforce knowledge and ensure familiarity with updated policies, procedures, and best practices. Topics may include:
        - Recent developments in safeguarding legislation and guidelines.
        - Advanced recognition of signs and symptoms of abuse.
        - Case studies and discussions on real-life scenarios to enhance understanding and response strategies.
3. **Specialized Training**:

- Staff members in specific roles (e.g., counselors, special education staff, and school nurses) may be required to participate in additional specialized training to deepen their knowledge and skills in areas such as:
    - Mental health awareness and support.
    - First aid and emergency response.
    - Child protection legislation and best practices.

4. **Training for Volunteers and Contractors**:
    - All volunteers and contractors working with students will receive safeguarding training appropriate to their roles. This training will cover the key elements of the safeguarding policies, emphasizing their responsibilities to ensure the safety and well-being of students.
5. **Evaluation and Assessment**:
    - Staff training effectiveness will be assessed through evaluations and feedback forms collected after each training session. This information will be used to improve future training programs and address any identified gaps.
6. **Documentation and Record Keeping**:
    - Records of all training sessions, including attendance and content delivered, will be maintained by the school administration. This documentation will ensure accountability and compliance with safeguarding requirements.
7. **Ongoing Professional Development**:
    - ICS encourages staff to pursue ongoing professional development in safeguarding and related areas. Staff members will be informed of available training opportunities, workshops, and conferences to enhance their skills and knowledge.

Regular Training and Capacity Building

To ensure the safety and well-being of all students and staff, ongoing safeguarding training is a fundamental component of our school's commitment to safeguarding.

1. **Safeguarding Training for All Staff**:

- All staff, including teaching and non-teaching staff, are required to undergo safeguarding training as part of their ongoing professional development.
- Training focuses on key areas such as identifying signs of abuse or neglect, handling disclosures with sensitivity and confidentiality, and understanding the cultural context of safeguarding both within Ghana and globally.

2. **EduCare TES Online Platform**:
   - The school facilitates safeguarding training through the Educare TES online platform.
   - New staff undergo safeguarding training as part of their onboarding process, led by the school's designated safeguarding lead.
   - All other staff are signed up and assigned specific courses based on their roles, ensuring they receive targeted and relevant training.
   - General courses that are mandatory for all staff ensure a consistent understanding and approach to safeguarding practices.
3. **Mandatory Training Timelines**:
   - Safeguarding training is conducted on a regular basis, with mandatory sessions scheduled annually or biannually, depending on the school's policy.
   - Staff are required to complete these training sessions within the specified timelines to maintain compliance with safeguarding standards.
4. **Capacity Building**:
   - The school emphasizes continuous professional development in safeguarding, ensuring staff stay informed about evolving safeguarding practices and regulations.
   - Training sessions are updated regularly to reflect new safeguarding policies, procedures, and best practices.
   - Staff are encouraged to reflect on their learning and apply it in their daily interactions, promoting a culture of vigilance, sensitivity, and accountability.

Safeguarding Training Schedule<u>TES COURSES</u>

At International Community School (ICS), safeguarding training is a critical component of our commitment to ensuring the safety and well-being of all students. The school has a schedule that outlines the training sessions planned for staff, including new hires, existing employees, and volunteers, to ensure comprehensive understanding and adherence to safeguarding policies.

- **Attendance**: All staff members are required to attend the training attend a session must notify the DSL in advance to arrange for make-up training.

- **Evaluation**: Each training session will include an evaluation form to gather feedback on the effectiveness of the sessions and areas for improvement.g sessions relevant to their roles. Attendance will be documented, and any staff member unable to
- **Ongoing Professional Development**: Staff members are encouraged to seek additional professional development opportunities in safeguarding and child protection throughout the year. Resources and information on relevant workshops and conferences will be provided.

First Aid Training and Fire Marshal Appointment and Training Policy
Overview

At International Community School (ICS), we prioritize the health and safety of our students, staff, and visitors. To ensure a prompt and effective response to medical emergencies and fire incidents, we have established a policy for the training of key staff in first aid and the appointment and training of fire marshals.

Objectives

- **Enhance Emergency Preparedness**: To equip key staff with the skills necessary to provide immediate first aid in case of medical emergencies.
- **Ensure Fire Safety**: To designate and train fire marshals who will be responsible for maintaining fire safety protocols and leading evacuation procedures during emergencies.
- **Promote a Safe Environment**: To create a safe and supportive learning environment where students and staff feel secure.

First Aid Training for Key Staff

1. **Identification of Key Staff**:
    - Key staff members who will undergo first aid training will include, but are not limited to:
        - Teachers
        - School nurses
        - Administrative staff
        - Sports coaches
        - After-school program supervisors
2. **Training Program**:

- First aid training will be conducted by certified professionals from recognized organizations (e.g., Red Cross, St. John Ambulance).
- The training will cover essential topics, including:
    - Basic first aid principles and techniques
    - CPR (Cardiopulmonary Resuscitation) and AED (Automated External Defibrillator) usage
    - Management of common injuries (e.g., cuts, burns, sprains)
    - Recognizing and responding to medical emergencies
    - Use of the school's first aid kits and emergency equipment

3. **Frequency of Training**:
    - Initial first aid training sessions will be conducted annually, with refresher courses provided every two years to ensure skills are kept up to date.
4. **Certification**:
    - Upon successful completion of the first aid training program, staff members will receive certification valid for a specified period. Certification records will be maintained by the school administration.

Appointment and Training of Fire Marshals

1. **Appointment of Fire Marshals**:
    - Fire marshals will be appointed from among the staff members based on their willingness to take on this responsibility and their understanding of fire safety protocols.
    - A designated number of fire marshals will be appointed to ensure adequate coverage throughout the school.
2. **Training Program**:
    - Fire marshals will undergo specialized training on fire safety procedures, including:
        - Understanding fire alarm systems and emergency exit routes
        - Conducting fire drills and evacuation procedures
        - Using fire extinguishers and other fire fighting equipment
        - Assisting in emergency evacuations and ensuring all individuals are accounted for
        - Communicating effectively during emergencies
3. **Frequency of Training**:

- Initial training for fire marshals will be provided at the start of each academic year, with refreshers and updates scheduled as needed or when new staff are appointed to the role.

4. **Documentation**:
    - Records of fire marshal appointments and training completion will be maintained by the school administration for accountability and compliance purposes.

Onboarding Process for New Staff

At International Community School (ICS), we recognize that a well-structured onboarding process is essential for the successful integration and well-being of new staff members. Our onboarding program is designed to provide new employees with the necessary tools, support, and resources to thrive in their new roles. The following components outline our onboarding process:

1. Orientation and Training

- **Welcome Orientation Session**: New staff members will participate in a welcome orientation session where they will receive an overview of the school's mission, vision, values, and safeguarding policies. This session will also outline the expectations and responsibilities of their roles.
- **Comprehensive Training**: New staff will undergo comprehensive training that includes:
    - **Safeguarding Training**: An essential session focused on child protection policies, procedures, and the importance of safeguarding within the school environment.
    - **Professional Development Workshops**: Opportunities for skill development in areas such as classroom management, inclusive education, and instructional strategies.
    - **Technology Training**: Instruction on the use of school technology and resources, including online platforms and communication tools.

2. Mentorship Program

- **Assigned Mentor**: Each new staff member will be paired with a mentor from their department. The mentor will provide guidance, support, and encouragement throughout the onboarding process and beyond.
- **Regular Check-Ins**: Mentors will conduct regular check-ins with their mentees to discuss any challenges, answer questions, and provide constructive feedback. This collaboration fosters a supportive environment and helps new staff acclimate to their roles.

3. Campus Tour

- **Guided Campus Tour**: New staff will receive a guided tour of the school campus, including key facilities such as classrooms, administrative offices, the library, and recreational areas. This tour will help staff familiarize themselves with the school layout and resources available to them.

4. Introduction to the Team

- **Team Introductions**: New staff members will be introduced to their colleagues and team members during a welcome meeting. This meeting will provide an opportunity for new employees to learn about their team's roles, responsibilities, and collaborative efforts.

5. Welcome Lunch with Senior Management Team

- **Welcome Lunch**: Prior to the start of the academic year, new staff will be invited to a welcome lunch with the senior management team. This informal gathering allows new employees to meet key school leaders, discuss their visions for the upcoming year, and build connections within the school community.

6. Catch-Up Lunch with the Principal

- **Principal Lunch**: Within the first month of employment, new staff will have the opportunity to enjoy a catch-up lunch with the principal. This one-on-one meeting will provide a platform for discussing goals, expectations, and any concerns the new staff member may have. It reinforces the school's commitment to supporting staff well-being and success.

7. Continuous Support and Feedback

- **Ongoing Support**: Throughout the academic year, new staff will have access to continued support from their mentors, administrators, and colleagues. Regular feedback sessions will be scheduled to ensure that new employees feel confident and supported in their roles.
- **Well-Being Check-Ins**: The school will implement periodic well-being check-ins to assess how new staff are adjusting to their roles and to provide additional resources or support as needed.

Objectives of the Orientation

- **Provide Information**: To adequately inform new students and families about the school's policies, procedures, and resources available to support their success.
- **Address Questions**: To respond to any questions or concerns that families may have regarding the school, its programs, and their child's educational journey.
- **Build Relationships**: To connect new students with their teachers and school staff, fostering relationships that will support the well-being and progress of the students.

Orientation Schedule

1. **Welcome Session**:
    - The orientation will kick off with a welcome session led by the Head of School and other key administrators. This session will introduce families to the mission and values of ICS, as well as the school's commitment to student safety and well-being.
2. **Information Fair**:
    - An information fair will be set up where families can learn about various school programs, extracurricular activities, and support services. This will include:
        - Academic programs and curriculum overview
        - Extracurricular activities and clubs
        - Counseling and mental health resources
        - Transportation and lunch services
3. **Meet the Teachers**:

- New students and their families will have the opportunity to meet with their assigned teachers during designated sessions. This personal interaction will help establish rapport and allow families to learn about classroom expectations, teaching philosophies, and communication methods.

4. **Campus Tour**:
    - Guided tours of the school facilities will be conducted to familiarize students and families with the campus layout, including classrooms, libraries, recreational areas, and administrative offices.
5. **Q&A Session**:
    - An open question-and-answer session will be held to address any inquiries families may have. School administrators, teachers, and support staff will be available to provide information and assistance.
6. **Building Community Connections**:
    - Opportunities for new families to connect with existing families through informal networking sessions will be encouraged. This can help foster a sense of belonging and community within the school.

Follow-Up

- **Resource Packet**:
    - After the orientation, families will receive a resource packet containing essential information, including school policies, contact information, and community resources. This packet will serve as a helpful reference throughout the school year.
- **Ongoing Support**:
    - The school will provide ongoing support to new students and families, including check-ins during the first few weeks of school to ensure a smooth transition. Families will be encouraged to reach out to their teachers and school staff with any further questions or concerns.

Objectives of Meet the Teacher Day

- **Build Relationships**: To establish a connection between children, their new teachers, and caregivers, which will help reduce separation anxiety on the first day of school.

- **Ease Parent Concerns**: To alleviate the stress and concerns of parents by providing them with an opportunity to meet teachers and share information about their child's needs and expectations.
- **Explore the Classroom**: To allow children to explore their new classroom environment, resources, and activities, generating excitement for starting school.

Event Schedule

1. **Welcome and Introduction**:
    - The event will begin with a warm welcome from the Head of School and preschool coordinators. Parents and children will be introduced to the preschool teaching staff and caregivers.
2. **Classroom Activities**:
    - Children will join their new class teachers and caregivers in their classrooms for a series of fun and interactive activities. These activities may include:
        - Arts and crafts projects
        - Storytime sessions
        - Simple games and team-building exercises
        - Exploration of classroom resources, such as books, toys, and learning materials
3. **Parent Interaction**:
    - While children engage in activities, parents will have the opportunity to interact with teachers and caregivers. This will provide a platform for parents to share information about their child's interests, needs, and any concerns they may have.
    - Teachers will discuss classroom expectations, daily routines, and strategies for supporting children’s learning and development.
4. **Building Trust and Mutual Respect**:
    - The event will emphasize the importance of building a relationship of mutual respect and trust between teachers and parents. This collaborative approach will foster a supportive environment for children's well-being and progress.
5. **Classroom Exploration**:

- After activities, children will have time to freely explore their classroom resources. This exploration will help them become familiar with their new learning environment and generate excitement for the school year ahead.

6. **Closing Remarks**:
    - The event will conclude with closing remarks from the preschool coordinators, reinforcing the importance of open communication and ongoing partnerships between parents and teachers.

Follow-Up

- **Resource Information**:
    - Parents will receive a resource packet containing important information about the preschool curriculum, daily schedules, and contact details for teachers and staff.
- **Ongoing Support**:
    - Teachers will schedule follow-up meetings with parents in the first few weeks of school to discuss each child's adjustment and progress, ensuring that families feel supported throughout the transition.

Orientation Process for Parents

As part of our commitment to fostering a supportive and informed school community, International Community School (ICS) will issue a comprehensive **Parents and Students Handbook** to all new and returning families along with their admission letters. This handbook serves as a vital resource to help students and their families understand the school's policies, expectations, and available resources as they prepare for the upcoming academic year. In addition, boarding students will receive a specialized **Boarding Handbook** that addresses the unique aspects of boarding life.

Purpose of the Handbook

- **Inform and Educate**: The handbook provides essential information about the school's mission, values, and educational philosophy, ensuring that families are well-informed about the school's culture and expectations.
- **Clarify Expectations**: By clearly outlining the boundaries, policies, and procedures, the handbook helps set expectations for behavior and engagement within the school community, fostering a positive and respectful environment.

- **Support Transition**: For new families, the handbook serves as an introduction to the school, helping them navigate the transition into the new school community. For returning students, it provides a valuable resource to reorient them and refresh their knowledge about school policies and practices.

Contents of the Handbook

The **Parents and Students Handbook** will include, but is not limited to, the following sections:

- **School Overview**:
    - Information about the school's mission, vision, and core values.
    - An introduction to the school leadership team and staff.
- **Academic Policies**:
    - Details about the curriculum, assessment methods, and academic expectations for students.
    - Information on homework, grading, and reporting.
- **Code of Conduct**:
    - Clear guidelines on the behavior expected from students and parents, including policies on respect, responsibility, and integrity.
- **Safeguarding Policies**:
    - Information on the school's commitment to safeguarding and protecting students, including procedures for reporting concerns.
- **Communication Protocols**:
    - Guidelines on how parents and teachers can communicate effectively to support student learning and well-being.
- **Extracurricular Activities**:
    - An overview of available extracurricular programs, clubs, and sports, encouraging student involvement and engagement.
- **Resources and Support Services**:
    - Information on counseling services, academic support, and other resources available to students and families.
- **Important Dates and Events**:
    - A calendar of key dates, including the start of the academic year, school holidays, and important events.

Boarding Handbook

- **Boarding Students Handbook**: Boarding students will receive a specialized **Boarding Handbook** that provides detailed information about boarding life, including:
    - Daily routines and expectations within the boarding environment.
    - Guidelines for living in the boarding house, including safety protocols, communal living arrangements, and personal responsibility.
    - Information on boarding staff, support services, and recreational activities available to boarding students.

Issuance Timeline

- **Admission Letters**: The **Parents and Students Handbook** and the **Boarding Handbook** will be issued alongside admission letters to new students and their families. This will occur in the weeks leading up to the start of the academic year, allowing families ample time to review the handbooks.
- **Distribution to Returning Students**: Returning students will also receive copies of the handbooks at the beginning of the academic year. This ensures that they have the most current information and can refresh their understanding of school policies and expectations.

Follow-Up

- **Orientation Sessions**: The school will host orientation sessions for new families to discuss the handbooks in detail, address any questions, and provide additional support for a successful transition.
- **Ongoing Resources**: The handbooks will be made available in digital format on the school's website, allowing families to access them at any time throughout the academic year.

Orientation for All Students

At International Community School (ICS), we understand the importance of providing a comprehensive orientation for all students, from preschool to secondary school, in the first week of the academic year. This orientation is designed to reorient students to the school, inform them about any new developments, and set clear expectations for their journey ahead.

Objectives of the Orientation

- **Reorient Students**: To help students familiarize themselves with the school environment, routines, and policies, ensuring a smooth transition into the new academic year.
- **Inform About Developments**: To communicate any new developments regarding school policies, programs, and expectations in all aspects of school life.
- **Engage Students**: To deliver the orientation in an engaging and interactive manner that keeps students interested and motivated.

Orientation Schedule

1. **Welcome Assembly**:
    - The orientation will kick off with a welcome assembly for all students, led by the Head of School and members of the leadership team. This assembly will provide an overview of the school's mission, vision, and key messages for the year ahead.
2. **Grade-Level Breakout Sessions**:
    - After the welcome assembly, students will break out into grade-level sessions tailored to their specific needs and developmental levels. These sessions will include:
        - **Preschool and Primary School**: Interactive activities focused on classroom routines, behavior expectations, and social skills development. Engaging games and storytelling will be used to make the experience enjoyable.
        - **Secondary School**: Discussions on academic expectations, extracurricular opportunities, and personal development. This will include interactive workshops on goal setting and time management.
3. **Information on New Developments**:
    - During the grade-level sessions, teachers will present any new developments related to curriculum changes, school policies, and available resources. This will ensure that all students are informed about what to expect in the upcoming year.
4. **Interactive Activities**:

- To keep students engaged, the orientation will include interactive activities such as:
    - Team-building exercises to promote collaboration and friendship among students.
    - Q&A sessions where students can ask questions and express any concerns they may have about the year ahead.

5. **Campus Exploration**:
    - Students will have the opportunity to explore their classrooms and other important facilities, such as the library, gym, and cafeteria. This exploration will help them feel more comfortable in their new environment.
6. **Closing Remarks**:
    - The orientation will conclude with closing remarks from the teachers, reinforcing key messages and encouraging students to embrace the upcoming school year with enthusiasm and positivity.

Follow-Up

- **Ongoing Support**: After the orientation, teachers will continue to provide support and guidance to help students adjust to their new routines. Regular check-ins will be scheduled to address any concerns that may arise during the initial weeks of school.
- **Feedback Mechanism**: Students will be encouraged to provide feedback on the orientation experience to help improve future programs. This feedback will be collected through surveys or informal discussions.

Mentorship Program for Students

At International Community School (ICS), we recognize the importance of providing students with additional support and guidance to enhance their well-being and academic progress. To achieve this, we have established a **Mentorship Program** that allows students to engage with school staff beyond their class teachers. This program is designed to foster positive relationships, encourage personal development, and create a supportive school environment, with mentors serving as advocates for students and liaisons between them and their teachers.

Objectives of the Mentorship Program

- **Enhance Well-Being**: To provide students with access to mentors who can offer guidance, encouragement, and emotional support, contributing to their overall well-being.
- **Support Academic Progress**: To help students set and achieve academic goals by connecting them with mentors who can provide advice, resources, and practical strategies.
- **Encourage Positive Relationships**: To foster connections between students and various school staff members, creating a sense of community and belonging within the school.

Structure of the Mentorship Program

1. **Mentor Selection**:
    - Mentors will be selected from various staff members, including counselors, administrative personnel, coaches, and support staff. This diverse group of mentors will provide students with a range of perspectives and expertise.
2. **Mentors as Advocates and Liaisons**:
    - Mentors will serve as advocates for students, ensuring that their voices are heard and their needs are addressed. They will also act as liaisons between students and their teachers, facilitating communication and collaboration when necessary. This role includes:
        - Representing student interests during discussions with faculty.
        - Assisting students in navigating academic challenges and providing feedback to teachers about student concerns.
3. **Matching Process**:
    - Students will be matched with mentors based on their interests, needs, and goals. The matching process will take into consideration factors such as academic subjects, extracurricular activities, and personal development areas.
4. **Mentorship Sessions**:
    - Mentorship sessions will be held regularly throughout the academic year. These sessions can take various forms, including:
        - One-on-one meetings to discuss academic progress, personal challenges, and goal setting.

- Group workshops focused on life skills, study techniques, and social-emotional learning.

5. **Goal Setting**:
    - At the beginning of the mentorship relationship, mentors and students will collaboratively set goals that focus on academic achievement, personal growth, and well-being. These goals will be reviewed and adjusted periodically.
6. **Supportive Environment**:
    - Mentors will create a safe and supportive environment where students feel comfortable discussing their concerns and aspirations. This relationship will encourage open communication and trust.
7. **Feedback and Evaluation**:
    - The mentorship program will include mechanisms for feedback from both students and mentors. Regular evaluations will help assess the effectiveness of the program and identify areas for improvement.

Benefits of the Mentorship Program

- **Personalized Support**: Students will receive individualized attention and support tailored to their unique needs and circumstances.
- **Increased Confidence**: Engaging with mentors can help students build confidence in their abilities and foster a positive self-image.
- **Broader Connections**: The program encourages students to connect with a variety of staff members, broadening their support network within the school.
- **Skill Development**: Mentorship sessions will focus on developing essential life skills, such as time management, effective communication, and problem-solving.

Medical History and Allergies Data Management

At International Community School (ICS), the health and safety of our students are of utmost importance. To ensure that we provide appropriate care and support for all students, it is essential to collect, securely store, and manage medical history and allergies data from new students. The following policy outlines the procedures for handling this sensitive information.

Data Collection

1. **Medical History and Allergies Forms**:
    - Upon enrollment, all new students will be required to complete a medical history and allergies form. This form will gather essential information, including:
        - Previous medical conditions
        - Allergies (food, medication, environmental, etc.)
        - Current medications
        - Emergency contact information
        - Any other relevant health information
2. **Parental Consent**:
    - Parents or guardians must provide consent for the collection and sharing of their child's medical history and allergies data. This consent will be included in the enrollment paperwork.

Data Storage and Security

1. **Secure Storage**:
    - All medical history and allergies data will be stored securely in the school's confidential database. Access to this information will be restricted to authorized personnel only.
    - Physical copies of medical records will be kept in locked cabinets within the school health office.
2. **Confidentiality**:
    - The confidentiality of students' medical information will be maintained at all times. Staff members are required to adhere to privacy regulations and school policies regarding the handling of sensitive health information.

Data Sharing

1. **Need-to-Know Basis**:
    - Medical history and allergies data will only be shared with relevant staff members on a need-to-know basis. This may include:

- School nurses and health staff, who need this information to provide appropriate care.
- Teachers and staff responsible for supervising students, particularly during meal times or field trips, where allergies may pose a risk.
- Emergency responders, if necessary, in the event of a medical emergency.

2. **Staff Training**:
    - All staff members who have access to medical history and allergies data will receive training on the importance of confidentiality, data protection, and appropriate responses in case of medical emergencies related to allergies.

Data Review and Updates

1. **Annual Review**:
    - Medical history and allergies data will be reviewed annually. Parents or guardians will be asked to update the information as needed to ensure that it remains current and accurate.
2. **Incident Reporting**:
    - In the event of a medical incident related to a student's allergy or medical condition, staff must report the incident to the school nurse and document it appropriately. This will help ensure that any necessary adjustments to care plans or data are made promptly.

Transition Meetings and Data Management Process for Pre-Admission Interviews

At International Community School (ICS), we prioritize effective transitions and the well-being of our students. To support new students and ensure continuity in their education, we have established a process that includes **Transition Meetings** and a comprehensive **Data Management Process** for pre-admission interviews. This approach allows us to gather relevant information and facilitate communication between teachers and staff to best support returning and new students.

Objectives

- **Facilitate Communication**: Promote open communication between previous and new teachers regarding each student's academic progress, strengths, and areas for improvement.
- **Inform and Educate**: Gather essential information from parents and students during pre-admission interviews to understand their unique needs and provide appropriate support.
- **Ensure Continuity of Learning**: Facilitate a smooth transition from one grade to the next by sharing relevant academic and learner-related information.

Data Collection and Transition Meetings

1. **Pre-Admission Interviews**:
    - During pre-admission interviews, parents of new students and the students themselves will provide relevant information, including:
        - Family background and dynamics.
        - Academic history and achievements.
        - Social-emotional development and any concerns.
        - Medical history and allergies.
        - Specific learning needs or accommodations required.
    - The school counselor or special education coordinator will be present to observe and take notes, flagging students with underlying conditions or special needs for attention and action.
2. **Transition Meetings**:
    - Transition meetings will be scheduled during the staff preparation week ahead of the first day of school. These meetings will include:
        - Previous teachers who have taught the returning students.
        - New teachers responsible for the students in the upcoming academic year.
        - Relevant support staff.
    - The agenda will cover discussions about each student's academic performance, social-emotional development, individual learning needs, and recommendations for instructional strategies.

Data Storage and Security

1. **Secure Storage**:
    - All data gathered during pre-admission interviews and transition meetings will be stored securely in the school's confidential database, with access restricted to authorized personnel only.
    - Physical copies of interview notes and transition meeting documentation will be kept in locked cabinets within the counseling or special education office.
2. **Confidentiality**:
    - The confidentiality of students' and families' information will be maintained at all times. Staff members are required to adhere to privacy regulations and school policies regarding the handling of sensitive information.

Data Sharing

1. **Need-to-Know Basis**:
    - Information will be shared with relevant staff members on a need-to-know basis:
        - Class teachers will receive detailed notes from counselors and special education coordinators to inform them about specific learning needs, accommodations, and flagged conditions prior to the start of the school year.
        - Special education staff will be informed if additional support or intervention is required.
2. **Collaboration and Support**:
    - The counselor or special education coordinator will facilitate communication between parents and teachers regarding specific needs or concerns discussed during the pre-admission interview and transition meetings. This collaboration ensures that all relevant staff members can provide the necessary support to the student.

Follow-Up Actions

1. **Action Plans**:
    - Based on the data collected, teachers and support staff will develop action plans to address the needs of new and returning students. These plans will

outline strategies for academic support, social-emotional growth, and necessary accommodations.

2. **Ongoing Monitoring**:
    - The progress of new and returning students will be monitored regularly throughout the academic year. Feedback from teachers, parents, and students will be gathered to assess the effectiveness of the support provided.
3. **Periodic Reviews**:
    - Regular reviews of the data and action plans will be conducted to ensure that they remain relevant and effective in supporting students' ongoing development.

Facility Audit Process

Purpose

At International Community School (ICS), we are committed to providing a safe, conducive, and high-quality learning environment for our students and staff. To ensure that our facilities meet the standards set by the Council of International Schools (CIS), we conduct regular facility audits. This process allows us to evaluate our physical environment, identify areas for improvement, and ensure compliance with best practices in facility management.

Objectives of the Facility Audit

- **Ensure Safety and Compliance**: To assess the safety and compliance of school facilities with CIS standards, local regulations, and health and safety guidelines.
- **Promote Quality Learning Environments**: To evaluate the adequacy and condition of facilities to support effective teaching and learning.
- **Identify Areas for Improvement**: To identify any deficiencies or areas for enhancement within the school’s physical environment and plan for necessary upgrades or repairs.

Audit Structure

1. **Audit Team Composition**:
    - The facility audit team will include key stakeholders such as:
        - Management members.
        - Facilities management staff.
        - Teachers and staff representatives.
        - Student representatives (where appropriate).
    - This diverse team will provide a comprehensive perspective on the needs and conditions of the facilities.
2. **Audit Schedule**:
    - Facility audits will be conducted annually, with additional assessments scheduled as needed based on specific concerns or changes in regulations.
    - A timeline for the audit process will be established, allowing for thorough preparation and data collection.
3. **Audit Criteria**:
    - The audit will evaluate various aspects of the facilities, including but not limited to:
        - Safety and security measures (emergency exits, fire safety systems, access control).
        - Condition of classrooms, laboratories, libraries, and common areas.
        - Accessibility for individuals with disabilities.
        - Maintenance of outdoor spaces, including playgrounds and sports facilities.
        - Environmental sustainability practices (energy efficiency, waste management).

Audit Process

1. **Preparation**:
    - Prior to the audit, the audit team will review relevant CIS standards and guidelines to ensure alignment with best practices.
    - The team will develop an audit checklist based on these standards and the specific needs of the school.

2. **Data Collection**:
    - During the audit, the team will conduct site visits to inspect facilities, collect data, and evaluate conditions against established criteria.
    - Surveys and feedback may be gathered from students, staff, and parents to gain insights into their experiences with the facilities.

3. **Analysis and Reporting**:
    - After completing the facility assessments, the audit team will analyze the collected data and compile a comprehensive report outlining findings, strengths, weaknesses, and recommendations for improvements.
    - The report will prioritize actions based on urgency and importance, considering factors such as student safety and educational impact.

Follow-Up Actions

1. **Action Plan Development**:
    - Based on the audit findings, an action plan will be developed to address identified issues and implement recommended improvements.
    - This action plan will include timelines, responsibilities, and budget considerations for each improvement initiative.
2. **Stakeholder Communication**:
    - The results of the facility audit and the proposed action plan will be shared with the school community, including staff, parents, and students, to foster transparency and engagement.
3. **Monitoring and Review**:
    - Progress on the action plan will be monitored regularly, and updates will be provided to stakeholders.
    - A follow-up audit may be scheduled to reassess improvements made and ensure ongoing compliance with CIS standards.

Student Leadership Program

Overview of the Program

At International Community School (ICS), we believe in the power of student voice and agency. Our **Student Leadership Program** is designed to empower students to take on leadership roles, develop essential skills, and contribute positively to the school community. Through this program, we aim to cultivate a sense of responsibility, collaboration, and active citizenship among our students.

Objectives of the Student Leadership Program

- **Empower Student Voice**: To provide students with opportunities to express their ideas, opinions, and concerns, fostering a culture of inclusivity and respect.
- **Develop Leadership Skills**: To equip students with essential leadership skills, including teamwork, communication, decision-making, and problem-solving.
- **Encourage Community Engagement**: To promote active participation in school and community initiatives, instilling a sense of responsibility and service in students.

Structure of the Student Leadership Program

1. .
    - **Anti-Bullying Ambassadors**: These students will be trained to promote a culture of respect and kindness, actively working to prevent bullying and support peers in need.
    - **Constitution for Student Leadership**: A constitution will be developed to outline the roles, responsibilities, and expectations of all student leaders, ensuring clarity and accountability within the program.
    - **Patrons for Students**: Staff members will be appointed as patrons to support student leaders, providing guidance and mentorship throughout their leadership journey.
    - **One-on-One Staff and Prefect Buddy System**: Each prefect will be paired with a staff member to facilitate regular check-ins and support, creating a strong support network for student leaders.
2. **Student Leadership Bulletin Board**:
    - A dedicated bulletin board will be established to showcase the pictures and achievements of student leaders. This bulletin board will serve as a visual

representation of leadership within the school and promote recognition among peers.

- The **Student Services Officer** will be responsible for managing the bulletin board, updating it regularly, and ensuring that it reflects the contributions and activities of the student leaders.

3. **Selection Process**:
    - Students interested in leadership positions will go through a selection process that may include:
        - Applications or nominations from peers and teachers.
        - Interviews to assess the candidate's motivation, commitment, and vision for their role
        - voting to elect successful applicants into the respective positions after vetting.
    - Selected students will be announced and inducted into office at the end of the voting process.
4. **Training and Development**:
    - Leadership training workshops will be held to provide students with the skills and knowledge they need to succeed in their roles. Training may include topics such as:
        - Effective communication and public speaking.
        - Conflict resolution and negotiation skills.
        - Project management and event planning.
        - Teamwork and collaboration strategies.
5. **Mentorship Support**:
    - Each student leader will be paired with a staff mentor who will provide guidance, support, and feedback throughout the academic year. This mentorship will help students navigate challenges and maximize their impact as leaders.

Responsibilities of Student Leaders

- **Representing Peers**: Student leaders will serve as a voice for their peers, bringing forward ideas, suggestions, and concerns to the school administration.

- **Organizing Events and Initiatives**: Student leaders will be responsible for planning and executing school events, community service projects, and initiatives that promote school spirit and engagement.
- **Fostering Inclusivity**: Leaders will work to create an inclusive environment within the school, encouraging participation from all students and promoting respect and understanding.
- **Role Models**: Student leaders are expected to model positive behavior and uphold the values of the school community, inspiring their peers to do the same.

Recognition and Celebration

- **Acknowledgment of Contributions**: The efforts and achievements of student leaders will be recognized through awards, certificates, and public acknowledgment at school events.
- **End-of-Year Celebration**: An annual celebration will be held to honor the contributions of all student leaders, providing an opportunity for reflection and sharing experiences.

Belonging Thursday Program

At International Community School (ICS), we are committed to creating a child-friendly environment that fosters a sense of belonging and community among our students and staff. Our **Belonging Thursday Program** is designed to promote connection, inclusivity, and meaningful interactions between students and staff. This initiative encourages everyone to come together, share meals, and engage in hearty conversations on various topics.

Objectives of the Belonging Thursday Program

- **Foster Community Connections**: To strengthen relationships between students and staff, creating a supportive and inclusive school environment.
- **Encourage Open Communication**: To provide a relaxed setting where students feel comfortable sharing their thoughts, experiences, and ideas with staff members.
- **Promote Well-Being**: To enhance students' sense of belonging and well-being through positive interactions and community engagement.

Program Structure

1. **Weekly Luncheon**:
    - Every Thursday, all staff members will join students at their tables during lunch. This informal gathering encourages interaction and connection, allowing staff to engage with students in a relaxed setting.
2. **Table Conversations**:
    - During the luncheon, staff and students are encouraged to participate in hearty conversations on a variety of topics, including:
        - Personal interests and hobbies
        - School events and activities
        - Academic subjects and projects
        - Life skills and social issues
    - Staff will facilitate discussions that promote inclusivity and respect, ensuring that every student has the opportunity to contribute.
3. **Rotating Participation**:
    - To ensure all students have the opportunity to connect with different staff members, the program will feature rotating participation. Different staff members will join various tables each week, promoting diverse interactions and relationships.
4. **Feedback and Reflection**:
    - At the end of each luncheon, students will be encouraged to share their thoughts about the experience. Feedback will be collected to assess the program's effectiveness and make any necessary adjustments.

Benefits of the Belonging Thursday Program

- **Strengthened Relationships**: By interacting with staff outside of formal classroom settings, students can build rapport and trust, leading to improved communication and support.
- **Enhanced Student Engagement**: Students who feel a sense of belonging are more likely to engage positively in school activities, leading to better academic and social outcomes.

- **Promotion of a Positive School Culture**: The program encourages a culture of kindness, respect, and collaboration, reinforcing the values of our child-friendly school.

Disciplinary Procedures

Purpose

The Disciplinary Procedures section outlines the framework for addressing student behavior at International Community School (ICS). This policy is designed to promote a positive school climate, foster responsible behavior, and ensure that all students have the opportunity to learn and thrive.

Policy Statements

1. **Philosophy of Discipline**
   At ICS, we are committed to providing quality, inclusive, and holistic education that meets the aspirations of our learners in a fast-changing world. Our approach to discipline emphasizes a proactive strategy that promotes positive behavior reinforcement and intervention. We aim to support students in making responsible choices while addressing inappropriate behavior in a constructive manner, aligned with our core values of:
   - **Child-friendliness**: Treating others with kindness and compassion.
   - **Empathy**: Understanding and respecting the feelings of others.
   - **Care for Self and Others**: Making choices that promote well-being for oneself and the community.
   - **Respect for All**: Valuing diversity and treating everyone with dignity.
   - **Integrity**: Acting honestly and taking responsibility for one's actions.
   - **Professionalism**: Demonstrating a commitment to excellence in all endeavors.
   - **Team Spirit**: Collaborating and supporting peers to create a positive school environment.
   - **Excellence**: Striving for the highest standards in academic and personal achievements.
2. **Positive Behavioural Interventions and Supports (PBIS)**
   ICS adopts the PBIS framework to guide our disciplinary procedures. PBIS focuses on:
   - **Prevention**: Establishing clear expectations for behavior, teaching these expectations to students, and incorporating our core values into daily practices.

- **Intervention**: Implementing tiered supports for students who require additional assistance in managing their behavior.
- **Recognition**: Acknowledging and rewarding positive behaviors that reflect our school's core values to reinforce desired actions.

3. **Procedures for Addressing Inappropriate Behaviour**
   When inappropriate behavior occurs, the following procedures will be followed:
   - **Assessment of Behaviour**: Staff will assess the behavior in relation to the established infraction codes, which are itemized in the parent and student handbook. This assessment will consider the severity and context of the behavior.
   - **Documentation**: All incidents will be documented, including the nature of the behavior, the students involved, and any witnesses.
   - **Intervention**: Based on the assessment, appropriate interventions will be applied, which may include:
     - **Verbal Warning**: A reminder of expected behavior aligned with our core values.
     - **Reflection Time**: A designated time for the student to reflect on their behavior and its impact on others.
     - **Restorative Practices**: Engaging the student in conversations with those affected to promote understanding and accountability.
     - **Behaviour Contracts**: Developing a plan with the student outlining expected behaviors and consequences for future infractions.
4. **Consequences for Severe Infractions**
   In cases of severe or repeated infractions, the following actions may be taken:
   - **Temporary Exclusion**: Suspension from school for a specified period, with a focus on reintegration support and reflection on the core values.
   - **Permanent Exclusion**: Expulsion in extreme cases, following a thorough investigation and review process.
   - **Referral to Support Services**: Connecting the student with counseling or external support services as needed.
5. **Parental Involvement**
   Parents and guardians will be notified of significant behavioral incidents and will be encouraged to participate in discussions regarding their child's behavior. Collaboration between the school and home is vital to support positive behavior change, emphasizing the importance of our core values and mission to raise a new generation of leaders who are productive global citizens.
6. **Support for Staff**
   Staff members will receive training on PBIS strategies and effective disciplinary practices to ensure consistency and fairness in addressing student behavior. Ongoing professional

development will be provided to enhance staff skills in managing classroom behavior and reinforcing the school's core values.

7. **Monitoring and Review**
   The disciplinary procedures will be monitored regularly to assess their effectiveness and alignment with global best practices. Feedback from students, parents, and staff will be considered in the ongoing review and revision of the procedures.

Whistleblower Protection

1. **Protection from Retaliation and Discrimination**:
   It is essential to protect individuals—whether students, staff, or others—who report allegations of child abuse, neglect, or other misconduct from retaliation, discrimination, or any form of negative repercussions. Retaliation against whistleblowers undermines trust, discourages reporting, and can perpetuate harmful behaviors.
2. **Rights of Whistleblowers**:
   - **Confidentiality**: Whistleblowers have the right to confidentiality and anonymity throughout the reporting process to protect them from exposure or potential harm.
   - **No Reprisal**: Individuals reporting allegations are protected from any form of retaliation, including harassment, discrimination, or dismissal.
   - **Supportive Environment**: Whistleblowers are entitled to a safe and supportive environment, with access to appropriate resources and guidance as needed.
3. **Anonymous Reporting System**:
   - A clear and accessible anonymous reporting system will be established to encourage the reporting of concerns without fear of identification.
   - The reporting system will ensure that reports are taken seriously and investigated appropriately, while maintaining the confidentiality of the whistleblower.
4. **Response to Reports**:
   - All reports will be promptly and thoroughly investigated, and appropriate steps will be taken to address any misconduct or risks identified.
   - Feedback will be provided to the whistleblower on the status of the investigation, where possible, while maintaining confidentiality and respecting their privacy.

Child-Centered Approach

Safety, emotional well-being, and voice of the child are central to our safeguarding process. Every decision and action taken is grounded in ensuring that the child feels safe, heard, and supported.

1. **Child Safety and Emotional Well-being**:
    - The primary focus of safeguarding is to ensure that the child's safety and emotional well-being are prioritized in all decisions.
    - The child's voice is central, and their input is actively sought and respected, particularly when concerns arise regarding their welfare.
    - All staff are trained to recognize and respond to the unique needs of each child, ensuring they feel safe and always supported.
2. **Immediate Emotional Support Framework**:
    - Access to **Counselors and Trusted Adults**: The school provides immediate access to qualified counselors, mentors and designated safeguarding leads who are trained to offer emotional support to children.
    - **Trusted Adults**: A network of trusted adults, including teachers, school staff, and other responsible individuals, are available to provide comfort and guidance to children in distress.

Cultural and Legal Considerations

1. **DSL (Designated Safeguarding Lead))**:
    - The school has a designated safeguarding lead who plays a critical role in overseeing all safeguarding cases. The DSL ensures objectivity, transparency, and accountability in handling safeguarding concerns.
2. **Collaboration with External Agencies on Safeguarding**:
    - To build trust and ensure transparency, the school works with agencies such the Food and Drugs Board, Domestic Violence and Victims Support Unit of the Ghana Police Service, Social Welfare, embassies and other international organizations in handling cases that borders on their respective line of duty.

Timeline for Action

To ensure timely and effective responses to safeguarding concerns, the school establishes clear timelines for each stage of the safeguarding process.

1. **Reporting to Safeguarding Lead**:
    - All safeguarding concerns must be reported to the designated safeguarding lead (DSL) within **24 hours** of the concern being identified.
    - This ensures prompt attention and facilitates immediate action to ensure the child's safety and well-being.
2. **Referral to External Agencies**:

- If necessary, referrals to external agencies such as the police, social welfare, or child protection services should be made within **48 hours** of identifying a safeguarding concern.
- Referrals are made when the DSL assesses that the concern requires further investigation or intervention by external authorities.
- The principal oversees these referrals to ensure compliance with established timelines and accountability.

3. **Review and Investigation**:
   - All safeguarding cases are investigated within **72 hours** of initial reporting to ensure appropriate responses, investigations, and any required follow-up actions are implemented.
   - The investigations can be reviewed to help ensure transparency, accountability, and the child's well-being as new information is discovered.

Safeguarding Children with Special Needs

Overview

Children with special needs may face unique vulnerabilities and challenges that require tailored safeguarding approaches. This section outlines the responsibilities and practices to ensure the safety and well-being of students with special needs within our school.

Identification of Special Needs

1. Definition

- Special needs may include a range of physical, cognitive, emotional, or behavioral conditions that affect a child's ability to learn and interact with others.

2. Assessment

- Regular assessments shall be conducted to identify children with special needs and evaluate their individual requirements.
- Collaborate with specialists (e.g., psychologists, speech therapists, etc.) to ensure comprehensive support.

Responsibilities of Staff

1. Training and Awareness

- All staff must receive training on the specific safeguarding needs of children with special needs, including recognizing signs of abuse and understanding the unique challenges they may face.
- Encourage staff to foster an inclusive environment that promotes the dignity and rights of all students.

2. Communication

- Ensure that communication methods are accessible and appropriate for children with special needs.
- Use clear, simple language and visual aids to facilitate understanding.

3. Individual Educational Plans (IEPs)

- Collaborate with other stakeholders for children with special needs to implement individualized educational plans that address their safeguarding needs, outlining specific safeguarding measures and accommodations.
- Make inputs into the review of IEPs for students with special needs in line with their safety.

Reporting and Responding to Concerns

1. Vigilance

- Staff must remain vigilant to any signs of distress or changes in behavior among children with special needs, as these may indicate safeguarding issues.
- Encourage children to express their feelings and concerns in a safe and supportive environment.

2. Reporting Mechanisms

- Ensure that children with special needs understand the reporting mechanisms for safeguarding concerns and feel empowered to speak up.

Collaboration with Families and External Agencies

1. Engagement with Families

- Maintain open communication with the families of children with special needs to ensure they are informed and involved in safeguarding discussions and decisions.
- Provide resources and support for families to help them understand safeguarding practices and their child's rights.

2. Partnerships with External Agencies

- Collaborate with external agencies and specialists to address the specific needs of children with special needs.
- Ensure that safeguarding policies are aligned with best practices recommended by these agencies.

Monitoring and Review

1. Continuous Improvement

- Regularly review safeguarding policies and practices related to students with special needs to ensure they remain effective and relevant.
- Gather feedback from staff, families, and external partners to identify areas for improvement.

2. Data Collection

- Collect and analyze data related to safeguarding incidents involving children with special needs to inform future practices.
- Use this data to enhance training and support for staff and ensure a proactive approach to safeguarding.

Monitoring and Evaluation of Safeguarding Practices

1. **Regular Reviews of Safeguarding Policies and Procedures**:
    - The school conducts **regular reviews** of safeguarding policies and procedures to ensure they remain effective, relevant, and compliant with local and international standards.

- These reviews involve input from **staff, students, Parents and external agencies to** ensure a comprehensive understanding of safeguarding needs and any emerging concerns.
- Feedback from stakeholders is collected through surveys, meetings, and consultations to identify any gaps or areas for improvement.

2. **Adaptation to Emerging Issues**:
   - The school remains proactive in addressing **emerging safeguarding issues**, such as **online safety** and **cyberbullying, emotional and physical abuse.**
   - Policies are updated to reflect new risks, incorporating guidance on the use of technology, social media, and cyberbullying prevention strategies.
   - Training programs are regularly updated to include information on **online safety best practices** and how to handle online risks.
   - The school collaborates with technology providers and external experts to implement appropriate digital safety measures, such as filters, monitoring systems, and clear reporting mechanisms for cyberbullying incidents.
   - The school provides training on how to identify and recognize different forms of abuse and how to deal with them.
3. **Stakeholder Involvement and Accountability**:
   - Staff, students, and external stakeholders are involved in the continuous evaluation of safeguarding practices to ensure they remain effective and adaptable.
   - Progress is monitored through **audits, feedback loops**, and **action plans**, with clear timelines for addressing any identified issues.
   - Regular updates and communication on safeguarding efforts ensure that all members of the school community remain informed and engaged in promoting a safe environment.

Communication Channels

To ensure that safeguarding information is accessible, and concerns can be reported effectively, the school establishes clear and user-friendly communication channels for all stakeholders.

1. **Dedicated Contact Information**:
   - A **dedicated email address** is provided for the safeguarding team, allowing staff, students, and parents to report concerns or seek guidance at any time.
   - Contacts of key school staff such as Principals, directors, and heads of schools are made available to stakeholders to report safeguarding concerns.
   - These contact points are prominently displayed on the school website, handbook and bulletin boards throughout the school premises.
2. **Multiple Reporting Channels**:

- In addition to dedicated phone numbers and email addresses, the school ensures alternative reporting methods, such as **suggestion boxes**, and **face-to-face meetings**
- Information on how to access these reporting channels is shared through **regular training sessions**, **newsletters**, and **bulletins** to ensure all stakeholders are aware of their options.

3. **Regular Communication**:
   - The school maintains **regular communication** with parents, staff, and students through newsletters, social media, and school meetings to ensure updates on safeguarding policies, practices, and reporting procedures.
   - Feedback from stakeholders on the effectiveness of communication channels is gathered regularly to improve accessibility and ensure concerns are addressed promptly.

Support for Alleged Offenders and Victims

1. **Support for Alleged Victims**:
   - The school ensures that **alleged victims** receive immediate and ongoing support to ensure their well-being and safety.
   - **Counseling and emotional support** are provided through our counselling department, ensuring that victims have access to trusted adults and child welfare services when necessary.
   - ICS works closely with **external child protection agencies** and **advocacy groups** to ensure that victims receive appropriate care and assistance.
   - The child's well-being remains the top priority, and efforts are made to minimize further distress during the investigation process.
2. **Support for Alleged Offenders**:
   - The school provides **confidential support and guidance** for individuals who are accused of safeguarding concerns, ensuring fairness and due process.
   - Access to **counseling** is made available, helping accused individuals understand and address any issues while promoting accountability.
   - The school ensures that individuals are treated fairly, without discrimination, and that any disciplinary actions are guided by clear policies and procedures.
3. **Confidentiality and Impartiality During Investigations**:
   - All investigations are conducted with **confidentiality and impartiality**, ensuring that all parties involved are treated with fairness and respect.
   - Information related to allegations and investigations is only shared on a "need-to-know" basis, safeguarding the privacy and dignity of those involved..
   - Regular reviews of the investigation process are conducted to ensure transparency, accountability, and continuous improvement.

Handling False Allegations

1. **Non-Punitive Approach for Reporting Parties**:
    - The school adopts a **non-punitive approach** for individuals who report safeguarding concerns, including those who later prove to be false allegations.
    - The reporting party is not subjected to disciplinary actions or consequences for making a report in good faith, even if the investigation finds no evidence to support the claim.
    - The focus is on fostering **trust and confidence** in the safeguarding system, ensuring that individuals feel safe and encouraged to come forward with concerns.
2. **Addressing False Allegations**:
    - When allegations are found to be false or unsubstantiated, the school takes steps to ensure that no harm or unfair repercussions are imposed on the person(s) falsely accused.
    - Where appropriate, **support and counseling** are offered to those falsely accused, helping them to rebuild trust and confidence.
    - The school also reviews and updates its safeguarding policies to ensure they remain clear, transparent, and effective, minimizing the risk of misunderstandings or miscommunications.
3. **Maintaining Trust and Accountability**:
    - The school communicates openly with all stakeholders, reinforcing the importance of safeguarding practices and emphasizing that false allegations are treated with care, empathy, and understanding.
    - By separating allegations from the individual, the school aims to build a culture of accountability while protecting the rights of all parties involved.

Community Awareness Campaigns

1. **Periodic Campaigns and Workshops for Students and Parents**:
    - The school organizes **regular campaigns and workshops** to raise awareness on safeguarding topics, ensuring that students, parents, and the wider school community are informed and engaged.
    - These campaigns cover key areas such as **identifying signs of abuse, reporting procedures, and the importance of safeguarding**.

2. **Topics Covered in Campaigns**:
    - **Understanding Safeguarding Policies**: Clear explanations of safeguarding policies, procedures, and the roles of key individuals (DSL, Management, Principal, etc).
    - **Signs of Abuse and Neglect**: Educating students, parents, and staff on how to recognize the signs of abuse and what steps to take if concerns arise.
    - **Reporting Mechanisms**: Informing the community about different reporting channels, including anonymous options, to encourage open and safe reporting.
    - **Online Safety and Cyberbullying**: Addressing emerging issues like online safety, social media risks, and cyberbullying, ensuring the community is aware of protective measures.
3. **Fostering an Open Culture of Awareness and Dialogue**:
    - Campaigns aim to create a **safe space for dialogue**, encouraging students, parents, and staff to openly discuss safeguarding concerns.
    - **Workshops and Training Sessions**: Tailored sessions are conducted for students and parents to build understanding and ensure they feel confident in addressing safeguarding issues.
    - **Partnership with External Experts**: The school collaborates with child protection agencies, counselors, and experts to provide specialized input, ensuring that information shared is up-to-date and effective.
4. **Monitoring and Feedback**:
    - Feedback from students, parents, and staff is gathered during and after campaigns to assess their impact and make necessary adjustments.
    - Continuous communication ensures that safeguarding remains a priority and that the community is kept informed of any updates to policies or procedures.

Safeguarding and Technology

1. **Safeguarding in the Digital Space**:
    - The school recognizes the increasing importance of **safeguarding in the digital space**, addressing concerns such as **cyberbullying, online grooming, and privacy issues**.
    - All staff, students, and parents are educated on the risks associated with online platforms and digital communication, ensuring they are aware of the potential dangers.
2. **Cyberbullying and Online Grooming Prevention**:
    - The school implements **strict policies and protocols** to prevent and respond to **cyberbullying and online grooming**.

- Training sessions and awareness campaigns are conducted to educate students and staff on recognizing the signs of cyberbullying and online grooming, along with appropriate reporting mechanisms.
- The school ensures the use of **safe online platforms such as Google Classroom and Magic School**, setting clear guidelines for acceptable online behavior and discouraging the sharing of inappropriate content.

3. **Privacy and Data Protection**:
   - The school **adheres to privacy and data protection standards**, ensuring that student data and online communications are handled securely and confidentially.
   - Access to online platforms is monitored, with clear guidelines on the appropriate use of technology, ensuring that sensitive information is safeguarded.

Emergency Contacts and Escalation Protocols

1. **External Organizations and Agencies for Immediate Referrals**:
   - The school maintains contact information for key external organizations and agencies to ensure timely referrals when necessary.
   - **Police**: Local law enforcement contact details (e.g., emergency police number) are provided for urgent matters.
   - **Child Protection Units**: The contact information for the Ghana Child Protection Unit (CPU) or relevant child welfare services is available.
   - **Social Welfare Services**: Contact details for the Department of Social Welfare or relevant social protection services are provided.
   - **Emergency Medical Services**: Contact information for local hospitals, clinics, or emergency medical services is also available.
2. **Contact Information Accessibility**:
   - Emergency contact details are clearly displayed and accessible to all **staff, students, parents, and stakeholders** through:
     - **School Website**: Listed under safeguarding policies and procedures sections.
     - **Staff Handbooks and Manuals**: Included in safeguarding sections for easy reference.
     - **Notice Boards**: Displayed in key areas of the school premises, including administrative offices, classrooms, and common spaces.
3. **Escalation Protocols**:
   - In the event of a safeguarding concern, staff are instructed to follow established **escalation protocols**, which include:
     - Reporting to the **Designated Safeguarding Lead (DSL)** within 24 hours.

- If necessary, referral to external agencies (police, child protection, social welfare) within **48 hours** or sooner, depending on the urgency of the concern.
- Follow-up and regular monitoring of referrals by the **Designated Safeguarding Lead (DSL)** to ensure timely actions are taken.

4. **Training and Awareness**:
   - Staff undergo regular training on how to access and use emergency contact information.
   - Drills and exercises are conducted to reinforce the effective use of escalation protocols and ensure familiarity with the contact details of relevant external organizations.

External References

International Community School (ICS) aligns its safeguarding practices with international standards to ensure a comprehensive and effective approach to protecting students. Key external references that inform our safeguarding policies and procedures include:

1. **UN Convention on the Rights of the Child (CRC)**:
   - ICS adheres to the principles outlined in the UN Convention on the Rights of the Child, emphasizing the protection, care, and participation rights of all children. Our policies and procedures are developed to uphold children's rights to safety, protection from harm, and access to appropriate care and support.
2. **Keeping Children Safe Coalition Standards**:
   - The school follows the Keeping Children Safe (KCS) Coalition Standards, which provide guidelines for effective safeguarding practices, including child protection policies, risk assessments, and staff training. These standards promote a culture of accountability, transparency, and robust safeguarding measures within educational institutions.
3. **Task Force International on Child Protection (ITFCP) Standards**:
   - ICS adheres to the standards set forth by the ITFCP, which offer guidance on institutional responsibilities, accountability, and reporting frameworks related to child safeguarding. The ITFCP focuses on promoting best practices in child protection and safeguarding across global organizations, including schools.
4. **World Health Organization (WHO) Guidelines on Child Protection**:

- The school aligns with the WHO Guidelines on Child Protection Systems, ensuring that our safeguarding policies address the prevention of abuse, timely response to incidents, and the provision of appropriate care for affected individuals.

5. **Ghana Education Service (GES) Regulations**:
    - ICS aligns its safeguarding policies with the regulations set forth by the Ghana Education Service, ensuring compliance with local educational standards and child protection measures.
6. **Cambridge Assessment International Education Regulations**:
    - As a school running the Cambridge curriculum, ICS adheres to the safeguarding and welfare standards established by Cambridge Assessment International Education, promoting safe and nurturing educational environments for all students.

Anti-Bullying

Overview

At our school, we are committed to fostering a safe, respectful, and inclusive environment where every student feels valued and supported. Bullying in any form—physical, verbal, emotional, or cyberbullying—is strictly prohibited. We believe that all students have the right to learn in an environment free from fear, intimidation, and harm.

Bullying undermines a student's confidence, mental health, and academic performance. It also disrupts the positive culture of our school community. Therefore, we take a **zero-tolerance approach** to bullying and are dedicated to implementing proactive measures to prevent it, as well as addressing incidents promptly and effectively.

Anti-Bullying Ambassadors

To strengthen our efforts against bullying, we appoint **Anti-Bullying Ambassadors** from both the primary and high school levels. These students play a vital role in promoting a culture of respect, empathy, and inclusion across the school community.

Why We Appoint Anti-Bullying Ambassadors

1. **Peer Influence**: Students often feel more comfortable speaking to their peers about concerns. Ambassadors act as approachable and trustworthy points of contact for their classmates.
2. **Awareness and Prevention**: Ambassadors help raise awareness of bullying behaviors and their impact, fostering a community that stands against bullying.
3. **Support Network**: By offering peer support, ambassadors ensure that students affected by bullying feel heard, validated, and supported.

Roles of Anti-Bullying Ambassadors

1. **Promoting Awareness**:
    - Organizing anti-bullying campaigns and events.
    - Sharing information about the impact of bullying and ways to prevent it.
2. **Providing Peer Support**:
    - Acting as a safe and approachable contact for students experiencing bullying.
    - Offering encouragement and emotional support to their peers.
3. **Encouraging Reporting**:
    - Motivating students to report incidents of bullying to trusted adults or school staff.
    - Ensuring confidentiality and safety for those who come forward.
4. **Modeling Positive Behaviour**:
    - Leading by example by demonstrating respect, kindness, and inclusivity.
    - Encouraging others to embrace diversity and act with empathy.
5. **Collaborating with Staff**:
    - Working closely with teachers, counselors, and administrators to address bullying concerns.
    - Sharing student perspectives and feedback to improve bullying prevention strategies.

Administration of Medication

Purpose

The school prioritizes the health and well-being of all students by providing clear procedures for the safe and effective administration of medication in accordance with parental consent and medical guidelines.

Infirmary and Nursing Oversight

- The school operates a fully equipped infirmary staffed by qualified nurses.
- All medications are administered exclusively in the infirmary or under the direct supervision of the nursing team to ensure safety and accuracy.

Parental Consent

- Parents must provide written consent for medications to be administered at the infirmary.
- A list of approved first-aid medications is shared annually for parental approval, with any changes requiring written notification.

Medication Administration Process

- Medications are securely stored and checked for expiration before use.
- Administration is performed by nurses following prescribed dosages or parental instructions.
- Students are monitored for adverse reactions, and parents are notified when appropriate.

Record-Keeping

- A detailed log is maintained, recording the student's name, class, medication details, time of administration, and administering staff.

Prescription Medications

- Parents must submit a written request and doctor's prescription for ongoing treatments.
- Medications must be labeled with the student's name, medication name, and usage instructions.

Emergency Medications

- Emergency medications (e.g., EpiPens, asthma inhalers) are stored securely and administered by nurses or trained staff when necessary.

Self-Administration of Medication

- Self-administration is not permitted except in exceptional cases, requiring prior approval from parents, the school, and the student's physician.

Confidentiality

- Medical information is handled with strict confidentiality and shared only with staff directly involved in the student's care.

Staff Training

- Nurses and relevant staff receive regular training on safe medication administration, managing adverse reactions, and emergency procedures.

Counseling Services

Overview

At International Community School (ICS), we recognize the importance of comprehensive counseling services in supporting the academic, social, and emotional well-being of our students. Our Counseling Services are designed to align with the standards set by the Council of International Schools (CIS) and global best practices, ensuring that all students have access to the resources and support they need to thrive.

Objectives of Counseling Services

- **Promote Well-Being**: To enhance the emotional and psychological well-being of students, helping them navigate challenges and develop resilience.
- **Support Academic Success**: To provide guidance and resources that support students' academic achievements and career aspirations.
- **Foster a Positive School Environment**: To create a safe and welcoming environment where students feel comfortable seeking help and support.

Key Components of Counseling Services

1. **Orientation on the World of Work**:
    - The counseling department will provide orientation sessions for high school students focused on understanding the world of work. These sessions will cover topics such as career opportunities, workplace expectations, and the skills required for various professions.
    - Guest speakers from different industries may be invited to share their experiences and insights, providing students with valuable real-world perspectives.

2. **Career Fairs Organization**:
    - ICS will organize annual career fairs that connect students with local businesses, educational institutions, and community organizations. These events will provide students with the opportunity to explore potential career paths, ask questions, and gather information about various professions.
    - Workshops will also be offered to help students develop essential job-seeking skills, including resume writing, interview techniques, and networking strategies.
3. **Guidance on Subject Selection**:
    - Counselors will provide individualized guidance to students regarding subject selection, ensuring that they choose courses that align with their interests, strengths, and career aspirations.
    - Information sessions will be held to explain the implications of subject choices on future academic and career opportunities, helping students make informed decisions.
4. **Emotional Counseling Services**:
    - The counseling team will offer emotional counseling services to support students dealing with personal challenges, anxiety, stress, and other mental health concerns.
    - Individual and group counseling sessions will be available, providing a safe space for students to discuss their feelings and experiences.
    - The counseling department will promote mental health awareness through workshops, programs, and resources that educate students about mental well-being and coping strategies.

Implementation and Standards

- **Qualified Staff**: All counseling services will be provided by qualified professionals, including certified school counselors and mental health practitioners, ensuring that students receive appropriate and effective support.
- **Confidentiality and Trust**: The counseling services will uphold the highest standards of confidentiality and trust, creating a safe environment for students to seek help without fear of stigma or breach of privacy.

- **Collaboration with Families**: Counselors will engage with parents and guardians to provide resources and support, fostering a partnership that enhances students' emotional and academic development.
- **Continuous Professional Development**: Counseling staff will participate in ongoing training and professional development to stay informed about the latest best practices in school counseling, mental health, and student support.

Emergency Contacts

School Administration

Principal **(Accra Campus)**: Kwadwo Yeboah Konadu- 0209214435

Principal**(Kumasi Campus)**: Lucy Ayodo-0557826821

School Administrator(Accra): Ophelia Akom-0209391333

School Administrator(Kumasi): Linda Richardson Asante-0244579964

School Nurse: Renet Boadi

[Sickbay Phone Number] - 0592912460

Designated Safeguarding Lead (DSL): Elizabeth Asenso -Agyemang - 0243812417

Local Emergency Services

Fire Department: 192

Police Emergency: 191

Ambulance Service: 193

Health Services

Nearest Hospital: Pentecost Medical Center

Address – Madina Estate Phone Number- 030-3970521

Poison Control Center: Poisons Information and Control Centre, Ridge Hospital

Phone Number - +233 302 244 733, +233 (0) 800 100 46

Child Protection Services

Department of Social Welfare: Department of Social Welfare Madina - 0549646725

Child Helpline: 0800800800, 0800900900

Mental Health Services

Local Mental Health Facility: Accra Psychiatric Hospital

Phone Number - 057 769 0753

Mental Health Helpline: 0800678678

Crisis Management Team

Emergency Response Coordinator: Ophelia Akom - 0209391333

Safety Officer: Godwin Tetteh]- 0249444528

Transport Services

VIP Transport Services: -

Bolt Ghana - 024 563 4277

Yango Ghana - 020 087 8459

School Transport Coordinator: Kwabena Nyamekye - 0244585520

Legal Services

Legal Aid Service: Legal Aid Commission – Ghana

Gye Nyame Chambers(Lawyer Yaw Boafo)-0244576743

Local Lawyer: Senet Corporate Solicitors- 03039652196

Media Contact (for emergencies requiring public communication)

School Communications Officer(s): Joangellen Archibald

Phone Number - 050 169 6780

Juliet Gawu

Phone Number-0533717111

LINKED POLICIES

Fire Drill Policy

At International Community School (ICS), the safety of our students, staff, and visitors is our top priority. Regular fire drills are essential to ensure that everyone in the school community is prepared to respond effectively in the event of a fire emergency. This policy outlines the procedures for conducting fire drills in compliance with safety regulations and best practices.

Objectives of the Fire Drill Policy

- **Ensure Safety**: To promote the safety and well-being of all students and staff by preparing them for potential fire emergencies.
- **Familiarize the Community**: To familiarize students and staff with evacuation procedures, emergency exits, and assembly points.
- **Evaluate Effectiveness**: To assess the effectiveness of the fire drill procedures and identify areas for improvement.

Fire Drill Procedures

1. **Schedule of Drills**:
    - Fire drills will be conducted at least twice per academic year, within the orientation week of terms one and two. Additional drills may be scheduled as needed to ensure preparedness.
    - The specific dates and times of fire drills will be communicated to staff in advance, but the exact timing will remain unannounced to simulate an actual emergency.
2. **Notification**:
    - The fire alarm system will be used to initiate the fire drill. The alarm will sound continuously to alert all occupants of the school.
3. **Evacuation Procedures**:
    - Upon hearing the fire alarm, all students and staff must immediately stop what they are doing and prepare to evacuate the building.
    - Teachers will lead their students to the nearest safe exit, following the designated evacuation routes posted in each classroom and common area.
    - Staff members should assist any individuals with mobility challenges to ensure everyone can evacuate safely.
4. **Assembly Points**:
    - Once outside, students and staff will gather at designated assembly points away from the building, as outlined in the emergency evacuation plan.
    - Teachers will conduct headcounts to ensure all students are accounted for after the evacuation.
5. **Emergency Response Team**:
    - An emergency response team, consisting of designated staff members, will be responsible for ensuring the smooth execution of the fire drill and addressing any issues that arise during the process.

6. **Post-Drill Review**:
    - After the drill, a debriefing session will be held with staff to discuss the effectiveness of the drill, identify any challenges encountered, and gather feedback for improvement.
    - Any necessary adjustments to evacuation procedures or training will be made based on feedback received.
7. **Training and Awareness**:
    - All staff will receive training on fire drill procedures, including their roles and responsibilities during a drill or actual emergency.
    - Students will be educated about fire safety, the importance of fire drills, and what to do in case of a fire emergency during orientation sessions at the beginning of the school year.

Risk Assessment Policy

At International Community School (ICS), we are dedicated to providing a safe and secure environment for our students, staff, and visitors. Given our location in a densely populated community in the capital of Ghana, adjacent to a major highway, conducting regular risk assessments is essential to identify, evaluate, and mitigate potential hazards and threats. This policy outlines our approach to risk assessment in alignment with the Council of International Schools (CIS) standards and global best practices.

Objectives of the Risk Assessment

- **Identify Risks**: To systematically identify potential risks and hazards that may affect the safety and well-being of students, staff, and visitors.
- **Evaluate Risks**: To assess the likelihood and potential impact of identified risks, prioritizing them based on severity.
- **Implement Mitigation Strategies**: To develop and implement appropriate strategies to mitigate identified risks and enhance overall safety.

Risk Assessment Process

1. **Risk Identification**:
    - Conduct regular inspections of the school premises, including classrooms, playgrounds, and facilities, to identify physical hazards (e.g., structural issues, inadequate safety measures).
    - Assess external risks related to the surrounding environment, including traffic on the major highway, community safety concerns, and environmental factors (e.g., flooding, earthquakes).
    - Gather input from staff, students, and parents regarding any concerns or observations related to safety and security.
2. **Risk Evaluation**:
    - Analyze identified risks based on two key criteria:
        - **Likelihood**: Assess the probability of each risk occurring (e.g., high, medium, low).
        - **Impact**: Evaluate the potential consequences of each risk if it were to occur (e.g., critical, significant, minor).
    - Categorize risks into high, medium, and low priorities to focus resources and attention on the most pressing concerns.
3. **Mitigation Strategies**:
    - Develop and implement strategies to mitigate identified risks, which may include:
        - **Traffic Management**: Establishing safe drop-off and pick-up procedures for students, including designated zones away from the main road and traffic control measures.
        - **Physical Safety Measures**: Installing safety barriers, signage, and lighting around the school premises to enhance visibility and safety.
        - **Emergency Preparedness**: Developing and regularly updating emergency response plans for various scenarios (e.g., fire, natural disasters, security threats) and conducting drills to ensure readiness.
        - **Community Engagement**: Collaborating with local authorities and community organizations to address broader safety concerns and ensure a supportive environment.
4. **Documentation and Reporting**:

- Maintain detailed records of the risk assessment process, including identified risks, evaluations, and mitigation strategies. This documentation will be reviewed regularly and updated as needed.
- Prepare a risk assessment report to share with the school leadership team and relevant stakeholders, ensuring transparency and accountability.

5. **Training and Awareness**:
    - Provide training for staff on risk assessment procedures, emergency response protocols, and safety practices to foster a culture of safety within the school.
    - Conduct awareness sessions for students and parents regarding safety measures and encourage them to report any concerns or incidents.

Review and Monitoring

1. **Regular Reviews**:
    - Conduct regular reviews of the risk assessment policy and procedures, at least annually or more frequently as needed, in response to changes in the school environment or external factors.
    - Engage stakeholders, including staff, parents, and community members, in the review process to gather diverse perspectives and insights.
2. **Ongoing Monitoring**:
    - Continuously monitor the effectiveness of implemented mitigation strategies and adjust them as necessary based on feedback and changing circumstances.
    - on feedback and changing circumstances.

Parental Involvement Policy

Purpose

The Parental Involvement Policy aims to promote and enhance the engagement of parents and guardians in the educational process at the International Community School (ICS). This policy recognizes the vital role that parents play in supporting their children's learning and development.

Scope

This policy applies to all parents, guardians, and staff members at ICS.

Policy Statements

1. **Commitment to Partnership**

ICS is committed to fostering a strong partnership between the school and families. The school believes that collaboration between educators and parents is essential for student success and overall school improvement.

2. **Encouraging Parental Engagement**

- The school will provide multiple opportunities for parents to engage in the educational process, including:
  - Parent-teacher / Student Led conferences
  - Workshops and informational sessions
  - Volunteering opportunities in the classroom and at school events
  - School committees and advisory council
- Communication channels will be established to keep parents informed about school activities, events, and student progress.

3. **Open Communication**

- ICS will maintain open lines of communication with parents to facilitate ongoing dialogue about student learning and school initiatives.
- The school will provide regular updates through newsletters, emails, and the school website to keep parents informed and engaged.

4. **Support for Diverse Families**

- ICS recognizes the diverse backgrounds of its families and will strive to provide support that meets the unique needs of each family.
- The school will offer resources and assistance for non-English-speaking parents and those with different cultural backgrounds to ensure their full participation.

5. **Feedback and Input**

- Parents will be encouraged to provide feedback on school policies, programs, and practices through surveys, meetings, and informal discussions.

- The school will actively seek parental input in decision-making processes that impact their children's education.

6. **Training and Resources**

   - ICS will provide resources and training for parents to help them support their children's learning at home, including information on academic expectations and effective parenting strategies.

   - Workshops on topics such as child development, homework support, and effective communication will be offered throughout the school year.

7. **Celebrating Parental Involvement**

   - The school will recognize and celebrate the contributions of parents through events, awards, and acknowledgments at school gatherings.

   - Parents will be highlighted for their involvement and the positive impact they have on the school community.

8. **Review and Evaluation**

   - The Parental Involvement Policy will be reviewed annually to assess its effectiveness and make necessary adjustments.

   - Feedback from parents, staff, and students will be considered in the review process to enhance parental engagement initiatives.

Visitors and Contractors Policy

Purpose

The purpose of this policy is to ensure the safety and security of students, staff, and visitors at International Community School (ICS) while providing clear guidelines for managing visitors and contractors on school premises.

Scope

This policy applies to all staff members, students, visitors, and contractors at ICS.

Policy Statements

1. **Visitor Registration**
    - All visitors must sign in at the main office upon arrival at the school.
    - Visitors will be required to provide identification and state the purpose of their visit.
    - A visitor badge will be issued, which must be worn at all times while on school property.
2. **Contractor Procedures**
    - Contractors must provide proof of insurance and relevant certifications before being allowed to work on school premises.
    - All contractors must check in at the main office upon arrival and sign in, providing details of the work to be performed.
    - Contractors will be issued identification and must wear it visibly at all times.
3. **Supervision of Visitors and Contractors**
    - Visitors and contractors will be supervised by staff members while on school grounds to ensure the safety and security of students.
    - Staff will provide visitors and contractors with a brief orientation regarding school policies, including emergency procedures.
4. **Restricted Areas**
    - Visitors and contractors are not permitted in areas of the school that are designated as off-limits, including classrooms during instruction time without prior approval.
    - Staff will guide visitors and contractors to their designated areas and ensure they do not wander into restricted zones.
5. **Emergency Procedures**
    - Visitors and contractors will be informed of emergency procedures upon arrival, including evacuation routes and protocols.
    - In case of an emergency, visitors and contractors must follow staff instructions promptly.
6. **Behavior Expectations**
    - All visitors and contractors are expected to conduct themselves in a respectful and professional manner while on school premises.
    - Any behavior that disrupts the school environment or jeopardizes the safety of students and staff will not be tolerated.

7. **Parental Visits**
    - Parents wishing to visit classrooms or meet with teachers must schedule appointments in advance through the main office.
    - Parent visits will be coordinated to minimize disruption to the learning environment.
8. **Visitor Log for Boarding Students**
    - A separate visitor log will be maintained for boarding students, which must be monitored by the boarding staff on duty during visiting hours.
    - Boarding staff will ensure that all visitors to the boarding house are registered, including the purpose of their visit and the time of entry and exit.
9. **Policy Review**
    - This policy will be reviewed annually to ensure it remains effective and responsive to the needs of the school community

Intimate Care Policy

Purpose

The school is committed to safeguarding the dignity, privacy, and well-being of all students during intimate care situations. This policy provides clear guidelines to ensure that intimate care is conducted in a safe, respectful, and professional manner while maintaining the trust and confidence of students, parents, and staff.

Definition of Intimate Care

Intimate care refers to tasks of a personal nature that students may require assistance with, such as:

- Toileting and changing clothes.
- Assisting with menstrual care.
- Managing incontinence or accidents.
- Providing assistance with personal hygiene.

Principles of Intimate Care

The school adheres to the following principles:

1. **Respect and Dignity**: Every student's dignity and privacy will be respected at all times. Care will be provided discreetly and with sensitivity.
2. **Student Autonomy**: Students will be encouraged to perform tasks independently as much as possible, fostering their sense of responsibility and self-confidence.
3. **Parental Involvement**: Parents are informed about the school's intimate care procedures and should provide written consent for any assistance required.
4. **Consistency**: Procedures for intimate care will be consistent and follow established guidelines to ensure safety and professionalism.

Staff Responsibilities

1. **Designated Staff**: Intimate care is provided by staff members who have been assigned the responsibility for handling personal care tasks.
2. **Two-Person Rule**: Whenever possible, intimate care should be conducted by two staff members to ensure transparency and safeguard both students and staff.
3. **Gender Consideration**: Where feasible, staff of the same gender as the student will provide care to ensure comfort and appropriateness.

Procedures for Intimate Care

1. **Consent and Communication**:
    - Parental consent must be obtained for any ongoing intimate care needs.
    - The student's preferences and comfort will be considered, with clear communication during the process.
2. **Hygiene and Safety**:
    - Staff will adhere to strict hygiene protocols, including the use of gloves and other necessary protective equipment.
    - Any materials or equipment used will be disposed of appropriately or cleaned thoroughly.
    - ts will be informed of any significant incidents requiring intimate care.

Confidentiality and Sensitivity

- All information related to a student's intimate care needs will be treated confidentially.
- Discussions about a student's care will be limited to relevant staff and parents.

Safeguarding Considerations

- Any concerns about a student's well-being or potential safeguarding issues that arise during intimate care must be reported immediately to the Designated Safeguarding Lead (DSL)/ The Head of School(HOS).
- Staff are required to always maintain professional boundaries and avoid any actions or behaviour

  that could be misinterpreted.

Monitoring and Review

This policy will be reviewed regularly to ensure compliance with safeguarding guidelines and the evolving needs of the school community.

This approach ensures that intimate care is provided in a manner that prioritizes the safety, dignity, and comfort of students while adhering to safeguarding best practices.

HEALTH AND SAFETY POLICY

Purpose

The school is dedicated to maintaining a safe and healthy environment for all students, staff, and visitors. This policy outlines measures to ensure health and safety practices are integrated into all aspects of school life, including the selection of activities and resources for lessons.

General Health and Safety Principles

1. **Commitment to Safety**: The school prioritizes the health, safety, and well-being of its community and ensures compliance with all relevant regulations.
2. **Preventive Measures**: Regular risk assessments and preventive actions are taken to minimize potential hazards in the school environment.
3. **Health Education**: Students are educated on health and safety practices to promote awareness and responsible behavior.

Selection of Activities and Resources for Lessons

1. **Risk Assessment**:
    - All activities are reviewed to ensure they are age-appropriate and safe for students.
    - A risk assessment is conducted for practical lessons, field trips, and extracurricular activities to identify and mitigate potential risks.
2. **Safe Resources**:
    - Learning materials and resources are selected based on their safety, quality, and suitability for the intended age group and purpose.
    - Hazardous or inappropriate materials are avoided, and staff are trained in the safe use of specialized equipment.
3. **Physical Activities**:
    - Sports and physical education activities are designed to match students' physical abilities and fitness levels.
    - Proper safety equipment, such as helmets and pads, is provided and must be used where required.
4. **Science and Technology Lessons**:
    - Experiments and practical lessons are conducted under strict supervision with appropriate protective equipment (e.g., goggles, gloves).
    - Clear instructions and safety rules are communicated to students before engaging in hands-on activities.
5. **Field Trips and Outdoor Activities**:
    - Adequate planning and preparation, including emergency plans, are required for all off-campus activities.
    - A suitable student-to-staff ratio is maintained, and first aid kits are carried on all trips.

Food Handling and Staff Health Measures

1. **Food Safety Standards**:
    - All food preparation and serving areas comply with health and safety standards.
    - Staff involved in food handling are trained in hygiene and safe food storage practices.
2. **Medical Screening and Vaccination**:
    - Kitchen staff and early years staff undergo mandatory medical screenings before employment and periodically thereafter to ensure they are fit to handle food.
    - Required vaccinations are administered to protect against foodborne and communicable diseases.
3. **Monitoring and Hygiene Practices**:

- Regular inspections of the kitchen and food preparation areas are conducted to ensure cleanliness and compliance with hygiene regulations.
- Handwashing and protective clothing protocols are strictly enforced for all food handlers.

Emergency Preparedness

1. **First Aid**:
   - The school maintains a fully equipped infirmary and ensures that trained first aid staff are available at all times.
   - First aid kits are strategically located throughout the campus.
2. **Emergency Drills**:
   - Regular fire drills, evacuation procedures, and lockdown drills are conducted to prepare students and staff for emergencies.
   - Emergency exits and assembly points are clearly marked and regularly inspected.
3. **Reporting and Responding to Incidents**:
   - All accidents, injuries, and near-misses must be reported to the designated health and safety officer.
   - An incident logbook is maintained, and appropriate actions are taken to address and prevent future occurrences.

Roles and Responsibilities

1. **Staff**:
   - Ensure that their classrooms and lesson plans comply with health and safety standards.
   - Report any hazards or unsafe conditions immediately.
2. **Students**:
   - Follow all health and safety instructions and participate actively in maintaining a safe environment.
3. **Parents**:
   - Provide the school with updated health information about their children, including allergies or medical conditions.
   - Support the school's health and safety efforts by encouraging students to adhere to policies.

Monitoring and Review

The health and safety policy is reviewed regularly to ensure compliance with legal requirements and the evolving needs of the school community. Feedback from staff, students, and parents is incorporated to enhance safety measures.

By integrating health and safety into daily activities, lesson planning, and staff practices, the school aims to create a safe, supportive, and conducive learning environment for all.

Equal Opportunities Policy

Purpose

The International Community School (ICS) is committed to fostering an inclusive, equitable, and diverse environment where every stakeholder – including students, staff, parents, and community members – feels valued, respected, and supported. This policy ensures that all stakeholders have access to opportunities without discrimination based on race, gender, age, religion, disability, socioeconomic background, or any other characteristic.

Scope

This policy applies to all members of the ICS community, including:

- Students
- Teaching and non-teaching staff
- Parents and guardians
- Vendors, partners, and other external stakeholders

Core Principles

1. **Inclusivity**: ICS ensures that everyone has equal access to resources, opportunities, and support regardless of their background or identity.
2. **Diversity**: We celebrate the diversity of our community and strive to create an environment that reflects and respects a broad range of perspectives and experiences.
3. **Equity**: Efforts are made to provide additional support to those who may face systemic barriers, ensuring fair outcomes for all.
4. **Non-Discrimination**: Discrimination, harassment, or bullying based on any characteristic is not tolerated at ICS.

Implementation

1. **For Students**:
    - Admissions policies are transparent and non-discriminatory.
    - Curriculum design incorporates diverse perspectives and promotes understanding of global cultures and histories.
    - Extracurricular activities and leadership opportunities are accessible to all students, with accommodations made for those with special needs.
2. **For Staff**:
    - Recruitment, hiring, and promotion practices are merit-based and uphold principles of equity and diversity.
    - Professional development opportunities are offered equitably to all staff members.
    - Staff are encouraged to voice concerns and participate in decision-making processes.
3. **For Parents and Guardians**:
    - Open and consistent communication ensures that all parents and guardians are informed and involved in school activities.
    - Parent-teacher associations and committees actively promote diverse representation.
4. **For External Stakeholders**:
    - Vendors and partners are selected based on fair and transparent criteria.
    - Partnerships align with ICS's commitment to equity and inclusion.

Monitoring and Accountability

1. **Policy Review**:
    - This policy is reviewed annually to ensure its effectiveness and relevance.
    - Feedback from students, staff, and parents is incorporated into the review process.
2. **Complaint and Resolution Mechanism**:
    - A clear and confidential process is in place for reporting and addressing any breaches of the Equal Opportunities Policy.
    - All reports are taken seriously and investigated promptly, with appropriate actions taken to address issues.
3. **Training and Awareness**:
    - Regular training sessions are conducted for staff and students to promote awareness and understanding of equal opportunities principles.
    - Educational campaigns and workshops are held to foster a culture of respect and inclusion.

Access to Internet and ICT

Purpose

The purpose of this policy is to ensure the responsible and safe use of the internet and information and communication technology (ICT) within the International Community School (ICS). This policy aims to protect students, staff, and the broader school community while promoting effective learning and teaching through technology.

Scope

This policy applies to all students, staff, and visitors using the school's internet and ICT resources.

Policy Statements

1. **Safe and Responsible Use**

All members of the ICS community are expected to use the internet and ICT responsibly. This includes:

- Respecting the rights and privacy of others.
- Understanding that online behaviour should reflect the same standards of conduct expected in the classroom.
- Reporting any inappropriate content or behaviour to a designated staff member.

2. **Access and Equity**

ICS is committed to ensuring that all students have equitable access to the internet and ICT resources. This includes:

- Providing appropriate devices and internet access to all students, regardless of their socio-economic background.
- Implementing measures to support students with disabilities in accessing technology.

3. **Digital Literacy Education**

The school will provide ongoing education on digital literacy, including:

- Teaching students how to safely navigate the internet.
- Encouraging critical thinking about online content.
- Promoting respectful online communication and collaboration.

4. **Content Filtering and Monitoring**

ICS will employ content filtering systems to minimize students' exposure to harmful or inappropriate material. Additionally:

- Regular monitoring of internet usage will be conducted to ensure compliance with this policy.
- Specific guidelines will be established for staff regarding the monitoring and use of student internet activity.

5. **Parental Involvement**

ICS encourages parents and guardians to be actively involved in their children's internet use by:

- Providing resources and guidance on safe internet practices.
- Encouraging open discussions about online experiences and challenges.

6. **Incident Reporting and Response**

Any incidents related to inappropriate internet use or ICT misuse must be reported immediately. The school will:

- Establish clear procedures for reporting incidents.
- Investigate all reports promptly and take appropriate action to ensure the safety of all students.

7. **Review and Compliance**

This policy will be reviewed annually and updated as necessary to align with global best practices and technological advancements. Compliance will be monitored, and feedback from the school community will be considered in future revisions.

Exclusion

Purpose

The Exclusion section outlines the principles, procedures, and practices regarding the exclusion of students from the International Community School (ICS). This policy aims to promote a safe, respectful, and inclusive school environment while addressing behaviors that disrupt learning or endanger the well-being of students and staff.

Policy Statements

1. **Definition of Exclusion**

Exclusion refers to the removal of a student from the school environment, either temporarily or permanently, due to serious violations of school policies or behaviors that threaten the safety and well-being of the school community.

2. **Grounds for Exclusion**

Students may be excluded for the following reasons:

- **Serious Misconduct**: Engaging in violent behavior, bullying, harassment, or discrimination against others.
- **Substance Abuse**: Possession, use, or distribution of illegal substances or alcohol on school premises.
- **Criminal Activities**: Involvement in criminal acts that may affect the safety or reputation of the school.
- **Repeated Violations**: Persistent inappropriate behavior despite previous interventions and support.
- **Failure to Comply**: Noncompliance with school rules and policies despite warnings and guidance.

3. **Stakeholder Roles and Responsibilities**

- **Students**: Expected to understand and follow school rules, engage in positive behavior, and report any concerns or incidents to staff.
- **Parents/Guardians**: Encouraged to support school policies, communicate with teachers about their child's behavior, and participate in discussions regarding their child's education and discipline.
- **Staff**: Responsible for modeling appropriate behaviour, implementing the school's code of conduct, addressing behavioural issues promptly, and documenting incidents.
- **School Administration**: Tasked with overseeing the implementation of this policy, conducting investigations, and making decisions regarding exclusion based on evidence and fairness.

4. **Exclusion Procedures**

The following procedures will be followed in the case of exclusion:

- **Investigation**: A thorough investigation will be conducted by designated staff to gather all relevant information and perspectives regarding the incident.

- **Notification**: Parents or guardians will be notified promptly about the situation and the investigation process.

- **Disciplinary Review**: A review meeting will be held to discuss the findings and determine appropriate consequences, which may include:

    - Temporary exclusion from school (suspension).

    - Permanent exclusion (expulsion) in severe cases.

    - Required participation in counseling or support programs.

5. **Support and Reintegration**

Students who have been excluded will receive support aimed at helping them reintegrate successfully into the school community. This includes:

- Development of a personalized reintegration plan, which may involve counselling, academic support, and behaviour intervention strategies.

- Regular follow-up meetings with school staff to monitor progress and address any ongoing concerns.

6. **Appeal Process**

Students and parents have the right to appeal an exclusion decision. The appeal process will include:

- Submission of a written appeal to the school administration within a specified timeframe.

- A review of the appeal by an independent panel composed of staff members and, if necessary, external advisors.

- A written response to the appeal will be provided within a reasonable period.

7. **Communication of Policy**

This exclusion policy will be communicated to all stakeholders at the beginning of each school year, included in the school handbook, and posted on the school's website. Regular training sessions will be held to ensure that all stakeholders understand their roles and responsibilities regarding this policy.

8. **Monitoring and Review**

The exclusion policy will be monitored regularly to assess its effectiveness and ensure compliance with international best practices. Feedback from students, parents, and staff will be considered in the ongoing review and revision of the policy.

Drug Misuse Policy

Purpose

The Drug Misuse Policy aims to provide a comprehensive framework for preventing and addressing drug misuse within the International Community School (ICS). This policy is designed to create a safe and supportive learning environment, promote the well-being of students, and align with global best practices.

Scope

This policy applies to all students, staff, and visitors at ICS and encompasses all school-related activities, including on-campus events and off-site trips.

Policy Statements

1. **Commitment to Prevention**

ICS is committed to preventing drug misuse through education, awareness, and community involvement. Our approach includes:

- Implementing evidence-based drug education programs that promote healthy lifestyle choices and inform students about the risks associated with drug misuse.
- Engaging parents and the community in discussions about drug misuse and its consequences.
- Fostering a school culture that prioritizes well-being, resilience, and positive decision-making.

2. **Education and Awareness**

The school will provide age-appropriate drug education as part of the curriculum. This includes:

- Understanding the effects of drugs, including alcohol and tobacco.
- Recognizing the signs and symptoms of drug misuse.
- Developing coping skills and strategies for resisting peer pressure.
- Highlighting the importance of seeking help and support when needed.

3. **Identification and Support**

Staff will be trained to recognize the signs of drug misuse and to provide appropriate support to students. This includes:

- Establishing a clear referral process for students suspected of drug misuse.

- Providing access to counseling services and support groups for students and families.

- Collaborating with external agencies, such as health services and community organizations, to provide comprehensive support.

4. **Response to Incidents**

In the event of a drug-related incident, the following procedures will be followed:

- **Immediate Action**: Staff will ensure the safety and well-being of all students involved. If a student is in distress, appropriate medical assistance will be sought immediately.

- **Investigation**: All incidents will be investigated promptly and fairly, ensuring confidentiality and sensitivity to the needs of the students involved.

- **Disciplinary Actions**: Consequences for drug misuse will be determined based on the severity of the incident, taking into consideration the context and the need for rehabilitation over punishment. This may include:

  - Counseling and support.

  - Educational programs focused on drug awareness and prevention.

  - Temporary exclusion for serious violations, with a focus on reintegration support.

5. **Parental Involvement**

Parents and guardians will be informed of the school's drug misuse policy and will be encouraged to engage in discussions with their children about the risks of drug misuse. The school will offer resources and workshops for families to support open communication.

6. **Monitoring and Review**

The Drug Misuse Policy will be reviewed regularly to ensure its effectiveness and alignment with global best practices. Feedback from students, parents, staff, and external stakeholders will be considered in the ongoing evaluation and improvement of the policy.

7. **Confidentiality and Support**

Confidentiality will be maintained throughout the reporting and investigation process. Students seeking help for drug-related issues will be encouraged to come forward without fear of stigmatization or punishment.

Hygiene Policy

Purpose

The Hygiene Policy aims to establish a comprehensive framework for promoting and maintaining hygiene standards within the International Community School (ICS). This policy is designed to create a safe, healthy, and conducive learning environment for all students, staff, and visitors.

Scope

This policy applies to all students, staff, and visitors at ICS and encompasses all school-related activities, including on-campus events and off-site trips.

Policy Statements

1. **Commitment to Hygiene Education**

ICS is dedicated to promoting hygiene education as a fundamental aspect of student health and well-being. Our approach includes:

- Integrating hygiene education into the curriculum, covering topics such as handwashing, oral hygiene, respiratory etiquette, and general cleanliness.

- Providing resources and materials to inform students and families about the importance of hygiene in preventing illness and promoting health.

2. **Hand Hygiene Practices**

To minimize the spread of germs and infections, the following hand hygiene practices will be enforced:

- Students and staff are encouraged to wash their hands regularly with soap and water for at least 20 seconds, especially before meals, after using the restroom, and after coughing or sneezing.

- Hand sanitizers with at least 60% alcohol will be made available in classrooms, common areas, and at entry points throughout the school.

- Educational sessions on proper handwashing techniques will be conducted to reinforce good practices.

3. **Respiratory Hygiene**

To reduce the transmission of respiratory infections, the school will promote respiratory hygiene through:

- Encouraging students and staff to cover their mouths and noses with a tissue or elbow when coughing or sneezing.
- Providing accessible tissue and waste disposal bins in classrooms and common areas to facilitate proper disposal.
- Displaying informative posters that illustrate proper respiratory hygiene practices throughout the school.

4. **Personal Hygiene**

The school will promote personal hygiene among students and staff by:

- Encouraging regular bathing, the use of deodorants, and maintaining clean clothing.
- Conducting awareness campaigns on the importance of dental hygiene, including brushing teeth at least twice a day and regular dental check-ups.

5. **Cleanliness of Facilities**

ICS is committed to maintaining clean and sanitary facilities. This includes:

- Regular cleaning and disinfecting of classrooms, restrooms, cafeteria areas, and common spaces, following guidelines from health authorities.
- Ensuring that adequate supplies of soap, toilet paper, and sanitary products are available(including the use of hand dryers).
- Regular inspections of school facilities to identify and address any cleanliness or maintenance issues promptly.

6. **Food Hygiene**

To ensure the safety and well-being of students during meal times, the following food hygiene practices will be implemented:

- All food served in the school cafeteria will adhere to food safety standards and regulations as prescribed by the Food and Drugs Board(FDA) of Ghana.
- Students will be educated on the importance of washing hands before eating and the safe handling of food.

Provision handwashing stations with required supplies to encourage hand washing.

· Regular training for cafeteria staff on food safety practices will be conducted to ensure compliance with hygiene standards.

7. **Monitoring and Review**

The Hygiene Policy will be reviewed regularly to assess its effectiveness and alignment with global best practices. Feedback from students, parents, staff, and health professionals will be considered in the ongoing evaluation and improvement of the policy.

8. **Communication and Engagement**

ICS will foster communication with parents and guardians regarding hygiene practices and the importance of hygiene education at home. Workshops and informational resources will be provided to support families in promoting hygiene among children.

Extended School Activities Policy

Purpose

The Extended School Activities Policy aims to provide a framework for offering enriching experiences beyond the standard curriculum. These activities are designed to enhance students' social, emotional, physical, and academic development while promoting a sense of community and belonging within the International Community School (ICS).

Scope

This policy applies to all students, staff, and parents at ICS and encompasses all extracurricular and co-curricular activities, including clubs, sports, arts, and community service initiatives.

Policy Statements

1. **Commitment to Enrichment**

ICS is committed to offering a diverse range of extended school activities that support student growth and development. Our offerings include:

· Sports teams and physical fitness programs to encourage healthy lifestyles and teamwork.

· Arts and cultural activities, such as music, theater, and visual arts, to foster creativity and self-expression.

· Academic clubs and competitions that challenge students and enhance their learning experiences.

2. **Inclusivity and Accessibility**

The school will strive to ensure that all students have equal access to extended activities, regardless of their background or abilities. This includes:

- Providing various activities that cater to different interests, talents, and skill levels.
- Ensuring that facilities and resources are accessible to all students, including those with disabilities.

3. **Safety and Supervision**

The safety and well-being of students participating in extended activities is a top priority. To ensure this, the school will:

- Conduct thorough background checks for all staff and volunteers involved in supervising extended activities.
- Maintain appropriate adult-to-student ratios during activities to ensure adequate supervision.
- Implement safety guidelines and protocols for all activities, including emergency procedures and first aid provisions.

4. **Parental Involvement**

Parents and guardians are encouraged to actively participate in extended school activities. This includes:

- Inviting parents to volunteer as coaches, mentors, or event organizers and where necessary as participants of various school activities.
- Providing opportunities for parents to engage in workshops and meetings to discuss their children's involvement in activities.
- Communicating regularly with parents about upcoming events, schedules, and opportunities for participation.

5. **Reflection and Feedback**

To continuously improve the quality of extended school activities, the school will:

- Collect feedback from students, parents, and staff regarding the effectiveness and enjoyment of activities offered.
- Conduct regular evaluations of programs to assess their impact on student development and engagement.

- Encourage students to reflect on their experiences and share their insights on how activities can be improved.

6. **Community Engagement**

ICS will foster connections with the local community through extended school activities by:

- Collaborating with local organizations, businesses, and cultural institutions to provide students with meaningful experiences.
- Encouraging students to participate in community service projects that develop empathy and social responsibility.
- Organizing events that bring together students, families, and community members to celebrate achievements and showcase talents.

7. **Monitoring and Review**

The Extended School Activities Policy will be reviewed annually to ensure its effectiveness and alignment with global best practices. Feedback from the school community will be considered in the ongoing evaluation and improvement of the policy.

Intruder Response Policy

Purpose

The Intruder Response Policy aims to establish clear procedures and guidelines for ensuring the safety and security of students, staff, and visitors in the event of an intruder entering the school premises. This policy is designed to promote a culture of safety and preparedness within the International Community School (ICS).

Scope

This policy applies to all students, staff, and visitors at ICS and encompasses all school-related activities and events.

Policy Statements

1. **Commitment to Safety**

ICS is committed to maintaining a safe learning environment by:

- Conducting regular safety assessments of the school premises to identify and address security vulnerabilities.
- Providing ongoing training for staff on intruder response procedures and emergency protocols.

- Ensuring that all staff members are familiar with the school's emergency response plan.

2. **Prevention Measures**

To minimize the risk of intruders, the school will implement the following prevention measures:

- Securing all entrances and exits during school hours and monitoring access points with security personnel or surveillance systems.
- **IDs for Staff and Visitors:** All staff and visitors must wear identification badges while on campus to ensure easy identification.
- **CCTV Monitoring:** The school will utilize closed-circuit television (CCTV) systems to monitor key areas of the campus and enhance security.
- Engaging the services of local police to manage traffic around the campus during peak periods to ensure safe access for students and staff.
- Establishing a solid schedule for the opening and closing of gates to regulate access during school hours.
- Conducting intensive supervision and monitoring by staff throughout the school day to ensure student safety.

3. **Response Procedures**

In the event of an intruder entering the school, the following response procedures will be enacted:

- **Lockdown Protocol:** The principal or designated authority will initiate a lockdown by announcing it over the intercom system. All classrooms will be locked by the teacher or adult in the space, and students will hide in designated safe areas out of sight.
- **Communication:** Staff will use available communication devices to report the intruder's location and any relevant details to law enforcement and school administration.
- **Stay Calm:** Students and staff will be instructed to remain quiet and calm, minimizing noise and distractions to avoid drawing attention.

4. **Evacuation Procedures**

If it becomes necessary to evacuate the building:

- Students and staff will follow the designated evacuation routes while remaining low to the ground and avoiding windows.

- Staff will ensure that all students are accounted for and will guide them to a safe assembly area away from the building.

- The principal will coordinate with law enforcement to ensure a safe and orderly evacuation.

5. **Post-Incident Protocol**

After an intruder incident, the school will:

- Conduct a thorough debriefing with law enforcement and emergency responders to assess the situation and response effectiveness.

- Provide support services for students and staff who may experience trauma as a result of the incident, including counseling and recovery resources.

- Review and revise the Intruder Response Policy as necessary based on lessons learned from the incident.

6. **Training and Drills**

To ensure preparedness, ICS will:

- Conduct regular training sessions for staff on intruder response protocols and emergency procedures.

- Organize drills at least twice a year to practice lockdown and evacuation procedures with students and staff.

- Involve local law enforcement in training and drills to provide realistic scenarios and feedback.

7. **Monitoring and Review**

The Intruder Response Policy will be reviewed annually to ensure its effectiveness and alignment with global best practices. Feedback from staff, students, and law enforcement will be integrated into ongoing evaluations and improvements.

CID Disclosure Checks Policy

Purpose

The Criminal Investigations Department (CID)Disclosure Checks Policy is designed to ensure the safety and protection of students by screening individuals who will have direct contact with them, including staff, volunteers, and contractors.

Scope

This policy applies to all staff members, volunteers, and contractors who work at or with the International Community School (ICS).

Policy Statements

1. **Commitment to Safety**

ICS is committed to the safety and well-being of its students. Conducting CID disclosure checks is a crucial step in ensuring that those who work with children have a history that supports a safe educational environment.

2. **CID Disclosure Checks Requirements**

- All prospective staff members and volunteers must undergo a CID disclosure check prior to their employment or engagement with the school.
- The disclosure check will be conducted through relevant local law enforcement or authorized agencies responsible for background checks.
- The school will maintain strict confidentiality regarding the results of CID checks and will only share information with relevant personnel involved in hiring decisions.

3. **Eligibility Criteria**

- Individuals with a history of offenses that may endanger the safety of students will be disqualified from employment or volunteering at ICS.
- The criteria for disqualification will be based on local laws and regulations regarding child safety and protection.

4. **Ongoing Monitoring**

- Staff and volunteers may be required to undergo periodic CID checks to ensure continued compliance with safety standards.
- Any new offenses or changes in a staff member's or volunteer's legal status must be reported immediately to school administration.

5. **Training and Awareness**

- All staff involved in the hiring process will receive training on the importance of CID disclosure checks and how to interpret results.
- The school will promote awareness among staff, students, and parents about the importance of maintaining a safe and secure environment through effective screening practices.

6. **Review and Evaluation**

   · The CID Disclosure Checks Policy will be reviewed annually to ensure its effectiveness and compliance with applicable laws and regulations.

   · Feedback from staff, volunteers, and law enforcement will be considered in the review process.

Manual Handling Policy

Purpose

The Manual Handling Policy is designed to ensure the safety and well-being of staff and students by providing guidelines on the safe handling of materials and equipment within the school environment.

Scope

This policy applies specifically to staff members at the International Community School (ICS) whose duties require manual lifting, such as the estate team.

Policy Statements

1. **Commitment to Safety**

   ICS is dedicated to maintaining a safe working and learning environment. Proper manual handling techniques are essential to prevent injuries and promote the health and safety of all individuals on campus.

2. **Manual Handling Guidelines**

   · Staff members whose duties involve manual lifting are required to be trained in safe manual handling techniques, including lifting, carrying, pushing, and pulling.

   · Staff should assess the weight, size, and shape of the object before attempting to lift it and consider whether assistance is needed.

   · When lifting, staff should follow these steps:

      · **Plan the lift:** Assess the area and ensure a clear path.

      · **Position feet:** Stand with feet shoulder-width apart for balance.

      · **Bend at the knees:** Squat down to lift rather than bending at the waist.

- **Keep the load close:** Hold the object as close to the body as possible.

- **Lift with legs:** Straighten the legs while keeping the back straight.

- **Avoid twisting:** Turn the whole body instead of twisting at the waist when moving.

3. **Use of Equipment**

   - Where possible, staff should utilize appropriate equipment, such as trolleys, hoists, or lifting aids, to assist with manual handling tasks.

   - Regular inspections will be conducted on manual handling equipment to ensure it is in good working condition.

4. **Training and Awareness**

   - Training on manual handling techniques will be limited to staff whose duties require manual lifting, such as the estate team.

   - This training will be conducted through the EduCare online platform and will be part of their mandatory courses annually.

   - The school will promote awareness of safe manual handling practices through workshops and informational materials.

5. **Reporting and Monitoring**

   - Any incidents or near misses related to manual handling must be reported to school administration immediately.

   - The school will monitor manual handling practices and provide additional training or resources as needed based on feedback and incident reports.

6. **Review and Evaluation**

   - The Manual Handling Policy will be reviewed annually to ensure its effectiveness and compliance with health and safety regulations.

   - Feedback from staff and safety audits will be incorporated into the review process.

E-Safety Policy

Purpose

The E-Safety Policy aims to promote the safe and responsible use of digital technologies by staff, students, and parents at the International Community School (ICS). It emphasizes the importance of protecting individuals from potential online risks and fostering a secure digital environment.

Scope

This policy applies to all staff members, students, and parents at ICS, encompassing all digital devices and online platforms used within the school.

Policy Statements

1. **Commitment to E-Safety**

ICS is committed to ensuring a safe online environment for all its community members. The school will implement measures to educate and protect individuals from online threats, including cyberbullying, inappropriate content, and data privacy concerns.

2. **E-Safety Guidelines**

- All staff and students are provided with official email accounts, which are used for all official activities and communications within the school.
- Access to the school's internet network requires either staff or student ID as part of the credentials, ensuring that only authorized individuals can connect to the school's resources.
- Students are not allowed to bring their own MiFi, modems, or Wi-Fi devices to school; this policy helps maintain network security and integrity.
- Staff and students are required to follow safe practices when using digital technologies, including:
  - Using strong passwords and changing them regularly.
  - Being aware of phishing attempts and avoiding suspicious links or emails.
  - Protecting personal information and not sharing it publicly online.
  - Reporting any inappropriate content or online behavior to a trusted adult.

3. **Education and Training**

   · E-Safety education will be integrated into the curriculum for students of all ages, focusing on responsible internet use, online etiquette, and the potential risks of digital interactions.

   · Staff will receive training on e-safety best practices and how to support students in navigating online challenges.

4. **Monitoring and Reporting**

   · The school will monitor online activities on school-owned devices to ensure compliance with e-safety guidelines and to protect students from harmful content.

   · Any incidents related to e-safety, including cyberbullying or harassment, must be reported to school administration immediately for appropriate action to be taken.

5. **Parental Involvement**

   · The school encourages parents to engage in discussions about e-safety with their children and to monitor their online activities at home.

   · Workshops and informational sessions will be offered to parents to provide guidance on supporting their children's safe digital practices.

6. **Review and Evaluation**

   · The E-Safety Policy will be reviewed annually to ensure its effectiveness and compliance with current regulations and best practices.

   · Feedback from staff, students, and parents will be considered in the review process.

Medical and First Aid Policy

Purpose

The Medical and First Aid Policy aims to ensure the health and safety of all students and staff at the International Community School (ICS) by providing clear guidelines on medical care, first aid procedures, and emergency response protocols.

Scope

This policy applies to all staff members, students, and parents at ICS.

Policy Statements

1. **Commitment to Health and Safety**

ICS is committed to maintaining a safe environment for all individuals on campus. The school will provide appropriate medical care and first aid resources to address health concerns and emergencies.

2. **First Aid Supplies**

· The school will maintain a fully stocked first aid kit that is easily accessible to all staff and students at the Sickbay.

· The school nurse will regularly check and replenish first aid supplies to ensure they are up to date.

3. **First Aid Training**

· Designated staff members will receive training in first aid and CPR to respond effectively to medical emergencies.

· Training will be offered periodically to ensure staff members are equipped with the latest first aid skills and knowledge.

4. **Medical Emergencies**

· In the event of a medical emergency, staff members are to assess the situation and call for assistance immediately.

· The school nurse or designated first aid responder will provide care, while emergency services will be contacted if necessary.

· Parents will be notified as soon as possible if their child requires medical attention.

5. **Medication Administration**

· The school will establish procedures for the administration of medication to students, ensuring compliance with relevant health regulations.

· Parents must provide written consent for school staff to administer any prescribed medication to their child.

- All medications must be stored securely and administered by trained staff members only.

6. **Health Records**

- The school will maintain confidential health records for all students, including allergies, chronic conditions, and medications.

- Parents are responsible for updating the school regarding any changes to their child's health status.

7. **Reporting and Documentation**

- All incidents requiring first aid treatment must be documented in an incident report, including details of the injury, treatment provided, and any follow-up actions taken.

All such incidents must be electronically documented on the school management system.

- Incident reports will be reviewed periodically to identify trends and improve safety measures within the school.

8. **Review and Evaluation**

- The Medical and First Aid Policy will be reviewed annually to ensure its effectiveness and compliance with health and safety regulations.

- Feedback from staff, students, and parents will be considered in the review process.

Missing Child Policy

Purpose

The Missing Child Policy aims to ensure the safety and well-being of all students at the International Community School (ICS) by providing clear procedures for responding to incidents in which a child goes missing, whether on-site or off-site.

Scope

This policy applies to all staff members, students, and parents at ICS.

Policy Statements

1. **Commitment to Safety**

ICS is committed to the safety and security of all students. The school will implement procedures to promptly respond to any incidents involving a missing child, minimizing potential risks and ensuring a swift resolution.

2. **Preventive Measures**

· Staff will be trained to be vigilant and proactive in supervising students, particularly during transitions between activities and when students are outside the school premises.

· Clear procedures for attendance and headcounts will be established during all school activities, including field trips and outdoor events.

3. **Immediate Response Procedures**

· **On-Site Missing Child**

1. Staff will immediately inform the designated school leader or administrator.

2. A thorough search of the immediate area will be conducted by staff members, including classrooms, bathrooms, and playgrounds.

3. If the child is not located within 10 minutes, the school will initiate a lock-down procedure if necessary, and a wider search will begin.

4. Staff will maintain communication to ensure all areas are covered and to prevent panic.

· **Off-Site Missing Child**

1. Staff will immediately notify the designated school leader or administrator.

2. A headcount will be conducted to confirm the child is missing.

3. Staff will implement the search protocol within the immediate vicinity.

4. If the child is not found within 15 minutes, emergency services will be contacted, and parents will be notified.

4. **Parent Notification**

· Once a child is confirmed missing and the search is underway, parents will be informed as soon as possible to keep them updated on the situation.

· The school will provide parents with information on the steps being taken and what they can do to assist.

5. **Collaboration with Authorities**

· The school will cooperate fully with local authorities during their investigation If a child remains missing after a comprehensive search.

· Staff will provide all relevant information, including the child's description, last known whereabouts, and any other pertinent details.

6. **Post-Incident Review**

· After the incident is resolved, a review will be conducted to evaluate the effectiveness of the response and identify areas for improvement.

· Staff will participate in a debriefing session to discuss the incident and reinforce safety protocols to prevent future occurrences.

7. **Training and Awareness**

· All staff members will receive training on the Missing Child Policy and procedures during their onboarding process and through annual refresher training.

· Students will be educated about safety protocols and the importance of staying with their group during school activities.

8. **Review and Evaluation**

· The Missing Child Policy will be reviewed annually to ensure its effectiveness and compliance with safety regulations.

· Feedback from staff, students, and parents will be considered in the review process.

Photographic and Video Images Policy

Purpose

The Photographic and Video Images Policy aims to establish guidelines for the use and distribution of photographic and video images of students, staff, and school events at International Community School (ICS). This policy is designed to protect the privacy and rights of individuals while promoting a positive school image.

Scope

This policy applies to all staff members, students, parents, and visitors at ICS.

Policy Statements

1. **Commitment to Privacy**

   ICS is committed to safeguarding the privacy of its students, staff, and parents. The school will ensure that all photographic and video images are used in a manner that respects individual rights and complies with relevant laws.

2. **Consent for Photography and Videography**

   · Parents or guardians must provide written consent for their child's photograph or video image to be taken and used by the school.

   · Consent forms will be distributed at the beginning of each school year and will outline the purposes for which images may be used.

   · Parents may opt-out of consent for specific activities or events by notifying the school in writing.

3. **Usage of Images**

   · Photographic and video images may be used for various purposes, including:

      · School publications (newsletters, brochures, websites)

      · Social media platforms managed by the school

      · Promotional materials for school events and activities

      · Educational purposes within the school community

   · Images will not be used for commercial purposes without explicit consent.

4. **Guidelines for Staff and Students**

- Staff members are encouraged to take photographs and videos during school events, but they must ensure that they have obtained consent from parents or guardians beforehand.

- Students are prohibited from taking photographs or videos of other students or staff members without their consent during school hours or school events.

5. **Social Media and Online Sharing**

- The school will establish guidelines for sharing images on social media, ensuring that no identifiable images of students are shared without proper consent.

- Parents and guardians are encouraged to be mindful of their own social media sharing and respect the privacy of other students.

6. **Storage and Security of Images**

- All photographic and video images will be stored securely, either digitally or in physical formats, with access restricted to authorized personnel only.

- Images will be archived for a designated period and then securely disposed of in accordance with school policies.

7. **Review and Evaluation**

- The Photographic and Video Images Policy will be reviewed annually to ensure its effectiveness and compliance with privacy regulations.

- Feedback from staff, parents, and students will be considered in the review process.

Restraint Policy

Purpose

The Restraint Policy aims to ensure the safety and well-being of all students and staff at the International Community School (ICS) by establishing clear guidelines for the use of physical restraint. This policy is intended to promote a positive and supportive environment while ensuring that restraint is used only when absolutely necessary.

Scope

This policy applies to all staff members, students, parents, and volunteers at ICS.

Policy Statements

1. **Definition of Restraint**

· Physical restraint refers to the use of physical force to hold a student back or limit their movement. It should only be used as a last resort when a student poses an imminent risk of harm to themselves or others.

2. **Commitment to Positive Behavior Support**

· ICS is dedicated to promoting positive behavior interventions and supports. Staff members will be trained in de-escalation techniques and conflict resolution strategies to manage challenging behaviors effectively and minimize the need for restraint.

3. **Guidelines for the Use of Restraint**

· Restraint may be used only when:

  · A student is at immediate risk of harming themselves or others.

  · Less restrictive interventions have been unsuccessful.

· The least restrictive form of restraint should be used for the shortest duration necessary to ensure safety.

4. **Types of Restraint**

· Restraint may include the following:

  · **Physical Guidance:** Using physical prompts to guide a student without restricting movement.

  · **Physical Restraint:** Holding a student in a way that limits movement, only when necessary for safety.

· Restraint should never involve the use of painful or degrading techniques.

5. **Documentation and Reporting**

· Any instance of restraint must be documented in a behavioral incident report, including:

  · The circumstances leading to the restraint

- The type of restraint used
- The duration of the restraint
- The names of staff involved

- Parents or guardians will be notified promptly following any incident involving restraint and provided with a copy of the incident report.

6. **Post-Restraint Support**

- After a restraint, staff members will provide appropriate support to the student, including:
  - A debriefing session to discuss the incident and feelings involved.
  - Access to counseling or additional support services if needed.
- Staff will also reflect on the incident to identify any improvements to intervention strategies.

7. **Training and Professional Development**

- All staff members will receive training on the appropriate use of restraint, positive behavior support strategies, and de-escalation techniques.
- Ongoing professional development will be provided to ensure staff are up-to-date on best practices in behavior management.

8. **Review and Evaluation**

- The use of restraint will be reviewed regularly to ensure compliance with this policy and to evaluate the effectiveness of interventions.
- Staff training will be updated based on the findings from these evaluations.

Safer Recruitment Policy

Purpose

The Safer Recruitment Policy is designed to ensure the safety and well-being of all students at the International Community School (ICS) through rigorous recruitment practices. This policy aims to create a safe environment by ensuring that all staff members and volunteers are suitable and qualified to work with children.

Scope

This policy applies to all staff members, volunteers, and anyone involved in the recruitment process at ICS.

Policy Statements

1. **Commitment to Safeguarding**

· ICS is committed to safeguarding and promoting the welfare of children and young people. The school will implement robust recruitment practices to ensure that all staff and volunteers are suitable to work with children.

2. **Recruitment Process**

· All recruitment efforts will include:

· A clear job description and person specification outlining the qualifications and attributes required for the position.

· An application form that requires detailed information about the candidate's employment history, qualifications, and experience working with children.

The shortlisted candidates may be required to write a recruitment test depending on the position they are applying for.

Persons requiring to do intentionships shall also be subjected to background checks from their recommending institutions before being permitted to work with us.

3. **References**

· Candidates will be required to provide references from previous employers. References must include specific inquiries about the candidate’s suitability to work with children and their conduct in previous roles.

4. **Background Checks**

· All candidates will be required to undergo background checks, including:

  · Criminal record checks to ensure they have no disqualifying offenses.

  · Verification of professional qualifications and credentials.

· Staff members will not be employed without satisfactory clearance from these checks.

5. **Interviews and Selection**

· The selection process will include:

  · Structured interviews conducted by a panel to assess candidates' qualifications, experience, and commitment to safeguarding.

  The candidates may be required to plan for and deliver a model lesson to be observed by the panel as part of the recruitment process.

  The panel shall comprise of the Principal, Counselor, HR and other relevant persons in whose department the potential candidate could be working.

  · Scenario-based questions that relate to safeguarding and behavior management.

· All interviewers will be trained in safer recruitment practices.

6. **Induction and Training**

· All new staff members will undergo a comprehensive induction program that includes training on safeguarding policies, child protection procedures, Staff Code of Conduct and behavior management strategies.

· Ongoing training and professional development opportunities will be provided to ensure staff remain informed about best practices in safeguarding.

7. **Probationary Period**

· All new staff members will be required to serve a probationary period during which their performance and conduct will be closely monitored.

· Feedback will be gathered from colleagues and supervisors to assess suitability for the role within the probationary period before their position is confirmed.

The staff can only be eligible to benefit from the full staff condition of service package after confirmation at the end of their probation.

The conditions of service are however differentiated and new staff shall be oriented on the package applicable to their role.

8. **Review and Evaluation**

· The Safer Recruitment Policy will be reviewed annually to ensure compliance with legal requirements and best practices.

· Feedback from staff and stakeholders will be considered in the review process.

School Security Policy

Purpose
The School Security Policy aims to ensure the safety and security of students, staff, and the school environment at the International Community School (ICS). This policy establishes guidelines to prevent and respond to security threats and emergencies.

Scope
This policy applies to all staff members, students, parents, and visitors at ICS.

Policy Statements

1. **Commitment to Safety**

· ICS is dedicated to providing a safe and secure learning environment for all students and staff. The school will implement measures to prevent security incidents and respond effectively when they occur.

2. **Access Control**

- Access to the school premises will be controlled to ensure the safety of students and staff.

- All visitors must sign in at the front office and wear identification badges while on school grounds.

- Staff members should monitor and manage access to secure areas of the school.

3. **Surveillance and Monitoring**

- The school may utilize surveillance cameras in key areas to enhance security and monitor activities on school grounds.

- Monitoring will be conducted in compliance with applicable laws and regulations regarding privacy and data protection.

4. **Emergency Procedures**

- ICS will develop and regularly review emergency response procedures for various scenarios, including natural disasters, intruders, and medical emergencies.

- Staff will receive training on emergency protocols, and regular drills will be conducted to ensure preparedness.

5. **Reporting Security Concerns**

- Staff, students, and parents are encouraged to report any security concerns or suspicious activities to school authorities immediately.

- A clear reporting mechanism will be established to address security issues promptly and effectively.

6. **Collaboration with Law Enforcement**

- ICS will maintain a positive working relationship with local law enforcement agencies to enhance the school's security measures.

- Regular communication and collaboration will be established to address potential security threats and emergency situations.

7. **Visitor Management**

- All visitors must present valid identification and state the purpose of their visit upon entry to the school.

- Unsupervised access to students during school hours is prohibited.

8. **Training and Awareness**

- Staff members will receive training on security protocols, emergency procedures, and conflict resolution techniques.

- Students will be educated about safety practices, including how to respond in emergency situations.

9. **Incident Response and Review**

- Any security incidents will be documented and reviewed to identify areas for improvement in security protocols.

- Feedback from staff, students, and parents will be considered in the evaluation of the security policy.

School Trips

Policy Statements

1. **Educational Value**

- All school trips must have clear educational objectives that align with the curriculum. The purpose of the trip should enhance students' learning experiences and contribute to their personal development.

2. **Planning and Approval**

- Staff members must submit a detailed proposal for any school trip to the school administration for approval at least two weeks in advance.

- The proposal should include the destination, objectives, itinerary, supervision plan, risk assessment and estimated costs.

3. **Risk Assessment**

- A comprehensive risk assessment must be conducted for each school trip to identify potential hazards and implement appropriate safety measures.

This risk assessment shall include evaluation of the site and completion of a risk assessment form that covers all the necessary safety precautions that ought to be taken.

· The staff will ensure that all necessary precautions are taken to mitigate identified risks.

4. **Supervision Ratios**

· Adequate supervision is essential for the safety of students. The Head of school will determine appropriate adult-to-student ratios based on the nature of the trip and the age of the students.

· At least one staff member must be designated as the trip leader, responsible for overseeing the trip.

5. **Parental Consent**

· Written parental consent is required for all students participating in school trips. Consent forms will outline the details of the trip, including the itinerary, costs, and any specific requirements.

· Parents will be informed of any changes to the trip itinerary as soon as possible.

6. **Transportation**

· Safe transportation methods must be arranged for all school trips. The Admin Manager will ensure that vehicles used meet safety regulations and are operated by licensed drivers.

· Students must wear seat belts at all times when traveling by vehicle.

7.**Emergency Procedures**

· Staff members will develop and communicate emergency procedures specific to each trip. This includes protocols for medical emergencies, lost students, and severe weather conditions.

· A first aid kit must be available during all school trips, and at least one staff member should be trained in first aid.

8. **Behavior Expectations**

· Students are expected to behave appropriately during school trips, adhering to the same conduct standards as in the classroom. Staff will communicate behavior expectations to students before the trip.

- Disruptive behavior may result in disciplinary action and could lead to the student's removal from future trips.

9.**Post-Trip Evaluation**

- After each school trip, staff will conduct a debriefing session with the Head of School to evaluate the trip's success, safety, and any areas for improvement.

- Feedback from students and parents will be collected to inform future trip planning.

Personal Safety Curriculum

Purpose

The Personal Safety Curriculum aims to equip students with the knowledge and skills necessary to understand and manage personal safety in various contexts. This curriculum is designed to be developmentally appropriate for students from preschool through high school.

Curriculum Overview

Preschool (Ages 2-5)

1. **Understanding Personal Space**

- Discuss the concept of personal space and why it is important.

- Engage in activities that teach children to recognize appropriate and inappropriate touch.

2. **Recognizing Safe and Unsafe Situations**

- Identify safe adults (parents, teachers) and unsafe situations (strangers).

- Use role-playing to practice seeking help.

3. **Basic Emergency Skills**

- Teach children how to call for help (using simple phrases) and when to do so.

- Introduce basic fire safety (stop, drop, and roll).

Primary School (Year 1 -6)

1. **Safety Rules and Guidelines**

   - Discuss classroom rules and playground safety.
   - Introduce the concept of "safe words" for children to use.

2. **Stranger Danger and Trusted Adults**

   - Teach children how to identify and respond to strangers.
   - Emphasize the importance of telling a trusted adult about uncomfortable situations.

3 **Internet Safety**

   - Introduce basic online safety rules (not sharing personal information).
   - Discuss the importance of asking for permission before using the internet.

Lower Secondary (Years 7-9)

1. **Personal Boundaries and Consent**

   - Discuss the importance of personal boundaries and respecting others' boundaries.
   - Introduce the concept of consent in simple terms.

2. **Bullying and Cyberbullying**

   - Define bullying and cyberbullying, discussing their effects on individuals and the school community.
   - Provide strategies for prevention and reporting bullying.

3. **Healthy Relationships**

   - Explore characteristics of healthy versus unhealthy relationships.

- Encourage open discussions about friendships and peer pressure.

4. **Basic First Aid and Emergency Response**

- Introduce basic first aid skills (e.g., treating a cut or scrape).
- Discuss when and how to call emergency services.

Upper Secondary (Years 10-13)

1. **Comprehensive Sex Education (Year 10 and Beyond)**

- Discuss human anatomy, reproductive health, and puberty.
- Explore topics such as consent, healthy relationships, and communication skills.
- Address sexually transmitted infections (STIs) and contraceptive methods.

2. **Personal Safety in Various Contexts**

- Teach self-defense strategies and situational awareness.
- Discuss safety in dating, parties, and online interactions.

3. **Mental Health and Well-being**

- Address the importance of mental health, recognizing signs of distress, and seeking help.
- Discuss coping strategies for stress and anxiety.

4. **Legal Rights and Responsibilities**

- Educate students about their legal rights regarding personal safety and consent.
- Discuss laws related to harassment, assault, and online safety.

5. **Community Resources**

- Provide information about local resources for support (e.g., counseling services, hotlines).

- Encourage students to participate in community safety initiatives.

Sick Child Policy

Purpose

The Sick Child Policy aims to ensure the health and safety of all students at the International Community School (ICS) by providing clear guidelines for identifying, managing, and responding to situations involving sick children.

Scope

This policy applies to all staff members, students, and parents at ICS.

Policy Statements

1. **Identification of Illness**

- Staff members are responsible for monitoring students for signs of illness, including fever, persistent cough, vomiting, diarrhea, or unusual fatigue.

- If a student exhibits symptoms of illness, staff should evaluate the situation and refer the child to the sick bay for the necessary evaluation and next steps.

2. **Communication with Parents**

- If a child is determined to be too ill to remain in school, a designated staff member will promptly contact the child's parents or guardians to inform them of the situation and arrange for the student’s pickup.

- Parents should be encouraged to provide updated contact information to ensure timely communication.

3. **Health Screening Procedures**

- ICS may implement health screening procedures at the beginning of each school day to help identify potentially sick students.

- Students showing signs of illness during screening will be sent to the Sick bay for further evaluation and possibly sent home for further medical action.

4. **Procedure for Identifying Sick Children**

If a child reports to school and is later identified as sick, the following steps should be taken:

- **Step 1: Immediate Assessment**

- Staff will assess the child's symptoms and take their temperature if necessary.

- **Step 2: Isolation**

  - The sick child will be taken to the Sick bay where their vitals will be checked, and they will receive first aid as needed.

- **Step 3: Nurse Evaluation**

  - The school nurses will evaluate the child’s condition and provide recommendations for the next line of action.

- **Step 4: Notify Parents**

  - A designated staff member will contact the child’s parents or guardians to inform them of the situation and request that they pick up the child as soon as possible.

- **Step 5: Release Form Requirement**

  - Before the student can leave campus, the head of school and/or Head of Boarding must sign the release form, acknowledging that the child is being picked up due to illness.

- **Step 6: Provide Care Until Pickup**

  - The Nurse will supervise the child in the Sick bay , providing comfort and support until the parent or guardian arrives.

5. **Return to School Guidelines**

- Students should stay home if they exhibit any of the following symptoms:

  - Fever of 38◦C or higher

  - Vomiting or diarrhea

  - Contagious illnesses (e.g., chickenpox, flu)

- Students can return to school after being symptom-free for at least 24 hours without the use of medication.

Where there is an incidence of repeated cases of any illness in a class or section of the school, parents would receive a health alert notice from the school detailing measures they should take. The school management would then review the situation and give the needed directive to all students and parents.

6. **Documentation of Illness**

· Parents may be required to provide a doctor's note or documentation for extended absences due to illness (e.g., more than three consecutive days).

Parents are required to inform the Admin Manager and Head of School of any absences of their Ward whether medical or otherwise. Permission must be sought for such absences.

· Staff will maintain accurate records of students' illnesses and absences for reference.

7. **Support for Affected Students**

· ICS will provide support for students who miss school due to illness, including access to class assignments and notes if parents follow the needed protocols and communicate such absences and also provide the needed documentation.

· Class teachers and Heads of Schools must check with parents at least once for any student who is reported as sick and therefore stay away from school for more than 3 days.

8. **Communication of Health Policies**

· The Sick Child Policy will be communicated to parents, staff, and students at the beginning of each school year.

· Regular reminders will be sent to families regarding the importance of keeping sick children at home and the guidelines for returning to school.

Toileting Policy

Purpose

The Toileting Policy aims to ensure that all students have access to safe, hygienic, and appropriate toileting facilities while promoting independence and dignity.

Scope

This policy applies to all staff members, students, and parents at the International Community School (ICS).

Policy Statements

1. **Accessibility of Facilities**

   · All students should have access to clean and well-maintained toilet facilities.

   · Toilets will be equipped with necessary supplies, including toilet paper, soap, and hand drying materials.

2. **Monitoring and Supervision**

   · Staff will monitor and supervise students during designated toileting times, ensuring that younger students or those with special needs receive appropriate assistance.

   · Staff will respect the privacy and dignity of all students during toileting.

3. **Encouraging Independence**

   · Students will be encouraged to develop independent toileting skills appropriate to their age and developmental level.

   · Staff will provide guidance and support as needed, gradually reducing assistance to promote autonomy.

4. **Hygiene Practices**

   · Students will be educated about proper hygiene practices, including handwashing and personal cleanliness.

   · Staff will model and reinforce these practices to ensure students understand their importance in preventing illness and maintaining health.

5. **Emergency Protocols**

- In case of an accident or unexpected toileting need, staff will respond promptly and compassionately to assist the student.

- Clean-up supplies will be readily available, and staff will follow proper hygiene protocols when managing such situations.

6. **Communication with Parents**

- Parents will be informed about toileting expectations and encouraged to communicate any specific needs or concerns regarding their child's toileting habits.

- Staff will collaborate with parents to develop individualized toileting plans for students requiring additional support.

7. **Training for Staff**

- Staff will receive training on toileting procedures, hygiene practices, and how to support students with varying needs.

- Ongoing professional development will be provided to ensure staff are up-to-date on best practices.

8. **Respect for Cultural Sensitivity**

- ICS recognizes that toileting practices may vary based on cultural backgrounds. Staff will be sensitive to these differences and accommodate students accordingly.

Policy on Uncollected Children After Pick-Up Time

Purpose

The purpose of this policy is to ensure the safety and well-being of students who are not collected by their parents or guardians after the designated pick-up time.

Scope

This policy applies to all staff members, students, and parents at the International Community School (ICS).

Policy Statements

1. **Designated Pick-Up Time**

- Parents and guardians are expected to collect their children by the designated pick-up time, which is communicated to families at the start of each school year.

- A grace period of 15 minutes will be allowed for late pickups after staff on duty end their supervision duty at 5.00pm.

2. **Monitoring and Supervision**

- Staff will monitor students during and after pick-up times to ensure that all children are accounted for.

- Any child not picked up within the grace period will be brought to a designated safe area (e.g., the school office or another supervised location) for continued supervision.

3. **Communication with Parents**

- Staff will attempt to contact the child's parents or guardians using the emergency contact information provided at the time of enrollment.

- If the parent cannot be reached, staff will continue to attempt contact with the emergency contacts listed for the child.

In the unlikely event that a child's parents or guardian or emergency contacts are unreachable, the child would be left in the care of security staff on duty. The staff would be required to record the final time the child was picked up for the needed follow up actions by the school management.

4. **Extended Care Arrangements**

- If a child remains uncollected after 30 minutes beyond the designated pick-up time, staff will follow the school's extended care procedure, which may include:

    - Arranging for the child to participate in after-school care if available.

    - Notifying the Admin Manager if the child remains uncollected and there are concerns for their safety.

5. **Documentation**

· The Admin Manager will document all instances of uncollected children, including the time the child remained uncollected, attempts to contact parents, and actions taken.

· This documentation will be kept on file for review and to track patterns that may require further action.

6. **Parental Responsibility**

· Parents and guardians are responsible for notifying the school in advance if they anticipate being late for pick-up.

· Parents should ensure that the school has up-to-date contact information for emergency situations.

7. **Review of Policy**

· This policy will be reviewed annually to ensure it remains effective and responsive to the needs of students and families.

Policy on Students on Job Placement

Purpose
The purpose of this policy is to ensure that students participating in job placement programs receive appropriate support, guidance, and supervision to enhance their learning experiences and prepare them for future employment.

Scope
This policy applies to all staff members, students, employers, and parents at the International Community School (ICS).

Policy Statements

1. **Eligibility for Job Placement**

· Students must meet specific criteria to be eligible for job placement, including academic performance, attendance, and behavior standards.

· Students will be required to complete an application process, including an interview and references.

2. **Placement Coordination**

· The school will work collaboratively with local businesses and organizations to identify suitable job placement opportunities.

· Job placements will be aligned with students' career interests and educational goals.

3. **Support and Supervision**

· A designated staff member will be assigned to oversee the job placement program, providing support and guidance to students throughout the process.

· Regular check-ins will be scheduled to address any concerns and ensure students are meeting placement expectations.

4. **Workplace Orientation**

· Students will receive training on workplace expectations, including professionalism, communication skills, and safety protocols prior to starting their placements.

· Orientation sessions will also cover the importance of punctuality, teamwork, and responsibility.

5. **Monitoring Student Progress**

· Students will be required to maintain a work journal documenting their experiences, tasks completed, and skills developed during the placement.

· Employers will provide feedback on student performance, which will be reviewed by the school counselor.

6. **Health and Safety**

· The school will ensure that all job placement sites comply with health and safety regulations and provide a safe working environment.

· Students will be educated on health and safety practices relevant to their job placements.

7. **Parental Involvement**

· Parents will be informed about their child's job placement and encouraged to support their child's learning and development during this experience.

- Parents may be invited to attend orientation meetings or events related to the job placement program.

8. **Evaluation and Feedback**

- Upon completion of the job placement, students will participate in an evaluation process to reflect on their experiences and learning outcomes.

- Feedback from students, employers, and staff will be used to improve the job placement program for future cohorts.

9. **Policy Review**

- This policy will be reviewed annually to ensure it remains effective and responsive to the needs of students and the community.

Policy on International Travels

Purpose
The purpose of this policy is to ensure the safety, security, and well-being of students and staff participating in international travel related to educational programs and activities.

Scope
This policy applies to all staff members, students, and parents at the International Community School (ICS) involved in international travel.

Policy Statements

1. **Approval Process**

- All international travel plans must be approved by the school administration at least 3 months in advance.

- Proposals for travel must include the purpose of the trip, itinerary, estimated costs, and a list of participants.

2. **Travel Safety Assessment**

- A thorough assessment of the travel destination will be conducted to evaluate safety, health risks, and travel advisories issued by relevant authorities.

- If a travel advisory is issued against the destination, the trip may be canceled or rescheduled.

3. **Parental Consent**

· Written consent from parents or guardians is required for all students participating in international travel.

· Consent forms will outline the details of the trip, including travel dates, itinerary, and emergency contact information.

4. **Supervision and Ratios**

· Adequate supervision will be provided for all students during international travel, with a recommended adult-to-student ratio of 1:10 or lower, depending on the age and needs of the students.

· Staff members accompanying students must be trained in first aid and emergency procedures.

5. **Health and Safety Protocols**

· Participants will be required to provide proof of necessary vaccinations and health insurance coverage for the duration of the trip.

· Safety briefings will be conducted prior to departure to inform students about health precautions, cultural norms, and emergency procedures.

6. **Behavior Expectations**

· Students are expected to adhere to the school's code of conduct during international travel, demonstrating respect for local customs and regulations.

· Any violation of behavior expectations may result in disciplinary action, including the possibility of being sent home at the expense of the student's family.

7. **Emergency Procedures**

· A detailed emergency plan will be developed for each trip, including contact information for local authorities, medical facilities, and the nearest embassy or consulate.

· Staff will carry a mobile phone and emergency contact list at all times during the trip.

8. **Post-Trip Evaluation**

· Following the trip, participants will complete an evaluation to reflect on their experiences and provide feedback on the travel program.

Staff and students on all such trips shall be given the opportunity to share their experiences and reflections for the benefit of others and also to help them develop as global citizens.

· Feedback will be used to improve future international travel opportunities.

9. **Policy Review**

· This policy will be reviewed annually to ensure it remains effective and responsive to the needs of students and staff.

APPENDICES

Relevant Legislation and Guidance

Ghana Education Service (GES) Policy on Inclusive Education
The Child Rights International (CRI)
Children's Act, 1998 (Act 560
Education Act, 2008 (Act 778)
Ghana National Policy for the Protection of Children (2015)
Persons with Disability Act, 2006 (Act 715)
The Cambridge International Examinations Regulations
International Convention on the Rights of the Child (UNCRC)
CIS Standard for Child Protection & Well-being
CIS Standard for Data protection, cybersecurity, and safeguarding for international schools
Health and Safety at Work Act
Data Protection Act, 2012 (Act 843)
Labour Act, 2003 (Act 651)
Social Welfare Policy
Policy on Child Protection in United Nations Peace Operations
Task Force International e on Child Protection (ITFCP) Standards
World Health Organization (WHO) Guidelines on Child Protection

Contact Information for External Agencies

As part of our safeguarding measures, we maintain a list of external agencies to contact for support, reporting, and emergency responses. Below are the relevant agencies and service providers:

Child Protection and Welfare Agencies

1. Ghana Police Service – Domestic Violence and Victim Support Unit (DOVVSU)

- **Purpose:** Handles cases of child abuse, neglect, and domestic violence.
- **Contact:**
    - National Helpline: 055 100 0900 / 055 100 0901

- Website: police.gov.gh

2. Department of Social Welfare (Ministry of Gender, Children, and Social Protection)

- **Purpose:** Provides child protection services and family welfare support.
- **Contact:**
  - National Office: +233 302 688181
  - Website: mogcsp.gov.gh

3. Child Helpline – 'Helpline of Hope'

- **Purpose:** 24/7 national helpline for reporting child abuse and exploitation.
- **Contact:**
  - Toll-Free: 0800 800 800 or 0800 900 900

4. Ghana Education Service (GES) – Guidance and Counselling Unit

- **Purpose:** Supports child protection and manages safeguarding issues within schools.
- **Contact:**
  - GES Headquarters: +233 302 683666
  - Website: ges.gov.gh

Health, Safety, and Emergency Services

5. Food and Drugs Authority (FDA)

- **Purpose:** Ensures food safety within the school environment (e.g., school canteens, vendors).
- **Contact:**
  - Hotline: 0299 802932
  - Website: fdaghana.gov.gh

6. NADMO (National Disaster Management Organization)

- **Purpose:** Provides emergency response in cases of natural disasters, floods, or fires.
- **Contact:**
  - National Office: 0302 777714
  - 24/7 Helpline: 112
  - Website: nadmo.gov.gh

Pest Control and Environmental Safety

7. Animal and Pest Control Services Division (APD) – Ministry of Local Government

- **Purpose:** Manages animal control, vector control, and pest-related health hazards.
- **Contact:**
    - Regional Office: Contact local municipal assembly for services

8. Fumigation Service Provider *(Xcel Cleaning Services)*

- **Purpose:** Provides regular fumigation and disinfection services to ensure a hygienic school environment.
- **Contact:**
    - Company Name: Xcel Cleaning Services
    - +233264232717
    - Emergency Contact: Site Manager
    - 055 656 8854

Utility Services for Emergencies

9. Ghana Water Company Limited (GWCL)

- **Purpose:** Handles water supply issues and water quality concerns.
- **Contact:**
    - Customer Care Line: 0800 400 400
    - Website: gwcl.com.gh

10. Electricity Company of Ghana (ECG)

- **Purpose:** Handles power supply issues, electrical faults, and safety hazards.
- **Contact:**
    - Emergency Helpline: 0302 611611
    - Website: ecg.com.gh

Local Health Services

- Nearest Hospital/Clinic: Passion Clinic: 0205366213
- Local Ambulance Service: **193 (National Ambulance Service)**

Templates and Forms

1. **Safeguarding Concern Reporting Form**:CONCERN FORM
    - A standardized form for staff, students, and parents to report safeguarding concerns or incidents. It should include sections for details about the concern, individuals involved, and any immediate actions taken.
2. **Incident Report Form**:FORM
    - A form to document any incidents related to safeguarding, including bullying, harassment, or other inappropriate behaviors. This form should capture details about the incident, witnesses, and actions taken.
3. **Medical History and Allergies Form**:FORM
    - A form for parents to complete, detailing their child's medical history, allergies, and any special needs. This information should be securely stored and shared with relevant staff.
4. **Parental Consent Form**:CONSENT FORMS
    - A template for obtaining parental consent for various activities, including field trips, use of images in school publications, or participation in specific programs (e.g., counseling).
5. **Visitor Registration Form**:FORM
    - A form for all visitors to complete upon entering the school premises. This should include personal details, purpose of visit, and contact information to ensure accountability and safety.
6. **Student Leadership Application/Nomination Form**:Sample
    - A template for students to apply for or be nominated for student leadership positions, including prefects and ambassadors. It should include sections for personal information, motivation, and references.

7. **Emergency Contact Form**:Form
    - A form for parents to provide emergency contact information for their child, ensuring that the school can reach them in case of an emergency.
8. **Staff Code of Conduct Acknowledgment Form**:CURRENT FORM
    - A form for staff to acknowledge that they have read and understood the school's code of conduct, including safeguarding policies and procedures.
9. **Training Attendance Log**:FORM
    - A template for recording attendance at safeguarding training sessions for staff and volunteers, ensuring that all personnel are adequately trained.
10. **Feedback and Evaluation Form**:FORM
    - A form for collecting feedback from staff, students, and parents regarding safeguarding practices, training sessions, and overall school safety. This can help identify areas for improvement.
11. **Safeguarding Action Plan Template**:PLAN FOR 2024/2025
    - A template for developing action plans in response to identified safeguarding issues, including objectives, strategies, responsible individuals, and timelines.
12. **Risk Assessment Template**:SOP FOR SCHOOL EVENTS AND RISK ASSESSMENT FIELD TRIPS FORM INTERNSHIP
    - A template for conducting risk assessments related to school activities, events, or facilities, ensuring that potential hazards are identified and addressed.

Orientation for New Parents and Families Structure

Event Title: New Parent Orientation
Date:
Time:
Location:

Program Schedule

1. **Welcome and Registration (30 minutes)**
    - Check-in and registration at the entrance.
    - Distribution of welcome packets, including the Parents and Students Handbook.

2. **Opening Remarks (15 minutes)**
    - Welcome address by the Principal.
    - Overview of the school's mission, vision, and values.
3. **Introduction to School Leadership (20 minutes)**
    - Introduction of key staff members, including the Directors, managers, administrative staff, and counselors.
    - Brief description of each leader's role and responsibilities.
4. **Overview of Academic Programs (30 minutes)**
    - Presentation on the curriculum, including the Cambridge curriculum for primary and secondary levels.
    - Information on subject offerings, extracurricular activities, and support services.
5. **Safeguarding Policies and Procedures (20 minutes)**
    - Overview of safeguarding practices and policies in place at the school.
    - Explanation of the Safeguarding Code of Conduct and expectations for student safety.
6. **Counseling and Support Services (20 minutes)**
    - Introduction to the counseling department and its services, including:
        - Emotional counseling
        - Guidance on subject selection
        - Orientation on the world of work and career fairs
7. **Break (15 minutes)**
    - Light refreshments and an opportunity for informal networking among parents and staff.
8. **School-Based Breakout Sessions (40 minutes)**
    - Parents will break into smaller groups based on their children's grade levels to engage in focused discussions. Each session will cover:
        - Grade-specific expectations and goals.
        - Opportunities for parental involvement and support.
        - Strategies for fostering student well-being and success.
    - The Head of Schools will facilitate these discussions to encourage interaction and address specific concerns.
9. **Introduction to Online Management Apps (30 minutes)**
    - Presentation by the IT team on various online applications that help manage aspects of school life, including:

- **Pickup and Drop Off Management**: Overview of the system for coordinating student transportation.
- **School Management System**: Information on accessing bills, report cards, attendance records, and behavior management.
- **Google Classroom**: Explanation of how to engage with the flipped classroom model, including homework assignments and resources.

- Parents will be oriented on how to access these apps using their children's official school emails and contact details shared with the school.

10. **Parent Involvement Opportunities (20 minutes)**
    - Discussion of ways for parents to get involved, including:
        - Parent as Teacher Aids in a Lesson (Preschool)
        - Surprise Reader for their child's class (Preschool)
        - Resource Person at forums
        - Coaches for sports training
        - Volunteering for school events
        - Attending workshops and informational sessions
11. **Q&A Session (30 minutes)**
    - Open floor for parents to ask questions and express any concerns.
    - Responses from school leadership and staff to ensure clarity and understanding.
12. **Closing Remarks (10 minutes)**
    - Thank you from the Head of School.
    - Encouragement for ongoing communication with the school.
    - Distribution of contact information for key staff and resources.
13. **Follow-Up Communication**
    - Information on follow-up meetings or additional resources available to parents post-orientation.
14. **Campus Tour (30 minutes)**
    - Guided tour of the school facilities, including:
        - Classrooms
        - Library
        - Cafeteria
        - Playground
        - Gymnasium

    - Dormitory (if applicable)
- Opportunity for parents to explore resources and meet staff in various areas.

HandOuts to Parents

13. **Feedback Forms**: Parents will receive feedback forms to gather information on their impressions of the orientation and suggestions for improvement to be considered for the next school year.
14. **Resource Materials**: Informational brochures and guides about school policies, important dates, and contacts will be included in the welcome packets.
15. **Childcare Services**: There will be childcare services during the orientation to allow parents to focus on the sessions.

Onboarding for New Staff Schedule

Duration: 17 Weeks
Objective: To provide new staff members with comprehensive training, resources, and support as they transition into their roles at International Community School.

Bootcamp Schedule (First 4 Days)

Location: Kumasi Campus

Day 1: Welcome and Introduction

- **Activities**:
    - Arrival and registration.
    - Welcome address by the Principals and Vice Principal.
    - Overview of the school's mission, vision, and values.
    - Introduction to key staff members.

Day 2: Safeguarding Training

- **Activities**:

- Overview of safeguarding policies and procedures.
- Introduction to the Safeguarding Code of Conduct and reporting procedures.
- Group discussions on safeguarding scenarios.

Day 3: Academic Programs and Curriculum Overview

- **Activities**:
  - Presentation on the Cambridge curriculum and subject offerings.
  - Workshops on effective teaching strategies and classroom management.

Day 4: Team Building and Lunch with Senior Management

- **Activities**:
  - Team-building exercises to foster collaboration and relationships.
  - Lunch with senior management and directors to discuss leadership vision and expectations.
  - Reflection on the bootcamp experience and feedback collection.

Week 2: Staff Preparation Week

Overview: This week is dedicated to staff preparation for the upcoming academic year, allowing teachers to collaboratively plan and set up their classrooms.

- **Tuesday to Friday**: Staff Preparation Activities
  - **Collaborative Planning**: Teachers will meet in grade-level or subject-area teams to plan activities, discuss curriculum goals, and outline lesson plans.
  - **Classroom Setup**: Staff will prepare their classrooms, ensuring that all resources and materials are organized and ready for student use.
  - **Resource Requests**: Teachers will submit requests for resources needed from the school store to support their teaching and classroom activities.
  - **First Day Preparation**: Staff will finalize plans for the first day of school, including schedules, routines, and welcome activities for students.
- **Sunday**: Orientation for New Parents and Meet the Teacher Day
  - **Morning Session**: Orientation for New Parents
  - Welcome and introduction to the school's policies and programs.
  - Overview of academic offerings and support services.
  - Introduction to key staff and faculty.

- **Afternoon Session**: Meet the Teacher Day
- Opportunity for parents and students to meet their new teachers and explore classrooms.
- Engage in fun activities that promote connections and ease transition.

Week 3: Orientation and Continued Training

Day 1: Lunch with the Principal

- **Activities**:
  - Informal lunch with the principal to discuss school culture, values, and ongoing support.
  - Opportunity for questions and open dialogue.

Week 3 Training:

- **In-Person Training**: Continued professional development sessions focused on the school's policies, teaching strategies, and student engagement.
- **Educare Safeguarding Courses**: Assigned courses from the Educare TES platform for online safeguarding training.

Week 4: Active Supervision and Duty of Care

Training Session:

- **Importance of Active Supervision**:
  - Understanding the significance of adult presence in areas where students are active, such as playgrounds, cafeterias, and during transitions.
  - Training on effective supervision strategies to ensure student safety and well-being.
- **Non-Negotiable Supervision Times**:
  - **Playtime**: Staff assigned to actively supervise students during recess to promote safe play and prevent bullying.
  - **Lunch Time**: Supervision during lunch to ensure a safe dining environment and monitor student interactions.
  - **Snack Time**: Active supervision during snack breaks to promote health and safety practices.

- **Pick Up and Drop Off**: Clear procedures for supervising students during arrival and dismissal times to ensure safety as students enter and exit the school premises.

Weeks 5-17: Ongoing Training and Support

1. **Weekly Schedule**:
    - **Monday**: In-person training sessions covering various topics (e.g., emotional counseling, subject selection guidance).
    - **Wednesday**: Assigned online safeguarding courses from the Educare TES platform.
    - **Friday**: Check-ins with mentors and staff for ongoing support.
2. **Continued Professional Development**:
    - Opportunities for staff to engage in additional workshops, seminars, and training sessions throughout the academic year.
3. **Regular Check-Ins**:
    - Scheduled one-on-one meetings with mentors and designated staff to discuss progress, challenges, and feedback.
4. **Campus Tours and Observations**:
    - Opportunities for new staff to observe experienced teachers and participate in guided tours of school facilities.
5. **Feedback Mechanism**:
    - Regular collection of feedback from new staff to assess the effectiveness of the onboarding process and make necessary improvements.

References

1. Supervision of Students Policy
2. Intimate Care Policy
3. Pastoral Care
4. Whistle Blowing Policy
5. Safeguarding and Child Protection Policy
6. Special Needs
7. Student Handbook
8. Preschool Handbook

9. Boarding Handbook