

Sekolah Bogor Raya Child Protection Policy

Policy No. 009/P/SD/SBR/2023 · Last reviewed 2023

A. Policy Statement

Sekolah Bogor Raya is committed to fostering an environment where students can realize personal goals and achieve their full potential. At Sekolah Bogor Raya, we are committed to creating a safe, nurturing, and supportive environment where every child's well-being is very important. Our Child Protection School Policy reflects our dedication to safeguarding children from all forms of harm and ensuring their physical and emotional well-being. Through continuous training programs, effective communication strategies, and collaborative initiatives, our aim is to cultivate a culture of vigilance, where safeguarding children and ensuring psychological safety become collective responsibilities.

B. Purpose

The primary purpose of our Child Protection School Policy is to establish a comprehensive framework that prioritizes the safety and well-being of all children within our school community. This policy aims to create an environment where children feel secure, respected, and empowered to thrive academically, socially, and emotionally. By outlining clear guidelines and procedures for preventing, identifying, and responding to instances of abuse or harm, we seek to instill confidence among students, parents, staff, and stakeholders that their concerns will be earnestly acknowledged and addressed effectively. Our goal is to create a school environment where children feel valued, respected, and protected, enabling them to reach their full potential and contribute positively to society.

C. Scope

The scope of our Child Protection School Policy encompasses all aspects of our school community, including students, teachers and staff, volunteers, visitors, and external partners. This policy applies to all school-related activities, and covers all interactions involving children under our care, regardless of their age, gender, ethnicity, or background. It extends to digital spaces and online platforms where students may engage in educational activities or interact with school personnel.

D. References

1. Sekolah Bogor Raya's Vision and Mission
2. Sekolah Bogor Raya Student-Parent Handbook

3. Regulation of the Minister of Education, Culture, Research and Technology No. 46 of 2023 on the Prevention and Handling of Violence in the Education Unit Environment

E. Definitions

Definition of Abuse refers to Sekolah Bogor Raya Parents-Students Handbook

Child abuse takes a variety of forms:

- Physical abuse involves the hitting, shaking, or other treatment of a child that can cause actual bodily harm.
- Sexual abuse involves forcing or enticing a child into sexual activities, whether or not the child is aware of what is happening. This includes non-contact situations, such as showing children pornography.
- Emotional abuse is the persistent emotional ill-treatment of children, such as frightening them, or putting them in positions of danger. It is also considered abusive to convey to children the feeling that they are worthless or unloved.

Possible Signs of Abuse or Neglect could include:

- Bruises or burns
- Ripped clothing
- Significant changes in expected behaviour
- Inappropriate touching or statements
- Lack of personal hygiene
- Erratic and volatile actions
- Lack of interest or engagement

Forms of Abuse refers to School Policy number 009A. Penanganan Pencegahan Kekerasan di Sekolah (Handling and Prevention of Violence in School) point F

F. The School's Responsibility for Child Protection

- Board of Directors/Trustees: Ensure the implementation and regular review of the Child Safeguarding Policy.
- School Principal/Headteacher: Oversee the day-to-day implementation and adherence to the policy.
- Teachers and Staff: Be vigilant, identify signs of abuse, and report concerns following the designated reporting procedures.
- Parents/Guardians: Cooperate with the school in creating a safe environment and report any concerns promptly.

All adults working at Sekolah Bogor Raya should be aware of their responsibility to safeguard and promote the welfare of every pupil, both physically and emotionally, inside and outside school. This involves ensuring that pupils are protected from significant physical or emotional harm and that there is a positive commitment to ensure the satisfactory development and growth of the individual. Everyone working at SBR should be aware of and, when necessary, follow the school's Child Protection Guidelines.

All employees are required to report to the principal at their level if they suspect child abuse or neglect.

It is the responsibility of the Academic Director and the Principals to ensure all of the following:

4. That the school adopts appropriate policies and procedures to safeguard children in the school;
5. That these policies are implemented by all staff;
6. That sufficient resources and time are allocated for staff to carry out their responsibilities effectively;
7. That all staff receive training on appropriate behaviour and actions that reduce risks and harm to any pupil;
8. That all staff and adult helpers in the school can voice their concerns if they feel that a child is vulnerable, or that any particular practices are unsafe;
9. That all staff are adequately trained not to ask leading questions and are aware of our Child Protection Policy.
10. Confidentiality should be respected as far as possible. Parents have a responsibility to report to the school management if they have any concerns about inappropriate behavior or conduct that will have a negative impact on student wellbeing whether it is conducted by a parent, staff member, other student, or any member of the school community.

Confidentiality should be strictly upheld. Parents have a responsibility to report to the school management if they have any concern about inappropriate behavior or conduct that will have a negative impact on student wellbeing whether it is conducted by a parent, staff member, other student, or any member of the school community.

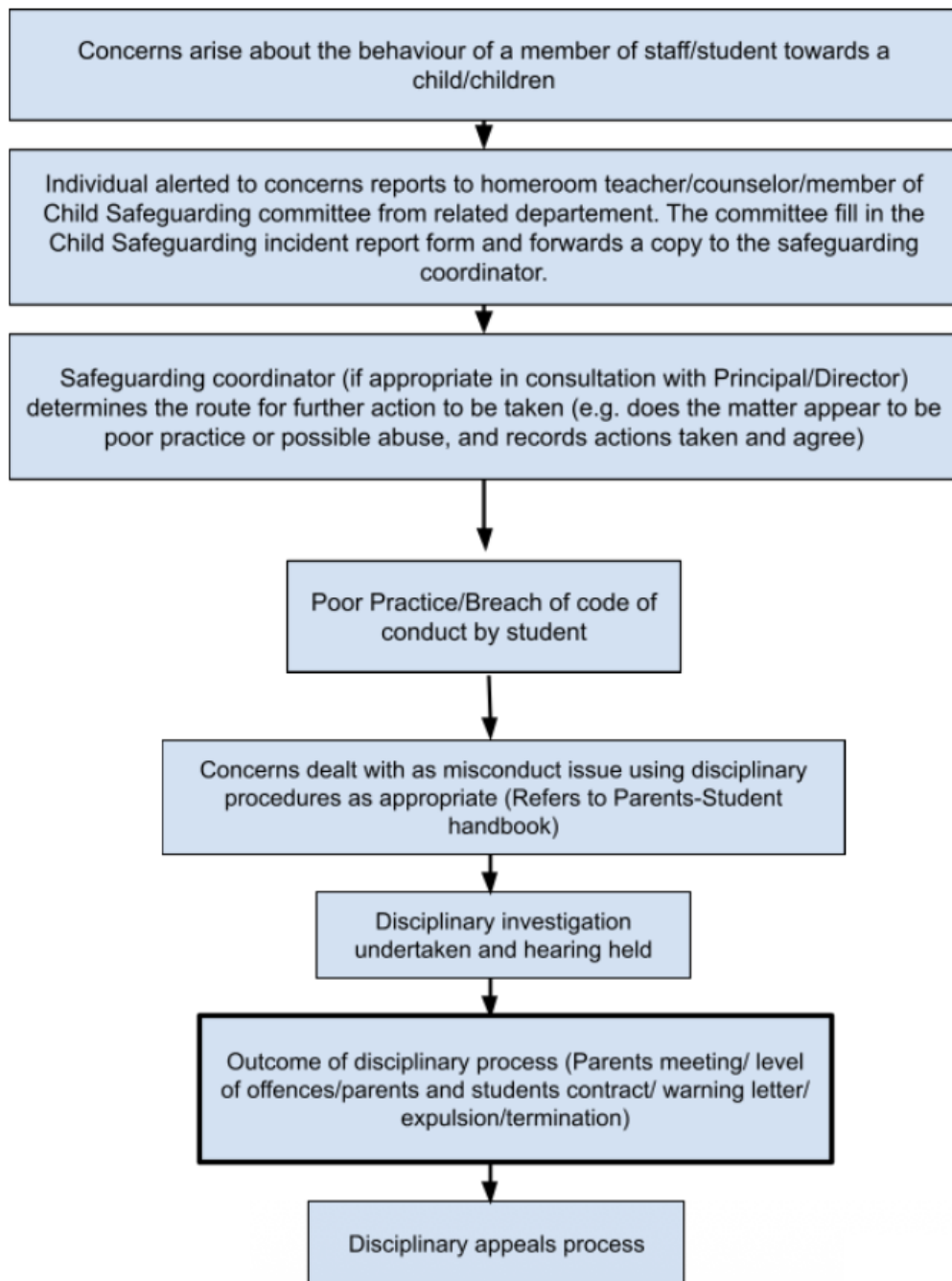
G. Key Principles

- Child-Centric Approach: Always prioritize the best interests of the child.
- Confidentiality: All concerns and reports will be treated confidentially, respecting the privacy of all parties involved.

G. Reporting Procedures

Any school community member who has concerns about the well-being of a child must report it to the designated Child Protection Officer in the related department.

- The designated officer will follow established procedures for reporting and, if necessary, involving external agencies.
- Reporting procedures flow chart:



H. Guidelines for Handling Report

If a student tells a member of staff that they have been abused or behaves in such a way as to raise concern that they may have been abused:

- We recognize that it takes a lot of courage for a child to tell someone they are being abused. They may feel ashamed, guilty, or scared, their abuser may have threatened that something will happen if they tell, and they may have lost all trust in adults or believe that what has happened is their fault. Sometimes, they may not be aware that what is happening is abuse.
- A child who tells/shows that they have been abused may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the student, staff will:

- Ensure that the child feels safe and comfortable by not inviting more than 2 adults to the meeting
- Keep in mind that safety feeling is the priority, and the name of the informant should not be shared with other parties
- Listen to what the child has to say and allow them to speak freely
- Remain calm and composed, avoiding overreaction, shock, or disgust — the student may stop talking if they feel they are upsetting the listener
- Reassure the child that it is not their fault and that they have done the right thing in telling someone
- Not be afraid of silence — staff must recognize how challenging it is for the student and allow them the necessary time to express themselves
- Take what the child is telling them seriously
- Avoid asking leading questions, and where possible allow the child to take the lead
- Limit questions to those necessary to try and obtain a context
- Where sexual abuse has been alleged or an allegation of criminal abuse, do not ask additional questions
- Avoid jumping to conclusions, speculation, or making accusations
- Not automatically offer any physical touch as comfort

If a pupil talks to any member of staff about any risks to their safety or wellbeing, the staff member will let the child know that they will have to pass the information on — staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the Expression of Concern form in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the

member of staff's name should be written, and it should also detail where the allegation/statement was made and who else was present. The record should be handed to the Child Safeguarding team.

Parents will get a notification letter from the school regarding the case after the student gives consent or the student signs the consent form.

H. Confidentiality

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

All staff should be proactive in sharing as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children. Staff should only discuss concerns with the Child Safeguarding team/Coordinator. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Information sharing is guided by the following principles:

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely

I. Program for Victim

1. Medical

Refers to Sekolah Bogor Raya school clinic SOP

2. Counseling

For students who experience one of the cases mentioned in this document and it affects their psychological condition, a counseling program will be provided and held by the school counselor after getting a consent form from parents.

J. Review and Monitoring

- This policy will be reviewed annually and updated as needed.
- Regular monitoring and evaluation will ensure effective implementation.

K. Communication

- This policy will be communicated to all stakeholders, and any updates will be promptly shared.

L. Organization Structure

Academic Director



Coordinator Child Safeguarding — Whole School



Coordinator Child Safeguarding PGK: Irina Ekawati Harahap · Coordinator Child Safeguarding PS: Ria Nur Apriliyanti · Coordinator Child Safeguarding Secondary School: Azizah · Coordinator Child Safeguarding PSG

Safeguarding PGK Team

Anastasia Retno Ayu (School Counselor), Novita Rusmiyati, Theresia Rosina N. (Playgroup Representatives), Ingrid Fitria E. (Kindergarten Representative)

Safeguarding PS Team

Bayu Alzihan (School Counselor), Sekar Aulia (School Counselor), Lianna Puspita (Grade 1-2), Rahimah Mochdar (Grade 3-4), Wendy Agustine (Grade 5-6)

Safeguarding Secondary Team

Dewi Sartika (School Counselor), Amira Pratiwi (School Counselor), Ida Nur Fitriyah (gr. 7), Fitra Rahmat Fauzi (gr. 8), Erin Safila (gr. 9), Diah Pratiwi (gr. 9), Mega Trianasari (gr. 10), Javan Dwiasputra (gr. 10), Safira (gr. 11), Arip Pirmansyah (gr. 12)

Safeguarding PSG Team

M. Attachment — Child Protection Concern Form

Date: _____

1. Personal Information

- Child's Full Name: _____
- Age: _____
- Gender: _____
- Class/Grade: _____
- Contact Information (if available): _____

2. Reporter Information (Person Submitting the Form)

- Name: _____
- Position/Role: _____
- Contact Information: _____
- Relationship to Child (if any): _____

3. Nature of the Concern

- Type of Concern (e.g., abuse, neglect, bullying): _____
- Description of the Concern: _____
- Details of Incident (date, time, location, witnesses, etc.): _____

4. Child's Statements (if available)

- Provide the child's account of the incident or concern: _____

5. Witness Statements (if applicable)

- Names and statements of any witnesses to the incident: _____

6. Signs and Indicators (physical, behavioral, emotional)

- List any observable signs that raise concerns: _____

Note: Step 1–6 should be filled out by the safeguarding personnel. Step 7 should be filled out by the safeguarding coordinator at each level. Step 8–15 should be filled out by the safeguarding personnel after discussion with the whole team in the level.

7. Previous Incidents/Concerns

- Any history of similar incidents or concerns involving the child: _____

8. Actions Taken (if any)

- Describe any immediate actions taken to address the concern: _____

9. Supportive Measures

- List any measures in place to support the well-being of the child: _____

10. Recommendations/Next Steps

- Suggested actions to address the concern: _____
- Recommendations for additional support or intervention: _____

11. Reporting

- Specify individuals or authorities to whom the concern will be reported: _____

12. Confidentiality

- Steps taken to maintain the confidentiality of the information: _____

13. Follow-Up

- Plan for follow-up actions and timelines: _____

14. Review and Monitoring

- Scheduled review dates to assess the effectiveness of interventions: _____

15. Signature

- Signature of the Reporter: _____
- Date: _____

Note: This form is confidential and should only be accessible to designated safeguarding personnel. Follow local laws and school policies regarding reporting and documentation.