

Sekolah Bogor Raya Child Protection Policy

A. Policy Statement

Sekolah Bogor Raya is committed to fostering an environment where students can realize personal goals and achieve their full potential. The school is committed to providing a **safe and inclusive space** and taking a holistic approach to the **spiritual, emotional, intellectual, and physical development** of our students. It is our responsibility to **report, prevent and handle any concerns** that we might have about child abuse (physical, emotional, or sexual) to our immediate supervisor **as soon as the concern arises**, regardless of whether the suspected perpetrator is a parent, teacher, staff member, or any member of the school community. **SBR community welfare and safety come above any other concern**, and failure to report a concern of abuse can be considered as complicity in that abuse both from a disciplinary and even in some cases from a legal perspective.

B. Purpose

Efforts to prevent and handle violence in the school environment are intended to:

1. Protect and prevent students, teachers, non-teaching staff, supporting staff, non-SBR community members, external service providers and family from violence that may occur in the school environment.
2. Preventing students, teachers, non-teaching staff, supporting staff, non-SBR community members, external service providers and family from committing violence in the school environment;
3. Regulate the mechanism for preventing, handling, and imposition of disciplinary measures acts of violence in the school environment; and
4. Building a school environment that is friendly, safe, inclusive, equal and free from discrimination and intolerance.
5. Students, teachers, non-teaching staff, parents, and guardians who experience violence will be provided with immediate and comprehensive support and assistance.
6. Perpetrators of violence within the school environment will be provided with guidance, corrective measures, and restorative interventions in accordance with established regulations and procedures.

C. Scope

This policy applies to students, teachers, non-teaching staff, supporting staff, non-SBR community members, service providers and family.

D. References

1. Sekolah Bogor Raya Vision and Mission

2. Sekolah Bogor Raya Values
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
4. Exposure of Permendikbudristek 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

1. **Prevention** is an action, method, or process taken to prevent a person or group of people from committing violence in school .
2. **Handling** is an action, method, or process to resolve violence in a school environment.
3. **Violence** is any act, action, and/or decision against a person that has the impact of causing pain, injury, or death, sexual/reproductive suffering, reduced or partial and/or total loss of physical, intellectual or mental function, loss of opportunity to get education or work safely and optimally, loss of opportunity for the fulfillment of human rights, fear, loss of self-confidence, loss of ability to act, helplessness, economic loss, and/or other similar forms of loss.
4. **Non-teaching & supporting staff** are individuals who support the implementation of education but are not necessarily involved in direct teaching. This group includes school leaders such as principals and vice principals, administrative staff, librarians, laboratory technicians, IT support, and counselors or psychologists who assist in non-teaching aspects. It also covers operational and service staff such as security officers, janitors, maintenance workers, and drivers. — All of whom ensure the learning environment is safe, organized, and conducive.
5. **External service providers** are independent organizations, professionals, or individuals outside the school who deliver specific services or support, such as healthcare, legal aid, psychological counseling, child protection, canteen operations, or construction and maintenance work."
6. **Parents** are the biological or adoptive mother and/or father who hold primary responsibility for the care, upbringing, and decision-making of their child.
7. **Guardians** are individuals who, by law or appointment, are entrusted with the responsibility to care for, protect, and make decisions on behalf of a child in the absence or alongside the parents.
8. **Safeguarding Teams** are designated individuals within the School who are trained and authorized to receive, respond to, and manage reports or concerns related to the safety, protection, and welfare of students.
9. **A Perpetrator** is an individual or group who commits, attempts to commit, orders, or assists in committing an act of violence.

- a. A perpetrator can be a **student, teacher, non-teaching staff, supporting staff, external service providers, parent/guardian, or any other member of the school community.**
- b. The term also covers **outsiders (non-members of the school community)** if the act of violence takes place within the school environment or affects members of the school community.
10. **A Bystander** is someone who witnesses or is aware of violence, bullying, or inappropriate behavior but is **not directly the victim or the perpetrator.**
 - a. Bystanders can play different roles: they may remain passive, support the perpetrator, or take positive action to help the victim (often called an “upstander” when they intervene).
11. **Students** are individuals who are officially enrolled in and undertaking educational programs within the school.
12. **Teachers** are professional educators responsible for planning, delivering, and assessing learning, as well as guiding and supporting students in their academic, social, and personal development.
13. **School Environment** refers to all physical, social, and psychological settings within and around the school where educational activities and interactions take place, including classrooms, playgrounds, facilities, and other areas used by the school community.
14. **Abuse** is interactions in which one person behaves in a cruel, violent, demeaning, or invasive manner toward another person (APA Dictionary of Psychology)

F. Forms of Abuse

Physical Abuse

Physical Abuse is an intentional act of violence used to assert power and control over someone else. It can have a profound impact on the life of a child especially when a parent, the person a child depends on for protection, becomes a danger.

Types of Physical Abuse

Physical abuse includes, but is not limited to burning, hitting, kicking, biting, shaking, throwing, drowning, suffocating and poisoning.

Physical Signs of Abuse

- Bruising particularly on the face, lips and mouth of infants
- Unusual bruising patterns that reflect the shape of the object used
- Bite marks
- Fractures
- Injuries on the body where children usually do not get hurt (e.g. the torso, back, buttocks, thighs and neck)
- Burn that are insufficiently explained, e.g. cigarette burns

- Cuts of the lip, eye, or to any part of a child's face
- Bald patches where hair has been pulled out
- Effects of poisoning

Behavioral Signs of Abuse

- An inconsistent or unlikely explanation, or inability to remember the cause of injury
- Frightened of parents, reluctant to return home after school
- Dresses inappropriately to hide injuries
- Nervous, aggressive, disruptive or destructive to self or others
- Cringing or flinching if touches unexpectedly
- Appears frightened or subdued in the presence of particular people
- Asks not to be hurt
- May indicate general sadness
- May regress (e.g. bedwetting)
- Absence from school without reasonable explanation
- Signs of malnutrition

Signs of Physically Abusive Caregivers

- Gives inconsistent or unconvincing explanations for injuries.
- Is defensive, secretive, or hostile when questioned about the dependent's condition.
- Avoids contact with teachers, doctors, or social workers.

Emotional Abuse

Emotional abuse is a pattern of behavior in which one person uses fear, humiliation, or verbal or nonverbal acts to control another person's thinking, feelings, or behavior. (APA Dictionary of Psychology)

Types of Emotional Abuse

- Verbal and emotional assault
- Continually belittling or berating a child
- Isolating, ignoring or rejecting a child
- Making threats and monitoring a child's whereabouts
- Gaslighting or emotional blackmail
- Emotional invalidation or denying abuse completely

Physical Signs of Emotional Abuse

- Marks caused from self-harm

- Psychosomatic complaints such as headaches or nausea
- Sudden speech disorders
- Prolonged vomiting or diarrhoea
- Delays in significant developmental milestones
- Dressed differently from the other children in the family

Behavioral Signs of Emotional Abuse

- Loss of self esteem, withdrawn or anxious
- Social isolation (has few friends)
- Avoidance of certain situations, such as refusing to go to school
- Drug, alcohol or solvent abuse
- Poor relationship with parent or caregiver
- Fear of parents or caregiver being contacted
- Decrease in performance at school
- Depression
- Desperately seek affection
- Extreme passivity, provocativeness and/or aggression

Signs of Emotionally Abusive Caregivers

- Labels the child as inferior and publicly humiliates the child (e.g. name calling)
- Treats the child differently from siblings or peers in ways that suggest dislike for the child
- Actively refuses to help the child
- Constantly threatens the child with physical harm or death
- Teaches or reinforces criminal behavior
- Withholds physical and verbal affection
- Keeps the child at home in a role of servant
- Has unrealistic expectations of child
- Expose child to witnessing situations of arguing and violence in the home

Neglect

According to the APA Dictionary of Psychology, neglect is “a passive form of abuse in which a caregiver fails to provide adequate food, shelter, clothing, medical care, or supervision for a child, or fails to fulfill emotional needs, to the extent that the child’s health, safety, and well-being are threatened with harm.

Neglect occurs when a person’s basic care needs are not properly met. This may involve things like not having access to appropriate food when needed, missing regular and timely medication, lacking clean clothing, or not receiving the necessary care and support on time.

Neglect can be deliberate or unintentional. It may result from failure to follow policies, procedures, or support plans, from caregivers feeling overwhelmed, or from a lack of awareness about dignity and the essentials required for people to live safely and well.

Types of Neglect

Physical Neglect

- Failing to provide basic needs such as food, clothing, shelter, hygiene, or safe living conditions.
- Example: Leaving a child hungry, dirty, or in unsafe environments.

Medical Neglect

- Not providing necessary health care, treatment, or medication.
- Example: Ignoring medical appointments, not giving prescribed medicine, or refusing needed medical help.

Educational Neglect

- Failing to provide access to schooling or special educational needs.
- Example: Not enrolling a child in school, ignoring attendance, or not addressing learning difficulties.

Emotional (or Psychological) Neglect

- Failing to meet emotional needs such as love, support, security, and attention.
- Example: Ignoring a child's need for affection or failing to provide comfort during distress.

Supervisory Neglect

- Not providing proper supervision or protection from danger.
- Example: Leaving young children alone, allowing unsafe activities, or not protecting them from harm.

Physical Signs of Neglect

- Poor personal hygiene
- Poor dental health
- Skin rashes, head lice, etc
- Dirty and/or ill-fitting clothing
- Underweight/overweight
- Constant tiredness
- Constant hunger

Behavioral Signs of neglect

- Low self-esteem
- Social isolation
- Destructive behaviour
- Poor relationships with classmates
- Frequent lateness or absence from school
- Missed medical appointment

Signs of Neglectful Caregivers

- Puts own need ahead of child's
- Fails to provide child's basic needs
- Demonstrates little or no interest in child's life - does not attend school activities, social events
- Leaves the child alone or inappropriately supervised
- Depressed
- Drug and alcohol use

Sexual Abuse

Child sexual abuse is any sexual activity with a child including non-physical sexual abuse, such as exposing a child to pornography or taking sexual images of them.

Types of Sexual Abuse

- Attempted sexual touching or penetration
- Intentional sexual touching (e.g. touching child's genitals, making a child touch someone else's genitals, playing sexual games)
- Penetration and oral sex
- Inciting children to act in a sexually inappropriate manner
- Forced exposure to pornography
- Taking sexual images
- Grooming a child in preparation for abuse

Physical Signs of Sexual Abuse

- Genital or anal pain, bleeding, or injury
- Torn, stained or bloody underclothing
- Blood in urine and faeces
- Pregnancy or a sexually transmitted infection
- Discomfort in sitting or fidgeting as unable to sit comfortably

Behavioral Signs of Sexual Abuse

- Inappropriate sexual behavior or knowledge for the child's age
- Inappropriate sexual behavior with other children
- Statement by the child that they were sexually abused
- Eating disorders
- Trying to make appearance unattractive
- Extreme attention seeking behavior or extreme inhibition
- Fear of a certain person
- Self destructive behavior this can include self-harm, suicide, alcohol and drug abuse
- Compulsive behavior

Signs of Sexually Abusive Caregivers

- Accuses the child of being sexually provocative
- May be unusually over-protective of the child
- Invades the child's privacy (e.g. during dressing, in the bathroom)
- May favour the victim over other children

Policies that contain Violence

Policies that contain violence as a policy that has the potential or cause violence committed by teachers, non-teaching staff, principals, and/or managers

Policies containing violence include both written and unwritten policies. Written policies include decrees, circulars, official notes, guidelines, and/or other forms of written policies. Unwritten policies can be in the form of appeals, instructions, and/or other forms of action.

G. Key Principles

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

H. Responsibilities

- **Board of Directors:** Ensure the implementation and review of the policy.
- **School Principal:** Oversee the day-to-day implementation and adherence to the policy.
- **Teachers and Non Teaching and Supporting 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.
- **Students:** Responsible for refraining from any form of physical, verbal, psychological, or digital violence; reporting incidents of violence or suspected violence to a trusted teacher, school counselor, or designated safeguarding personnel
- **External Parties:** Working with or around students are responsible for following the school's safeguarding and child protection policy, maintaining professional boundaries, ensuring student safety at all times, and immediately reporting any concerns, incidents, or suspected abuse to the school without investigating or handling the matter themselves.

I. Teacher's Role and Limit in Child Safeguarding

Teachers play a vital role in ensuring the safety and well-being of children. Due to their daily interaction with students, they are often the first to notice signs of abuse, neglect, or emotional distress. However, their involvement has clear boundaries to maintain professionalism and the integrity of the protection process.

Scope of Teacher Involvement

A. Identification and Awareness

Teachers should be observant of physical, behavioral, or emotional indicators that suggest a child might be experiencing harm. They must listen attentively if a child discloses a concern, taking every report seriously and without judgment.

B. Providing Immediate Support

Teachers can offer emotional reassurance and create a safe environment for the child. However, they should not ask leading or investigative questions, as this may interfere with formal inquiries.

C. Documentation

Any signs, statements, or observations related to suspected abuse should be documented accurately and objectively. This includes noting dates, times, and the child's exact words, if possible.

D. Reporting and Referral

Teachers are responsible for reporting suspicions immediately to the designated Child Protection Officer, counselor, or principal in accordance with the school's child protection policy. Reporting ensures that trained professionals and relevant authorities can take further action.

E. Cooperation and Confidentiality

After reporting, teachers should cooperate fully with school or external investigations and maintain

confidentiality, sharing information only with those directly involved in the protection process.

Boundaries and Limitations

- Teachers **must not conduct their own investigations** or confront alleged perpetrators.
- They should **avoid making assumptions** or judgments about what happened.
- They should **not promise confidentiality** to the child but instead explain that the information will be shared only with people who can help.
- Teachers should **refrain from offering legal advice** or taking independent protective measures outside school procedures

J. Reporting Procedures

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

- Reporting can be done by filling out the [Child Protection Concern Form](#) and sending the document to the designated Child Safeguarding Officer.
- The designated officer will follow established procedures for reporting and, if necessary, involving local authorities (Dinas Pendidikan Kota or Police).

Ethical Conduct for Investigation

If a student tells a member of staff that they have been abused or behaves in such a way as to lead to a concern 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.
- In some specific situations, 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 (KPAI). 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 (e.g. Classroom teacher and Safeguarding personnel (School counselor) to the meeting
- Staff have to make sure that the room is safe for everyone and free from any object that might be used to hurt others

- 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;
- 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;
- Do 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; please refer to the guiding questions provided [here](#)
- 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;
- Refrain from automatically offering 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 printed 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 receive a notification letter from the school regarding the case, in some situations, students are required to provide the student consent. For students this notification will occur after the teacher receives a report and supporting data related to the case.

K. 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.

In line with safeguarding and confidentiality expectations, **teachers and staff are strictly prohibited from posting or sharing any student's image, video, or personal information on their personal social media accounts or other public platforms**, unless explicit written consent has been obtained through official school procedures.

L. Programs for Victim

1. Medical

Refer to the 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.

3. Referrals

Connect the child with a mental health professional for counseling and therapy.

M. Review and Monitoring

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

N. Communication

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

O. Organization Structure

Sekolah Bogor Raya Safeguarding Team

