

The International Academy - Amman

Policy Name:	Safeguarding and Child Protection Policy
Effective from:	1 August 2018
Last Updated:	10 October 2020

I. PURPOSE

This policy forms the basis for ensuring the continued prevention, protection and well-being of all members of the IAA community and indicates procedures the community will take to ensure the continued safety and protection of all, with a specific focus on children and young people, hereafter referred to as students.

IAA recognises that offences towards students, who may be vulnerable to neglect, abuse or exploitation, happens from within their family and from individuals they come across in their day-to-day lives. These offences occur throughout the world and in all societies. These threats can take a variety of different forms, including, but not limited to: sexual, physical and emotional abuse; neglect; exploitation and sexual exploitation by individuals, criminal gangs and organised crime groups; human trafficking; online abuse; and the influences of extremism leading to terrorism. Whatever the form abuse, neglect or exploitation takes, practitioners should put the needs of children first when determining what action to take, by maintaining a child-centred approach towards addressing issues. Furthermore, students may be vulnerable and at risk due to, for example, reasons of age, ability, disability, ethnic origin, gender, illness, nationality or sexual orientation.

IAA is fully committed to promoting the safeguarding and protection of students and particularly those with whom we work or are in contact with. The purpose of this policy is to ensure that:

- all who work for and engage with us at IAA, are trained in order to be skilled, confident, well supported and understand how to meet their responsibilities to students from any type of bullying, neglect or abuse of any kind and engage positively with them in ways that enhance their well-being and educational experiences at school;
- we have in place procedures to prevent and deal with the actions/behaviour of all staff employed at IAA or visitors to IAA that

interact with students in ways that places them at risk of any type of bullying, neglect or abuse of any kind; and

- the students we work with are aware of our responsibilities to prevent and respond to any harm against them arising from actions and behaviours of all members in our community, and, the routes for reporting such incidents; and
- All members of the school community understand that students cannot consent to abuse.

This policy is underpinned by the Jordanian law and the United Nations Convention on the Rights of the Child (UNCRC) of 20 November 1989, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) of 16 August 2016, all of whom Jordan is a signatory to. The guidelines that act in the best interest of students will be followed at all times, in line with our child-centred approach to safeguarding and protection that includes but is not limited to rights of privacy, unless there is harm or a threat of harm to an individual(s) or group(s) of people. This policy operates on four guiding principles:

1. Principle of non-discrimination;
2. Principle of right to life, survival, and development;
3. Principle of doing what is in the best interest of the child;
4. Principle of meaningfully engaging and respecting children's views.

Furthermore, supported from a child-centred approach to safeguarding and protection, children and young people have indicated that they need the following from caring and supportive adults in their lives:

1. Vigilance: to have adults notice when things are troubling them;
2. Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon;
3. Stability: to be able to develop an ongoing stable relationship of trust with those helping them;
4. Respect: to be treated with the expectation that they are competent rather than not;
5. Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans;
6. Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response;
7. Support: to be provided with support in their own right as well as a member of their family;

8. Advocacy: to be provided with advocacy to assist them in putting forward their views;
9. Protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee (*Tri.x, 2017, par 17*).

IAA Definitions

Please refer to Annex 1 for a complete list of definitions.

II. POLICY

At IAA we believe that everyone who works with students has a responsibility for keeping them safe. Vigilance is a key component in safeguarding as students need responsive adults that observe: (1) patterns of behaviour, (2) emotional state of being, and (3) physical appearance of the student, that can indicate the need for a response. This response includes listening to what students have to say and taking their views seriously. In doing so, various supports are provided to promote dialogue with students who have communication or social difficulties, including but not limited to students with different educational and developmental needs. For the purpose of this policy, students are defined as children or young people that are in the duty of care of an adult that represents the school.

We promote child and youth safe practices, approaches, interventions and environments which respect, recognise and respond to the specific safeguarding needs, by practicing positive discipline through a child-centred approach. We challenge and do not tolerate inequality, discrimination or social exclusion concerning the interaction between all members of the school community.

We take very seriously our responsibility and duty to ensure that we, as a school, and anyone who represents us does not in any way place a student at risk. We are fully committed to the safeguarding of all students by:

- Implementing the Safer Recruitment Policy when hiring new members of staff;
- Mandating the training of all staff members on safeguarding and child protection.
- Ongoing training to further upskill and remain up to date with best practices on safeguarding.

- Physical contact with students is avoided, unless they are at risk of being hurt (exceptions apply to helping students with their motor skills).
- Upskilling parents through training on how to recognise and respond to all forms of bullying (Cyber Bullying; Physical Bullying, Relational Bullying; Verbal Bullying), harm, abuse and any other act of violence.
- Training students to assertively refuse advances and advocate for themselves (Refer to curriculum policy - part of Social and Emotional Learning).
- Reducing the impact of potential or suspected risks by maintaining vigilance and responding to this in line with the severity of the concern.
- Understanding signs of neglect, harm (including self-harm and suicidal ideation), abuse or sexual harassment;
- Identifying the forms of abuse: Emotional Abuse, Peer-to-peer abuse, Online abuse, Physical Abuse, Sexual Abuse, Substance Abuse and Verbal Abuse;
- Mandatory reporting to the Student Protection Lead (SPL) from every member in our community in suspected cases when witnessing changes in student behaviour or any signs of neglect or abuse.

We promote the active involvement of students in their own protection by:

- Promoting their own well-being and safeguarding in terms of recognising, refusing and reporting all forms of bullying and abuse;
- Equipping them with the training and support to respond to all forms of bullying that includes:
 - Understanding roles and responsibilities within peer groups;
 - Engaging in inclusive and socially-constructive (anti-bullying) behaviours;
 - Being an upstander when bullying occurs by reporting bullying behaviours and standing up for people that are being bullied;
 - Responding to bullying using facial expressions, body language, tone of voice when saying 'STOP'; and
 - Reporting an incident to a trusted adult.
- Equipping them with the training and skills to refuse all forms of abuse by:
 - Recognizing an inappropriate situation and how it manifests in your body;
 - Understanding that perpetrating abuse is not acceptable;
 - Reaffirming that the abuse is not the victim's fault;

- Providing the language and skills needed to refuse the advances of abuse; and
- Reporting an incident to a trusted adult.

We want students to experience emotional, physical and virtual safety when working in an online environment by:

- Promoting internet and online safety for students;
- Helping students understand the impact of their digital footprint(s);
- Providing staff and students with online expectations for virtual interactions (See Annex 1 and Annex 2);
- Sharing the expectations of virtual interactions with parents and involving them in the responsibility of providing a safe online learning environment;
- Ensuring safe practices are implemented by the school, all online lessons are recorded and kept on a shared area, as well as links to online learning being made available to Senior Management Teams (refer to Data Protection Policy);
- Providing access to online classes only when students log in with an IAA account; and
- Responding as a school to incidents as and when they happen online.

Stringent measures are in place to prevent any current or potential employee as well as visitors who may be at risk for perpetrating any act of harm or violence against a child, that includes, but is not limited to any of the following: sexual exploitation by individuals, criminal gangs and organised crime groups; human trafficking; and the influences of extremism leading to radicalisation and terrorism. In doing so:

- Primary students are not released to family members or nannies without showing the IAA family card;
- Upon the release of a student to an authorised family representative, it is the responsibility of the person to keep the child safe; and
- Secondary students are allowed to leave campus by themselves after school.

When safeguarding alone was not enough, IAA has the responsibility to respond by means of protecting the child. We respond to all students who may be in need of protection and or psycho-social support. Protection is offered by:

- Ensuring all who work with students are knowledgeable about neglect, harm (including self-harm and suicidal ideation), abuse, sexual harassment or child exploitation;

- Training all who work with students to recognize the signs of neglect, harm and abuse;
- Reporting signs of neglect, harm and abuse to the Student Protection Lead (SPL); and
- Overseeing an investigation about the incident by the SPL.

When responding to a confirmed incident, a safety plan is developed to support the students. When appropriate, a collaborative approach between the family and the school takes place. This safety plan gets implemented in the school setting by all staff working directly with the students and parents as needed. When the threat is outside of the school environment, the school will liaise with parents to develop safety measures to keep the student safe from harm and encourage seeking the support from external specialists.

Students that need assistance with intimate care are more vulnerable to abuse and neglect and therefore, their safeguarding is the primary concern of staff assisting them with intimate care. Staff assisting with intimate care are also more likely to see the signs of neglect or abuse, but research also indicates that individuals assisting with intimate care are also more likely to be perpetrators of abuse. Therefore when assisting students in a vulnerable situation, any suspected neglect or abuse are mandatory reported to the SLP by individuals assisting with intimate care. When students in the Early Years need assistance with toileting, the following will happen:

- Parents are encouraged to help train the students at home;
- Blue Angels offer help to the student by providing wet wipes, wet tissues and guide students to do it themselves;
- When students are unable to do this themselves, a Blue Angel can assist, but only in the presence of another member of staff or another Blue Angel.

When a child has had a toileting accident, a classroom teacher with a Blue Angel would be present to help the child to change.

We recognise and understand that grooming is a precursor to sexual abuse and consists of the following key elements:

- Targeting the victim;
- Securing access to and isolating the victim;
- Gaining the victim's trust;
- Controlling and concealing the relationship; and
- Taking place in any setting:
 - In-person;

- Via the internet; or
- In the school (American Bar Association, 2015).

Perpetrators groom their victims for the following reasons:

- To manipulate the perceptions of other adults around the child;
- To manipulate the child into becoming a co-operating participant which reduces the likelihood of a disclosure and increases the likelihood that the child will repeatedly return to the offender;
- To reduce the likelihood of the child being believed if they do disclose; and
- To reduce the likelihood of the abuse being detected (American Bar Association, 2015).

The risks to students can be reduced by recognising the following grooming behaviours (Common sexual grooming behaviors are often subtle and may not appear inappropriate):

- An adult seems overly interested in a child;
- An adult frequently initiates or creates opportunities to be alone with a child (or multiple children);
- An adult becomes fixated on a child;
- An adult gives special privileges to a child (e.g., rides to and from practices, etc.);
- An adult befriends a family and shows more interest in building a relationship with the child than with the adults;
- An adult displays favoritism towards one child within a family;
- An adult finds opportunities to buy a child gifts;
- An adult caters to the interests of the child, so a child or the parent may initiate contact with the offender; and
- An adult who displays age and gender preferences (American Bar Association, 2015).

The following sexually arousing behaviours are used by predators who have a sexual interest in children:

- Giving a child a bath or shower;
- Walking in on a child changing;
- Deliberately walking in on a child toileting;
- Asking a child to watch the adult toileting;
- Tickling and “accidentally” touching genitalia;
- Activities that involve removing clothes (massage, swimming);
- Playing or wrestling in underwear;

- Playing games that include touching genitalia (playing doctor);
- Telling a child sexually explicit jokes;
- Teasing a child about breast and genital development;
- Discussing sexually explicit information under the guise of education;
- Showing the child sexually explicit images;
- Taking pictures of children in underwear, swimsuits, dance wear, etc (American Bar Association, 2015).

When caring adults in the community understand sexual grooming and can pinpoint when it occurs, it is both psychologically or sociologically important to prevent sexual abuse.

Indicators of Abuse or Neglect (from Second Step)

Note: The presence of a single indicator does not prove abuse or neglect is happening to a student. But when you see these indicators repeatedly or in combination, you should pay close attention to the student, record what you notice and report these findings to the Student Protection Lead.

Type of Abuse or Neglect	Physical Indicators	Behavioral Indicators
All Types of Abuse or Neglect	<ul style="list-style-type: none"> ● Increase in stomachaches ● Changes in daily life patterns: <ul style="list-style-type: none"> ○ Eating ○ Sleeping ○ Bedwetting ○ Soiling or wetting underwear ● Injuries to self 	<ul style="list-style-type: none"> ● Has sudden change in behavior ● Shows extreme behaviors: ● Strong anxiety (clinging, nightmares) ● Depression (frequent crying, low self esteem, suicidal thoughts or actions) ● Withdrawal (can seem distant or distracted) ● Extreme anger (tantrums, aggression) ● Arrives at school early or stays late as if afraid to be at home ● Has learning problems or difficulty concentrating not explained by physical or psychological cause
Sexual	<ul style="list-style-type: none"> ● Has frequent urinary 	<ul style="list-style-type: none"> ● Plays in sexual ways that are not

<p>Abuse <i>Engaging a child in sexual acts, such as fondling, rape, and exposing a child to other sexual activities.</i></p>	<p>or yeast infections</p> <ul style="list-style-type: none"> ● Wears a lot of clothes, often in layers ● Has put on or lost a very large amount of weight 	<p>appropriate</p> <ul style="list-style-type: none"> ● Knows more about sex and sexual language than a typical child of his or her age ● Feels threatened by physical closeness ● Writes, draws, or dreams of sexual things ● Talks about a new, older friend ● Runs away (especially for teens) ● Reports sexual abuse
<p>Physical Abuse <i>Using intentional physical force, such as hitting, kicking, shaking, burning, or other show of force against a child.</i></p>	<ul style="list-style-type: none"> ● Has bruises, cuts, burns, and injuries unlikely to have happened when playing ● Has injuries that repeatedly occur during weekends or other absences ● Has several bruises or other injuries in different stages of healing ● Wears clothes that cover the body, even when it is hot 	<ul style="list-style-type: none"> ● Complains of being sore and looks uncomfortable when moving ● Explains how injuries happened in ways that seem unlikely, vague, or conflicting ● Seems concerned about having contact with adults ● Is afraid of his or her parent(s) and cries when it is time to go home ● Reports injury by a parent or caregiver
<p>Emotional Abuse <i>Harming a child's self-worth or emotional wellbeing. Examples are name-calling, shaming, rejecting, withholding love, and threatening.</i></p>	<ul style="list-style-type: none"> ● Has difficulty speaking clearly ● Has delayed physical development ● Has ulcers, asthma, or severe allergies ● Abuses alcohol or other drugs (especially for teens) 	<ul style="list-style-type: none"> ● Has a behaviour he or she always does and has trouble stopping (such as sucking, rocking, biting) ● Stays away from or does not play with others ● Has developmental delays ● Behaves in delinquent ways (especially for teens) ● Reports not caring about the parent(s)
<p>Neglect <i>Failing to meet a child's</i></p>	<ul style="list-style-type: none"> ● Has unmet medical needs ● Is often left alone 	<ul style="list-style-type: none"> ● Regularly is tired, has no energy, or falls asleep in class ● Steals food or begs food from

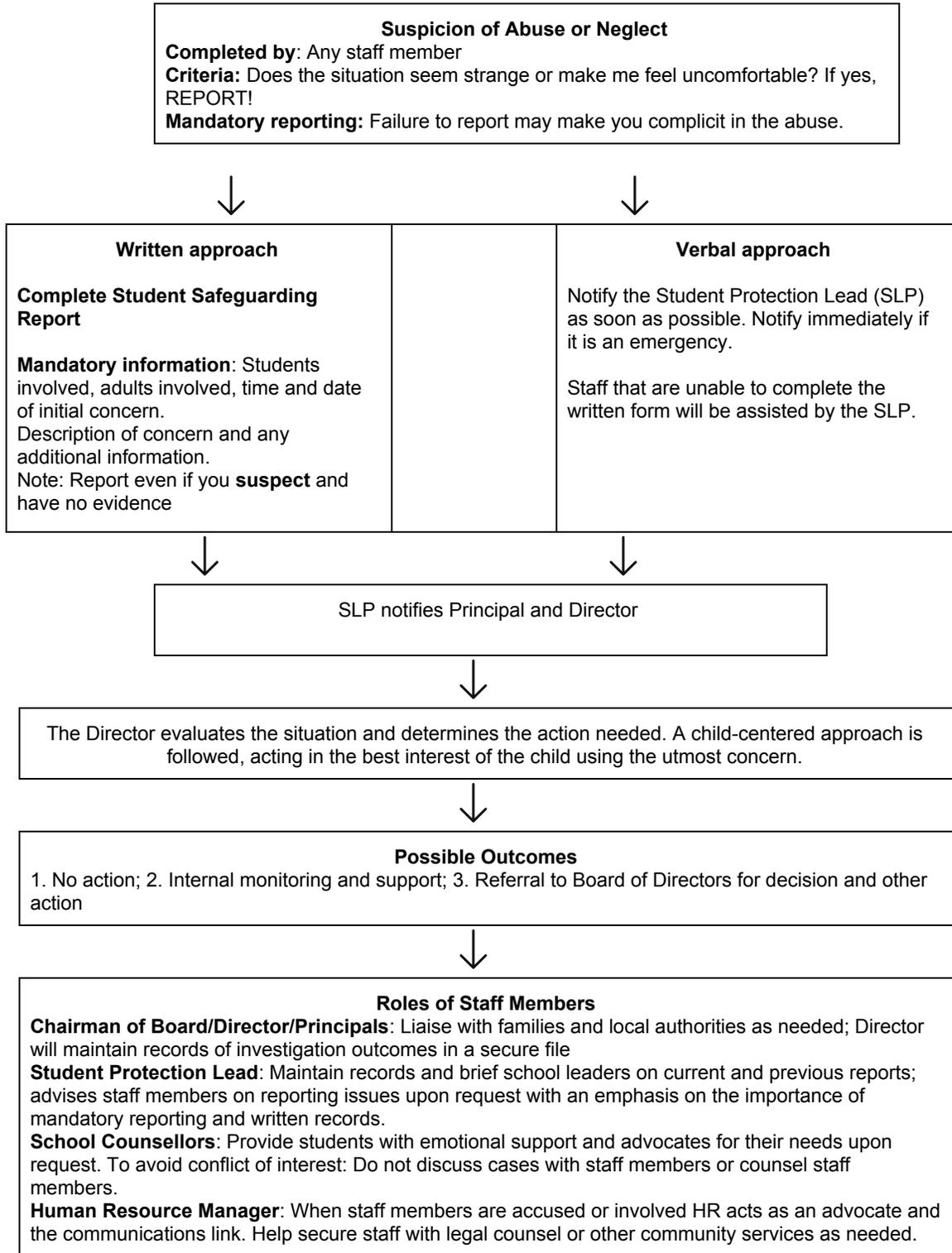
<p><i>basic needs. Such as housing, food, clothing, education, and access to medical care.</i></p>	<ul style="list-style-type: none"> ● Is not getting good enough nutrition: ● Is always hungry ● Has a swollen abdomen ● Is too thin ● Is often wearing the wrong kind of clothes or clothes that are dirty ● Has strong body odor 	<p>classmates</p> <ul style="list-style-type: none"> ● Frequently is absent or late to school ● Seems extremely lonely ● Frequently seeks affection ● Has dropped out of school (especially for teens) ● Reports no one is home to provide care
----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Reporting

Any suspected cases of abuse, bullying, criminal activity or involvement, child exploitation, discrimination, extremism, grooming, harm, human trafficking, indecent exposures, neglect, organized crime, radicalisation, sexual exploitation, sexual harassment, substance abuse, suicidal ideation, terrorism and violence must be reported to the designated Student Protection Lead. Please refer to the Reporting Flow Chart

Students can self-disclose to any staff member, who in turn will mandatory report to the Student Protection Lead.

Reporting Flow Chart



Recording

Any allegations of misconduct of a staff member towards students or any student safeguarding concerns must be reported on the Safeguarding form. The information entered here is securely stored and is only available for access by the Student Safeguarding Leads. Mandatory reporting is expected from all members in the community. Should an accusation (even if it is unfounded) be made towards a staff member, this information will be documented on the staff member's file and will be kept indefinitely at the school in order to act in the best interest of safeguarding and protection for both staff and students. The only people that will have access to this knowledge is HR staff and the Director.

Protocols

a. Addressing a concern

Any concern about the welfare of students will be thoroughly investigated and followed up on, keeping the best interest of the student in mind.

b. Staff allegations

If an allegation is made against a member of staff, the following actions will be taken:

1. They will be suspended from IAA pending the outcome of the investigation;
2. During the investigation the highest level of secrecy will be kept to ensure the safety and security of all parties;
3. The staff member will continue receiving their full salary pending the outcome;
4. An external independent organisation will be hired to conduct an investigation and report the outcome of the investigation to the Director and Board.
5. The final decision will be made by the Board to reinstate the member of staff or to take alternative action.

c. A missing student

Should a student go missing on campus after attendance was taken, the person reporting the incident must immediately inform security and the relevant Principal. The campus will be shut-down immediately and nobody will be able to leave or enter the campus. During this time, the following will happen:

1. Security, principals and parents will be informed;

2. All classes, students, teachers and visitors will remain where they are at that moment in time;
3. The school security will sweep the campus until the student is found;
4. Other security personnel will continue checking the cameras installed on campus to see if the student is hiding somewhere or if they were taken off campus by an adult.

If a student goes missing on a school trip, the following actions will be taken:

1. All the students will be gathered together and be under the supervision of the trip chaperone;
2. The trip leader/chaperone and the remaining chaperones will retrace the student's steps, divide the area to be search into parts and each person will search their area until the student is found;
3. If the entire area was swept and the student was not found, the situation will be escalated and the local police will be contacted to help in the search.

III. APPLICABILITY

This is a whole school policy, applicable across Pre-K to grade 12. All school staff share the responsibility for ensuring a safe and welcoming environment. As different individuals experience different barriers to well-being and safeguarding, IAA will continue to implement procedures and support practices that address the unique needs of children and young adults throughout the entire school.

LIMITATIONS / APPROVALS / RESPONSIBILITIES / ETC.

LIMITATIONS

This policy is reviewed upon receiving new and updated information about safeguarding and child protection. This policy is due for review during the 2021/2022 academic year and will be reviewed annually to ensure .

APPROVALS

All safeguarding and child protection decisions are subject to the final approval of the school director and the school board.

RESPONSIBILITIES

Visitors unto campus (including contractors or temporary staff)

Visitors will not be allowed to interact with students on campus without the presence of a member of IAA staff and will be supervised for the duration of their time on campus.

Staff

All staff, irrespective of working part-or full-time, being temporarily or permanently employed by the school have the responsibility for the well-being, safeguarding and protection of all students, that includes, but is not limited to mandatory reporting of all individuals at risk of harm or abuse.

School Counselors

The School Counselors, both in the Primary and Secondary Schools are involved, along with other members of the community in the training, education and the offering of support to all students, families, and staff in school in regards to child safeguarding. Counselors suggest approaches to positive discipline to support teachers and caregivers in dealing with children's behavior, as well as following up with individuals that are in need of additional help and support.

Student Protection Lead (SPL)

The SPL is a bilingual (Arabic and English) and culturally competent member of staff. The SLP oversees the investigation and is responsible for recording and reporting of all issues brought to their attention. The investigation will take place as soon as possible and follow the steps of the flowchart. Information about the event(s) that transpired will be recorded and will be safely stored in order to respect the privacy of the child. SLP will report all the disclosures made to them to their relevant Principal (Primary and Secondary) and the Director to take further course of action. In fulfilling the role as SPL, it is important to maintain neutrality throughout the investigation process. The SLP will involve the school counsellors when when it is an issue of abuse, including neglect, where the student's emotional and mental well-being are impacted.

Principals

The Principal is responsible for creating a school that is free of harassment and bullying by modeling inclusive practices to all staff members and oversees the implementation of the procedures supporting this policy. The Principals will be steadfast in his/her commitment to student safeguarding, protection and well-being. The Principal will fully support this CPO in the execution of his/her role and will communicate all cases where decisions regarding protection needs to be made with the Director.

Director

In consultation with The Board, the Director is responsible for making decisions on a case-by-case basis regarding the protection of students from harm. The Director will allocate funds and/or resources for the implementation of preventative programmes and wellbeing of students, as well as professional development for all staff members in order to comply with this policy.

The Board

In consultation with the Director, The Board is responsible for making decisions on a case-by-case basis regarding the protection of students from harm. The Board will approve all monetary decisions based on the recommendation of the Director.

IV. REFERENCES

American Bar Association (2015) Understanding Sexual Grooming in Child Abuse Cases. Available online at:

https://www.americanbar.org/groups/public_interest/child_law/resources/child_law_practiceonline/child_law_practice/vol-34/november-2015/understanding-sexual-grooming-in-child-abuse-cases/ Date accessed: 6 October 2020.

Plan International (2019) Keeping Children and Young People Safe. Available online at:

<https://plan-international.org/keeping-children-safe-plan-international> Date accessed: 7 October 2019

United Nations Convention on the Rights of Persons with Disabilities (CRPD) (2016) Available online at:

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html> Date accessed 17 October 2019

United Nations Convention on the Rights of the Child (UNCRC) (1989) Available online at: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx> Date accessed 17 October 2019

Tri.x (2017) *Working together to safeguard children: July 2018 A guide to inter-agency working to safeguard and promote the welfare of children*. Available online at: <https://www.workingtogetheronline.co.uk/chapters/intro.html> Date accessed: 7 October

V. KEY DOCUMENTATION SUPPORTING IMPLEMENTATION

Data Protection Policy
Inclusive Education Policy
Safer Recruitment Policy

Annex 1: IAA Definitions

Abuse - Any action that intentionally harms or injures another person

Anti-bullying - Active prevention or responding to bullying-behaviours taking place

Bullying - Unwanted aggressive and intentional behaviour that involves a real or perceived power imbalance that is repeated over time with the intention to hurt or harm a person or group of people who feels helpless to respond. There are four types that bullying that will be further defined: Physical, Verbal, Relational & Cyber

Children - Any person under the age of 18

Child-centred approach - Keeping the child in focus when making decisions about their lives and working in partnership with them and their families

Child Exploitation - The act of using a minor child for profit, labour, sexual gratification, or some other personal or financial advantage. Child exploitation involves cruel or harmful behaviour towards the child, as the activities he or she may be forced to take part in can cause emotional, physical, and social problems

Child Protection - The protection of children from intentional or unintentional harm caused by abuse, exploitation, neglect and violence in order to promote the safety, security and well-being of children

Child Sexual Abuse - When an adult engages in any sexual behaviour (looking, showing or touching) with a child to meet the adult's interest of sexual needs. It includes engaging in sexual activities with a child whether by asking, pressuring or other means, indecent exposure (physical or imagery), child grooming, child sexual exploitation or using a child to produce child pornography

Criminal gangs - A group that consists of three or more individuals who engage in criminal activity and identify themselves with a common name or sign

Conflict - An aspect of human relationships that leads to an unplanned disagreement or hostility between two people or groups about something that has the potential to be resolved

Cyber Bullying - Bullying that takes place over digital devices like cell phones, computers, and tablets, it can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content

Discrimination - Characterized or showing prejudicial treatment especially as an indication of bias related to age, skin colour, national origin, religion, gender, sexual orientation, etc.

Emotional Abuse - The ill-treatment of an individual by means of threats, humiliation, sarcasm, degrading punishments, demeaning behaviours so as to negatively affect an individual's sense of identity, dignity and self-worth

Extremism - Extremism is the vocal or active opposition to the rule of law, individual liberty, and a lack of respect and intolerance for different faiths and beliefs

Grooming - The systematic actions by an adult or older children towards a child by befriending and establishing an emotional connection with the child and sometimes the family, in order to lower the child's inhibitions with the objectives of committing a sexual offence

Harm - Behaviour or series of behaviours that can have an adverse effect on someone

Human Trafficking - To deal or trade people through the use of force, fraud, or coercion to engage in labour or commercial sex act

Indecent exposure - Intentional showing of part of one's body in a place where such exposure is likely to be an offense against the generally accepted standards of decency

Inequality - Being considered unequal or uneven, such as social disparity; disparity of distribution or opportunity; or lack of evenness

Mandatory Reporting - The procedures taken by an individual in the community required to report suspected cases of child abuse, bullying, neglect, self harm and suicidal ideation to the child protection officer

Neglect - Form of abuse where the parent/guardian or adult responsible for caring for a child fails to adequately provide for the basic needs (adequate healthcare including physical and mental nourishment that includes, but is not limited to health, food, supervision, clothing and housing) of a child

Non- consensual - Under Jordanian law the age of consent is 16

Online abuse - Abuse taking place through any sort of communication via electronic technology

Organized Crime - Criminal activities that are planned and controlled by a structured group of three or more people, that has been in existence and that acts with the aim of committing at least one serious crime in order to obtain, directly or indirectly, a financial or other material benefit

Peer-to-peer abuse - The physical, emotional, sexual and financial abuse, and the coercive control of a child by another child under the age of 18, in-person or electronically

Positive discipline - Solution focussed, restorative and respectful approach to behaviour management that is based on child rights principles and the child's stages of development. It excludes behaviours such as yelling, physical punishment, isolation or humiliation

Physical Abuse - Any intentional acts causing harm, injury or trauma to another person anywhere on their body, that includes but is not limited to: hitting with hands or objects, slapping or punching, kicking, shaking, poisoning, burning or scalding, throwing, breaking of bones and drowning

Physical Bullying - Using one's body and physical bodily acts to exert power over peers, this can include, but is not limited to pushing, punching and kicking

Psycho-social - Social conditions related to mental health that includes both psychological and social aspects

Radicalisation - To convey the idea of a process through which an individual adopts an increasingly extremist set of beliefs and aspirations, this may include, but is not defined by the willingness to condone, support, facilitate or use violence to further political, ideological, religious or other goals

Relational Bullying - It involves a bully trying to hurt a peer and/or that peer's standing within a particular peer group

Safeguarding - Measures to protect the health, well-being and human rights of individuals, which allow people to live free from neglect, abuse or harm

Safety Plan - Document that outlines consistent measures for school personnel to follow in cases when a student displays unsafe or abusive behavior and is considered at risk for future unsafe or abusive behavior (i.e., threat to self or others), or when a student has been the target of unsafe or abusive behavior and is believed to be at risk as a result.

Self Harm - The intentional or direct injuring of body tissue regardless of suicidal Intent

Sexual Abuse - Committing or allowing to be committed any non-consensual or unwanted sexual offence that includes bodily contact, either directly or through the clothing of another individual

Sexual Exploitation - Committing non-consensual acts of abuse or profiting from another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any other non-legitimate purpose

Sexual Harassment - The unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when either: (1) submission is either explicitly or implicitly a condition affecting academic or employment decisions; (2) the behavior is sufficiently severe or pervasive as to create an intimidating, hostile or repugnant environment; or (3) the behavior persists despite objection by the person to whom the conduct is directed.

Social exclusion - A form of behaviour that alienates another person based on belonging to a certain social class, category or group, such as, but not limited to ethnicity, religion, gender, disability, social class, educational status and childhood relationships.

Student Protection Lead - The designated representative in the school who is responsible for receiving, recording and acting upon information surrounding disclosures

Substance Abuse - A repeated use of substances in which the user consumes the substance in amounts or with methods which are harmful to themselves or

others. Substances can include, but is not limited to: alcohol, medicine (prescribed or not), narcotics substances, tobacco, vaping, or any mood altering substances

Suicidal ideation - Passive suicidal ideation includes wishing oneself were dead or wishing oneself never existed, but don't actually have any plans to attempt suicide. **Active suicidal ideation** includes thinking about it and having the intent to attempt suicide, including planning how to do it.

Terrorism - Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

Verbal Abuse - Using aggressive or violent language to hurt, degrade or humiliate another person

Verbal Bullying - A type of bullying where an individual repeatedly uses verbal language (e.g., insults, teasing, etc.) to intentionally harm or gain power over his or her peers

Well-being - A physical and mental state of feeling safe, being comfortable and healthy and having opportunities to experience personal fulfillment.

Young Person (People) / Youth - A person between the ages of 12 - 25 years