International College
Beirut, Lebanon

Child Protection Policy

May 2019

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IC Vision and Mission

The **vision** of International College (IC) is to empower learners of today to be global citizen leaders of tomorrow.

The **mission** of International College is to empower learners to take initiative, think critically, and serve as role models in a global society. The curriculum aims for excellence at all levels and embraces the education of the whole person. Graduates of IC will have developed self-confidence, problem-solving and decision-making abilities as well as self-discipline, social and environmental responsibility, and an awareness of and respect for the connected nature of our global community.

About the Child Protection Policy

This policy is part of a school culture and values that support and encourage good practice, leading to enhanced protection of children in our care at IC. This is achieved through school-based education programs of prevention and school wide procedures of response. IC will endeavor to empower, and advocate for children and adults to be knowledgeable about their rights and responsibilities, in a supportive environment.

Statement of Commitment

IC is committed to the well-being of community members, including children and their families, through endeavoring to establish a safe and secure environment. IC, as an institution, strives to safeguard children from intentional and unintentional harm by setting child protection practices, policy, and procedures that comply with applicable Lebanese Laws and international standards. IC makes a commitment to annually audit child protection policies and procedures.

Legal and Statutory Requirements

Child protection is an important concern in schools throughout the world. Child abuse and neglect are a violation of a child's human rights, and create obstacles to child education, as well as the physical, emotional, and social development of the child. The IC Child Protection Policy is based on international standards, and on the United Nations Convention on the Rights of the Child, of which Lebanon is a signatory, and is in line with Lebanese law 422/2002**.** These laws and standards protect children from abuse, neglect and sexual exploitation. Reporting of child abuse is a requirement under Lebanese law.

Scope

All school communities fill a special institutional, and safeguarding role in society as protectors of children. IC seeks to ensure that all IC children are afforded a safe, and secure environment at school and during school related activities off campus. As such, IC has a professional and ethical obligation to attempt to prevent, and respond to child abuse, and neglect within the IC community.

Categories of "IC community stakeholders" who must adhere to the policy:

- IC Students
- IC Parents
- IC Faculty and Staff (under any form of contract)
- Consultants, Interns, and Volunteers
- Partners (sub-contractors and their staff delivering services to IC)

Definition of Terms

Allegation

An allegation is any concern raised that an adult, or another child has;

- harmed or abused a child, including physical, psychological, or sexual harm or abuse, exploitation, or neglect;
- behaved in a way which might place children at risk.

Child

A child is any person aged under 18, who is a student at IC.

Victim/Survivor

This policy uses the term “victim” or “survivor” to describe the child who has been abused and/or who has allegedly been abused.

Not everyone who has been subjected to abuse considers themselves a victim, or would want to be described in this way.

First Responder

The First Responder is the adult, member of the IC Community Stakeholder who has observed abuse or neglect, or to whom the concern of neglect or abuse is first reported.

Child Protection Officer (CPO)

The Child Protection Officer is a designated person in each section of the school to whom concerns of child abuse, neglect, abuse or other allegation are officially reported, following the procedures stated in this policy. CPOs have a background in child protection and receive regular training. The CPO will take an active role in investigating cases of abuse or neglect in order to determine if the child is at immediate or potential risk. In cases of immediate safety risk, the CPO will immediately inform the relevant school Director, and School President or Vice President. A list of current K-12 CPOs is found in Appendix A.

School Response Team (SRT)

The School Response Team (SRT) shall in the cases of child abuse, neglect or other allegations follow the procedures set forth in this policy.

The SRT includes the School Director, President/Vice President, Head of the School Climate Unit, CPO, and other individuals as the School President/Vice President may deem fit (nurse/doctor/school’s lawyer) or otherwise depending on the case.

Child Abuse

The definitions of the 4 kinds of abuse; physical, emotional/psychological, sexual, and neglect are outlined below. IC endeavors to build the understanding of these with all IC stakeholders.

Physical Abuse

Physical abuse is purposely hurting a child and causing injuries, such as, but not limited to, burns, cuts, bruises, or broken bones. Children who are victims of physical abuse suffer violence, such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Physically abusing a child causes serious, and often long-lasting harm, and in severe cases, possibly death.

Possible signs and symptoms of physical abuse may include but are not limited to:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections, or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home, or of parents/guardians being contacted
- Showing wariness, or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant in a worrying manner
- Chronic running away

Emotional/Psychological Abuse

Psychological abuse, also known as emotional abuse, is the ongoing emotional maltreatment, or emotional neglect of a child. It involves deliberately trying to scare, humiliate a child, isolating, or ignoring him/her and can seriously damage his/her emotional health and development.

Child emotional/psychological abuse may include but is not limited to:

- Calling inappropriate names, and making negative destructive comparisons to others
- Persistent emotional ill-treatment of a child (threats, humiliation, insulting sarcasm, degrading punishments), so as to cause severe and adverse effects on a child's emotional development
- Causing children frequently to feel immensely frightened

Possible signs and symptoms of emotional/psychological abuse may include but are not limited to:

- Delay in physical, mental, and emotional development
- Extreme passivity or aggression
- Compulsive stealing
- Drug or substance abuse
- Excessively compliant child in a worrying manner

Sexual Abuse

Sexual abuse is the involvement of a child in sexual activities. Children are sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, it includes watching sexual acts in person, on video, or online. Sometimes the child won't understand that what is happening to him/her is abuse, he/she may not even understand that what is happening is wrong. If a child does not protest, it does not mean he/she is consenting. Sexual acts with children are never consensual.

Child sexual abuse includes but is not limited to:

- Touching a child's genitals, or private parts for sexual pleasure
- Making a child touch someone else's genitals, play sexual games, or have sex by using objects or body parts
- Showing pornography to a child
- Deliberately exposing an adult's genitals to a child
- Photographing a child in sexual poses
- Encouraging a child to watch or hear sexual acts
- Inappropriately watching a child undress, or use the bathroom

Possible signs and symptoms of sexual abuse may include but are not limited to:

- Pain or irritation to the genital area
- Difficulty with urination
- Infection, bleeding
- Fear of people, or places
- Aggression

- Regressive behaviors, bed wetting, or stranger anxiety
- Excessive masturbation
- Sexually provocative
- Stomach pains, or discomfort walking, or sitting
- Being unusually quiet and withdrawn, or unusually aggressive
- Suffering from what seem to be physical ailments that can't be explained medically
- Showing immense fear of a particular adult
- Mentioning receiving special attention from an adult, or a new "secret" friendship with an adult, or young person
- Reclusion
- Age inappropriate sexualized behavior or language

Neglect

Neglect is the ongoing failure to meet a child's basic needs. A child may be left hungry, or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger, or not protected from physical, or emotional harm. A child who is neglected will often suffer from other abuse as well. Neglect is dangerous, and can cause serious, long-term damage, possibly death.

<u>Possible signs and symptoms of neglect may include but are not limited to:</u>

- Constant hunger, begging for food from others, or stealing food
- Poor personal hygiene
- Worryingly underweight
- Dressing unsuitably for weather
- Illness or untreated injury
- Looking worryingly sad, false smiles
- Parents/guardians are uninterested in child's performance or well-being

Prevention

Recruitment and selection of employees

The IC administration and Human Resources department shall endeavor to ensure that the school follows appropriate recruitment processes. As part of the school's recruitment of employees, IC follows a vetting process that includes police background checks on staff and faculty hired by the school. In addition, police records are required from all sub-contractors and their staff delivering services to IC.

Child safeguarding

Risk assessments for all events and activities involving children are undertaken in compliance with IC policies and procedures. IC makes a commitment to provide regular professional development to faculty and staff on child protection policies and best practice. The College does not tolerate any forms of bullying and ensures a safe and supportive environment through enforcing a robust Harassment and Bullying Policy (Appendix B).

Child friendly environment / safe environment

The IC has codes of conduct for employees, parents/guardians, and students that are updated on a regular basis (Appendix C). Employees participate in regular professional development that skills them to appropriately work, communicate with children, and be aware of children's developmental needs. Having a safe physical environment through safe practices and regular safety audits is fundamental for IC. Safety in the digital environment is also catered for at IC through policy and procedures of use.

Education programs

IC believes in addressing children's social and emotional well-being, as well as their academic needs. Protecting children means teaching them life skills and self-protection skills through age appropriate education programs, from preschool to senior students. Providing awareness and education programs for parents/guardians is also a prevention measure taken by IC.

Response

Procedures for reporting suspected cases of child abuse or neglect

Purpose

The IC community aims to protect children from harm. IC safeguards for this purpose confidentiality and privacy, in compliance with IC policies, procedures, with expectations outlined in the school handbook and IC's policy manual.

Confidentiality

Confidentiality, including privacy, is an issue which needs to be understood by all IC Community Stakeholders working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to protect the child and to preserve his/her rights, as well as the rights of his/her family, with the child's safety being paramount at all times. The IC Community Stakeholder and/or the First Responder must never guarantee complete confidentiality to a child, nor should he/she agree with a child to keep a secret, where child safety is at risk. A child protection concern or allegation must be reported in accordance with established procedures outlined below.

IC Community Stakeholders will be informed of relevant information with respect to individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of IC Community Stakeholders in that manner must be held in strict confidence.

Responsibilities of adults within the school community

Reporting in line with the policy

- All adults are required to be aware of and alert to the signs of child abuse.
- If an adult member of IC Community Stakeholders identifies that a child may be in an abusive situation or if a child discloses allegations of abuse to an adult, the latter will be considered as the First Responder and he/she will follow the procedures of this policy, record his/her concerns, and report them to the relevant school's Child Protection Officer (CPO) within a maximum of 24 hours, or as soon as practical.
- The procedures set forth in this policy must be followed regardless of the identity of the potential perpetrator be it an IC Community Stakeholders or a third party.
- First Responders will ensure child and family confidentiality, with child safety being paramount.

Child Protection Procedures

The prime concern at all stages of child protection procedures must be the interest, and safety of the child which must be paramount.

Children Volunteering Information

If a child volunteers information about abuse to an adult/First Responder, it may be done obliquely, rather than directly, e.g. through play, drawings, changes in behavior etc. Children will talk about their concerns and problems to people they feel they can trust. The role of the adult (First Responder) receiving this information is to listen but not undertake an investigation of the potential abuse, which shall be the role of the CPO. In cases of peer to peer disclosure, children need to report the abuse to a trusted IC Community Stakeholder, understanding that their peers safety comes before confidentiality.

When a child confides in First Responder

First Responder should:

- Remain calm, supportive, reassuring, and show no signs of shock.
- Listen and respond with empathy in a non-judgmental and open way; First Responder can say “That must have been sad/hard for you,” or “It’s right to tell someone because you need help.”
- Avoid directly questioning the child.
- Consider the disclosure seriously.
- Ask if the child has told his/her parents/guardians if the alleged abuse took place outside home, or the other parent if one parent is implicated.
- Check that the child is indicating abuse or neglect.
- Check if the child is hurt or might be in need of medical attention.
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school. It is important to know if an incident has happened recently and whom the child is saying has hurt her/him.
- Make careful records of what was said, record the date and time when the child spoke to First Responder, indicate the location and names of the people who were present, as well as what was said, using the child’s own language. Sign the notes, keep a copy of them in a safe place, and hand them to the CPO immediately or within a maximum of 24 hours.
- Explain to the child what he/she needs to do (report to the CPO) and the reason for it.

First Responder should not:

- Promise a child complete confidentiality – First Responder should explain that he/she may need to pass information to other professionals (CPO) to help keep the child or other children safe.
- Judge the character of the accused.
- Jump to conclusions.
- Ask leading questions.
- Ask for lots of details about the alleged event(s).
- Speculate or accuse anybody.
- Pre-empt or prejudice an investigation by leading the child with closed questions.
- Take notes during the disclosure (do this when the child is not present).
- Suggest that the child may be to blame in any way for what happened.
- Ask the child to wait until another person can be present to witness the disclosure.

Responding to disclosure or concerns of abuse or neglect

When following the procedures set forth hereunder, IC Community Stakeholders, First Responder, CPO, SRT, and/or any other persons involved herein, acknowledge the urgency and severity of any case of child abuse or neglect allegation.

Step 1

When a child reports abuse, or there is reasonable cause to believe that abuse is occurring, the First Responder must document the disclosure or concern in writing and seek advice from a school Child Protection Officer (CPO) within a maximum of 24 hours or as soon as practical.

Step 2

The school CPO will promptly and within a maximum of 24 hours carry out the preliminary investigation, which includes screening and gathering information regarding the reported incident to determine (i) what has happened and what damages have occurred to the victim of the abuse, (ii) whether the abuse is physical, emotional/psychological, sexual or neglect. The CPO shall prepare a detailed and complete written report of the information gathered and findings and proceed to step 3.

Step 3

The School CPO, after informing his/her relevant director, will report the incident to the school's SRT, which in turn will carry out investigations to determine whether the child is at (a) potential or (b) immediate risk.

The following procedure will be used by the SRT:

1) Interview/interrogate concerned adults as necessary and document information in writing relevant to the case.

2) Consult with the strictly relevant school personnel to review the child's history in the school.
3) Determine the course of follow-up actions to be taken as soon as possible.

a- Potential risk

Most potential risk cases of suspected abuse or neglect involve instances where the child's safety is not at immediate risk and can be handled through supporting children and/ or families to build skills, or through developing plans to reinforce safe child environments.

Based on acquired information, an action plan will be developed to assist the child and family. Information on the case will be shared on a "need to know" basis with faculty/staff.

<u>Appropriate actions may include:</u>

- Discussions between the child and CPO or any of the members of the SRT as the President/Vice President deems appropriate, in order to gain more information. Depending on the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred.
- Documentation.
- In-class observations of the child by the teacher, CPO, counselor, learning support teacher or administrator.
- Meetings with the family to present the school's concerns.
- Recommendations of the child and family's referrals to external professional counseling.
- Meetings between teacher, CPO, members of the SRT, and/or administration.

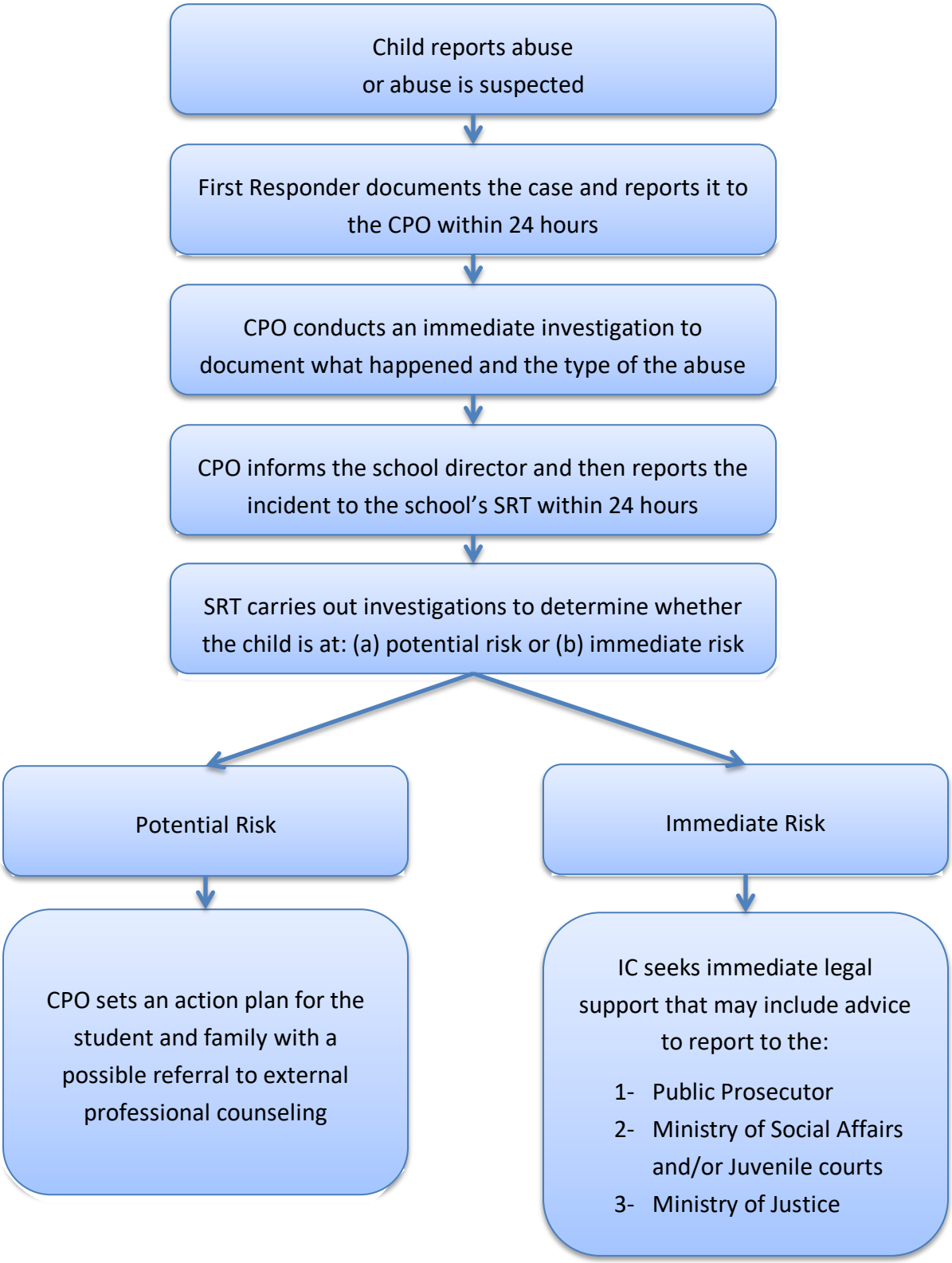
b- Immediate risk

Immediate risk to the safety and well-being of the abused child can include physical abuse, psychological abuse (including self harm), neglect, or sexual abuse.

In line with legal requirements, immediate risk cases of abuse are referred, depending on the severity of the abuse, to the Ministry of Social Affairs and/or Juvenile courts, or Public Prosecutor, or the Ministry of Justice. Support for IC to navigate these pathways should be sought through external legal advice.

In all cases, follow up activities will be conducted in a manner that ensures that information is documented in writing, factually, and that strict confidentiality is maintained. All documentation of the investigation will be kept confidential and will be stored in a designated lockable space, under the supervision of the school CPO.

Flowchart for Responding to Disclosure or Concerns of Abuse or Neglect



Contact Details

In case of emergency, please contact the School Climate Unit at International College:

Educational Resources Center, Thomson Hall

Bliss Street, P.O. Box: 113-5373 Hamra,

Postal code: 1107-2020, Beirut, Lebanon.

Telephone: +961 1 364016

Fax: +961 1 361448

Appendix A: Child Protection Officers

Name	School	Contacts
Ms. Manal Harfouche	Lower school Ain Aar	mdagher@ic.edu.lb Ext 515
Ms. Anne Marie Mouarbes	Upper school Ain Aar	amoarbes@ic.edu.lb Ext 505
Ms. Nahed Farran	Pre-School Ras Beirut	nfarran@ic.edu.lb Ext 405
Ms. Ghania Kabbara	Elementary School Ras Beirut	gkabbara@ic.edu.lb Ext 344
Ms. Jodi Nielsen	Elementary School Ras Beirut	jnielsen@ic.edu.lb Ext 309
Ms. Ghada Jalloul Itani	Middle School Ras Beirut	gjalloulitani@ic.edu.lb Ext 174
Ms. Diala Itani	Middle School Ras Beirut	dsitani@ic.edu.lb Ext 179
Ms. Dana Taher	Secondary School Ras Beirut	dtaher@ic.edu.lb Ext 188
Ms. Rama El Hassan	Secondary School Ras Beirut	Rhassan@ic.edu.lb Ext 251

LAST UPDATED: November 2019

Appendix B: Harassment and Bullying Policy

Policy: 5.092

HARASSMENT AND BULLYING

The College does not tolerate bullying or harassment and will take strict disciplinary measures to ensure a safe environment for all of its students and school personnel. All members of the school community are committed to ensuring a safe and supportive environment that fosters learning based on the core values of integrity, compassion, respect for individual differences, and cooperation.

Bullying and harassment are acts of aggression with the intent to cause embarrassment, pain or discomfort to another. Bullying usually involves an abuse or an imbalance of power. Individuals or groups may be involved.

Bullying and harassment are unwanted negative verbal, psychological, relational, physical or online behavior, planned and organized or unintentional, conducted by an individual or a group, against another person (or persons), causing them embarrassment, pain, fear or discomfort, and is repeated, or has the potential to be repeated, over time. Bullying usually involves an abuse or an imbalance of power, that is real or perceived.

Bullying and harassment can take many forms, all of which will cause distress and are the most common form of violence experienced by young people. Examples of bullying and harassment include:

- Disrespectful Behavior: Actions that are rude, unpleasant, inappropriate and unprofessional. Behavior that causes hurt feelings and distress and disturbs or offends others.
- Physical: hitting, pushing, tripping, poking, shoving, spitting on others.
- Verbal: teasing, using offensive names and name calling, ridiculing, spreading rumors, malicious gossip, threatening. (Oral and written on electronic sites such as Facebook).
- Relational: Deliberately isolating, rejecting, excluding or ignoring others and undermining their attempts to socialize and form relationships with peers.
- Non-verbal: writing offensive notes or graffiti about others, rude gestures or abuse of the honor of a person through the use of Internet or instant messaging.
- Extortion: threatening to take someone's possessions, food or money.
- Property: stealing, hiding, damaging or destroying property.
- Gendered Bullying: bullying based on gender or the enforcement of gender-role expectations.
- Sectarian Bullying: bullying based on religion or sect.
- Sexual Harassment: Unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, non-verbal, or physical conduct of a sexual nature.
- Cyberbullying: Bullying carried out through the use of information and

communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. This includes:

- Sending or posting a humiliating, hurtful or an offensive message, statement, or image on a private or on a public online platform (that can be viewed and/or repeated by others or not) that may cause embarrassment, pain, fear or discomfort to the victim.
- Flaming and trolling: sending or posting hostile messages to “inflame” the victim and start a conflict.
- Happy-slapping: recording and then posting a humiliating picture or video of the victim for others to see.
- Identity theft: stealing the victim’s passwords or taking over their online account and using it to send or post incriminating or humiliating pictures or videos online.
- Photoshopping: altering a digital image of the victim and sending or posting that image, putting the victim in an embarrassing situation.
- Physical threats: sending a threatening message making the victim fear for their safety or well-being.
- Rumor spreading: spreading rumors and gossip through email, text messaging, or social networking sites that may be hurtful to the victim.
- Encouraging, participating, maliciously commenting on any act of cyber-bullying, even if not the initiator of the act.

Any act of bullying or harassment described above will be investigated. Consequences may include but may not be limited to disciplinary probation and/or suspension. Students involved will be counselled to ensure repeat instances do not occur. If this behavior recurs, he/she will be subject to expulsion or withdrawal for the balance of the year and might be denied re-enrollment at IC.

Note: Any student physically harassed and consequently rushed to emergency has to know that Lebanese hospitals policy dictates an automatic report to Lebanese Police. This means an automatic legal investigation will be carried out by Lebanese Authorities in these instances. The school cannot intervene in this process.

ADOPTED: JUNE 2016

UPDATED: MAY 2019

Appendix C: Codes of Conduct

Employees

IC Code of Conduct for Employees

The College strives to promote the highest standards of conduct and integrity. The Code of Conduct describes the professional expectations of College Employees that are consistent with the College's mission statement and ethical values which promote integrity and respect for individual difference, cultural diversity, and secularism. College Employees may refer to their direct supervisor or to HR for consultation and assistance.

Observance of Lebanese Laws and IC Policies

College Employees shall observe and comply with Lebanese laws and regulations and shall not do any act which may violate, in any respect, any laws and/or regulations in Lebanon. In addition, College Employees shall abide by the policies of IC.

Professional Expectations

College Employees are expected to follow general rules and guidelines during their employment, and must:

- Comply with the IC's Child Protection Policy, Harassment and Bullying Policy, and Technology use by Employees Policy.
- Treat everyone with respect, patience, integrity, courtesy, dignity and consideration.
- Use positive reinforcement rather than criticism, inappropriate competition, or comparison when working with students.
- Maintain appropriate physical boundaries at all times.
- Cooperate fully and report to a school counselor any kind of abuse of students.
- Report to the relevant Director and Counselor should a student make inappropriate advances.
- Not have inappropriate physical or emotional interaction with students that can be perceived as abusive.
- Conduct all electronic communication with students and parents through official IC electronic communication accounts.
- Not be connected or linked to students through personal electronic or personal social media accounts such as WhatsApp, Snapchat, Instagram, Facebook, Twitter, personal email or similar forms of electronic or social media.
- Only use language that is contextually appropriate and culturally sensitive.

- Adhere to IC policies regarding the nonuse of tobacco or alcohol products on campus or at school sponsored activities where students are present.
- Not access, download or view inappropriate content or videos on school equipment or on IC premises.
- Not possess or be under the influence of illegal substances at any time.
- Ensure privacy of students' personal information except in appropriate school related circumstances, such as meetings with counselors, concerned parents or school Directors.

Non Secular or Partisan Political Activities

International College is a secular non-political institution. As such, while on campus or at College-sponsored events, IC Employees are required not to engage in any religious or partisan political activity and to avoid endorsing or opposing religious or political parties.

Conflict of Interest

A Conflict of Interest is a situation in which a faculty or staff member has a perceived, potential, or actual personal interest or benefit which may compromise their obligations to the College. Faculty and staff members shall avoid all situations in which their personal interests conflict or could be construed as being in conflict, with those of the college.

Confidentiality of information

Faculty and staff shall treat all information acquired in the course of their employment as strictly confidential. All knowledge, information, and data shall not be disclosed to others or used for their own benefit or to the detriment of IC, either during or after termination of employment with the College. All literature, reports, records, files, documents and any other property belonging to IC, and which may be in their use, custody or charge, shall be and remain the property of IC and shall immediately be returned to IC upon termination of employment.

Employee Dress Code

It is expected that IC Employees will dress in a professional manner and in accordance with the College's dress code. Good judgment will prevail when selecting the mode of attire for field trips and other College-related activities.

A few examples of what would be regarded as inappropriate attire for the workplace:

- Immodest necklines, torn jeans, crop tops
- Clothes made of see-through materials
- Shorts, spaghetti straps
- Tight and short dresses and skirts
- Beach slippers and flip flops

Drug-Free Workplace

International College is committed to maintain a workplace free from the unlawful manufacture, use, dispensing, possession, or distribution of controlled substances. Unlawful manufacture, use, dispensing, possession, or distribution of controlled substances by College employees in the workplace is prohibited under College policy.

Smoke-Free Campus

IC is a smoke-free workplace where smoking is prohibited. College Employees shall not smoke in either enclosed or outdoor areas on the IC campus.

Gifts

Faculty and staff shall not accept or solicit any gifts or benefits for themselves that might be interpreted as an attempt to compromise or influence them in carrying out their duties. Gifts of symbolic value from students may be accepted.

Any action inconsistent with the above may result in disciplinary action up to and including termination of appointment at the International College.

LAST UPDATED: MAY 2019

Students

Student Honor Code

International College promotes an environment of honesty, respect, responsibility and trust. It encourages students to take pride in themselves, their talent and ability, their school, their teachers and classmates. The following are conduct and honor expectations for all IC students.

Honesty

- A commitment to truthful words and actions.
- A commitment to academic honesty and integrity

Respect

- A commitment to appreciate others, their views, and values
- A commitment to honorable and respectful behavior.
- Attending all classes on time, contributing positively to discussions, meeting academic deadlines, and performing to the best of one's ability
- Following school and classroom rules and procedures

Responsibility

- Assuming ownership for one's work, words, deeds, and actions
- Exercising personal courage to do the "right" thing by taking action against wrongdoing, regardless of peer pressure
- Accepting accountability for one's choices
- Complying with the student handbook and all related IC Policies

Compassion

- Exhibiting kindness, caring, and a willingness to help others
- Having empathy for the feelings and emotions of others

LAST UPDATED: MAY 2019

Parents

Code of Conduct for Parents

International College recognizes the importance and value of a mutually supportive relationship between the school and parents. The education of a child is best served when the school and parents share a commitment to collaboration, open lines of communication, mutual respect, and when roles, responsibilities, and expectations are clearly defined. The College reserves the prerogative to enroll students and families who fully embrace the mission, vision, policies, and procedures adopted by the College, including our commitment to diversity, respect for individual differences, and secularism. It is a further expectation that parents will address any concerns in a positive and supportive manner, avoiding public actions or criticism detrimental to the College or its employees. The addendum to this code of conduct further clarifies expectations intended to ensure an orderly, respectful, and secure educational environment.

Addendum (Parent Code of Conduct)

The specifics referred to in this addendum to the Parent Code of Conduct, are representative of, but not limited to, conduct expectations for parents:

- comply with IC's Child Protection Policy

- recognize that the education of each child is the joint responsibility of the parent, student, faculty and school community

- demonstrate that both parents and the school work cooperatively in the best interest of the child

- treat members of the International College (IC) faculty, staff, security personnel and others employed by the College, in a professional and respectful manner

- exhibit a good example for students in their conduct, language and behavior while on campus or at school sponsored activities.

- refrain from negative gossip or unsubstantiated criticism that disparages the reputation of the school or its employees, including on WhatsApp, Facebook, twitter, and other social media sites

- refrain from using social media to fuel discontent or criticism of individual school employees, other parents, students, or school programs or services

- seek to clarify a child's version of events with the school's view in order avoid misunderstanding and to bring about a successful resolution to any dispute

- contact the school directly when you have a question or need clarification of a school matter rather than depending upon the interpretation of parents or other non-official school sources

- ensure that children attend school regularly and arrive to and are picked up on time

- may not threaten or approach any student, staff or faculty member in an abusive or intimidating manner

- accept to comply with any reasonable request from a school employee in the performance of his/her duties

Anyone not respecting the above guidelines may be asked to leave school premises and, in some cases, may be prohibited from access to the school.

LAST UPDATED: MAY 2019