



Child Protection Policy

Revised by the Director, Principals, Deputy Principals, IB coords, Teachers and approved by the Board of Trustees

October 2025

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Inquirers – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers – We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced – We understand the importance of balancing different aspects of our lives, intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective – We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

EAS Mission Statement

The European Azerbaijan School provides each student with a diverse and vibrant education in a compassionate and supportive environment which promotes respect, innovation, creativity, intercultural understanding and critical thinking. This enables students to become reflective and respectful international citizens who, as empowered lifelong learners, can flourish globally and contribute fully and meaningfully to their community and create a more peaceful and inclusive society.

Policy Aims

To ensure that all members of the EAS community help keep children and young people safe by:

- All children are protected from maltreatment and harm.
- A safe and supportive school culture exists where concerns are taken seriously.
- Effective systems are in place for identifying, reporting, and responding to concerns.
- Every adult understands their safeguarding responsibilities.
- Students are empowered to protect themselves and others.
- EAS complies with both Azerbaijani law and international safeguarding best practice.

Scope of the Policy

This policy applies to all members of the EAS community:

- All teaching and non-teaching staff
- Board of Governors and leadership
- Students, parents, and guardians
- Volunteers, contractors, and visitors

All individuals must be aware of their responsibility to report safeguarding concerns.

Policy Statement

The European Azerbaijan School endorses the UN Convention on the Rights of the Child (1989), of which our host country, Azerbaijan, is a signatory. Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are provided with a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection.

As such, educators have a professional and ethical obligation to take action to ensure that all children and their families have access to the services needed to address any child protection concerns. All staff employed at EAS must report suspected child protection concerns or if they suspect a child may be at risk.

Reporting and follow up of all suspected incidents of child protection concerns will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child protection concerns must be reported to the appropriate child protection agency. EAS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives.

Governance and Accountability

Board of Trustees and Director

- Ensure compliance with this policy and child protection legislation.
- Approve and review the policy.
- Receive termly safeguarding data reports from the Director.

Director/Principal

- Implement and monitor the effectiveness of this policy.
- Allocate resources and ensure training and compliance across departments.
- Escalate serious incidents to external authorities if required.

Designated Safeguarding Lead (DSL)

- Senior leader responsible for child protection, including online safety.
- Ensures timely response to all concerns, maintains accurate records, and liaises with external agencies.
- Provides regular training and updates to staff.

Deputy Designated Safeguarding Leads

- Support the DSL and act in their absence.
- Trained to the same level as DSL.

Wellbeing and Student Affairs Teams

- Provide proactive support and guidance to students.
- Facilitate intervention and counselling.

- Liaise with parents on welfare and behaviour concerns.

Child Protection Officers:

Primary: Deputy Principal of Wellbeing

Secondary: Deputy Principal of Student Affairs

Child Protection and Safeguarding Committees:

In both Primary and Secondary, the Child Protection and Safeguarding Committee is responsible for responding to any case of disclosure, or concern raised by a member of the school community.

Please see below for the procedure which is followed.

These committees consist of:

Director
 Primary/Secondary Principal
 Primary/Secondary Child Protection Officer
 Primary/Secondary Psychologist
 Representative of WB/SA Team, according to the concern

Wellbeing Team/Student Affairs Team (WB/SA Team)

The Wellbeing Team in Primary and the Student Affairs Team in Secondary are responsible for the ongoing proactive support for and monitoring of students' wellbeing in the school.

Communication

It is vital that the school's commitment to the highest possible standards of safeguarding and child protection for all students is communicated clearly to the variety of stakeholders who come into contact with the school.

- School safety goals and objectives are communicated regularly to all stakeholders.
- The Child Protection Policy and Procedures are shared with stakeholders on the school website.
- The Parent Student Handbook communicates our commitment to child protection, and directs stakeholders to the website.
- New families receive specific information regarding the school's policies and procedures as part of new parent orientation
- Regular parent/carers information sessions are held to share best practices regarding how to support young people
- Individualised meetings are held by the WB/SA Teams with families to address more specific issues
- Regular professional development sessions are held to share information regarding our child protection procedures.
- Students follow a Social Emotional Learning (SEL) programme, which includes understanding their rights and responsibilities regarding child protection.

Staff Recruitment: Screening and criminal background checks

All personnel (staff, teachers, volunteers, drivers and other members of our community) undergo thorough reference and criminal background checks.

This includes all whose potential employment or volunteer service involves direct contact with, and/or the potential for unmonitored access to, EAS students.

Code of Conduct

All staff are required to adhere to the 'Code of Conduct', a copy of which is provided to them (in both Azerbaijani and English), and are required to be familiar with, and understand, the Child Protection Policy.

Facilities and Security

School leadership ensures that all facilities are secure and appropriate to respect the safety and wellbeing of students in accordance with Azerbaijani law. They conduct reviews and inspections every 5 years. Furthermore we have a HSE (Health, Safety, Environment) Officer who is responsible for promoting and maintaining health and safety standards at EAS.

Staff Training

Regular training is conducted to ensure that all stakeholders feel confident about child protection procedures: policy understanding, identifying child protection concerns, roles and responsibilities of the child protection officers and team.

- New staff receive child protection training during induction
- The Staff Code of Conduct and the Child Protection Policy are provided to all staff annually to give clear expectations and boundaries regarding child protection procedures.

EAS implements the safeguarding training matrix below:

Level	Audience	Frequency	Provider
Level 1	All Staff	Annual	DSL/External Partner
Level 2	Team Leaders / Coordinators	Every 2 Years	DSL Certified
Level 3	DSL / Deputy DSL / Senior Leaders	Every 2 Years	External Certified Trainer
Refresher	Whole School	Annually	PD Centre / Online Module

Training includes:

- Signs of abuse and neglect
- Procedures for reporting concerns
- Confidentiality and data protection
- Cultural sensitivity in safeguarding
- Online safety and cyber awareness

- Online Child protection course with an external partner (CIE, ECIS, etc.)

Bullying

The school's anti-bullying procedures are designed to protect all members of the school community. Bullying procedures are addressed at regular intervals in the Social Emotional Learning (SEL) curriculum.

IT Acceptable Use Policy

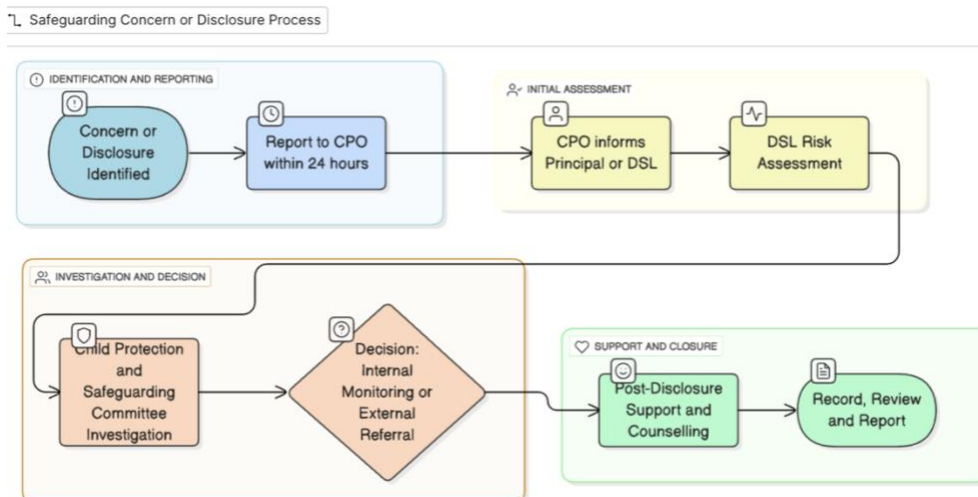
The school's IT Acceptable Use Policy explains how we ensure all members of the school community are able to act responsibly and be protected in their online activities. Cyber bullying, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Access to potentially harmful content is controlled through the school's firewall. Our IT team work closely to support any concerns we have. We highlight the importance of confidentiality in sharing passwords and privacy regarding any content posted online.

Photography and Images

To protect our students, we:

- seek parents'/carers' consent for photographs of students to be taken or published. This occurs when students are admitted to EAS, and we respect any requests for non-inclusion
- encourage students to tell us if they are worried about any photographs that are taken of them.

Child Protection Procedures



Reporting

It is a legal obligation for staff to report incidents of, or concerns about any suspected child protection concerns, including, but not limited to: forms of physical or psychological violence, aggression, harassment, physical or sexual abuse, or neglect.

The reporting of any concern should be done within the next school day, or at most within 24 hours, to the school Child Protection Officer (Deputy Principal for Student Wellbeing or Student Affairs). In his or her absence, or if the severity of the concern merits it, the concern must be reported to the Primary or Secondary Principal and/or the Director. Contact may be made at any time, and is not restricted to working hours.

Reporting Timeline:

- Immediately (within 24 hours) to the DSL or Deputy DSL.
- If the DSL is unavailable, report directly to the Principal or Director.

Procedure:

1. Document the concern objectively (who, what, when, where).
2. Submit the report via the secure Safeguarding Record System (digital or paper).
3. DSL reviews and assesses the risk level.
4. DSL convenes the Incident Response Team for follow-up.
5. If necessary, refer to local authorities or child protection agencies.

All reports must remain confidential, shared only with those directly involved.

Confidentiality and Record Keeping

- Safeguarding records are confidential and stored securely.
- Only the DSL, Deputy DSL, Director, and Principal may access them.
- Records are retained for a minimum of seven years after a student leaves.
- Data is stored in compliance with GDPR principles.

When a student transfers schools, the DSL ensures confidential transfer of safeguarding information to the new institution.

Disclosure

Responding to a Child's Disclosure

Step 1

Any member of staff who has reasonable cause to believe that abuse is occurring or has occurred, must report it to the Child Protection Officer. They will then pass this on to the Primary/Secondary Principal who will initiate a meeting of the Child Protection and Safeguarding Committee.

Step 2

The Child Protection and Safeguarding Committee will confidentially investigate the reported incident, with roles assigned following the committee meeting.

Step 3

In all cases, investigations will be conducted by the designated committee member in a manner that ensures that information is documented factually and that strict confidentiality is maintained (see below). The following procedure will be used:

- Interview staff members as necessary and document information relative to the case.
- Consult with relevant school community members to review the student's history.

Step 4

Determine the course of follow-up actions in a subsequent committee meeting.

Step 5

Take actions as agreed, with careful subsequent monitoring.

During and after the process described above, there might be a need for emotional support for staff, students and families involved. This will be provided by the Wellbeing/Student Affairs Team (see below).

All documentation regarding the investigation will be kept confidential and will be stored under the supervision of the Child Protection Officer.

The standard reporting format used by the Child Protection and Safeguarding Committee includes, but is not limited to:

- Historical context of the disclosure
- Student's personal information
- Parents'/carers' personal information
- Detailed information regarding the disclosure
- Description of action taken (if any)
- Other information that may be helpful

Documentation is written using a descriptive non-judgmental style, employing phrases such as 'X reported that...'; 'Y said that'. If determined that the case warrants making a report to external agencies, this report should be documented using applicable forms.

Post-Disclosure Support

After a disclosure, EAS prioritises the emotional safety and wellbeing of everyone involved.

For the Student:

- Provide a calm, private space and reassure them that they did the right thing by speaking up.
- Refer immediately to the Wellbeing or Student Affairs Team for counselling.
- Offer consistent emotional support through a trusted adult and regular check-ins.

For Families:

- Engage parents/carers sensitively, ensuring the child's safety is not compromised.

- Offer guidance, clear information, and, where needed, referral to external counselling or child welfare services.

For Staff:

- Provide debriefing and emotional support through the DSL or school psychologist.
- Encourage staff to seek help if affected and to share concerns openly.

Follow-up:

- The Wellbeing/Student Affairs Team monitors progress and reports to the DSL.
- The Child Protection and Safeguarding Committee reviews each case to strengthen school procedures.

Confidentiality

When dealing with issues of a sensitive nature, it is important to have clear guidelines regarding confidentiality. We strike a balance between ensuring the safety, well-being and protection of our students and staff, (ensuring there is an ethos of trust where students and staff can ask for help when they need it) and ensuring that when it is essential to share personal information, safeguarding procedures and models of good practice are followed.

All staff must make clear that there are limits to confidentiality, at the beginning of a conversation which may lead to disclosure, or as soon as the issue arises during a conversation. These limits relate to ensuring safety and wellbeing.

The principles we follow at EAS are that in all cases we will:

- Ensure appropriate time and space is given for discussions which may be sensitive. Reassure the person that we understand they need to discuss something very important and that it warrants time, space and privacy.
- Meet with the person who raised the concern before the end of the same school day, or as soon as possible, in cases where the concern seems less urgent.
- Tell the person that we cannot guarantee confidentiality in cases where we think they have or will:
 - hurt themselves
 - hurt someone else
 - if they tell us that someone is hurting them or others
 - if they have committed a criminal offense
- We will:
 - not interrogate the person or ask leading questions.
 - not put the person in the position of having to repeat distressing matters to several people.
 - encourage a student, whenever possible and appropriate, to confide in his/her own parents/carers.

Maintaining confidentiality:

Staff should not discuss any details regarding a child-protection issue with any other person, apart from the Child Protection Officer, Primary/Secondary Principal and the Director. Failure to follow this instruction will be a serious breach of our Code of Conduct and action will be taken accordingly.

Support for staff

Staff may have support needs themselves in dealing with some of the personal issues of others. At EAS we prefer staff to ask for help rather than to make a poor decision because they don't have all the facts or the necessary training, or take worries about students or other staff home with you. We all work together as part of a team to support our students and asking for help is a way we ensure EAS is a happy and safe learning environment.

Communication with Parents and Community

- The Child Protection Policy is available on the EAS website and upon request.
- All new families receive safeguarding information during Parent Orientation.
- The school offers parent workshops on online safety and wellbeing.

Whistleblowing

EAS encourages staff to report malpractice or safeguarding concerns without fear of retaliation.

- Reports can be made to the Director, DSL, or anonymously via Email.
- Whistleblowers are protected under school regulations.

Monitoring, Review, and Evaluation

- The Director submits termly safeguarding data reports to the Board of Trustees.
- Annual review of policy effectiveness conducted