



École européenne de Bruxelles IV (Laeken)
European School of Brussels IV (Laeken)

Choisissez un élément.

CHILD PROTECTION POLICY

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INTRODUCTION

EEB4's Child Protection Policy is part of EEB4's Well-Being Strategy which is based on the European Schools' document *Pupils' Well-Being Policy Framework of the European Schools* (Ref: 2022-01-D-6-en-2). This framework also includes policy guidelines in the area of Good Behaviour, Anti-Bullying, Mental Health, Anti-Substance (Ab)Use and Health, Safety and Security.

This policy has been drafted to reflect best practice in child protection with the aim of ensuring the safety and well-being of all children at the European School of Brussels IV. This document gives a summary of the various ways children might be mistreated or neglected. It helps school staff recognize these issues. Additionally, it covers how the school plans to protect children, including training for staff and steps to intervene if a problem is identified.

All school personnel are expected to familiarize themselves with the stipulations in this policy with a view to remaining alert to signs that children might have been or might be at risk of abuse or neglect. Along with the Director, all personnel have a responsibility to adhere to best practice in relation to reporting and safeguarding children. Ensuring the safety and well-being of all children is part of EEB4's wider mission of providing quality multilingual and multicultural education, thereby enabling children to grow and achieve their potential.

SCOPE

This policy applies to all personnel who come into contact with children, either directly or indirectly, during the course of their work as members of the school team or as third parties employed to work with children at EEB4, regardless of their paid status. This includes, among others, school personnel, volunteer parents, accompanying adults, third parties engaged in pedagogical presentations and workshops, etc. For the purpose of this policy, they will collectively be referred to as **“school personnel”**.

For the purpose of this policy, **“a child”** can be defined as a person under the age of 18 years, which is the age of majority in Belgium, and which reflects the definition set out in Article 1 of the *UN Convention on the Rights of the Child* (1989).

Direct contact can be understood as being in the physical presence of a child/children while carrying out professional duties at EEB4. This involves all school activities, on and off the school premises, where the school has responsibility for ensuring the protection of children.

Indirect contact refers to interactions where individuals are not physically present with a child or children, but may still exploit them based on information accessible to them while employed at the school. Such actions can encompass activities like online grooming.

This policy will additionally address the specific issue of sexual abuse among pupils. It's important to note that other aspects, such as bullying (including cyberbullying) and physical abuse, are already covered in separate policies.

OFFICIAL REGULATIONS AND LINKS TO OTHER RELEVANT DOCUMENTS

This policy has been drafted to respect the stipulations set out in *Pupils' Well-Being Policy Framework of the European Schools* (Ref: 2022-01-D-6-en-2) and, in doing so, seeks to provide concrete guidelines to all school personnel with regard to best child protection practice, the reporting of allegations of abuse and the subsequent follow-up by school personnel to ensure the protection of the pupils in its care. Nevertheless, it should be noted that the statutory responsibility for child protection at EEB4 lies within Belgian law, which takes precedence over any guidelines specified in the Pupils' Well-Being Policy Framework of the European Schools.

This policy should be read with close reference to, and alongside, other key school policies and regulations, such as the Privacy policy, the ICT Charter for the staff, the retention policy as well as the relevant statutes regarding the staff (ASS, LRT and seconded).

TYPES OF ABUSE

The management and staff at EEB4 have a responsibility to familiarise themselves with the signs and behaviours that may indicate that a child is experiencing some form of child abuse. There are four main types of abuse, and these include neglect, emotional abuse, physical abuse and sexual abuse.

4.1. NEGLECT

Neglect occurs when a child does not receive adequate care or supervision to the extent that the child is harmed physically or developmentally. It is generally defined in terms of an omission of care, where a child's health, development or welfare is impaired by being deprived of food, clothing, warmth, hygiene, medical care, intellectual stimulation, supervision and safety. Emotional neglect may also lead to the child having difficulties of attachment. The extent of the damage to the child's health, development or welfare is influenced by a range of factors. These factors include the extent, if any, of positive influence in the child's life, as well as the age of the child and the frequency and consistency of neglect.

Neglect is associated with poverty, but not necessarily caused by it. It is strongly linked to parental substance misuse, domestic violence and parental mental illness and disability.

A reasonable concern for the child's welfare would exist when neglect becomes typical of the relationship between the child and the parent or carer. This may become apparent where the child is seen over a period of time, or the effects of neglect may be obvious based on having seen the child once.

4.2. EMOTIONAL ABUSE

Emotional abuse is the systematic emotional or psychological ill treatment of a child as part of the overall relationship between a caregiver and a child. Once-off and occasional difficulties between a parent/carer and child are not considered emotional abuse. Abuse occurs when a child's basic need for attention, affection, approval, consistency and security are not met, due to incapacity or indifference from their parent or caregiver. Emotional abuse can also occur when adults responsible for taking care of children are unaware of and unable (for a range of reasons) to meet the children's emotional and developmental needs. Emotional abuse is not easy to recognise because the effects are not easily seen.

A reasonable concern for the child's welfare would exist when the behaviour becomes typical of the relationship between the child and the parent or carer.

There may be no physical signs of emotional abuse unless it occurs with another type of abuse. A child may show signs of emotional abuse through their actions or emotions in several ways. These include insecure attachment, unhappiness, low self-esteem, educational and developmental underachievement, risk taking and aggressive behaviour.

It should be noted that no one indicator is conclusive evidence of emotional abuse. Emotional abuse is more likely to impact negatively on a child where it is persistent over time and where there is a lack of other protective factors.

4.3. PHYSICAL ABUSE

Physical abuse is when someone deliberately hurts a child physically or puts them at risk of being physically hurt. It may occur as a single incident or as a pattern of incidents. A reasonable concern exists where the child's health and/or development is, may be, or has been damaged as a result of suspected physical abuse.

4.4. SEXUAL ABUSE

Child sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production

of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways¹.

In the context of sexual abuse among pupils, the School will further differentiate between:

- **Child sexual exploitation:** form of sexual abuse that can include sex or any form of sexual activity with a child; the production of indecent images and/or any other indecent material involving children. Involves some form of exchange. The exchange can include the giving or withdrawal of something; such as the withdrawal of violence or threats to abuse another person. There may be a facilitator who receives something in addition to or instead of the child who is exploited. Children may not recognize the exploitative nature of the relationship or exchange. Children may feel that they have given consent².
- **Harmful sexual behaviours:** sexual behaviours expressed by children that are developmentally inappropriate, may be harmful towards themselves or others or be abusive towards another child, young person or adult. It includes both contact and non-contact behaviours (grooming, exhibitionism, voyeurism and sexting or recording images of sexual acts via smart phones or social media applications)³.
- **Sexual harassment:** persistent unwanted conduct of a sexual nature by a child towards another child that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

PREVENTION

5.1. RECRUITMENT

EEB4's management team has primary responsibility for ensuring that recruitment procedures for locally recruited staff comply with Belgian and European School recruitment procedures. The Director, and cycle Deputy Directors and/or Assistant Deputy Directors must respect normal recruitment procedures by following up on references and ensuring that unexplained gaps in CVs or employment records are satisfactorily accounted for.

Successful candidates will be required to provide the school with a police clearance certificate valid for Belgium i.e. *l'extrait de casier judiciaire*. In line with the Federation Wallonie Bruxelles specifications, this document should be an extract from the criminal record (model 2) dated no more than 6 months before the date of submission of the document. The school's Management is responsible for ensuring that this procedure is respected.

National delegations are responsible for ensuring that all necessary vetting and background checks required for working in schools are carried out for seconded staff.

¹ National Action Plan on Preventing and Responding to Child Sexual Abuse, Welsh Government, 2019

² All Wales Practice Guide: Safeguarding Children from Child Sexual Exploitation, Wales Safeguarding Procedures

³ Practice guidance on Harmful Sexual Behaviour, Wales Safeguarding Procedures

5.2. PREVENTION PROGRAMMES, AWARENESS RAISING AND STAFF TRAINING

Effective child protection depends on the skills, knowledge and values of personnel working with children at EEB4. In order to ensure that all staff have the skills and competences to be alert to the possibility that children with whom they are in contact may be experiencing abuse or neglect, the management team will take all necessary measures to raise awareness of child protection issues, and more specifically this policy, by implementing the following actions:

- **Policy information and reminders:**
 - School personnel will be informed and duly reminded of this policy and the importance of remaining alert to possible cases of child abuse during the General Assembly at the start of the school year.
- **Awareness events:** The school will further raise awareness during a designated awareness events to be set in the school calendar at the start of the school year.
- **Accessibility of Policy:** This policy and all the annexes will be available to all school personnel on EEB4's Administration Laeken SharePoint.
- **Training Initiatives:**
 - The school will identify and organize appropriate child protection training for all staff members regularly.
 - Training opportunities may be sourced from relevant agencies in Belgium or from other European agencies adhering to the child protection practices outlined in the Pupils' Well-Being Policy Framework. Annex 3 provides a list of external agencies which provide additional information, guidance and training in the area of child protection.

This integrated approach ensures that staff members are not only aware of child protection policies but also equipped with the necessary skills and knowledge to effectively safeguard children under their care.

REPORTING PROCEDURES

6.1. REASONABLE GROUNDS FOR CONCERN

At EEB4, all school personnel have a responsibility to inform the Director or the cycle Deputy Director immediately if they have reasonable grounds for concern that a child may have been or is at risk of being abused or neglected. It should be noted that it is not necessary for the person reporting the abuse to prove that abuse has occurred but rather to have reasonable grounds for concern.

Reasonable grounds for child protection or welfare concern include:

- Evidence (e.g. injury or behaviour) that is consistent with abuse and is likely to have been caused in any other way.
- Any concern about possible sexual abuse.
- Consistent signs that a child is suffering from emotional or physical neglect.
- A child saying or indicating by other means that they have been abused.
- Admission or indication by an adult or a child of an alleged abuse they committed.
- An account from a person who saw the child being abused.

Annex 1 provides additional information regarding the main features of child abuse.

A member of the school team who has reasonable grounds for concern will inform the Director and/or the Deputy Director in accordance with the procedures outlined below.

6.2. REPORTING OF CONCERN BY SCHOOL PERSONNEL

All school personnel at EEB4, teaching and non-teaching, have a responsibility to report concerns that a child may have been or is at risk of being abused to the person responsible for child protection matters who is the cycle Deputy Director as designated by the Director by completing the “Reporting form” available in Annex 2.

The cycle Deputy Director is responsible for receiving and following-up on the report which has been communicated by a member of the school personnel.

The Deputy Director will analyse the report and take into consideration any other information in the school’s possession which might aid in analysing and responding appropriately to the report. The school psychologist with responsibility for the section and level where the child is enrolled will be consulted while the Director will be notified of the report and kept informed of any follow-up. The school psychologists will aid the Deputy Director in contacting national agencies and seeking advice regarding how best to proceed. However, ultimate responsibility for contacting the national authorities lies with the Director and Deputy Director. A record will be maintained of the steps taken in addressing the allegation of child abuse.

The child’s parents/legal guardians may be informed that a report is being prepared and the reasons which justify this decision. At EEB4, this will be done by inviting the parents/legal guardians to meet with the Deputy Director in the presence of the school psychologist. The notes of this meeting should be kept to ensure proper follow-up. This procedure will not be followed if doing so puts the child at further risk, if the action might impair a follow up risk assessment or if the reporter believes that by

doing so it may place the reporter at risk of harm from the family. In such cases, the matter will be reported without delay to the relevant national authority.

All reports that a child may have been or is at risk of being abused or neglected must be treated as highly confidential and should not be shared or discussed with other parties before or after the concern has been notified to the Deputy Director. The reports or the limited information contained therein will be shared on a need-to-know basis, exclusively with school personnel who require the information to facilitate thorough follow-up. Additionally, where applicable, the information may be disclosed to the competent national authorities in accordance with Belgian laws.

6.3. DEALING WITH DISCLOSURES FROM CHILDREN

6.3.1. HANDLING DISCLOSURE

School personnel should be aware that when a child shares such information, they may be experiencing severe stress, and the child is likely confiding in the staff member they trust the most. The member of the school personnel will need to reassure the child, and endeavour to retain their trust, while explaining the need for action which will involve other adults being informed. It is important to tell the child that everything possible will be done to protect and support them, but not to make promises that cannot be kept e.g. promising not to tell anyone.

The following approach is suggested as best practice when receiving disclosures:

- React calmly.
- Listen carefully and attentively.
- Take the child seriously and interact with them in a non-judgmental manner.
- Reassure the child that they have taken the right action in talking to you.
- Do not promise to keep anything secret.
- Ask questions for clarification only. Do not ask leading questions.
- Check back with the child that what you heard is correct and understood.
- Do not express any opinions about the alleged abuser.
- Ensure that the child understands the procedures that will follow and with whom the report will be passed to.
- Make a written record of the conversation as soon as possible, in as much detail as possible. Only record the facts that the child presents, not your opinions.
- Treat the information confidentially.

6.3.2. RECORD KEEPING

The member of the school personnel who receives a disclosure of abuse from a child should note as accurately as possible, using the child's exact words if remembered, what was said by the child as soon as possible after the disclosure has been made.

Where the staff member observes visible signs of physical abuse, the child may be brought to the infirmary where the nurses will complete the Observation Form (refer to Annex 3). The aforementioned report and, where applicable, the observation form should be signed, dated and communicated to the Director or Deputy Director without delay.

Dedicated Child Protection folders will be maintained; one for the nursery and primary cycles and the other for the secondary cycle. These folders will be kept in the cycle Deputy Director's office and may only be accessed by the Director or Deputy Director as well as the school psychologists, at the discretion of the Director or Deputy Director.

For each reported case of a child who may be experiencing abuse or neglect, the Director or cycle Deputy Director will retain a copy of the original report, the actions taken by the school and copies of any communications with national agencies involved in child protection.

EEB4's Director will prepare a *Child Protection Oversight Report* for the biannual Administration Board meeting as per the stipulations set out in *Pupils' Well-Being Policy Framework of the European Schools* (Ref: 2022-01-D-6-en-2).

6.4. REPORTING OF CONCERN OF CHILD ABUSE INVOLVING SCHOOL PERSONNEL

6.4.1. LOW LEVEL CONCERN

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that school personnel may have acted in a way that is inconsistent with the expected professionalism when interacting with children but is not serious enough to constitute abuse, as defined in this policy.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children (e.g. hugging/ displays of affection) or use over-familiar language or making sexual innuendos;
- Sharing personal contact details with pupils including private emails, telephone number and/or home address.

- Interacting with pupils on social media platforms or making/ accepting online “friend requests” from pupils, where no other appropriate relationships exist, such as when the pupil is a family member or a family friend.
- Treating pupils unequally and/or unfairly;
- Taking photographs of children on their personal mobile phone, contrary to school policy and related guidelines;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Humiliating pupils, rude comments.

It's imperative that all low-level concerns are made responsibly and are sent to the Deputy Director of the relevant cycle. The Deputy Director will ensure the follow-up of any reports brought forward by school personnel and ensure they are addressed effectively.

6.4.2. SERIOUS CONCERN

Serious concerns are those that suggest that abuse has or may have been caused to a child/ren or that the alleged behaviour indicates the individual may pose a risk of abuse to children.

In such cases, the safety and well-being of the child will be prioritised. Immediate steps must be taken to ensure the child's safety and protection at school and the Director will take all necessary measures to ensure the safety of the child while the matter is being investigated.

Where an allegation of child abuse is made against a member of the school personnel, the school must follow two procedures:

- The reporting procedure in respect of the allegation/suspicion.
- The disciplinary procedure for dealing with the employee.

The same person shall not have responsibility for dealing with the reporting issue and the employment issue. EEB4's employees are entitled to due process in accordance with the disciplinary procedures outlined in the relevant statutes for seconded staff, locally recruited staff and AAS staff.

Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, parents and accused person (where this would not place the child at further risk) up to date with the progress of the case, information will be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or legal processes.

Where the allegation or suspicion relates to the Director, the member of the school personnel shall, without delay, report the matter to the Secretary General of the European Schools. In such cases, Secretary General shall assume the role normally undertaken by the Director.

6.5. REPORTING OF SEXUAL ABUSE BETWEEN PUPILS

Peer on peer sexual abuse can take various forms, including :

- Sexting or youth produced digital imagery
- Upskirting
- Abuse in intimate relationships
- Children who display sexually harmful behaviour. The School will use the model provided under Annex 3 to assess the degree of harm associated with the reported behaviour.
- Misuse of technology for sexual harassment and other sexually abusive behaviours

The reporting of such concerns by the school personnel or child is submitted to the reporting procedure outlined under articles 6.2. and 6.3. respectively.

Whenever sexual abuse between pupils is reported, the school will consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other pupils?

Upon completion of this assessment, the school will determine whether the incident can be addressed internally through available procedures, such as class interventions, disciplinary measures provided by the General rules of the European schools, or involving a school psychologist, or if it necessitates reporting to the police or other relevant national authorities.

6.6. CONFIDENTIALITY

All reported child protection concerns and allegations will be treated in the strictest of confidence.

When making a referral to local outside agencies information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

Where confidentiality or anonymity has been breached by school personnel, the Director will implement the appropriate disciplinary procedures as necessary and will promptly inform the school DPO for guidance, damage minimisation and, where applicable, improvement of practices to avoid future breaches.

IMPLEMENTATION AND REVIEW

The Director is responsible for the revision of this policy every two years and has ultimate responsibility for ensuring that stipulations herein are respected to ensure best child protection practice is adhered to at EEB4.

ANNEX 1: FEATURES OF ABUSE

The following is an overview of the features of abuse and the circumstances which may make children more vulnerable to abuse and neglect, as outlined in the Pupils' Well-Being Policy Framework of the European Schools (Ref: 2022-01-D-6-en-2).

NEGLECT

- Children being left alone without adequate care and supervision.
- Malnourishment, lacking food, unsuitable food or erratic feeding.
- Non-organic failure to thrive, i.e. a child not gaining weight due not only to malnutrition but also emotional deprivation.
- Failure to provide adequate care for the child's medical and developmental needs, including intellectual stimulation.
- Inadequate living conditions – unhygienic conditions, environmental issues, including lack of heating and furniture.
- Lack of adequate clothing.
- Inattention to basic hygiene.
- Lack of protection and exposure to danger, including moral danger or lack of supervision appropriate to the child's age.
- Persistent failure to attend school.
- Abandonment or desertion.

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EMOTIONAL ABUSE

- Rejection.
- Lack of comfort and love.
- Lack of attachment.
- Lack of proper stimulation (e.g. fun and play).
- Lack of continuity of care (e.g. frequent moves, particularly unplanned).
- Continuous lack of praise and encouragement.
- Persistent criticism, sarcasm, hostility or blaming of the child.
- Conditional parenting in which care or affection of a child is made contingent on his or her behaviours or actions.
- Extreme over-protectiveness.
- Inappropriate non-physical punishment (e.g. locking child in bedroom).
- Ongoing family conflicts and family violence.
- Seriously inappropriate expectations of a child relative to his or her age and stage of development.

PHYSICAL ABUSE

- Physical punishment.
- Beating, slapping, hitting or kicking.
- Pushing, shaking and throwing.
- Pinching, biting, choking or hair-pulling, burning.
- Use of excessive force in handling.
- Deliberate poisoning.
- Suffocation.
- Fabricated/induced illness.
- Female genital mutilation.

SEXUAL ABUSE

- Any sexual act intentionally performed in the presence of a child.
- An invitation to sexual touching or intentional touching or molesting of a child's body whether by a person or object for the purpose of sexual arousal or gratification.
- Masturbation in the presence of a child or the involvement of a child in the act of masturbation.
- Sexual intercourse with a child, whether oral, vaginal or anal.
- Sexual exploitation of a child, which includes:
 - Inviting, inducing or coercing a child to engage in prostitution or the production of child pornography [for example, exhibition, modelling or posing for the purpose of sexual arousal, gratification or sexual act, including its recording (on film, videotape or other media) or the manipulation, for those purposes, of an image by computer or other means].
 - Inviting, coercing or inducing a child to participate in, or to observe, any sexual, indecent or obscene act.
 - Showing sexually explicit material to children, which is often a feature of the 'grooming' process by perpetrators of abuse.
- Exposing a child to inappropriate or abusive material through information and communication technology.
- Sexting
- Consensual activity involving an adult and an underage person.

CIRCUMSTANCES WHICH MAY MAKE CHILDREN MORE VULNERABLE TO ABUSE AND NEGLECT

PARENT OR CARER FACTORS INCREASING VULNERABILITY:

- Drug and alcohol misuse
- Addiction, including gambling

- Mental health issues
- Parental disability issues, including learning or intellectual disability
- Conflictual relationships
- Domestic violence
- Adolescent parents

CHILD FACTORS INCREASING VULNERABILITY:

- Age
- Gender
- Sexuality
- Disability
- Mental health issues including self-harm and suicide
- Communication difficulties
- Trafficked/Exploited
- Previous Abuse
- Young carer

COMMUNITY FACTORS INCREASING VULNERABILITY:

- Cultural, ethnic, religious or faith-based norms in the family or community which may not meet the standards of child welfare or protection required in this jurisdiction
- Culture-specific practices, including:
 - Female genital mutilation
 - Forced marriage
 - Honour-based violence
 - Radicalisation

ENVIRONMENTAL FACTORS INCREASING VULNERABILITY:

- Housing issues
- Children who are out of home and not living with their parents, whether temporarily or permanently
- Poverty/Begging
- Bullying

- Internet and social media-related concerns

POOR MOTIVATION AND POOR WILLINGNESS OF PARENTS/GUARDIANS TO ENGAGE:

- Non-attendance at appointments
- Lack of insight or understanding of how the child is being affected
- Lack of understanding about what needs to happen to bring about change
- Avoidance of contact and reluctance to work with services
- Inability or unwillingness to comply with agreed plans

These factors should be considered as part of being alert to the possibility that a child may be at risk of suffering abuse and in bringing reasonable concerns to the attention the management.

Annex 2: REPORTING FORM

Please use this form whenever there is reasonable grounds for concern of abuse of a child. The form lists the details of the incident so that appropriate action can be taken. Please send the completed form to the Deputy Director with the Director in copy, as soon as possible, using their functional e-mail addresses.

You are prohibited from sharing this report with anyone else, and it's essential to ensure the confidentiality of this document not only on your device but also by maintaining discretion.

Employee information reporting the incident

Name and surname:

Contact information:

Function at school:

Relationship with child:

Child information

Name:

Class:

Incident information

Please provide a brief description of the incident: actions, people involved, reaction of the child, ...:

Time of incident:

Time you became aware of the incident (if different from the time of the incident):

Location of incident:

Suspected perpetrator:

Were other children involved in the incident:

To the best of your knowledge, do you believe other children may be at risk of harm due to this incident:

Action taken by you:

Date:

Signature:

ANNEX 3: SEXUAL HARMFUL BEHAVIOUR

The School will refer to the well-recognized continuum model developed by Simon Hackett (2010) to evaluate the spectrum of sexual behaviours exhibited by children whenever an incident is reported. This model presents behaviours considered within the normal range to those identified as highly deviant.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour 	<ul style="list-style-type: none"> • Problematic and concerning behaviours 	<ul style="list-style-type: none"> • Victimising intent or outcome 	<ul style="list-style-type: none"> • Physically violent sexual abuse
Socially acceptable	<ul style="list-style-type: none"> • Socially acceptable behaviour within peer group 	<ul style="list-style-type: none"> • Developmentally unusual and socially unexpected 	<ul style="list-style-type: none"> • Includes misuse of power 	<ul style="list-style-type: none"> • Highly intrusive
Consensual, mutual, reciprocal	<ul style="list-style-type: none"> • Context for behaviour may be inappropriate 	<ul style="list-style-type: none"> • No overt elements of victimisation 	<ul style="list-style-type: none"> • Coercion and force to ensure victim compliance 	<ul style="list-style-type: none"> • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	<ul style="list-style-type: none"> • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Consent issues may be unclear 	<ul style="list-style-type: none"> • Intrusive 	<ul style="list-style-type: none"> • Sadism
		<ul style="list-style-type: none"> • May lack reciprocity or equal power 	<ul style="list-style-type: none"> • Informed consent lacking, or not able to be freely given by victim 	
		<ul style="list-style-type: none"> • May include levels of compulsivity 	<ul style="list-style-type: none"> • May include elements of expressive violence 	

ANNEX 4: OBSERVATION FORM

Observation Form: Signs of Physical abuse

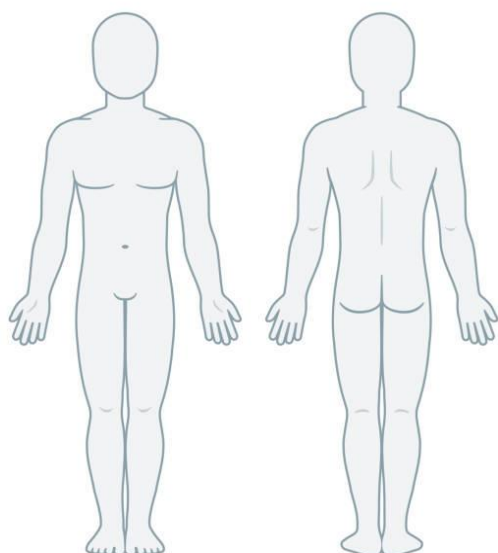
(This form is completed by the nurses and may be submitted to the Director/Deputy Director. The original will be retained in the child's medical file.)

Name of the reporting adult: _____

Family/first name: _____

Date/ hour: _____

(Please indicate with an "X" the observed injury.)



Comment/observation :

Submitted on (date) _____

Signature _____

ANNEX 5: USEFUL WEBSITES

- Bru-Stars : <https://www.bru-stars.be/en/>
- Child Focus: <https://childfocus.be/fr-be/>
- Commission nationale pour les droits de l'enfant : https://ncrk-cnde.be/fr/#slider_activites53
- Droit de l'enfant : https://www.belgium.be/fr/famille/enfants/droits_de_l_enfant; https://ncrk-cnde.be/IMG/mp4/cnde_film_01_fr_subtitled.mp4
- Het vertrouwenscentrum voor kindermishandeling : <https://www.vertrouwenscentrum-kindermishandeling.be>
- Humanium: Enfants de Belgique: <https://www.humanium.org/fr/belgique/>
- Ondersteuningscentrum jeugdzorg (OCJ): <https://www.jeugdhulp.be/organisaties/ondersteuningscentrum-jeugdzorg-ocj>
- Service de l'aide à la jeunesse: <https://www.aidealajeunesse.cfwb.be/index.php?id=359>
- SOS Enfants : <https://sos-enfants.ulb.ac.be/fr/accueil>
- Yapaka : <https://www.yapaka.be/>