



**SALAHALDIN INTERNATIONAL SCHOOL**

## **SIS Code of Conduct**

**July 2021**

**Salahaldin International School**

[www.sis.edu.eg](http://www.sis.edu.eg)

The Code of Conduct of Salahaldin International School has been developed to maintain and enforce order in the school property and school functions. The Code of Conduct lists acceptable behaviors and those that are unacceptable. It provides a high-level statement of professional boundaries, ethical behavior, and acceptable actions.

When individuals are clear about behavioral expectations, they are much more likely to act appropriately and with children. When everyone is educated about the Code of Conduct and why it is vital to uphold, the school environment becomes much more transparent, and people are accountable for their behavior. Above all, a Child Safe Code of Conduct helps to protect children from harm.

SIS is committed to the safety of its students. To ensure their safety, SIS has adopted child protection in line with international school accrediting agencies' requirements, best practices at international schools, the UN Convention on the Rights of the Child, and Egyptian laws.

As part of our overall educational programs and specific to our shared responsibility to educate children, to protect them, and to learn and grow in a safe environment, SIS will:

1. Provide age-appropriate lessons to help students understand personal safety, needs, and rights through the SEL curriculum (Social Emotional Learning)
2. Provide parents with materials and information sessions to help them better understand our programs and policies.
3. Train faculty to recognize and report issues of abuse and neglect.

This Code addresses the following key components (and related procedures):

- I. INTRODUCTION & PURPOSE
  - II. KEY POLICY & PROGRAM COMPONENTS
  - III. SUMMARY OF KEY RESPONSIBILITIES & APPLICABILITY
  - IV. CODES OF CONDUCT AND COMMON AGREEMENT
  - V. IMPORTANT POLICY TERMS, DEFINITIONS, & INDICATORS
  - VI. REPORTING OF INCIDENTS, SUSPICIONS, AND FOLLOW-UP PROCEDURES
- APPENDIX A: CODE OF CONDUCT & COMMON AGREEMENT  
APPENDIX B: REFERENCES ON CHILD PROTECTION IN EGYPT

## I. INTRODUCTION & PURPOSE

SIS's Child and Youth Protection Policy is based on international law and the United Nations Convention on the Rights of the Child, to which Egypt is a signatory.

The two critical articles of the UN Convention that address child protection are:

**Article 19** – Protection from abuse and neglect: The State shall protect the child from all forms of maltreatment by parents or others responsible for the child's care and establish appropriate social programs for the prevention of abuse and the treatment of victims.

**Article 34** – Sexual exploitation: The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Our commitment to children's rights means that we commit to safeguard children. Consequently, we demand that our staff and representatives, including Board Members, apply the highest behavior standards towards children both within their professional and private lives. And we expect all of our partners to adopt similar safeguarding policies.

## II. CHILD AND YOUTH PROTECTION POLICY

At Salahaldin International School, we endeavor to provide an educational environment free from bullying, neglect, or abuse. In line with our Core Values and Mission statement, SIS strives to ensure that all students are treated with respect, dignity, and compassion at all times. SIS aims to provide that all students are given a safe learning environment by maintaining appropriate practices and supervision in the school and when on school-sanctioned trips.

The school will establish appropriate procedures to ensure proper reporting of suspected child abuse that may have occurred in or out of school. It is the responsibility of any SIS employee or community member who suspects that a child/youth may have been abused to report such abuse to the administration.

SIS endorses the Convention on the Rights of the Child, of which our host country Egypt, is a signatory. SIS seeks to be a haven for students who may be experiencing abuse or neglect in any aspect of their lives. SIS will distribute this policy to all applicants and make it available to all parents; we will communicate this policy annually to staff and community members, and we will implement hiring practices to ensure the safety of children. If a staff member is reported as an alleged offender, SIS will conduct a full investigation following a carefully designed course of due process. Due process will protect both the rights of the accuser and accused.

If parents are found guilty of abuse, SIS will take action as deemed appropriate in the situation. Actions may include but are not limited to notifying parents' employers, notifying local authorities, and removing the family from the SIS community.

If a school staff member is found guilty of abuse, SIS will deem appropriate actions in the situation. Actions may include but are not limited to notifying local authorities, termination of contract and benefits, notification of hiring agencies through which the employee was recruited, and removal from the SIS community.

### III. KEY RESPONSIBILITIES & APPLICABILITY

All members of SIS's community are required to take reasonable precautions and/or measures to protect the safety and well-being of the school's children and youth from bullying, neglect, and child abuse, including physical, emotional, or sexual abuse.

**This is best accomplished through:**

#### **Teachers, staff, and adult community members**

- Appropriate personal conduct whenever interacting with children and youth;
- Awareness of increased understanding of potentially harmful conduct or behaviors in the prevention or mediation of possible abuse or neglect;
- Removal of a child or youth from an immediately dangerous situation; and
- The reporting of inappropriate conduct, neglect, or abuse; or reasonable suspicion thereof.

#### **Students**

- Children and youth should also exemplify respectful, and dignified conduct toward one another and other community members in conjunction with the School's Code of conduct.
- In consideration of age and grade appropriateness, children and youth should receive training for appropriate/inappropriate conduct and the reporting of reasonable incidents/procedures.

### APPLICABILITY

Members of the school community to which this policy applies to include:

- All employees of SIS.
- Volunteers with the school's affiliated community organizations.
- Individuals and entities with contractual relationships with the school.
- Board members and other school leaders.
- All students, parents, and legal guardians.
- All school chaperones and volunteers work with children and youth; or participate in school programs and activities involving children and youth.
- Visitors, vendors, or guests on school premises.

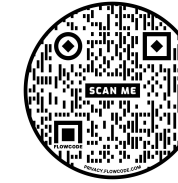
### IV. CODES OF CONDUCT & COMMON AGREEMENT

SIS requires members of the school community to review and sign-off on SIS's codes of conduct. SIS's codes of conduct help to define and clarify the parameters of professional behavioral expectations and practices.

Besides, the school's "Common Agreement" is a set of written guidelines designed to safeguard children and all school community members and ensure safe teaching, behavior, and practice.

The School's Code of conduct can be found in the Teachers, Staff, and Student/Parent Handbooks.

SCHOOL HANDBOOKS



## V. IMPORTANT POLICY TERMS, DEFINITIONS, & INDICATORS

### ABUSE IS

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- Creating a substantial risk of physical harm to a child's bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such actions may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- Assaulting or criminally mistreating a child as defined by either Egypt's Criminal Code or school Code of Conduct; and/or
- Engaging in actions or omissions resulting in injury to or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above.

## **POSSIBLE INDICATORS OF ABUSE**

- Unexplained bruises and welts on any part of the body.
- Injuries reflected the shape of the article used (an electric cord, belt, buckle, ping pong paddle, hand).
- Injuries that regularly appear after absence or vacation.
- Unexplained burns, especially to soles, palms, back, or buttocks.
- Burns with a pattern from an electric burner, iron, or cigarette.
- Rope burns on arms, legs, neck, or torso.
- Injuries were inconsistent with information offered by the child.
- Immersion burns with a distinct boundary line.
- Unexplained lacerations, abrasions, or fractures.

## **NEGLECT IS**

Failure to provide for a child's basic needs within their environment.

Neglect may be:

- PHYSICAL - (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision-this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for an extended period.
- MEDICAL - (e.g., failure to provide necessary medical or mental health treatment)
- EMOTIONAL - (e.g., a pattern of actions, such as inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to abuse alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge the presence of a child, invasion of privacy for no particular reason, violent threats, etc.).

## **POSSIBLE INDICATORS OF NEGLECT**

- 01 A child is unwanted or basic needs are not met.
- 02 Parents are uninterested in a child's academic performance.
- 03 Parents do not respond to repeated communications from the school.
- 04 A child does not want to go home.
- 05 A child is left for extended periods (age-appropriate) without parents or a guardian.
- 06 Parents cannot be reached in case of an emergency.

## **SEXUAL ABUSE IS**

- Sexual abuse is committing or allowing to be committed any sexual offense against a child as defined in either Egypt criminal code or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygienic or child care purposes.

- Sexual abuse has some different characteristics from child abuse that warrant special attention. While physical abuse is often the result of immediate stress and is not usually planned, sexual abuse often requires planning with more insidious products. The planning, referred to as grooming, often results in victims accepting the blame, responsibility, guilt, and shame for the sexual behavior of the offender. Sexual abuse requires more secrecy than other forms of child abuse and maybe more challenging to detect.
- Through grooming, many victims are taught that sex is a form of love and may feel they 'love' their offender and often present as happy and well-adjusted children with no adverse symptoms because of their perception of being loved.
- Working with the sexual offender cannot be done by school counselors. Families will be referred to professional assistance.

### POSSIBLE INDICATORS OF SEXUAL ABUSE

- Sexual knowledge, behavior, or use of language not appropriate to age level.
- Unusual interpersonal relationship patterns.
- Venereal disease in a child of any age.
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas.
- Difficulty in walking or sitting.
- Refusing to change into PE clothes, avoidance of bathrooms.
- Running away from home but not giving any specific complaint.
- Not wanting to be alone with an individual.
- Pregnancy, especially at a young age.
- Extremely protective parenting.

## VI. REPORTING OF INCIDENTS, SUSPICIONS, AND FOLLOW-UP PROCEDURES

### WHAT HAPPENS WHEN A TEACHER HAS REASONABLE CAUSE TO BELIEVE?

01

Indicators of abuse and neglect as identified in SIS procedures will be used by members of staff as a guideline for reporting to a counselor, who will determine if the case needs further attention.

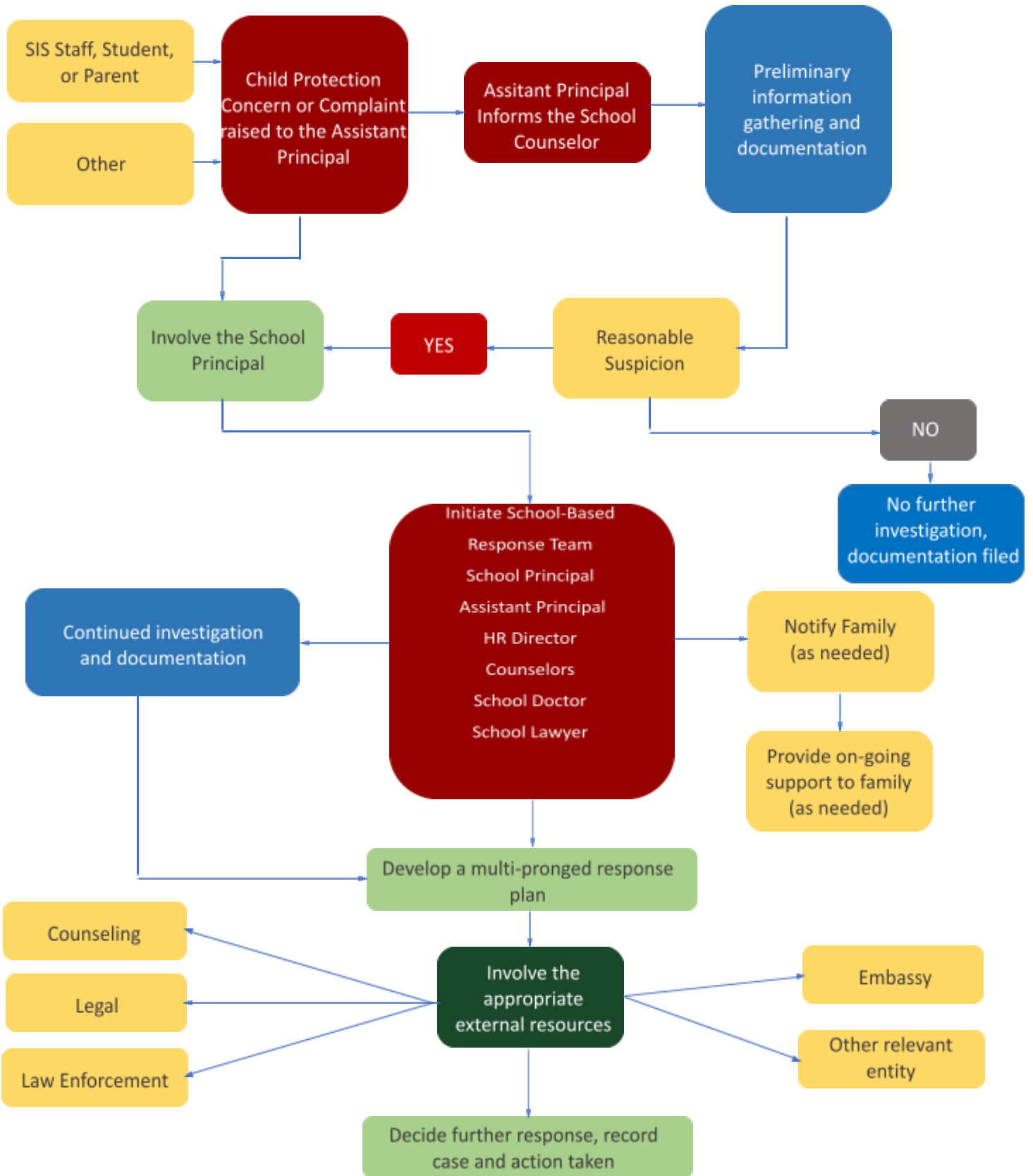
02

A report must be made to a Counselor or Administrator when a staff member has reasonable cause to believe that a child has suffered abuse or neglect.

03

All reports are confidential.

## FLOW CHART FOR REPORTING OF INCIDENTS





## CLARIFICATION OF

# "STEPS TO FOLLOW AFTER DISCLOSURE"

### PROCEDURES FOR REPORTING SUSPECTED CASES OF CHILD ABUSE OR NEGLECT

1. When a child/youth reports abuse or there is reasonable cause to believe that abuse is occurring, the person reporting will notify the responsible grade level Assistant Principal within 24 hours.
2. The Assistant Principal will inform the school counselor.
3. The counselor will take initial steps to gather information regarding the reported incident and form a school-based response team to address the report.
4. The counselor will inform the principal of the allegation.
5. The response team may include the school doctor, counselor, and other individuals as the principal see fit.
6. In all cases, follow-up activities will be conducted to ensure that information is documented factually and that strict confidentiality is maintained.

### **Steps that may be appropriate for the response team:**

- Based on the acquired information, a plan of action will be developed to assist the student and family.
- Further discussions between the student and counselor to gain more information.
- In-class observations of the student by a teacher, counselor, or administrator.
- Meetings with the family to discuss the school's concerns.
- Referral of the student and family to external professional counseling.
- Notification of the management of the sponsoring employer concerning the child/youth/ family or the welfare office at the home-of-record.
- Consultation with the consulate of the country of the involved family.
- Consultation with the school lawyer.
- Informal consultation with local authorities.

### **Most Cases Of Suspected Abuse Or Neglect Will Be Handled By School Counselors, Such As Those Involving:**

- Student relationships with peers.
- Parenting skills related to disciplining children at home.
- Student-parent relationships.
- Mental health issues such as depression, low self-esteem, grieving.

### **Some Cases Will Be Referred To Outside Resources, For Example:**

- Mental health issues such as depression, psychosis, dissociation, suicide ideation.

### **Cases Reported To Outside Authorities Or Employers:**

- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest.

## In Extreme Cases When Families Do Not Stop The Abuse Or Concerns Remain About The Safety Of The Child/Youth, Reports Could Be Made To:

- The consulate, the employer, or the home-of-record welfare office.

## STEPS

After a reported and/or substantiated case of child abuse or neglect:

- 01 The counselor will maintain contact with the child/youth and family to provide support and guidance as appropriate.
- 02 The counselor will provide the child's teachers and the principal with ongoing support.
- 03 The counselor will provide resource materials and strategies for teacher use.
- 04 The counselor will maintain contact with outside therapists to update the progress of the child in school.

All documentation of the investigation will be kept in the student's school confidential records file. Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a personal file for the student. The school will make every attempt to share this information to protect the student.

Research indicates that international communities areas prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves the dynamics of the child, the family, and the community. The school's policy works to respond to all three levels:

**THE CHILD** -at-risk children include those with difficult temperament, defiance, health issues, social or academic difficulties, and those unaware of their rights to protection.

**SIS COMMUNITY** promotes respect, study, and social skills and teaches rights to protection, healthy relationships, assertiveness, and support systems.

**THE FAMILY** -at-risk characteristics include parents under stress, families with perceived less support and access to resources, socially isolated, unusually high expectations placed on their children, parental history of inappropriate discipline as children.

**SIS** - works with parents to understand appropriate discipline, networks with community and health services teach parents child protection practices.

**THE COMMUNITY** -at-risk characteristics include limited laws on child protection, limited resources to ex-pat families, unusually high work stress placed on parents, and acceptance of inappropriate behavior towards children (excessive corporal punishment) high expectations placed on children to achieve.

SIS - strictly implements the Child Protection Policy, trains teachers to recognize abuse, trains counselors to support families, trains and supports parents in protective behaviors, networks with community and health services for holistic referrals, and networks with local authorities.

# Appendix A: SIS Code of Conduct For Teachers, Teacher Assistants, Staff, Volunteers, and Others

Effective Date: September 20, 2020

This Code of Conduct serves as a guide to ethical conduct and professional behavior standards at Salahaldin International School. SIS is committed to the safety and protection of children and all members of our school community. The Code applies to all faculty, staff, employees, volunteers, and students who represent the school and interact with children or young people in both a direct and/or unsupervised capacity.

## Introduction

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of SIS can inspire and motivate those with whom they interact or can cause great harm if inappropriate. At all times, we must be aware of the responsibilities that accompany our work, including procuring safe and healthy environments for all of our students.

### The Purpose of this Code is to:

- Ensure the health, welfare, and safety of our students and other members of our school community.
- Define and clarify the parameters of professional behavioral expectations and practices concerning our school.
- Assure our parent and community stakeholders, accreditation agencies, and others of the accountability of the educators/staff who work at our school.

**BACKGROUND CHECKS** – Although SIS understands that no background checks are 100% reliable, SIS conducts professional background screening of the school's personnel before employment and reserves the right to conduct periodic screenings of the school's employees and other affiliates or contractors as may be deemed appropriate to ensure the safety of our children and staff.

**DISCIPLINARY ACTION** - Failure to maintain acceptable moral and ethical standards concerning children and model professionalism with colleagues, parents, and others in the school community may or may not be defined exclusively in this Code may result in reprimand, censure, or dismissal.

**SCHOOL COMMUNITY STANDARDS** – The following standards are intended to outline expectations and accountability for those at our school who assume the important responsibility of working with children.

**STANDARD A** Good Moral Character & Personal Fitness — Because of the nature of their trusted positions, educators and staff members must exhibit good moral character and personal fitness. This is defined as the traits necessary to contact, teach, and/or perform children's supervision. These traits include but are not limited to those described in the school's handbook policies and this Code.

Besides, all employees who work with children must undergo a background check providing reasonable assurance as to the lack of conviction of any crime involving:

- The physical neglect of a child.
- The physical injury or death of a child.
- The sexual exploitation of a child.
- Sexual offenses involving children.
- The production, distribution, reception, or possession of child pornography.
- The sale or purchase of a child.
- A conviction of any crime that would call into question the individual's worthiness to work with children.

**STANDARD B** Ethical Conduct toward Students — School employees and support staff should always maintain a professional relationship with all students, both in and out of the classroom. They are also responsible for maintaining physical, emotional, and sexual boundaries in such interactions.

Unethical and/or Illegal Conduct that also violates such boundaries includes, but is not limited to:

- Striking, hurting, or causing a student physical pain.
- Physical contact that exploits, abuses, or harasses.
- Engaging in any harassing behavior based on race, gender, sex, sexual identity, national origin, religion, or disability.
- Covert or overt sexual behaviors involving students.
- Any sexual advance or fostering an inappropriate relationship with a student; either written, verbal, or physical.
- Sexual intercourse or committing any unlawful sexual act.
- Seductive speech or gestures.
- Indecent exposure.
- Furnishing or allowing students to consume tobacco, alcohol, illegal/unauthorized drugs, or inappropriate reading materials.
- Any other child abuse act including physical and verbal abuse, child endangerment, or acts of cruelty to children.

Communication with Children – is governed by the vital safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between SIS parents, administration, teachers, personnel, volunteers, and minors:

- Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
- Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging, to communicate with minors may only do so for activities involving school business.
- Electronic communication that takes place over a school network or platform is subject to periodic monitoring.
- General Physical Contact -- Physical contact with children can be misconstrued both by the recipient and by those who observe it and should occur only when completely non-sexual and otherwise appropriate, and never in private. School employees and support staff should show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received and whether it would be an appropriate expression of greeting, care, concern, or celebration.

One-on-one Meetings & After-School Related Activities – Interactions with a child or youth are best held in a public area or in a room where the interaction can be (or is being) observed; or in a room with an open door or window that provides visibility; including informing another adult when appropriate the same prudence should be applied for after-school activities.

Student Discipline – School personnel and volunteers are prohibited from physically disciplining a child and should adhere to the school's handbook policies on discipline.

**STANDARD C** Ethical Conduct toward Professional Colleagues Ethical conduct between colleagues and other community members upholds the following principles:

- A colleague does not engage in any verbal, physical, or sexual harassment of another colleague. Sexual harassment includes but is not limited to unwelcome sexual advances and invitations, requests for sexual favors, unwanted physical contact, as well as other verbal or physical conduct of a sexual nature, such as the display or transmission of sexually suggestive objects, pictures, or cartoons; physical gestures of a sexual nature; sexual epithets, jokes, and insults; or any other unwelcome conduct of a sexual nature. Harassment can also be based on characteristics other than sexual or gender-related, such as race, religion, national origin, sexual identity, or disability. It can take the form of epithets, jokes, and insults, or other forms of mistreatment.
- A colleague does not make false statements about other colleagues; falsify or misrepresent their credentials, school-related activities, or the school community.
- A colleague does not reveal confidential information about colleagues unless required by law.

**STANDARD D** Ethical Conduct toward Performance and Confidentiality — Ethical conduct by teachers and staff includes:

- Student Assessment & Reporting – Teachers must accurately report and record students' test scores and provide fair and reliable assessments. Teachers are also strictly prohibited from assisting students during the taking of any standardized tests.
- Teacher Hiring & Evaluation Process – Supervisors should engage in practices that involve clearly defined rubrics designed to ensure success, fairness, process integrity, and reliable evaluations.
- Falsification or Misrepresentation of Facts or Documents – School personnel must avoid the falsifying, misrepresenting, omitting, or the erroneously reporting of facts, reports, or other documents as may be requested from time to time from the school's administration, or governing authorities, or in the course of an official investigation.
- Unauthorized Professional Practices – Engagement in unauthorized professional practices such as the practice of medicine or providing legal, financial, or medical advice (except in emergencies where such behavior is used to protect the life of a student or colleague) is strictly prohibited.

## **STANDARD E**

Ethical Conduct in the Use of Alcohol or Controlled Substances in the Course of Working Hours — Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of controlled substances and/or alcohol at all times and from the use of tobacco products, alcohol and/or drugs when working with children.

## **STANDARD F**

Ethical Conduct toward Reporting Incidents — School personnel must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way; or any other violation of this Code. Suspected abuse or neglect must be reported to the appropriate school authorities as further described in the handbook/policy of the school. In particular, the following are prohibited:

- Knowing failure to report physical abuse or sexual misconduct by another school employee, parent, or adult.
- Knowing failure to inform the School Principal, counselor, or authority about the commission of an act of unprofessional conduct by another educational practitioner.

## Standard 1: Responsibility to the Profession

**Standard 1.1:** The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws, and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related tasks;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
7. Taking responsibility and credit only for work performed or produced and acknowledging others' work and contributions.

**Standard 1.2:** The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person based on having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
5. Cooperating fully during ethics investigations and proceedings
6. Staff should avoid engaging in business, investments, or activities that might conflict with the school's interest.
7. A conflict of interest arises when a staff member's loyalty to the school conflicts with his/her own financial or personal interests or those of his/her:-
  - family and other relations;
  - personal friends; and
  - any person to whom he/she owes a favor or is obligated in any way.



When called upon to deal with school matters, school staff should declare in writing to the principal delegated with such authority if there is any actual or perceived conflict of interest. They should then refrain from dealing with the matter in question or follow the instruction of the principal.

**Standard 1.3:** The professional educator promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership, and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources, including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

## **Standard 2: Responsibility for Professional Competence**

The professional educator is committed to the highest professional and ethical practice levels, including demonstrating the knowledge, skills, and dispositions required for professional competence.

**Standard 2.1:** The professional educator demonstrates a commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Advocating for equitable educational opportunities for all students;
3. Accepting the responsibilities, performing duties, and providing services corresponding to the area of certification, licensure, and training of one's position;
4. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
5. Committing to ongoing professional learning.
6. Staff who wish to take on paid outside work, including those not on a full-time basis, must have the Supervisor/Principal's written approval. Approval will not be given if the outside employment may give rise to a conflict of interest.

**Standard 2.2:** The professional educator demonstrates responsible use of data, materials, research, and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;

2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Researching ethically and responsibly with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining, and disposing of records and data relating to one's research and practice, per local laws; and
6. Using data, data sources, or findings accurately and reliably.

**Standard 2.3:** The professional educator acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

### **Standard 3: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes students' health, safety, and well-being by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.

**Standard 3.1:** The professional educator respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a transparent, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students. Teachers should not accept gifts presented by students and parents. According to school policy, school admin cannot accept gifts from school staff.
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;

8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to any potential harm to the former student, public perception, and the possible impact on the educator's career.

**Standard 3.2:** The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal, and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socioeconomic status, and culture; and
3. Establishing and maintaining an environment that promotes all students' emotional, intellectual, physical, and sexual safety.

**Standard 3.3:** The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within proper limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting student records' confidentiality and releasing personal data per prescribed laws and local policies.

## **Standard 4: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions with the school community members while maintaining professional boundaries.

**Standard 4.1:** The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating the diversity among members of the school community;

3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality for student information disclosed by or to parents/guardians unless required by law.

**Standard 4.2:** The professional educator promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and following district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively following local policies and laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting practical field experiences, mentoring, or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions per their educational credentials, preparation, and experience to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.
9. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
10. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

**Standard 4.3:** The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school within the community and in public communications.
4. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

5. The educator shall not make threats of violence against school employees, school board members, students, or students' parents.
6. The educator shall not intentionally, knowingly, or recklessly misrepresent his/her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
7. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

**Standard 4.4:** The professional educator promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources per local policies and laws;
2. Respecting intellectual property ownership rights (e.g., original lesson plans, curricula, syllabi, grade books, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or individuals in a position of professional influence or power.

**Standard 4.5:** The professional educator understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to student teachers or interns do not interfere with commitments to students, their learning, and well-being.

## **Standard 5: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing, and communicating information through all technologies. The ethical educator must ensure appropriate boundaries of time, place, and role are maintained when using electronic communication.

**Standard 5.1:** The professional educator responsibly uses technology by:

1. Using social media responsibly, transparently, and primarily for purposes of learning per school and local policy. The professional educator considers the ramifications of using social media and

direct communication via technology on one's interactions with students, colleagues, and the general public;

2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;

**Standard 5.2:** The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing, and reporting (when appropriate and per local policy) inappropriate and illegal materials/images in electronic or other forms; and
2. Monitoring to the extent practical and appropriately reporting information concerning possible cyberbullying their potential impact on the student learning environment.

**Standard 5.3:** The professional educator maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain the confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology; and
2. Ensuring that third parties' rights, including the right of privacy, are not violated via the use of technologies.

**Standard 5.4:** The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use, and (c) that assist and enhance the teaching and learning process.

## SALAHALDIN INTERNATIONAL SCHOOL STATEMENT OF ACKNOWLEDGMENT OF CODE OF CONDUCT FOR SIGNATURE

I promise to strictly follow all of the rules and guidelines as contained in the School's Code of Conduct as a condition of my providing services to the children and youth participating in the school's programs. The Code includes the following critical areas of my responsibility:

### I WILL:

- To the best of my ability, I promote the good health, welfare, and safety of all school community members and uphold high ethical standards.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Conduct one-on-one meetings with children and/or youth in settings that are open and visible to others and never be alone at school activities without another adult being notified or present.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth while also adhering to the school's policies on student discipline.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Cooperate fully in any investigation of abuse of children and/or youth.
- Avoid transactions with students, parents, or vendors that may be perceived as conflicts of interest.
- Comply fully with the school's policies on anti-harassment, representation and confidentiality standards, safeguarding of property and funds, and the honoring of contracts.
- Comply fully with the school's mandatory reporting requirements and the school's policy to report suspected child abuse; and other violations of the Code or other school policies.

### I WILL NOT:

- Touch or speak to a child and/or youth in a sexual or another inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Accept or give gifts to children or youth without the knowledge of their parents or guardians.
- Communicate with children over unmonitored email.
- Use social media (Twitter, Facebook, Snapchat, Instagram, etc.) to communicate with students except for activities strictly involving school business.

I understand that as a person working with and/or providing services to children and youth under Salahaldin International School's auspices, I am subject to a criminal history background check.

Acknowledgment and agreement to comply with Salahaldin International School Code of Conduct My signature confirms that I have read this Code of Conduct. As a person working with children and youth, I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from Salahaldin International School.

**This Code of Conduct is part of my contract, by signing the contract, I agree to accept this code.**

NAME: \_\_\_\_\_

SIS COMMON AGREEMENT (EXPECTATIONS OF CONDUCT WITH CHILDREN) "To ensure the safety of children and the well-being of our school community"

Every individual in the school community should be treated with dignity and respect. As a school, we have a special obligation to children. As such, we promote a safe and positive community. This Common Agreement is a set of written guidelines designed to safeguard children and all school community members and ensure safe teaching, behavior, and practice within Salahaldin International School.

APPROPRIATE PRACTICE IT IS OUR RESPONSIBILITY TO PROMOTE THE WELFARE OF CHILDREN. AS A MEMBER OF THE SIS COMMUNITY, I WILL:

- Act as a role model for students through my words and actions.
- Respond to student physical contact such as hugs or handshakes in a culturally-sensitive and age-appropriate manner.
- Ensure that bathroom visits are safe and respectful of student privacy.
- Exhibit and encourage open communication.
- Follow SIS'S protocols for child safety when supervising school field trips and overnight trips.
- Alert another staff member when working with students after school.
- Hold myself and others accountable for keeping children safe.
- Report suspected child abuse to my administrator.

INAPPROPRIATE PRACTICE - IT IS OUR RESPONSIBILITY TO ACT IF WE HAVE CONCERNS ABOUT THE WELFARE OF A CHILD. I WILL NOT:

- Initiate or encourage any physical contact while alone with a student.
- Transport students without parental consent unless it is a medical emergency.
- Use alcohol or other inappropriate substances on school property or while attending student-related school functions away from SIS.
- Accept gifts or give gifts to students without the knowledge of their parents.
- Invite a student to my home or arrange to meet with a student away from school property without parent consent.
- Meet individually with a student in a closed or unobservable setting.
- Communicate privately with students by phone or through social media platforms for non-school-related reasons.
- Post photos or other information about students for non-school-related reasons that could increase the vulnerability of students.

I confirm that I have read and understood the SIS Common Agreement and agree to follow the above standards of practice. I know that any action inconsistent with this, or failure to take action as mandated by this Common Agreement, may result in disciplinary action.

NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_



## SIS ONLINE LEARNING CHILD SAFEGUARDING GUIDELINES

As with all learning both on and off-campus at SIS, our Child Safeguarding Policies and procedures continue to guide our practice.

When we started the digital learning project in 2016-2017, we set all the necessary precautions to ensure the students' safety from all the possible dangers. All the school's iPads and students' iPads were locked and controlled by the school system to eliminate any possibilities of using inappropriate or unrelated educational tools by students or teachers. It is prohibited to unlock the iPad while being part of SIS. If a student deleted the system to unlock his iPad, he/she becomes subject to a penalty.

However, due to the specific nature of online/home learning, we have provided the following guidelines to support our educational practice with the shift to SIS Continuity Plan:

- When communicating digitally with students, use only SIS-approved communication modes (Jupiter, Google Classroom, SIS email accounts).
- Contact should be observable and interruptible.
- Maintain appropriate boundaries - avoid conduct that any reasonable person might question.
- Do not use personal accounts or social media (including WhatsApp) to direct student contact or communication.
- With any Zoom meetings for online classroom learning, ensure your divisional admin team has access/ability to join the meeting.
- Zoom meetings may be recorded.
- Avoid being alone with a child. If there are 1:1 online meetings of any nature between a student and teacher/counselor/administrator, these need to be recorded.
- If any student concerns arise, continue communicating directly to the student's counselor and/or an Administrator about these concerns.
- If any Child Safeguarding concerns arise during online learning, continue to contact your Principal/ Counselor within 24 hours of your concern.
- Seek educational solutions to educational problems. Ask if you are not sure!

## REFERENCES FOR CHILD PROTECTION INFORMATION:

CRIN( Child Rights International Network) (<https://home.crin.org/the-crin-code>)

Convention on the Rights of the child (<https://www.unicef.org/child-rights-convention>)

NASDTEC (<https://www.nasdtec.net>)

HUMANIUM EGYPT ( <http://www.humanium.org/en/middle-east-north-africa/egypt/> )

SAVE THE CHILDREN EGYPT (<https://egypt.savethechildren.net/>)

