

Child Abuse Policy 2025-2026



AMI International School

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Introduction

AMI International School (AMIIS) is dedicated to fostering a safe and nurturing environment for all students, staff, and volunteers in our school. We aim for a learning environment where student well-being is recognized as the essential foundation for academic excellence and personal growth. By implementing rigorous safe recruitment practices and comprehensive staff training, we prioritize the physical, emotional, and spiritual protection of our students against the universal threats of abuse and neglect, which we recognize as fundamental violations of human rights and significant barriers to development. To ensure these commitments are realized, AMIIS maintains a formalized, documented system for managing concerns, referrals, and monitoring, ensuring that all child protection matters are handled with professional integrity and in full alignment with international safeguarding standards and local legal requirements. The policy applies to everyone associated with the school, including staff members, volunteers, students, and visitors, aiming to protect children and vulnerable individuals from harm, abuse, or neglect.

Mission Statement

Our school is dedicated to embodying Christ's love through providing a safe, supportive, and respectful environment for every child. We are committed to promoting physical, emotional, and spiritual well-being, ensuring that all students feel safe and valued.

Aims

1. **Student Protection:** To safeguard all students from harm and abuse.
2. **Procedural Clarity:** To establish clear procedures and responsibilities for identifying and reporting safeguarding concerns.
3. **Empowerment & Education:** To educate staff, volunteers, and students about maintaining a safe environment and recognizing signs of abuse.
4. **Institutional Accountability:** To maintain transparency and accountability in safeguarding practices.
5. **Collaborative Partnerships:** To cooperate with parents, guardians, and relevant external agencies to support child safety.



International and National Law

The AMI International School Child Protection Policy is anchored in international legal frameworks and the United Nations Convention on the Rights of the Child (UNCRC), a treaty to which Guatemala is a formal signatory and committed partner. Our safeguarding standards are specifically informed by the following two core articles dedicated to the protection and welfare of minors:

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 care of the child 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 & involvement in pornography.

In Guatemala, the Law for Integral Protection for Children and Adolescents (known as “Ley Pina”, Decree number 27-2003) and the Law against sexual violence, exploitation and human trafficking (Decree number 09- 2009) promote the protection of children and youth in the country, particularly through the following articles:

Article 54. Protection from abuse. The State shall prevent and protect children and adolescents from any type of abuse or neglect.

Article 56. Sexual abuse or exploitation. The State shall protect children and adolescents from any type of sexual abuse and exploitation.

Types of Abuse

Child Abuse

To ensure the effective protection of our students, the AMIIS community must maintain a shared and precise understanding of what constitutes harm. Child abuse and neglect are multi-faceted issues that transcend cultural and geographical boundaries, representing a direct violation of a child’s fundamental rights and a significant barrier to their holistic development. Abuse is generally defined as any intentional act or failure to act by a caregiver or adult that results in actual or potential harm to a child’s health, survival, development, or dignity. In alignment with the UN Convention on the Rights of the Child and the PINA Law of Guatemala, AMIIS categorizes these threats into seven primary areas—physical abuse, emotional abuse, sexual abuse, neglect,



bullying, harmful sexual behavior, and spiritual abuse. Each category carries specific indicators and behavioral warning signs that require immediate recognition and institutional response to ensure the safety of the child is never compromised.

For the purposes of this policy, a child is defined as any individual under the age of 18, regardless of their legal standing or marital status in Guatemala.]

AMIS recognizes that students with additional learning needs or disabilities may face increased vulnerability and requires staff to exercise heightened vigilance in these cases.

Please note that the signs and indicators provided in this policy serve as a foundational guide rather than an exhaustive list; consequently, staff must remain vigilant for any significant or unexplained changes in a student's baseline physical condition or behavior, as abuse may manifest through unique symptoms not explicitly detailed in this document.

Physical Abuse

Physical Abuse constitutes any non-accidental injury or recurring pattern of physical harm inflicted upon a child by an adult. In alignment with international safeguarding standards, this definition also encompasses the "failure to protect," occurring when a parent, caregiver, or adult is unwilling or fails to intervene to prevent a child from experiencing physical injury or predictable danger.

Physical Signs: Unexplained bruises or welts (especially on the face, neck, or torso); burns (cigarette marks or "glove" burns from hot water); bite marks; injuries in various stages of healing; injuries inconsistent with information offered by the child; or injuries which have not received medical attention.

Behavioral Signs: Flinching at sudden movements; wearing unseasonably heavy clothing to hide marks; fear of going home; being "hyper-vigilant" (constantly scanning the environment for threats); showing wariness or distrust of adults; being aggressive towards others; or being very passive and compliant.

Emotional Abuse

Emotional Abuse is defined as the persistent psychological or emotional ill-treatment of a child that severely undermines their self-esteem and developmental health. This includes a pattern of behaviors such as belittling, shaming, rejecting, or intentionally isolating a student, as well as the use of threats or frequent yelling that creates a climate of fear.

Physical Signs: Speech disorders (stuttering) that appear suddenly; developmental delays; physical manifestations of stress like recurring stomach aches or headaches; over-reaction to mistakes; or inappropriate emotional responses to painful situations.



Behavioral Signs: Extreme passivity or compliance; sudden outbursts of aggression; self-harming behaviors; "adult-like" behavior (taking on too much responsibility) or extreme regression (acting like a much younger child); sudden under-achievement; lying; violent behavior (screaming, cursing, threatening); or behavior may model or copy negative behaviour and language used at home.

Spiritual Abuse

Spiritual abuse is characterized by a systemic pattern of coercive and controlling behavior in a religious context. It often involves the shaming of a student, the isolation of those who ask questions, or the demand for unquestioning obedience to a leader rather than to healthy boundaries.

Physical Signs: Secretive meetings (spiritual "counseling" or prayer sessions happening in private, unmonitored spaces or outside of school hours without parental consent); excessive discipline (using religious penance or spiritual "punishments" that are disproportionate to a student's actions); or physical manifestations of stress (a student appearing visibly anxious, trembling, or tearful specifically during Chapel, Bible classes, or religious ceremonies).

Behavioral Indicators: Fear of "Divine" retribution (a student expressing extreme fear that they (or their family) are "cursed" or "condemned" because they failed to meet a leader's expectations); blind obedience (a student who seems unable to make independent decisions, constantly deferring to the "will" of a specific staff member); social isolation (a student withdrawing from peers because they have been told those peers are "bad influences" or "unspiritual" by an adult); or shame-based language (a student frequently using language of self-loathing or worthlessness derived from a leader's specific interpretation of spiritual texts)

Sexual Abuse

Sexual Abuse involves the engagement of a child in any sexual activity, encompassing both physical contact and non-physical acts—such as digital grooming, exploitation, or exposure to age-inappropriate content. These violations are characterized by a fundamental power imbalance, a breach of trust, or a lack of meaningful consent, regardless of whether the child appears to "acquiesce" or the activity is initiated via electronic communication.

Physical Signs: Difficulty walking or sitting; torn, stained, or bloody underclothing; genital itching; frequent urinary tract infections; or sudden knowledge of sexual matters beyond their developmental age.

Behavioral Signs: Highly sexualized play or language not appropriate to age level; withdrawal into a "fantasy world"; sudden fear of a specific person or place; a secretive, obsessive relationship with an adult (grooming); fear of undressing; or not wanting to be alone with an individual.



Neglect

Neglect is the persistent failure to meet a child's basic physical, educational, or emotional needs, resulting in the serious impairment of their health or development.

Physical Signs: Constant hunger or "hoarding" food; poor hygiene (strong body odor, unwashed hair); untreated medical or dental issues; or inappropriate clothing for the weather (e.g., no coat in cold weather).

Behavioral Signs: Chronic fatigue (frequently falling asleep in class); poor school attendance; a lack of supervision at home (e.g., a young child frequently left alone late into the evening); low self-esteem; poor social relationships; compulsive stealing; extreme loneliness; or extreme need for affection.

Bullying

Bullying is the repetitive and intentional mistreatment of a student by one or more peers, characterized by a systemic imbalance of power. This behavior aims to cause physical, emotional, or social harm and can occur through direct interaction or through digital platforms (cyberbullying).

Cyberbullying is the repetitive, intentional use of digital platforms—such as social media, messaging apps, or gaming environments—to harass, threaten, or socially exclude a peer, whereas Digital Safety encompasses the proactive measures and literacy required to protect one's identity and well-being online. While a Digital Conflict typically involves a transient, one-time disagreement between individuals of equal social standing, cyberbullying is distinguished by a persistent power imbalance and the deliberate intent to cause harm. Unlike traditional conflict, cyberbullying often lacks a physical "escape," as digital harassment can follow a student home 24/7, necessitating immediate school intervention to maintain a safe learning environment.

Physical Signs: Unexplained damage (torn clothing, broken school supplies, or "lost" belongings); physical injuries (frequent "accidental" cuts, bruises, or scratches that the student is reluctant to explain); or physical avoidance (frequent visits to the nurse's office with vague complaints to avoid specific classes or recess)

Behavioral Signs: Social withdrawal (sudden loss of friends, exclusion from peer groups, or sitting alone at lunch/recess); academic decline (a sudden drop in grades, lack of focus, or a "fear" of participating in class discussions); change in routine (choosing unusual or longer routes to walk to class or bathrooms to avoid certain peers); or emotional sensitivity (increased tearfulness, sudden outbursts of anger, or appearing "on edge" when using a laptop or phone (a key sign of cyberbullying)).



Harmful Sexual Behavior

Harmful Sexual Behavior is defined as sexualized behavior between students that is developmentally inappropriate, non-consensual, or involves an imbalance of power. AMIIS recognizes that "consent" cannot be freely given if there is a significant age gap, social pressure, or threat of exclusion. Harmful Sexual Behavior is distinguished from general bullying by its sexual nature; while bullying is often centered on social exclusion or physical intimidation, Harmful Sexual Behavior specifically involves sexual harassment, non-consensual touching, or the coercive sharing of intimate digital images. Because Harmful Sexual Behavior often carries legal implications under the PINA Law and involves a higher risk of long-term psychological trauma, it is treated as a safeguarding emergency rather than a standard behavioral infraction.

Harmful Sexual Behavior: The Continuum of Concern

AMIIS categorizes Harmful Sexual Behavior into three levels. Each level is defined by the severity of the act, the degree of coercion, and the required institutional response.

Level 1: Inappropriate Behavior

- **Definition:** Behavior that is socially unexpected or developmentally unusual but may lack a direct victim or intent to harm. It often occurs in a peer group or publicly.
- **Behaviors Include:** Sexual Harassment: Using crude "jokes," sexualized insults, or derogatory comments about a peer's body that make others uncomfortable.
 - **Public Display:** Inappropriate "sexting" talk within a group chat or using sexualized language in common areas.
- **Response:** Internal disciplinary action and education on boundaries.

Level 2: Harmful Behavior

- **Definition:** Targeted harassment that involves an imbalance of power, clear lack of consent, or pressure. This behavior is persistent and aims to shame or isolate a specific peer.
- **Behaviors Include:**
 - **Non-Consensual Touching:** Unwanted physical contact of a sexual nature, such as "groping," snapping bras, "pantsing," or touching a peer's private parts.
 - **Coercion:** Pressuring or "grooming" a peer into sexual talk or acts to "fit in" or avoid social bullying.
 - **Targeted Rumors:** Spreading sexual rumors about a specific individual to damage their reputation.
- **Response:** Mandatory referral to the DSL, a formal Safeguarding Investigation, and a Parent-School Safety Plan.

Level 3: Abusive or Violent Behavior



- **Definition:** Severe acts of sexualized violence or exploitation. These are often criminal in nature and involve significant trauma to the victim.
- **Behaviors Include:**
 - **Image-Based Abuse (Sexting):** The non-consensual creation, possession, or distribution of private, sexualized images or videos of a peer.
 - **Forced Sexual Contact:** Any act of forced sexualized physical violence or contact.
 - **Criminal Exploitation:** Using threats or digital blackmail to force a peer into sexual acts.
- **Response: Immediate Safeguarding Emergency.** The school will isolate the students, notify the PGN/Ministerio Público within 24 hours per PINA Law, and provide crisis counseling for the victim.

Technical Standards

Definition of a Child: This policy applies to all students under the age of 18.

Data Privacy: All safeguarding records are stored in a locked, digital/physical environment accessible only by the DSL and Director. These files are never stored in general student academic files.

Record Retention: AMIIS maintains safeguarding records until the student reaches the age of 25 to ensure accountability for historical concerns.

Physical Environment: To prevent isolation, all classroom doors must feature a clear window, and 1-on-1 meetings must occur in "line of sight" of other staff members.

Roles & Responsibilities

Board of Directors: Ensures oversight of safeguarding measures and policy updates.

Principal/Head Teacher: Implements safeguarding policy, manages disclosures, and coordinates with external agencies as required.

Designated Safeguarding Lead (DSL): Trained personnel responsible for safeguarding within the school. Handles concerns, supports staff, and ensures policy compliance. The school shall appoint a Lead DSL and at least one Deputy DSL to ensure constant coverage during school hours and extracurricular events.

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Staff and Volunteers: All employees and volunteers are responsible for adhering to the safeguarding policy, reporting concerns, and fostering a safe environment.



Reporting & Post-Allegation Procedures

At AMIIS, we operate under the principle that the safety of the child is paramount. All allegations of abuse or neglect—whether directed at a family member, a staff member, or a peer—are treated with immediate seriousness and professional confidentiality.

Accurate records of all safeguarding concerns, disclosures, and incidents will be maintained in a secure, confidential location. Records are to be updated promptly and reviewed regularly by the DSL.

The "Four Rs" provide a clear, memorable framework to ensure that no concern is ignored and every student receives a consistent, professional response. Their purpose is to standardize our reaction to trauma, ensuring that staff act as a "bridge" to help rather than an investigator.

- **Recognize:** Spotting the signs.
- **Respond:** Listening without judging and not promising "secrets."
- **Record:** Using objective language (the incident form).
- **Report:** Passing it to the DSL within the 1-hour window.

1. The Reporting Phase

Any staff member who receives a disclosure or develops a reasonable suspicion must:

- **Report Internally:** Notify the Designated Safeguarding Lead (DSL) or School Director immediately (within one hour).
- **Document:** Complete the Confidential Incident Report Form using objective, factual language.
- **Maintain Confidentiality:** Information must only be shared on a "need-to-know" basis to protect the integrity of any future investigation.

2. Immediate Assessment

Upon receiving a report, the DSL will lead an internal assessment to determine the severity and nature of the allegation.

- **Protective Measures:** If the alleged abuser is within the school or home, the school will take immediate steps to ensure the student is not left alone with that individual while the investigation is pending.
- **Medical Emergency:** If the child requires urgent medical attention, the school will facilitate this immediately, ensuring all physical evidence is preserved as per forensic best practices.



3. External Referral (The Legal Mandate)

Per the **PINA Law (Decree 27-2003)**, AMIIS is a mandated reporter.

- **Threshold:** If the DSL determines there is a "reasonable suspicion" of abuse, a formal report (denuncia) must be filed with the **PGN (Procuraduría General de la Nación)** or the **Ministerio Público** within **24 hours**.
- **Non-Interference:** The school will not conduct its own "trial" or interview the alleged abuser in a way that could jeopardize a criminal investigation by Guatemalan authorities.

4. Allegations Against Staff or Volunteers

If an allegation is made against an AMIIS employee, the school follows a specific "whistleblower" protocol:

- **Suspension:** The staff member will be placed on administrative leave (with or without pay, per local labor laws) pending the outcome of the investigation.
- **Neutrality:** The School Director will handle the employment aspect, while the DSL handles the student's safety, ensuring no conflict of interest.
- **Reporting to RENAS:** If an allegation against a staff member is substantiated, the school is legally obligated to report this to the national registry to prevent future employment in schools.

Whistleblowing

Staff members and volunteers are encouraged to report any safeguarding concerns involving staff misconduct or policy non-compliance. The school will ensure no retaliation or negative consequences for whistleblowers who report in good faith.

If a safeguarding concern involves the School Director, the report must be made directly to a Board Member. If it involves a Board Member, it must be reported to the DSL and the appropriate external authorities (PGN) immediately.

5. Continued Support and Monitoring

The procedure does not end with a report to the authorities. AMIIS remains committed to:

- **The Victim:** Providing or facilitating psychological support and counseling for the student.
- **The Community:** Managing the flow of information to parents and staff to prevent rumors while respecting the privacy of those involved.
- **Review:** After the case is closed, the DSL and Board will conduct a "Lessons Learned" review to determine if school policies or physical security need strengthening.



Low-Level Concerns Policy

AMIIS encourages staff to report "low-level" concerns—conduct that does not meet the threshold of abuse but is inconsistent with the Staff Code of Conduct. This includes over-familiarity, favoritism, or unsanctioned 1-on-1 contact. Reporting these early allows the DSL to provide support or correction before a situation escalates.

Safeguarding Annual Review Calendar

All staff and volunteers must receive safeguarding training as part of their induction and refresher courses annually. The DSL will receive enhanced safeguarding training to effectively handle all aspects of this responsibility.

August	Induction & Onboarding	<ul style="list-style-type: none">● Full Induction: Training for all NEW staff.● Annual Refresher: Update for all RETURNING staff.● Document Check: Verify all RENAS/Police clearances for every employee.● Policy Signing: All staff sign the Code of Conduct
September	Student & Parent Awareness	<ul style="list-style-type: none">● Student Curriculum: Age-appropriate lessons on body autonomy and safety.● Parent Awareness: Parents must sign and acknowledge parent/student handbook which include comprehensive information on our child protection policies
May	Policy & System Review	<ul style="list-style-type: none">● Handbook Review: Update the Child Protection Policy based on "lessons learned."



Safer Recruitment Practices

To ensure the highest standards of student safety, AMI International School (AMIIS) employs a rigorous Safer Recruitment process designed to deter, identify, and reject individuals who may pose a risk to children. Our hiring procedures shift the focus from mere professional competency to a comprehensive evaluation of a candidate's character and history.

Mandatory Background Clearances

No candidate may begin employment or have unsupervised access to students without the successful completion of the following background checks:

RENAS (Guatemala): All national and foreign staff must provide a current certification from the *Registro Nacional de Agresores Sexuales*. This is a mandatory legal requirement to ensure no staff member has a history of sexual offenses within the Republic of Guatemala.

Police & Criminal Records: Candidates must submit updated *Antecedentes Penales and Policiales*.

International Vetting: For international hires, the school requires a nationwide criminal background check (e.g., FBI, or equivalent) from the candidate's home country..

Verified Verbal Reference Checks

AMI International School rejects the use of generic "To Whom It May Concern" letters, as they often lack the nuance and transparency required for student safety. Instead, our leadership conducts live, verbal reference checks for every finalist to ensure an authentic assessment of their past professional conduct.

The "Two-Reference" Mandate: A minimum of two professional verbal references is required for every new hire, one of which must be from the candidate's most recent Head of School or direct supervisor.

The "Safeguarding Question": During these live calls, the hiring manager is required to ask: "*Do you have any reason to believe this person should not work with children, or have there been any substantiated safeguarding concerns during their tenure?*"



Code of Conduct

The following is referenced in the Teacher & Staff Handbook. View our Teacher & Staff Handbook on our website for more information.

Social Media

The school provides institutional digital tools (email, Google Workspace, ClassDojo, and internal platforms) exclusively for professional use.

Staff will be required to:

- Use appropriate profile pictures on all institutional platforms
- Refrain from accessing personal social media accounts from institutional devices.
- Do not install personal software, applications, or files on school computers.

Employees are not permitted to establish communication with students or parents through personal social media or messaging accounts (WhatsApp, Facebook, Instagram, TikTok, Snapchat, or others), except when the employee is a parent within that group.

The relationship between staff and students must remain strictly professional, both in person and digitally.

Sharing confidential information or images of students on any platform, including in private groups is strictly prohibited.

If a personal social media account identifies or links the employee to AMI International School, any inappropriate or unprofessional content may be considered contrary to institutional values and dealt with according to internal policies.

The creation or publication of personal digital content is not permitted on campus, except with express authorization and for educational purposes.

Physical Contact

AMIIS recognizes that in a nurturing, Christ-centered environment, positive physical contact can be appropriate. However, all contact must be student-initiated, age-appropriate, and publicly visible.

- **Permissible Contact:** Brief, non-intimate contact such as high-fives, "fist bumps," or a side-hug (briefly and in public view) to offer comfort or celebration.
- **Prohibited Contact:** Staff must never engage in "horseplay," tickling, lap-sitting, or any contact that involves the front of the body or could be construed as sexual or intrusive.



- **The "Rule of Visibility":** Physical comfort should never be given in a private room with the door closed. If a student is highly distressed and requires support, the door must remain open or another adult must be present.
- **Physical Restraint:** Physical intervention is only permitted in emergency situations to prevent a student from harming themselves or others. Any use of force must be documented and reported to the DSL and parents immediately.

Off-Campus

As AMIIS is a close-knit community, staff may encounter students at church, the grocery store, or local events. Professionalism must be maintained in these "incidental" meetings.

- **Planned Meetings:** Staff are prohibited from planned meetings with students off-campus for non-school activities (e.g., movies, coffee, or home visits) without explicit, written permission from the Director and the student's parents.
- **Transportation:** Staff must not transport students in their personal vehicles. In exceptional emergencies where a student must be transported, the staff member must notify the Director and parents before the trip begins.
- **External Tutoring:** Staff may not provide private, paid tutoring to current AMIIS students outside of school-approved programs to avoid conflicts of interest and unsupervised 1-on-1 contact.

Visitor Code of Conduct

The following is referenced in the Parent/Student Manual.

AMI International School is a closed campus during school hours. Students may not leave campus for any reason without specific written permission that includes an authorized parental signature or an authorized parent coming to the school office to formally sign in for their student. Faculty and staff members may escort students off campus with parental permission. Parents must come to the school office and sign in for their child's departure. We are a closed campus from 6:30 am to 5:00 pm. All visitors entering the school building must check in at the office and register before entering the school grounds. The secretary will direct you to the designated area.

Visitors must use a visitor pass.

Visitors who have not provided a RENAS/Police clearance are strictly prohibited from being alone with students and must be supervised by a staff member at all times while on campus. The exception is when the visitor is their parent or guardian.

AMI INTERNATIONAL SCHOOL: Confidential Child Protection Incident Report Form

STRICTLY CONFIDENTIAL *This form must be completed as soon as possible after the concern arises and handed directly to the Designated Safeguarding Lead (DSL).*

Section 1: Administrative Details

- Full Name of Student: _____
- Date of Birth: _____ Grade/Level: _____
- Date of Report: _____ Time of Report: _____
- Staff Member Reporting: _____
- Position: _____

Section 2: Nature of the Concern

Please check all that apply:

Physical Abuse Emotional Abuse Sexual Abuse Neglect

Peer-on-Peer Abuse/Bullying Other: _____

Section 3: Details of the Concern or Disclosure

Instructions: Be as objective and factual as possible. Use the child's own words where possible. Do not interpret—simply record what was seen or heard.

- **Context:** (Where were you? What was the child doing before the disclosure?)

- **Observations/Disclosures:** (Describe injuries, specific behaviors, or the exact words the student used.)

- **Body Map (Optional):** (If physical injuries are visible, describe the location, size, and color of marks.)

Section 4: Immediate Actions Taken

- **Who was notified immediately?** (Name/Time): _____
- **Did you ask the child any clarifying questions?** (If so, list them): _____
- **Was any medical attention required?** [] Yes [] No (If yes, specify): _____

Section 5: Signature of Reporter

I certify that the information provided above is a factual account of my observations/concerns.

Signature: _____ **Date/Time:** _____

Section 6: For DSL / School Leadership Use Only

- **Date Received by DSL:** _____ **Time:** _____

- **Initial Assessment:** * **Level 1:** Internal Monitoring/Counseling.
 - **Level 2:** Immediate External Referral (PGN/MP).
- **External Referral Details:** (Date/Time of PGN report, Case Number if provided):

● **Outcome Summary:** _____

DSL Signature: _____ **Date Closed:** _____

Staff Safeguarding & Child Protection Agreement

Employee Name: _____

Job Title: _____

Academic Year: 2025–2026

I, _____, the undersigned, hereby acknowledge that I have received, read, and fully understand the **AMI International School (AMIS) Child Protection & Safeguarding Policy**. By signing this agreement, I commit to upholding the safety and well-being of all students as my primary professional responsibility.

I specifically agree to the following:

- 1. Mandatory Reporting:** I understand that under the **PINA Law of Guatemala**, I am a mandated reporter. I agree to report any suspicion or allegation of child abuse or neglect to the Designated Safeguarding Lead (DSL) immediately (within one hour) and to submit a written report by the end of the school day.
- 2. Professional Boundaries:** I have read the Staff Code of Conduct and agree to maintain professional boundaries at all times, including digital communications, social media interactions, and off-campus school events.
- 3. The "Best Interest" Standard:** I agree that in all matters related to a child's safety, the "best interest of the child" will take precedence over my professional relationships with colleagues or parents.
- 4. Confidentiality:** I understand that safeguarding information is highly sensitive. I agree to share information only with the DSL or School Director and will not discuss cases with unauthorized colleagues or community members.
- 5. Whistleblowing:** I acknowledge my responsibility to report any concerns regarding the conduct of a colleague or administrator if I believe their behavior poses a risk to students, and I understand I am protected from retaliation for doing so in good faith.
- 6. Continuous Vigilance:** I commit to remaining alert to the physical and behavioral indicators of abuse (physical, emotional, sexual, neglect, and bullying) as outlined in the policy.

Declaration of Suitability

I confirm that there has been no change in my criminal record status since my last background check (RENAS/Police). I certify that I have never been cautioned, charged, or convicted of any offense involving children or vulnerable adults.

Statement of Commitment: *"I understand that a breach of this policy or a failure to report a known safeguarding concern may result in disciplinary action, up to and including immediate termination of employment and referral to the Guatemalan authorities (Ministerio Público/PGN)."*

Employee Signature: _____ **Date:** _____

DSL/Director Signature: _____ **Date:** _____

Welcome to AMI International School

Visitor & Volunteer Safeguarding Code of Conduct

At AMIIS, the safety and well-being of our students are our highest priorities. By entering our campus, you agree to follow our safeguarding protocols designed to keep children safe.

1. Professional Boundaries

- **No Private Space:** Never be alone in a room with a student with the door closed. Ensure you are always in a visible, open area.
- **Physical Contact:** Avoid unnecessary physical contact with students. A professional greeting is appropriate; intrusive or over-familiar behavior is not.
- **Digital Privacy:** Do not take photographs or videos of students. Do not ask for or share personal contact information (social media, phone numbers) with students.

2. Reporting Concerns

If a student tells you something that concerns you, or if you witness behavior by an adult or another student that seems inappropriate:

- **Do not investigate.**
- **Do not promise secrecy.**
- **Report immediately** to the front desk and ask to speak with the **Designated Safeguarding Lead (DSL).**

3. Identity & Access

- **ID Badges:** Your visitor badge must be visible at all times.
- **Restricted Areas:** Only use designated adult restrooms. Do not enter student changing rooms or bathrooms.
- **Departure:** Please sign out at the front gate and return your badge before leaving.

Visitor Acknowledgement

"I have read and understood the AMIIS Safeguarding Leaflet. I agree to conduct myself in a manner that ensures the safety of all students while on campus."

Date: _____ **Print Name:** _____

Signature: _____