



Bali Island School
for a World-Class Education

Child Protection Policy & Procedures

2025-2026





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for a World-Class Education

Child Protection Policy and Procedures

Verification Date: 12 November 2025 Review Due Date: May 2026

BIS Guiding Statements

Vision: To be the school of choice for internationally-minded families and a leader of IB World Schools in Indonesia.

Mission: Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

International Baccalaureate® Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

International Baccalaureate® Learner Profile

This procedure document fosters the following Learner Profile attributes:

Inquirers Knowledgeable Thinkers **Communicators** Principled **Open-minded Caring** Risk-takers
Balanced Reflective

Related BIS Policies or Procedures

Inclusion Procedures ([Hyperlink](#)), Admissions Policy and Procedures ([Hyperlink](#))
Student/parent handbook ([Hyperlink](#))

Duty of Care

Child abuse and neglect are violations of a child's human rights. They create obstacles to a child's education as well as to their physical, emotional, and social development as outlined in the UN Convention on the Rights of the Child (1990) (Appendix 1). Bali Island School (BIS) has an institutional responsibility to protect children. In this role we ensure that all children in our care are afforded a safe and secure environment in which to grow and develop, regardless of their cultural background..

This policy is guided by the United Nations Convention on the Rights of the Child (1990) as well as by Indonesian law, specifically Undang-Undang No. 23 Tahun 2002 tentang Perlindungan Anak, as amended (including Law No. 35 of 2014 and subsequent regulations). These laws outline the rights of children in Indonesia and establish the legal responsibility of institutions, families, and the state to ensure their protection.

As educators, we have the opportunity to observe and interact with children over time on a daily basis, and are in a unique position to identify children who need help and protection. As such, we have a professional and ethical obligation to take action when children are in need of protection and to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

BIS will ensure that students are made aware of their right to protection in age-appropriate ways and know who they can turn to for help.

The BIS Child Protection Policy is the responsibility of all BIS Community members. All adults on the BIS campus share a collective responsibility to create and maintain a safe environment for children. This includes Field trips and officially sanctioned events in and off campus

All faculty and staff at Bali Island School are mandated to report their concerns about the well-being of any student. Reporting and follow-up of all suspected cases of child abuse or neglect will proceed in accordance with Standard Operating Procedures within this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Bali, to the appropriate child protection agency in the home country, and/or to local authorities.

Bali Island School will:

- Ensure this full document is available in English and Bahasa Indonesia on the BIS Website, BIS Teacher Onestop, and be referenced in the BIS Board Policy Manual.
- Distribute a condensed version of this policy, in English and Bahasa Indonesia, annually to all members of the BIS community.
- Communicate this policy annually to all students in an appropriate manner.
- Ensure all visitors to the campus sign to acknowledge their understanding of the BIS Code of Conduct relating to Child Protection
- Provide annual training for all faculty and staff. For example: BIS cleaners and Security Guard are provided training.
- Provide bi-annual presentations to the BIS community
- Ensure training is tailored to the role (teachers, support staff, board members, parents, and students) and include updates on online safety, peer-to-peer harm, and culturally relevant safeguarding issues.

- Periodically review safeguarding practices with external experts (e.g., CIS, AISH, ICMEC) to ensure compliance with international standards.
- **Standard Operating Procedures (SOP)**

There are three main elements to our child safeguarding policy and procedures:

1. **Prevention:** through the creation of a positive school atmosphere through informative teaching, pastoral support offered to students, and effective communication of policies within the community.
2. **Protection:** by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to child safeguarding concerns.
3. **Support:** providing care and guidance for students who may have been harmed.

All adults working with or on behalf of students have a “Duty of Care” to report concerns. There are, however, key people within the school organization who have specific responsibilities to assess and evaluate those concerns in accordance with child safeguarding procedures. These people form the BIS Child Protection Team (CPT). If the concern involves a CPT member, the report must be made to the Head of School or to the Board Chair if the Head of School is implicated.

The development of appropriate procedures and the monitoring of good practice are the responsibilities of the BIS Child Protection Team (CPT). The CPT comprises the following positions: the Dedicated Safeguarding Lead (DSL) and Child Protection Officers (CPO).

Deputy Head of School (CPO)
 School Counselor (DSL)
 HR Manager (CPO)
 School Nurse (CPO)
 Indonesian SPK Principal (CPO)
 Primary Years Programme Coordinator (DSL)

It is the Head of School's role to ensure that all child safeguarding procedures are followed within the school. Additionally, it is the role of the Head of School to ensure that all staff employed by the school, including temporary staff and volunteers, are aware of the school's internal procedures for reporting concerns and providing support to those in need.

The Role of the Board of Directors

The role of the Board of Directors is to ensure that the school has an effective policy and to support the school in the fulfillment of this policy. The Board of Directors will be involved in any report regarding concerns about the Head of School.

In addition, the Board of Directors is ultimately accountable for safeguarding at BIS. The Board will:

- Review and approve the Child Protection Policy and Procedures annually.
- Ensure all Board members complete safeguarding training each year.
- Monitor compliance by requiring regular reports from the Head of School and Child Protection Team.
- Oversee any investigation involving the Head of School, ensuring impartiality and appropriate action.

- Support a culture of transparency and accountability across the school community.

Safer Recruitment

It is the school's responsibility to ensure, as far as is practicable, that its employees are suitable people to work with children. BIS has implemented several checks during its recruitment process with the aim of ensuring that:

- Unfit candidates are deterred from applying to the school.
- Candidates who have a criminal record or about whom there have been some concerns about their suitability to work with children are not offered a position.
- Successful candidates fully understand their responsibilities towards Child Protection while employed at the school.
- BIS maintains appropriate records that might be required in a possible future investigation or inquiry.

Background checks are required for all staff before hiring. For any staff member working at BIS for over 5 years, it is required to complete a new Indonesian background check.

Reporting Concerns

All adults have a duty to act if they have a concern about a child's welfare. Abuse can take many forms. Frequently, both victims and perpetrators work hard to conceal that abuse is taking place. A concern may just be a "gut reaction" to something heard or observed that doesn't feel right. It may be more specific by way of a witnessed event or disclosure.

Whatever the nature of the concern, adults will be expected to:

- Recognize their concern - see Forms of Abuse and Indicators (Appendix 2)
- Make a written '*record of concern*' on our Child Protection reporting platform (CPOMS)
- Pass on their concern to a member of the BIS Child Protection Team within 24 hours. A specific disclosure by a student must be reported before the close of the school day.

Concerns or alerts may arise from observed student behavior, hearsay, direct disclosure, or observed adult behavior that breaches the Code of Conduct.

Students can report safeguarding concerns through multiple channels, including staff, confidential QR-code-linked forms, or peer/self-referrals to the counselor.

Certain students may be discussed at Student Support Team meetings. Suppose the consensus of the SST team is that there is evidence that some of a child's learning or behavioral issues may be due to some form of abuse. In that case, a '*record of Concern*' should be completed and submitted to the Head of School at the conclusion of the meeting.

Avenues for Student Reporting

Refer to Forms of Abuse and Indicators (Appendix 2) which can also include, but not limited to, bullying as well as peer on peer abuse

- Students can report their safeguarding concerns to any BIS staff member.

- Students can scan the QR code on Safeguarding Posters around BIS to complete a [Confidential Student Report](#), which will be sent to the CPT for follow-up.
- Student Self/Peer-referral to the Counselor.

Hierarchy of Reporting

Under normal circumstances, a '*record of concern*' can be given to any member of the CPT, preferably one from the same division as the student about whom there is a concern. Under certain circumstances, however, the report must be made to a person with the appropriate level of authority as follows:

- If the concern involves a member of the faculty or host-country staff, the Report of Concern should be made to the Head of School, as this may become a disciplinary matter. Where necessary, the identity of the person making a report about another member of staff will remain confidential.
- If the concern involves a visiting student, the Report of Concern should be sent to a member of the CPT immediately.
- If the concern involves a contractor or external activity provider, then the Report of Concern must be made to the Head of School.
- If the concern involves the Head of School (or a member of the Board of Directors), then the report should be made to the Designated Safeguarding Lead (DSL).

Handling a Disclosure

Any adult to whom a student makes a disclosure must:

- Listen carefully to what is said. Don't interrupt or prompt. Let the child tell the story in his/her own words. Use TED questions:
 - **TELL** me what happened
 - **EXPLAIN** what happened
 - **DESCRIBE** what happened.
- Reassure the child that they are right to speak up. Be calm, attentive, and non-judgmental – don't show any emotion other than sympathy.
- Confidentiality – make it clear that this cannot be kept a secret and that you have a duty to report it to a CPT member or the counselor who is trained to help students in this situation.
- Question the child only if necessary to clarify something unclear, such as when and where. Do not ask leading questions.
- Action – complete a Report of Concern immediately and contact the CPT before you leave school that day.
- Write it down – use the child's words as far as possible and record anything else that concerns you.

All disclosures will be recorded verbatim as far as possible, dated, signed, and entered into CPOMS without delay.

The Head of School, in consultation with the CPT and, when appropriate, the Board Chair, will make final decisions on external referrals.

Handling Concerns

Any report will be investigated using the following flow chart:



To make an initial assessment, it may be necessary to collect additional information:

- If there is missing information (date, time, location, etc.), go back to the original reporter and see if he/she has anything more to add to their report.
- If the incident happened on campus, reviewing any CCTV footage and making sure that any relevant footage is stored separately in a safe location since CCTV data is only stored for 30 days.
- If there are possible signs of physical abuse, a check should be made of medical records kept by the Nurse's Office.
- If there were other witnesses to an incident, they should also be asked to provide written statements.
- Obtaining the student's attendance records and academic records to see whether there are changes in patterns, if appropriate.
- A search of the database should be made to see if there have been any other Reports of Concern made about the possible victim, his/her family or the alleged perpetrator.
- Talk with the teachers who interact with the student regularly.
- Review Toddler records for any behaviour incidents recorded and obtain a full picture of exhibited behaviours, and if there has been marked changes.
- If the incident suggests that a member of staff, coach or contractor is involved, the Head of School should be alerted. The Senior Leadership Team will deal with any disciplinary matters arising from a breach of the Code of Conduct

Based on the data collected, the CPT will make an assessment as to the level of risk to the child's wellbeing and agree to a strategy for working with the student and family. Most cases will be "low level" in terms of providing early intervention and giving a student and/or family counseling support.

If the child appears to be "*at risk*" i.e., having suffered significant abuse that threatens his/her long-term well-being (i.e., a situation that cannot be resolved by parental / student education or intervention), then the Head of School may deem it necessary to bring in outside agencies such as:

- External investigator if there is a possible criminal act.
- The Employer or Embassy if the alleged offender is a parent/guardian of a student.
- Appropriate Indonesian authorities or other child protection agencies.

The Head of School will take the decision to involve outside agencies in consultation with the Child Protection Team, Board Chair, and others as appropriate.

The school will also endeavor to ensure that those staff involved with a case of child abuse receive appropriate counseling and support themselves so that they are able to maintain a highly professional standard of care without undue personal stress.

Record Keeping

Record keeping is essential to the gathering of information and intelligence and detailed notes must be kept of all meetings relating to a Child Protection issue. Records will be kept on the Child Protection Online Management System (CPOMS) as of August 2024. The HoS will maintain the

detailed, confidential case files relating to the incident. Completed case files, with all original documentary evidence, will be kept for up to 10 years after the student graduates.

Feedback

Each person who reports a concern should expect to receive feedback from the CPT that the concern has been addressed, although specific details of the outcome will not necessarily be shared. If there is no feedback, and there is an ongoing cause for concern, then the reporter should contact the Head of School to make sure that action is being taken.

Confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with students, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the student. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child protection concern this must be reported to a member of the CPT and may require further investigation in line with school procedure.

Other staff will be informed of relevant information regarding individual child protection cases on a “*need to know*” basis only. Any information shared with a member of staff in this way must be kept confidential.

All reports made by staff and records of reports made are considered confidential and will not be shared with students, other staff members, or parents.

In cases where a ‘*report of concern*’ involves the disclosure of a Breach in the Code of Conduct observed by a colleague, reports must be made directly to the Head of School, and confidentiality as to the source of the report will be preserved as far as practicable. The ‘*report of Concern*’ will be filed in a confidential file in the HR Department.

Use of BIS Facilities by External Activity Providers and Community Groups

BIS will endeavor to ensure that all External Activity Providers and Community Groups who use our facilities outside of normal school hours understand BIS’s Child Protection Policies and Procedures, and that BIS reserves the right to terminate any agreement with any provider that is deemed not to be following BIS’s Child Protection Policy. All visitors entering the BIS campus will be required read and then sign to acknowledge their understanding of the BIS Code of Conduct

Appendix 1 - UN Convention on the Rights of the Child: The children's version

<https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

1. Definition of a child

A child is any person under the age of 18.

2. No discrimination

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

3. Best interests of the child

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

4. Making rights real

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

5. Family guidance as children develop

Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

6. Life survival and development

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

7. Name and nationality

Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

8. Identity

Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

9. Keeping families together

Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.

10. Contact with parents across countries

If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.

11. Protection from kidnapping

Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

12. Respect for children's views

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

13. Sharing thoughts freely

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

14. Freedom of thought and religion

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

15. Setting up or joining groups

Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.

16. Protection of privacy

Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.

17. Access to information

Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

18. Responsibility of parents

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

19. Protection from violence

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

20. Children without families

Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.

21. Children who are adopted

When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

22. Refugee children

Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

23. Children with disabilities

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

24. Health, water, food, environment

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

25. Review of a child's placement

Every child who has been placed somewhere away from home - for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.

26. Social and economic help

Governments should provide money or other support to help children from poor families.

27. Food, clothing, a safe home

Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

28. Access to education

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

29. Aims of education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

30. Minority culture, language and religion

Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.

31. Rest, play, culture, arts

Every child has the right to rest, relax, play and to take part in cultural and creative activities.

32. Protection from harmful work

Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

33. Protection from harmful drugs

Governments must protect children from taking, making, carrying or selling harmful drugs.

34. Protection from sexual abuse

The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

35. Prevention of sale and trafficking

Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

36. Protection from exploitation

Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.

37. Children in detention

Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

38. Protection in war

Children have the right to be protected during war. No child under 15 can join the army or take part in war.

39. Recovery and reintegration

Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.

40. Children who break the law

Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

41. Best law for children applies

If the laws of a country protect children's rights better than this Convention, then those laws should be used.

42. Everyone must know children's rights

Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

43 to 54. How the Convention works

These articles explain how governments, the United Nations – including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

Appendix 2 – Forms of Abuse

Physical abuse

Physical abuse of a child is that which results in actual or potential physical harm from an interaction or lack of an interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust. There may be single or repeated incidents.

Emotional abuse

Emotional abuse includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can develop a stable and full range of emotional and social competencies commensurate with her or his personal potentials and in the context of the society in which the child dwells.

There may also be acts toward the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power.

Acts include restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment, including bullying.

Neglect and negligent treatment

Neglect is the failure to provide for the development of the child in all spheres: health, education, emotional development, nutrition, shelter, and safe living conditions, in the context of resources reasonably available to the family or caretakers and causes or has a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible.

Sexual Abuse

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to:

- The inducement or coercion of a child to engage in any unlawful sexual activity.
- The exploitative use of child in prostitution or other unlawful sexual practices.
- The exploitative use of children in pornographic performances and materials.

Peer to Peer Harm

Peer to Peer Harm refers to any intentional or unintentional actions, behaviors, or communications among students that cause harm, distress, or discomfort to one another. This can include physical, emotional, or psychological harm inflicted by one student upon another, such as bullying, harassment, intimidation, or exclusion. Peer to Peer Harm can occur in various settings within the school environment, including in-person interactions, online communication platforms, social media, or through other digital means.

Online Harm

Online Harm includes online bullying, abuse and harassment, and when someone has put something online that:

- Tries to get someone to hurt themselves
- Shares intimate images without consent, known as Image Based Sexual Abuse
- Encourages other people to send harmful messages to someone
- Is grossly offensive to a reasonable person in the position of the affected individual
- Shares someone's sensitive private information without their permission
- Makes a false allegation about someone
- Shares confidential information about someone without their permission
- Puts someone down because of their color, race, ethnic or national origins, gender, religion, sexual orientation, or disability
- Is indecent or obscene
- Threatens to hurt someone or damage their property

Indicators that a child may be suffering Abuse

The following physical and emotional / behavioral indicators may suggest that a child is in need of support and potentially at risk of suffering from some form of abuse. They may also be an indication of something else such as a bereavement or other temporary trauma. It is important to report anything seen or observed so that trained counselors can meet with the student to assess what support the student needs, whatever the reason.

Possible Physical indicators

- Injuries (bruises, welts, cuts, burns, bite marks, fractures, etc.) that are not consistent with the explanation offered (e.g. extensive bruising to one area).
- Presence of several injuries (3+) that are in various stages of healing.
- Repeated injuries over a period of time.
- Injuries that form a shape or pattern that may look like the object used to make the injury (e.g. buckle, hand, iron, teeth, cigarette burns).
- Facial injuries in infants and preschool children (e.g. cuts, bruises, sores, etc.).
- Injuries not consistent with the child's age and development.
- Bald patches on the child's head where hair may have been torn out.
- Repeated poisonings and/or accidents.
- Frequent psychosomatic complaints, headaches, nausea, abdominal pains.
- Child is unwashed or hungry.
- Unattended medical and dental needs.
- Ingestion of cleaning fluids, medicines, etc.
- Consistent hunger.
- Nutritional deficiencies.
- Inappropriate dress for weather conditions.
- Poor hygiene persistent (untreated) conditions (e.g. Scabies, head lice, diaper rash, or other skin disorders).
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.

- Self harm or mutilation, sometimes leading to suicide attempts.
- Substance or drug abuse.
- Venereal disease in a child of any age.
- Frequent urinary tract infections for young children both male and female.
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas.
- Difficulty in walking or sitting.
- Not wanting to be alone with an individual.
- Pregnancy, especially at a young age.

Possible Behavioral indicators

- Refusing to change into PE clothes, fear of bathrooms.
- Child running away from home and not giving any specific complaint.
- Saying they have secrets they cannot tell anyone about.
- Parents are uninterested in their child's academic performance.
- Suddenly having unexplained sexual knowledge, behavior, or use of language not appropriate to age level.
- Unusual interpersonal relationship patterns.
- Depression.
- Poor impulse control.
- Demands constant attention and affection.
- Lack of parental participation and interest.
- Delinquency.
- Regularly displays fatigue or listlessness, falls asleep in class.
- Steals food, or begs for food from classmate(s).
- Reports that no caregiver is at home.
- Frequently absent or tardy.
- Self destructive.
- Drops out of school (adolescent).
- Takes over the adult caring role (of parent).
- Lacks trust in others, unpredictable.
- Plans only for the moment.
- Runaway attempts and fear of going home.
- Stilted conversation, vacant stares or frozen watchfulness, no attempt to seek comfort when hurt.
- Describes self as bad and deserving to be punished.
- Cannot recall how injuries occurred, or offers an inconsistent explanation.
- Wary of adults or reluctant to go home.
- May flinch if touched unexpectedly.
- Extremely aggressive or withdrawn.
- Displays indiscriminate affection seeking behavior.
- Abusive behavior and language in play.
- Poor sleeping patterns, fear of the dark, frequent nightmares.
- Sad, cries frequently.
- Drug/alcohol misuse.
- Depression.
- Abandonment.
- Consistent lack of supervision.
- Poor memory and concentration.

- Mental or emotional development lags.
- Behaviors inappropriate for age.
- Fear of failure, overly high standards, reluctance to play.
- Fears consequences of actions, often leading to lying.
- Extreme withdrawal or aggressiveness, mood swings.
- Overly compliant, too well mannered.
- Excessive neatness and cleanliness.
- Extreme attention seeking behaviors.
- Poor peer relationships.
- Violence is a subject for art or writing.
- Complaints of social isolation.
- Forbidden contact with other children.
- Repeated communications from the school unheeded.
- Both parents or legal guardian are absent from Jakarta for any period of 24 hours or greater.
- Parents cannot be reached in the case of emergency.
- Lack of appropriate supervision—this would include failure to provide proper adult guardianship* such as leaving children unsupervised at home for any extended period of time.