



**Bali Island School**  
for a World-Class Education

# Child Protection Policy & Procedures

2026-2027





# Bali Island School

for a World-Class Education

## Child Protection Policy

**Review Due Date: May 2027**

### 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**

**BIS POLICY MANUAL: 1.09 Health, Safety, Security and Child Protection, 2.01 Authority of the Yayasan, 5.06 Staff Recruitment and Selection, 7.11 Student Welfare and Protection, 8.02 Expectations and behaviour of community members.**

# BIS CHILD PROTECTION POLICY

## 1. Philosophy

The Child Protection Policy reflects our commitment to the principles contained within the UN Declaration of the Rights of the Child (1990) - <https://www.unicef.org/sop/convention-rights-child-child-friendly-version>, the resources/guidelines provided by the International Task Force for Child Protection (<https://www.icmec.org/edportal/taskforce/>) and compliance with the laws of Indonesia.

At BIS we believe that:

- All children have equal rights to be protected from abuse, harm and neglect.
- Everyone has a responsibility for the safeguarding of all children.
- All schools have a responsibility to build a community that values diversity, equity, and inclusion for each child.
- All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.
- All actions on child protection are taken with the best interests of the child, which are paramount. (adapted from: <https://www.icmec.org/edportal/taskforce/>)

## 2. Purpose of the Policy

The purpose of the BIS Child Protection Policy is to:

- Ensure that we live our BIS mission and values and comply with CIS/WASC accreditation and IB evaluation requirements that are aligned with best practice for child protection and safeguarding in schools worldwide.
- Communicate expectations so that all members of the school community understand their roles and responsibilities for child safeguarding.
- Ensure child safeguarding, health and safety practices exist among BIS staff, students, parents, governing bodies, sub-contractors and all visitors to BIS.
- Ensure that all legal requirements for Child Protection in Indonesia are met and mitigate the risks for our BIS community.

## 3. Guiding Principles

- 1. Know who is on the Child Protection Team (CPT)**
- 2. If you are not sure, ask someone in leadership**
- 3. Know how and where to report**
- 4. Not knowing your responsibility is not an excuse**

All BIS staff, Board of Directors and consultants, visitors and contractors at Bali Island School are mandated to report their concerns about the health, safety and well-being of any student. Reporting and follow-up of all suspected cases of child abuse, harm or neglect will proceed in accordance with Standard Operating Procedures for this policy.

- Furthermore, cases of suspected child abuse, harm 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.
- All BIS staff 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,

there is a professional and ethical obligation to take action when BIS students are in need of protection and to ensure that the child and family avail themselves of the services needed to remedy any situation that could be considered a form of abuse, harm, neglect and/or a child protection issue/situation.

**BIS community members:** 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

Bali Island School will:

- Ensure this full document is available in English and Bahasa Indonesia on the BIS Website, BIS Teacher Onestop, and referenced in the BIS Board Policy Manual (#1.08)
- Ensure annual Child Protection 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.
- Work with the Board of Directors to ensure that the policy is reviewed annually, and to support their understanding of their governance responsibility for child protection and safeguarding at BIS. This includes managing any report regarding concerns about the Head of School and being ultimately responsible for safeguarding, health and safety at BIS.
- Distribute a condensed version of the policy and procedures in English and Bahasa Indonesia, annually to all members of the BIS community. Content will be adapted for the responsibilities involved for the different stakeholders.
- Help all parents and guardians understand the school's role and responsibility to health, safety and child protection at BIS. Ensure that regular workshops aimed at strengthening understanding for health, safety, well-being and child protection at BIS is provided to parents.
- Ensure that students are made aware of their right to protection in age-appropriate ways and know who they can turn to for help.
- Ensure all visitors to the campus sign to acknowledge their understanding of the BIS Code of Conduct relating to Child Protection
- Annually review safeguarding practices with external resources (e.g., CIS, AISH, ICMEC) to ensure up to date compliance with international best practice in child protection.

#### 4. Scope of the Policy

This policy applies to all BIS staff, students, parents, governing bodies, sub-contractors and all visitors to BIS, and external agencies that work with BIS. It encompasses practices related to all school operations.

#### 5. Definitions

**Child Protection (Reactive & Specialized):** Focuses on specific actions and interventions to protect children identified as suffering, or likely to suffer, significant harm, neglect or abuse.

**Safeguarding (Proactive & Holistic):** Encompasses all proactive measures taken to promote children's welfare and prevent maltreatment. This includes establishing safe environments, recruitment vetting, and child-centred policies in organizations.

- While **child protection** handles cases of active abuse, neglect and harm (protection), **safeguarding** is broader, focusing on prevention, safety, and positive outcomes (well-being).

**Duty of Care:** Child abuse, harm and neglect are violations of a child's human rights. They create obstacles

**Legal requirements:** 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.

**Forms of Abuse, Harm and Neglect** (include but are not limited to): Physical, emotional and sexual abuse, neglect and negligent treatment, peer to peer and online harm. Refer to the Appendix 2 of the procedures for details and indicators of abuse, harm and neglect.

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.

**BIS Child Protection Policy: Board approved (11 March 2026),**

**To be reviewed: Annually, each May**

#### **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, Harm and Neglect**

### **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 (see emotional abuse, peer to peer and online harm in Appendix 2).

### **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, Harm and neglect**

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, harm or neglect. 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.