

Approved by
the decision of the Board
"Nazarbayev Intellectual Schools" AEO
from "16" April 2021
(protocol No. 15)

Policy on the protection of students of the branches of "Nazarbayev Intellectual Schools" Autonomous Educational Organization

1. General Provisions

1. This Policy on the Protection of Students of the branches of "Nazarbayev Intellectual Schools" Autonomous Educational Organization, whose main activity is educational activities (hereinafter referred to as branches), is a system of basic principles, rules and procedures aimed at assisting in ensuring the physical and psychological well-being of students of the branches.

2. The legal basis of the Policy is the Constitution of the Republic of Kazakhstan, the Convention on the Rights of the Child, ratified by the Resolution of the Supreme Council of the Republic of Kazakhstan dated June 8, 1994 No. 77-XIII, the Codes of the Republic of Kazakhstan "On Marriage (Matrimony) and the Family", "On Administrative Offenses", Criminal Code of the Republic of Kazakhstan, Laws of the Republic of Kazakhstan "On the Rights of the Child in the Republic of Kazakhstan", "On Education", "On the Status of Nazarbayev University", "Nazarbayev Intellectual Schools" and "Nazarbayev Fund", The Code of Professional Ethics of Teachers and Equated Persons of "Nazarbayev Intellectual Schools" Autonomous Educational Organization, the Code of Ethics of "Nazarbayev Intellectual Schools" Autonomous Educational Organization, Standing orders for students of Nazarbayev Intellectual Schools, Information security policy of "Nazarbayev Intellectual Schools" Autonomous Educational Organization, The rules for imposing disciplinary sanctions on employees of "Nazarbayev Intellectual Schools" Autonomous Educational Organization, approved by the decision of the Board of "Nazarbayev Intellectual Schools" Autonomous Educational Organization, and other regulatory legal acts of the Republic of Kazakhstan and legal acts of the AEO.

3. Guiding principles

The main principles of this Policy are:

1) The principle of zero tolerance. A policy states that abuse, insults, bullying, discrimination against students by branch employees, legal representatives, service providers, partners, other students are prohibited, and every violation and illegal actions will be prosecuted.

2) Personal responsibility. All employees of the branches comply with ethical rules of conduct in accordance with the internal regulations of "Nazarbayev Intellectual Schools" Autonomous Educational Organization (hereinafter referred to as AEO). Employees are responsible for facilitating the implementation of this Policy and must take steps to prevent abuse of students and respond to any violations of this Policy.

- 3) Universality. This Policy is binding on anyone who interacts with students.
- 4) Priority of students' interests. In the event of problematic situations, the priority is the student, ensuring his protection, safety and well-being, as well as meeting his physical, social and psychological needs.
- 5) Tolerance. AEO branches strive to establish a favorable environment based on mutual respect of all participants of the educational process, understanding and acceptance of socio-economic, cultural, gender and other differences.
- 6) Security. The safety and security of students is a priority in the work of the AEO branches.
- 7) Confidentiality. All inquiries and investigations into student abuse are conducted with a view to ensuring the protection, safety of students and the confidentiality of information.
- 8) Respect. Respect for the rights and dignity of students, choices, needs and wishes should guide the decisions made by the AEO and its branches.
- 9) Timeliness. Timeliness of prevention, detection, investigation and response to student abuse is ensured.
- 10) Collaboration. In order to ensure compliance with this Policy, branches interact with legal representatives of students, specialists from external departments and organizations (employees of internal affairs bodies, health care, social protection and guardianship, education departments, nongovernmental public organizations, etc.), who are part of the branch's interdisciplinary team.
- 11) Effectiveness. The result of the joint efforts of the interdisciplinary team is positive behavioral changes in students, their immediate environment (school, classroom, peer group, family, etc.).

3. The following definitions are used in this Policy:

Aggressor - An adult (school employee, legal representative, or other person), student, or group of students exhibiting aggressive, violent behavior towards another student and / or students.

Well-being is the physical, mental, social, and other conditions and opportunities that help students realize their potential in life.

Bullying is aggressive harassment, which combines all types of violence against a certain student (victim), in relation to whom other persons, including students or school employees, show physical, psychological, and sexual violence.

Case management is the coordination of joint efforts of an interdisciplinary team (school staff and inter-agency cooperation) aimed at resolving situations of student abuse by providing assistance based on the individual needs of the student and the capabilities of his immediate environment.

An adult is a school employee, the student's legal representative, service providers, or anyone over the age of 18 who interacts with the student.

Disciplinary investigation is the activity of timely, comprehensive, complete and objective collection of information and research of materials about the situation of abuse of students, risk assessment, and the establishment of the facts for decision-making.

Abuse of students is a variety of actions (or inaction) of legal representatives, school employees, students and other persons that damage the physical and

psychological health of students, an attempt on their sexual integrity, as well as neglect the needs of students and the use of unacceptable methods of education.

Protection and safety are measures taken by AEO, and its branches to protect students from negative conditions and circumstances, physical, psychological, sexual violence, neglect, leaving them in danger, harmful to health, life and further development.

Cyberbullying is a form of abuse of students, expressed in bullying, insult or threats, intimidation, addressed to the student (victim) by means of electronic communication, in particular, messages on social networks, messengers, emails, SMS from other students and adults.

An interdisciplinary team is a group consisting of employees of branches and specialists from other organizations (employees of internal affairs bodies, health care, social protection and guardianship, education departments, non-governmental public organizations, etc.) who plan, implement, coordinate, monitor and evaluate joint actions for dealing with situations of violence against students.

Appeal is any appeal that branch employees, legal representatives, other persons (including students) harm students, commit violence against them, including physical, psychological, sexual, exploitation, as well as neglect of their needs, commit unlawful acts, offenses, criminal offenses and other acts in relation to students that are not suitable for working with students.

Victim is a student who has been or is being abused by adults (school workers, legal representatives, students and others) and suffered psychological, physical and / or property harm.

Psychological (emotional) violence is a type of abuse of students, expressed in periodic, long-term, gradual psychological impact on the student, inhibiting personality development, leading to the formation of pathological character traits.

Alleged Offender is a person accused of student abuse who is subject to disciplinary investigation by branch staff and / or a multidisciplinary team.

Neglecting the needs of a child is a type of abuse of students, expressed in the lack of care on the part of adults, as well as in unfair fulfillment of responsibilities for upbringing, providing timely medical care, education, nutrition, and leaving students in conditions that are dangerous to their life and health.

Workers - persons employed and working at the school under an employment contract, including the administration, teaching staff, persons equated to teaching staff, auxiliary and technical personnel responsible for ensuring the safety and protection of students.

Rehabilitation is a system of social, psychological and pedagogical assistance aimed at reducing harm from the consequences of abuse of students, providing them with emotional support to overcome negative experiences, the consequences of violence and developmental difficulties.

Witness of domestic violence - a type of violence associated with physical, psychological, sexual, economic violence of one family member against another family member of students (parents / guardians, grandparents, brothers / sisters).

Sexual violence - violence in the form of harassment, coercion into actions of a corrupting nature: bodily contacts of a manual, oral, genital nature with the genitals of a child, as well as direct sexual intercourse.

School Security Service is a team of branch employees, including representatives of the administration, teachers and persons equated to them, auxiliary and technical personnel responsible for prevention, detection, response, and assistance to students and their families in situations of abuse.

Risk factors are factors that can increase the risk of harm and threat to the health and life of students.

Vulnerabilities are any known characteristics or factors of a student that could make them more vulnerable to harm, health and safety risks.

Protective factors are factors that deter violence against students, help maintain attachment to adults, and strengthen parent-child relationships.

Physical violence is a type of abuse of students, expressed in the deliberate infliction of physical harm on students, causing physical and psychological health problems, negative consequences for the further development of students.

Exploitation of students is the coercion of a student to work or do other activities for the benefit of other persons or institutions, as well as the use of student labor by the administration and school employees in contradiction with the established rules and norms, goals and principles of the educational and upbringing process.

4. Responsibility of staff members in recognizing the types, forms of the abuse of students

4. Staff members of the branches may face situations of student abuse that arise both within the school itself and with the consequences of violence outside of school: domestic violence, street attacks, dangerous online behavior, etc.

5. Staff members of the branches are obliged to recognize signs of abuse of students, to report, identify, respond, provide assistance, and support within their competence.

6. Staff members of the branches are required to intervene when there are minor signals, suspicions, reports (for example, when a student witnesses domestic violence and talks about it) or someone from the inner circle reports it.

7. This Policy uses the following classification of types and forms of student abuse: physical, psychological, sexual abuse, neglect of needs / needs (including leaving in danger), exploitation, bullying, cyberbullying (Appendix 1).

8. When dealing with cases of abuse against students, staff members of the branches need to consider in a complex all types of violence, their consequences for the development of students.

9. The physical educational environment (premises, school grounds) should be located in safe, accessible and well-lit places, be able to be viewed by video cameras, as well as be in the field of view and observation of school employees.

5. Providing a secure physical environment

10. The premises and the school grounds should be located in safe, accessible and well-lit places, monitored by video cameras, as well as be in the field of vision and observation of school staff, and be adapted to protect children from the risk of attack and violence.

11. The head of the branch should employ the services of professional security companies (security services) to ensure the safety, security and health of students.

12. Security personnel should ensure:

- checking and registering visitors, staff, students at the school;
- the presence of passes for school employees and students / children;
- control of access to "gray areas", where children can lock each other, use harmful substances, conflict, be humiliated, intimidated, harassed (under staircases, recreation, attics, toilets, basements, utility rooms, etc.);
- video surveillance in open areas (classrooms, corridors, canteen, library and other classrooms);
- Restricted entry to the building of unauthorized persons, their registration in the security service system, escorting around the school;
- control and prevention of the use of toilet rooms for students by school staff, visitors

6. Coordination of the prevention, protection and safety of students by the AEO and the responsibility of the managers and staff members

13. AEO is committed to creating and maintaining an environment of zero tolerance for student abuse of any kind and to promote compliance with this Policy in its branches.

14. Coordination of the prevention of abuse of students, their protection and safety is carried out by the structural unit of the AEO, which coordinates the issues of well-being, physical and psychological health of students in the branches.

15. Branch directors are personally responsible for the implementation of this Policy, provide conditions and procedures that contribute to maintaining the well-being of students.

16. All staff members of the branches must familiarize themselves with this Policy, undergo training and act in accordance with professional responsibility at school (Appendix 2).

17. To address issues of protecting students, as well as to prevent violent actions against students at school, on the way to school, outside the school, the head of the branch issues an order on the creation and functioning of the school security service (hereinafter - SSS) (Appendix 3).

18. SSS trains school staff, legal representatives, students (Appendix 4), receives a message about the case, registers it, assesses the risks, applies psychological and pedagogical interventions, provides assistance and support in rehabilitation from the negative consequences of abuse against students.

19. Visitors to branches adhere to responsibility and rules of conduct, in accordance with the Instruction for Visitors (Appendix 5) and fill out the appropriate consent.

7. Prevention of student abuse

20. Prevention of student abuse requires that the school has available regulations on student protection and safety, recruitment procedures that eliminate the risks of student abuse, training for new recruits, volunteers, service providers, teaching safe behavior to students in class and extracurricular activities , having a safe educational

environment, involving parents and the local community in prevention activities, registering, recording and monitoring cases of student abuse.

21. Safe recruitment of school staff and volunteers ensures the protection and safety of students in branch offices, which includes:

1) checking personal, biographical data, letters of recommendation, certificates from authorized bodies of candidates, requesting information from previous work;

2) inclusion of knowledge of ethical standards, this Policy, clarity of disciplinary measures taken for offenses and illegal actions in relation to students in the professional certification of employees of branches in accordance with the legislation of the Republic of Kazakhstan;

3) familiarization of candidates for vacant positions with this Policy, disciplinary measures for illegal actions, as well as responsibility for violations in accordance with the legislation of the Republic of Kazakhstan before signing an employment contract;

4) training of newly hired employees of branches, volunteers on issues of protection and safety of students;

5) informing the personnel services of the branches about employees who have committed illegal actions and offenses against students, when their guilt is established in the prescribed manner;

6) maintaining an internal system of records of branches, where cases of abuse of students are registered, any disciplinary measures applied to employees, including termination / termination of an employment contract, in order to avoid re-employment of the same persons in branches in the future.

22. For the purposes of ensuring the safety of students, as well as preventing cases of abuse of students, branch employees are prohibited from:

1) inviting students home;

2) inviting students to cafes, restaurants, clubs and other public places, with the exception of places for educational events organized by branches;

3) carrying out inappropriate (unacceptable) physical contact, except in cases of non-violent action, which include:

- applying restrictions to prevent harm to the student or other students;

- removing, using reasonable force, potentially dangerous objects or a student from a dangerous situation;

- consolation, for example, with a hand on the shoulder, back or arm, etc.;

- attracting attention with a light tap on the shoulder, etc.;

4) staying one-on-one in a closed room with a student and, if such a need arises, inform about the need to stay one-on-one with the student, justifying the reason, or ensure the presence of another adult in the immediate vicinity of the meeting and notify the student that such a person is nearby;

5) negotiating with students about keeping secrets that may be directly related to their safety, or the safety of other students;

6) leaving comments of an offensive, humiliating, sexual nature on social networks, mass media (for example, WhatsApp, Viber, Vkontakte, Facebook and other messengers), as well as in a personal conversation;

- 7) using photos, videos, text e-mails in relation to students for sexual purposes;
- 8) creating profiles of students on their behalf, distribute obscene photos of students, including digital photos and other materials;
- 9) intimidating, threatening, and creating an atmosphere of fear in the classroom and individually;
- 10) being inactive in the event of a threat of physical harm or danger, as well as in situations of emergency response and the need to ensure access to medical care;
- 11) showing discrimination in any form;
- 12) carrying out any form of sexual, physical and psychological violence (including attempts);
- 13) humiliating students' self-esteem and use inappropriate punishments, for example, putting the student in a corner, using sarcastic comments, statements, etc.

23. The branch students should not:

- 1) show discrimination in any form;
- 2) use inappropriate, offensive statements addressed to other students, school employees, their legal representatives and relatives, including via the Internet;
- 3) harm the health and physical condition, as well as the property of students;
- 4) intimidate, threaten other students, create an atmosphere of fear and isolation in the classroom, school, using any forms and sources of pressure (including social networks);
- 5) violate the principles of safe online behavior:
 - provide personal data about yourself, other students to outsiders;
 - violate confidentiality, data integrity, anonymity when creating a profile on social networks;
 - share intimate photos, messages, documents with strangers;
 - communicate with strangers, share your location, give information about your family;
 - create easily guessed passwords;
 - adhere to safety when online games, online purchases, checking sites and any information;
 - comply with ethical behavior on social networks.

24. Student legal representatives must not:

- 1) neglect organizational, informative, educational school activities on the protection and safety of students, participation in parent-child programs;
- 2) apply violent methods of upbringing, cruel punishment and discipline, use students in solving family, marital conflicts, exploitation, make expectations and requirements that do not correspond to the age, capabilities, needs of students;
- 3) without the knowledge of school employees to resolve incidents, conflicts that occurred at school, to use physical actions and psychological pressure on other students (including using social networks, parental chats, etc.).

25. While participating in AEO field events, branch employees must ensure conditions for the safety of students. If the activity carried out involves a clear risk (educational, training activities), it is necessary to carefully consider the ratio of accompanying workers to students (in terms of the total number of students and their

gender). Students need to be given clear instructions on time, place and expected behavior, as well as appearance.

26. AEO employees, branch employees, when planning, organizing field events, concluding agreements with international, republican organizations for the provision of services for academic programs, elective courses, student internships, should take into account the risk assessment levels for the following indicators:

1) low level of risk:

- the choice of a country/region characterized by political stability, economically prosperous in the field of education, safe for travel, study, residence, leisure of students;

- a country/region with a low level of corruption, crime, free from racial, religious, gender discrimination, political violence, civil unrest;

- availability of safety infrastructure, emergency services and emergency response system in the country/region;

- having a minimum risk to the health of students.

2) middle level of risk:

- a country/region where there are episodic political unrest, protests, riots, terrorist acts;

- constant level of violent crimes against foreigners, local community;

- weak infrastructure for safety, emergency services and emergency responsesystems;

- poor organization of security, places of study, residence, movement, leisure of students;

- weak system of student health protection.

3) high level of risk:

- country / region, where there are regular periods of political instability, internal conflicts among the community;

- high risk of unsafe movement, education, leisure, threats to the health of students;

- poor condition of the safety infrastructure, emergency services, emergency response systems;

- high accidental risk for foreigners as a result of terrorism, riots, political unrest;

- high risk of violent, criminal acts against foreigners as a common occurrence in the community;

- a high level of fraud, crime in the community (often in complicity with the police);

- corruption, abuse of legal procedure in the community;

- the risk of harm tohealth is high.

4) extreme level of risk:

- the country/region is in a state of war, political instability, the government has lost control over a significant part of the country;

- lack of security infrastructure, emergency services, emergency response systems;

- high accidental risk for foreigners, local population as a result of terrorism, riots, political unrest;
- the maximum threat to the life and health of students.

8. Identifying student abuse

8.1. Reporting cases, facts of abuse of students

27. Reporting student abuse includes information about suspected, accomplished, and planned abuse of a student by employees, other students in the branch, legal representatives, or others outside the branch.

28. Ways of reporting cases of student abuse are:

- 1) hotline / helpline at school;
 - 2) direct report from a student about the commission of a violent act against him;
 - 3) report from a student about the commission of a violent act against another student;
 - 4) reports from employees of the branch about committing a violent act against a student of the branch or suspicion of such actions;
 - 5) reports from parents and other legal representatives, as well as other persons about the commission of a violent act against the students of the branch or suspicion of such actions;
29. The head of the branch must provide inviolability and protection of persons who reported information about the case, as well as inform about the measures of responsibility for the disclosure of confidential information.
30. The procedure for reporting a case of violence against students:
- 1) informants report a suspicion or case of violence against students at school, outside of school, including at home, to the homeroom teacher, branch employees, the head (or his deputy) of the school security service (SSS);
 - 2) the message can be transmitted in person, in writing or orally, by phone, to an email address, as well as using contacts on social networks, instant messengers or in any other way;
 - 3) all information related to the situation of violence and the informant is strictly confidential, branch employees should not discuss information among themselves, discuss and transfer to others inside or outside the school, except when confidential meetings are held for this;
 - 4) the head of the school or the head of the SSS may share or discuss information with employees only if necessary, upon notifying the employee of responsibility for non-compliance with confidentiality;
 - 6) employees involved in the collection and analysis of information about the fact of violence against a child must, after the transfer of the materials necessary for the investigation, immediately delete this information from a personal work computer, basket, e-mail, when copying data to electronic media, they must be protected with passwords;

7) paper versions of documents (a journal for recording the facts of violence, a child's personal file, investigation materials, etc.) should be kept in a locked safe, the safety of which is ensured by an employee of the SSS, who, in terms of functionality, is obliged to ensure the storage of confidential materials.

8.2. Collection of information

31. The identification of students - potential victims, as well as victims of the facts of violence in the school, outside the school is carried out by members of staff through:

1) observation of changes in mood and behavior, lack of communication with peers, unwillingness to attend school, absenteeism, decreased educational achievement, aggressive, destructive and self-destructive behavior;

2) observation of the behavior of peer aggressors, adult aggressors (branch employees, students, legal representatives), clarification of the reasons for their behavior;

3) collecting information from employees of the branch to assess the physical and behavioral manifestations characteristic of students who survived/are experiencing violence according to the observation card (Appendix 6);

4) analysis of essays, drawings and other products of students' creative activity, interpretation and analysis of the results of projective techniques, role-playing games conducted with students;

5) collecting information from various sources about the life of students, difficult life situations in which students find themselves, traumatic events they experienced, family developmental situations;

6) interviews with the injured student to identify the type of violence committed against the student, according to the list of questions (Appendix 7)

7) surveys of students in social networks, monitoring of students' pages and their user activity in social networks;

8) visiting the student's place of residence in order to assess the family situation of development, social living conditions, significant events that influenced his life, etc.;

32. Branch workers need to create an atmosphere in the school that encourages and allows students, branch staff, legal representatives to report suspicions, incidents of violence against students. Phone numbers and email addresses of SSS members should be accessible to all.

8.3. Risk assessment, reporting, case monitoring

33. Employees of the SSS need to conduct an objective assessment of the case, the degree of harm to the health and life of students according to 3 factors: risk factors, vulnerability factors, protection factors and fill out the appropriate protocols (Appendix 8).

34. The supervisor and/or responsible officer (SSS) maintains a special electronic journal of incidents for the academic year on an ongoing basis based on information and reports of abuse of students at school, outside of school, including at home (Appendix 9).

35. In the branch, the electronic journal is maintained by the employees of the SSS with the provision of access to information to the authorized employee of the AEO structural unit coordinating welfare issues, who reviews, analyzes, monitors, summarizes and reports to the supervising deputy chairman of the AEO for all branches.

36. The following quantitative indicators are subject to registration in a special journal during the academic year (reporting period - quarterly, each academic year):

1) the number of reported incidents among students (including bullying, psychological, physical, sexual violence, extortion, harassment and dangerous behavior on the Internet) by type of violence;

2) the number of identified students initiators and / or aggressors of violence by type of violence;

3) the number of identified victims of violence by type of violence;

4) the number of students who witnessed violence identified during the reporting period by type of violence;

5) the number of students classified as high-risk by type of violence;

6) the number of students physically injured at school;

7) the number of students registered with the juvenile police;

8) the number of students expelled from school by decision of the pedagogical council in connection with aggressive behavior and / or committed violence against other students by types of violence;

9) the number of students transferred to other schools due to aggressive behavior committed by violence against other students by types of violence;

10) the number of students absent from school for a long time due to aggressive behavior, violence towards them;

11) the number of students who became victims of violence (victims) from the branch employees by type of violence;

12) the number of branch employees dismissed from their positions due to abuse of students.

37. The branch and/or representatives of the AEO and external organizations monitor and evaluate prevention programs according to the following indicators at least once every six months:

1) interest and participation of the branch administration in resolving issues of violence against students;

2) the effectiveness of the school security service (SSS);

3) timely training of the staff of the branch, legal representatives and students on the protection and safety of students;

4) the presence of students safety and protection components in educational and extracurricular activities, which are designed to develop the skills of safe behavior of students (recognition, self-help, seeking help) through social, personal and health education;

5) assessment of the completeness of the case (before the appearance of positive behavioral changes in the student and his environment – stabilization of mood,

increased tone of life, involvement in interaction in the classroom, school, improvement of parent-child relations, family interaction).

38. Monitoring of the effectiveness of preventive measures of the branch can be carried out through surveys, questionnaires, conversations with stakeholders, review of regulatory documents, reports, action plans and other documents. When studying the results of surveys, questionnaires, evidence (conversations, reports, review of documents), for each indicator, branch and / or AEO, external organizations assess the degree of effectiveness on the following scale:

1. Fully complies
2. Adequately complies
3. Partially compliant
4. Does not match

39. Monitoring is carried out 2 times a year: in June and December of each calendar year. Based on the monitoring results, the Policy may be amended accordingly.

9. Responding to situations of student abuse

9.1. Disciplinary Investigation into Student Abuse

40. The branch administration, upon receiving information about abuse of students in the branch, takes the following actions:

1) organizes and leads a disciplinary investigation of the case to assess the professional suitability of the branch employees, based on the study of the offender's story in comparison with the testimony of the injured student and other persons;

2) when communicating with the alleged offender, it is necessary to adhere to the principles of openness and transparency, explain the nature of the charges, inform about the investigation process, and possible consequences;

3) provide support for the alleged offender: appoint a contact person among school staff, assist in seeking legal, psychological advice;

4) during the investigation, in order to avoid the risk of endangering other students' life and health, the head of the branch should not in relation to the alleged offender:

- sign an agreement on confidentiality, on refusal to disclose information;
- conclude an agreement on the possibility of "quite leaving", amicable agreement, dismissal of their own free will, not renewing the contract as a means of eliminating the problem with the employee;
- expel a student, transferring him to another educational institution, granting an academic leave, etc .;
- exert pressure on legal representatives in cases of their appeal to law enforcement agencies and the beginning of legal proceedings.

9.2. Liability for the alleged offender

41. If the investigation is completed, the alleged offender, depending on the nature of the violations, is subject to administrative, disciplinary, and criminal measures, in accordance with the legislation of the Republic of Kazakhstan.

1) in the absence of accusations of abuse by a legal representative, the incident is considered by the disciplinary commission (in relation to students), and the disciplinary council of the branch (in relation to employees of the branch);

2) if there is a fact of abuse of students and accusations by the legal representative of students, the head of the branch reports the incident to law enforcement agencies, bodies for the protection of the rights of minors;

3) in both cases, the head of the branch informs the AEO structural unit coordinating welfare issues.

9.3. Branch Administration Response Algorithm to Protect and Safety Students

42. When detecting cases of students abuse, the administration of the branch must:

1) isolate the injured student from the suspected abuser and provide a safe and comfortable environment for them;

2) if necessary, provide first aid to the injured student;

3) notify the legal representatives of the student about the incident, and carry out all conversations with the student in their presence;

4) immediately inform law enforcement agencies, authorized organizations for the protection of children's rights, and medical organizations (depending on the nature of the case);

5) SSS assesses the degree of risk, develops and implements a safety plan for the victim both in school and outside;

6) SSS provides interventions, creates a care and support plan for the affected student;

7) SSS makes changes and additions to ineffective regulations, policies, processes of the branch (for example: if the number of posting obscene photos, images on students' social networks has increased, classes on this topic are needed).

9.4. Procedures of Interview With Affected Student

43. When conducting an initial conversation with the injured student, other students, and branch employees, it is necessary to:

1) remain calm and kind;

2) listen carefully to the student;

3) convince the student that he did the right thing by telling about what happened;

4) conduct a dialogue with him, ask the minimum number of questions necessary only to collect information on the incident and to clarify the situation;

5) avoid requests to repeat what has been said, in order to avoid re-traumatizing the student;

6) "guide" the actions of the student, do not put forward their own ideas, assumptions and conclusions, evaluate his actions;

5) do not interfere with the student to reproduce important points;

6) notify the student that the minimum number of persons should be informed about the current situation in order to provide the student with the necessary assistance and resolve the issue;

7) write down the information in full and word for word as it was transmitted by the students;

8) draw up a written protocol;

9) submit information to the administration of the branch, AEO.

44. An employee of the branch who takes the initiative and reports the facts of abuse or, based on reliable information, makes an accusation about the activities of the school, behavior of colleagues that may put students at risk, cause abuse, may count on protection from harassment and / or disciplinary action by branch administration.

10. Assistance to injured students, psychological and pedagogical rehabilitation

45. The employees of the branch provide psychological and pedagogical assistance of a rehabilitation nature to students to overcome negative experiences, traumatic experiences through:

1) normalization of the child's life to create a stable and safe environment at school, family, outside of school;

2) emotional support and psychological and pedagogical assistance;

3) processing negative experience and helping the student to overcome internal /psychological barriers and behavioral disorders;

4) the child's mastering the skills of overcoming negative emotional states and teaching safe behavior (seeking help and self-help, managing one's own response).

46. The Student support plan must include the strengths of the personality, and the areas of his growth: communication skills, reconstruction of self-esteem, awareness of habitual (automatic) behavioral strategies, retraining of new reactions, thought and emotions.

47. To apply to external organizations specializing in the protection of children's rights, it is necessary to familiarize legal representatives with the list of departments, organizations, institutions (Appendix 10) dealing with cases of abuse of students, The list of these organizations should be regularly updated and distributed among legal representatives.

11. Responsibility

48. Employees and students of branches, legal representatives and other persons are liable for students abuse, as well as concealment of information about abuse, provision of false information and accusations in accordance with the approved regulations of the AEO and the legislation of the Republic of Kazakhstan.

12. Final provisions

49. The administration of the branches brings this Policy to the attention of the employees of the branches, students and their legal representatives.

50. Issues not covered by this Policy are regulated in accordance with the approved regulatory acts of the AEO and the legislation of the Republic of Kazakhstan.

Classification of types, and forms of abuse of students, signs, consequences for the development of students.

Type of violence	Forms and signs (external and behavioral)	Factors	Implications for student development
Physical violence	<p><u>Forms:</u> physical injury and harm, regular physical punishment, deliberate deprivation of shelter, clothing, food, care and attention, involvement in the use of psychoactive substances and intoxicating substances, deliberate creating and simulating symptoms of illness by the parents of students for personal purposes (Munchausen syndrome)</p> <p><u>External signs:</u></p> <ul style="list-style-type: none"> - presence on the student's body of abrasions, bruises, wounds, scratches, scars (both fresh and early), edema, tumors, traces of blows; - hemorrhage in the eyeball: - signs of suffocation on the throat, neck with outlines of objects (belt buckle, cord, stick, fingerprints); - cauterization with hot objects and cigarettes, burns with hot liquids of hands and feet in the form of a glove or sock (from immersion in hot water), as well as on the buttocks; traces of bites, pinching; - knocked out and loose teeth, tears or cuts in the mouth, lips, ears; - areas of baldness on the head; 	<p>Family factors:</p> <ul style="list-style-type: none"> - families where physical punishment is an acceptable method of raising children; - parents are alcoholics, drug addicts, have mental illnesses, are in a state of stress due to the death of loved ones, illness, loss of work, relocation, economic crisis; - families with frequent quarrels, scandals, and conflicts; - parents who have high expectations and make excessive demands on children that are not appropriate for their age and developmental level. 	<ul style="list-style-type: none"> - difficulties in communicating with peers; - decline in academic performance; - decreased interest in the environment; - poor health, frequent illnesses, including headaches, abdominal pain, difficulty sleeping, etc.; - lack of desire to communicate, desire for loneliness; - eating disorders (overeating or malnutrition, noticeable fluctuations in weight); - aggressive, demonstrative behavior; asocial, deviant behavior; - use of psychoactive substances; - self-harming behavior;

	<ul style="list-style-type: none"> - loss of consciousness, vomiting, headaches from blows; - delay in physical development (lag in weight and height). <p>Behavioral signs:</p> <ul style="list-style-type: none"> - changes in the mood and behavior of students (became withdrawn, avoids communication, was calm, became aggressive); - distrust of adults, in particular those to whom trusting relationships are the norm; - fear of adults (flinching when touched, approaching); - fatigue and passivity; - unwillingness to study, attend school; - decreased concentration of attention, memorization of educational material; - obsession with adults in search of attention and warmth. 		<ul style="list-style-type: none"> - care and preference for the virtual world; - psychopathology; - personality and behavioral disorders; - depression; - suicidal behavior.
<p>Psychological / emotional abuse</p>	<p><u>Forms</u> of psychological abuse: constant criticism, ridicule, humiliation, insult, bullying, hostility, public ridicule, intimidation, threats of violence against a student / his family, deception and manipulation, unreasonably high expectations, unreasonable restriction or prohibition of social contacts of a student with peers, or adults in his environment, depriving the student of the right to have his own views, feelings, desires, the formation of behavior that</p>	<p>Family factors:</p> <ul style="list-style-type: none"> - families where violence is a style of relationship and have a low socio-economic status, psychological discomfort; - students who look like unloved relatives of a wife/husband, unwanted 	<ul style="list-style-type: none"> - perception of life as hostile; - sleep and nutrition disorders; - inability to communicate, build relationships with others; - poor academic performance; - low self-esteem; - aggressiveness towards others, quarrels, conflicts, fights;

	<p>does not correspond to the level of his development, etc.</p> <p><u>Signs:</u> threats against the child, manifested in verbal form, actions (bullying), writing, as well as using the Internet, social networks (cyberbullying);</p> <ul style="list-style-type: none"> – comments made in an offensive form, degrading the dignity of the child; – depriving the child of the necessary stimulation, ignoring his basic needs in a safe environment, care, care and love; – making excessive demands on the child that do not correspond to his age or capabilities; – intentional physical or social isolation of the child; – adults lie or fail to fulfill their promises; – involvement of the child or encouragement to antisocial or destructive behavior (theft, fraud, alcoholism, drug addiction, etc.); – one-time gross psychological impact that causes psychological trauma in the child; – terrorising (threat to kill, cause physical harm, take to a dangerous scary place). <p>Bullying is a "popular" type of violence in the school environment, where all types of violence are combined in relation to a certain student (victim), towards whom other students (aggressors), school employees show:</p> <p>a) physical violence in the form of beating, physical harm;</p>	<p>pregnancy, poor health, disabled;</p> <p>the presence of despotic, authoritarian parents, with a controlling style of upbringing;</p> <p>parents who use alcohol, drugs, have depression and psychological problems.</p>	<ul style="list-style-type: none"> – tendency to solitude, loneliness; – excessive compliance, ingratiating, obsequious behavior; – delay in physical, social-emotional-volitional development; – social and emotional immaturity; – fears, phobias; – neurosis and neurotic disorders; – aggressive behavior; – self-destructive behavior (including non-suicidal and suicidal); – post-traumatic disorder (PTSD);
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	<p>b) psychological violence in the form of insults, humiliation, intimidation;</p> <p>c) sexual violence in the form of harassment, coercion into actions of a corrupting nature: bodily contacts of a manual, oral, genital nature with the child's genitals, as well as direct sexual intercourse.</p>		
Sexual assault	<p><u>Forms:</u> May include physical contact (kissing, touching and caressing intimate areas, masturbation and intercourse, etc.), as well as non-contact activities (involving students in viewing images of a sexual nature, sexual stimulation, sexual coercion, including through via the Internet), persuading or coercing a student to engage in any illegal sexual activity, exploitative use of a child in prostitution or other illegal sexual practice, exploitative use of children in pornographic demonstrations, pictures and materials on the Internet, spying on a child while performing intimate procedures (voyeurism), as well as forcing a child to undress; demonstration of naked genitals, breasts / buttocks to the child (exhibitionism).</p> <p><u>Physical signs:</u></p> <ul style="list-style-type: none"> – physical injuries and injuries on the body, including intimate areas. <p><u>Behavioral signs:</u></p> <ul style="list-style-type: none"> – fear, avoidance of bodily touch / contact; 	<p>Families with an authoritarian upbringing style, poor relations between the child and the parents, especially with the mother, conflicting relationships between parents, a long absence of the mother for various reasons (being busy at work, lying in the hospital for a long time, etc.);</p> <ul style="list-style-type: none"> – families with a stepfather or mother's partner; – parents who are alcoholics, drug addicts, have mental illness, were sexually abused in childhood. 	<ul style="list-style-type: none"> – a sharp change in the usual lifestyle; – tendency to suicidal behavior; – fear, phobias, mental disorders; – auto-aggression, self-harm, self-harming behavior; – tearfulness, loneliness, lack of friends; – cruelty to animals, people, partners in marriage in the future, or vice versa, “victim” behavior; – fear of physical contact with adults, peers; – sleep disturbances, nightmares; – eating disorders;

	<ul style="list-style-type: none"> - hatred of yourself, your body (feeling of filth, tenderness); - increased awareness of sexual matters; - unusual erotic fantasies (eroticization); - obsessive attachment to adults who used the child for sexual purposes; - transferring the attitude towards the abuser (fear, disgust, feeling of threat) to other people; - demonstration of sexual activities (especially in young children); - “sexual promiscuity” in adolescence and high school as evidence of trauma and the need for professional help; - age-inappropriate flirtatiousness. 		<ul style="list-style-type: none"> - aggressive and antisocial behavior; - inappropriate sexual behavior - the desire to hide the cause of the injury, suspicion; - low self-esteem, self-deprecation, guilt; - promiscuous sex life; - early pregnancy; - eroticized behavior and prostitution; - sexually transmitted diseases; - depression, mental disorders; - childhood experiences of sexual abuse increase the risk of being sexually abused in adulthood.
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<p>Neglect of needs</p>	<p>Forms:</p> <ul style="list-style-type: none"> - lack of attention, care from parents/guardians, school workers while ensuring the conditions for the development of the child: food, housing and safe living conditions; - neglect of the needs for education and training, when parents do not provide conditions for the child to attend school, allow absences from classes without good reason; - lack of resources available from parents/guardians in reasonable amounts, which are harmful to health, mental, spiritual, moral or social development; - neglect of medical care - lack of care for students with serious physical or mental disorders who need medical help (forget to give medications, cannot arrange vaccination), does not receive it, which may soon lead to physical or mental health problems; - leaving in a dangerous ecological situation, as well as an asocial environment; - insufficient supervision - being left unattended, leading to a high risk of accidents, often being left in the care of unauthorized persons due to the unwillingness of parents / guardians to take care of the child; 	<p><u>Family factors:</u></p> <ul style="list-style-type: none"> - family where parents/guardians use psychoactive substances; - persons with mental disorders; - young parents without parenting experience and skills; - with a low socio-economic standard of living; - having chronic diseases, disabilities, mental retardation; - survivors of childhood abuse; - socially isolated. 	<ul style="list-style-type: none"> - mental retardation; - vagrancy; - deviant and delinquent behavior; - theft, theft, can rummage through garbage, etc.; - begging; - craving and attachment to antisocial groups; - communication difficulties; - constant search for attention/participation; - frequent absences from school; - aggressive or withdrawn, apathetic; hyperactive or depressed; - unintelligible friendly or unwilling and unable to communicate; - tendency to arson, cruelty to animals; - mental and behavioral disorders; - depression, suicidal tendencies.
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- a child is on the street without adults in conditions dangerous to his life and health or with the threat of a high risk of an accident;
- cases of residence of legal representatives separately from the student for a long time;
- neglecting a child's emotional needs can steal food, rummage through garbage, etc. in love and attention;
- the student is often left hungry, not dressed or dressed inappropriately for the weather, when the child lives in unsanitary conditions, premises unsuitable for life, without a permanent place of residence

Physical signs:

- living in unsanitary conditions;
- often remains hungry;
- tired sleepy look, pale face, swollen eyelids;
- clothes are sloppy, not appropriate for the season and size of the child;
- uncleanliness, stale smell;
- lag in weight and height from peers;
- head lice, scabies, rash;
- frequent "accidents", purulent and chronic infectious diseases;
- neglected caries;
- lack of proper vaccinations;
- delayed speech and mental development;

Behavioral signs:

- frequent absences from school;

	<ul style="list-style-type: none"> - inability to communicate with peers; - begging; - constant search for attention / participation; - constant hunger and thirst; - extremes of behavior: infantile or takes the role of an adult and behaves in a “pseudo-adult” manner; aggressive or withdrawn, apathetic; hyperactive or depressed; - indistinctly friendly or unwilling and unable to communicate; - tendency to arson, cruelty to animals; 		
Exploitation of students	<p><u>Forms:</u></p> <ul style="list-style-type: none"> – forcing the student to work/other activities for the benefit of other persons/institutions; – the use of student labor by the administration, school employees, legal representatives in contradiction with the established rules and norms, goals and principles of the educational and upbringing process; - educational measures, as well as programs aimed at fostering diligence, respect for work, labor training in branches and at home are not the exploitation of students. 	<ul style="list-style-type: none"> – low economic situation of the family; – demoralization of the family; – upbringing in foster families, where the child is seen as a means of economic gain; – neglect, lack of care for the child in the family 	<ul style="list-style-type: none"> – causing damage to education, including low attendance, academic performance, physical, mental health of the student, as well as his moral, social and emotional development.
Cyberbullying	<p><u>Forms:</u></p> <ul style="list-style-type: none"> – grooming is the use of a student's trust in an adult for the purpose of further sexual exploitation or satisfaction; 	<p>problems in parent-child, family relationships, individual and personal characteristics of the child (accentuation of character,</p>	<p>Depressions, dependent behavior, eating disorders, loss of self-belief, negative self-image, anxiety, distress,</p>

	<ul style="list-style-type: none"> – sexting is the posting and sending on the Internet of photos, texts, videos of an intimate nature without the consent of the students, through modern means of communication; – trolling is intentional insults, provocation with the help of insults or inappropriate vocabulary on Internet forums, social networks and in order to humiliate and pressure a student; – outing is the deliberate publication of a student's personal information without his consent with the aim of humiliating him; – profile spoofing is the creation of fake student profiles for the purpose of bullying the student; – phishing - fishing out personal data (accounts, bank cards of parents), deceiving a student in order to obtain financial gain and fraud; – ignoring is a boycott, exclusion from communication, relations in social networks of one or more students for reasons of their inadequacy. 	<p>lack of ability to resolve conflicts, low level of empathy, conformism (change in behavior under pressure from the group, need for entertainment, desire for revenge, envy, feeling of own inferiority, desire to superiority</p>	<p>feeling of powerlessness, defenselessness, propensity to offenses/crimes, destructions, autoaggression, self-harm, suicidal behavior</p>
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Professional responsibility of branch employees for the implementation of the Student Protection Policy

Position name, structural unit	Function name
Branch Head	<ul style="list-style-type: none"> ● Carries out general management of issues of protection and safety of students of the branch; ● Ensures the implementation of the NIS Student Protection Policy, provides conditions and procedures for monitoring the prevention and response to cases of violence against students; ● Pays attention to the protection and safety of students from violence and allocates resources within the branch; ● Coordinates the involvement of branch staff, legal representatives of students, the local community, and other organizations in the field of student protection and safety.
School Safety Service Head	<ul style="list-style-type: none"> ● Organizes the functioning of the School Safety Service (SSS). Develops the position, structure, composition, cyclogram, reporting of the SSS branch. ● Revises and updates school regulations based on the recommendations of the Student Protection Policy. ● Informs branch management about the difficulties and challenges in implementing the Student Protection Policy. ● Organizes staff training, collects, registers, records reports of violence against students, assesses the severity of the incident, implements student assistance and rehabilitation programs, and cooperates with specialists outside the branch in resolving the case. ● Analyzes the results of the SSS, monitors incidents, generates a report for the head of the branch, makes changes and additions to the work of the branch. ● Ensures prompt disciplinary investigation of the facts and cases of violence against students in accordance with the principle - focus on meeting the needs of the injured students while providing equal

	<p>assistance to all participants in the incident, respecting their rights to safety, confidentiality and respect.</p> <ul style="list-style-type: none"> ● Provides training, awareness and skills for SSS staff. Coordinates efforts with other members of the SSS , specialists of interdepartmental interaction. ● Plans the work of the SSS , taking into account the incidents occurring and the results of the work of the branch.
<p>Employees of the branch, whose competence includes staffing</p>	<ul style="list-style-type: none"> ● When hiring employees in a branch, it checks the identity of employees, their mental and physical health, the right to work at school, previous employment history, as well as checks for violations of the law, unlawful acts against students (for example: fraud, corruption, abuse of power) in past. ● Introduces employees, including those newly adopted, to the UN Convention on the Rights of the Child, the Code of Ethics of "Nazarbayev Intellectual schools” Autonomous Educational Organization, the Policy on the Protection of Students of Branches of "Nazarbayev Intellectual Schools» Autonomous Educational Organization. ● Receives incident reports of student abuse against employees and coordinates the response to such incidents. ● Provides prompt disciplinary investigations of incidents and incidents of discrimination, offenses, and misconduct against students, where the investigation is focused on injured students, respecting their rights to safety, confidentiality, respect and protection. ● Liaise with SSS staff while investigating student abuse incidents. Retain records of cases of violation of the Student Protection Policy.
<p>An employee of the branch, whose competence includes ensuring the legality of activities</p>	<ul style="list-style-type: none"> ● Participates in informing, training branch employees, legal representatives on the protection and safety of students. ● Participates in the disciplinary investigation of incidents, violations of the Student Protection Policy in compliance with the principle - the investigation is focused on victims, respecting their rights to safety, confidentiality and respect. ● Ensures compliance with the lawfulness of procedures related to the Student Protection Policy,

	<p>identification, response to incidents.</p>
<p>School security members</p>	<ul style="list-style-type: none"> ● Carry out informing, training of school employees, legal representatives, students on the issues of protection and safety of students of branches. ● Carry out registration of messages, recognition of signs of abuse, identification of facts, teamwork in response, assessment of the risk of an incident in relation to students (based on their professional role in the SSS). ● Cooperate with an interdisciplinary team consisting of branch employees, specialists of interdepartmental interaction for the implementation of common goals, results in resolving issues of the incident. ● Meet at least once a month to discuss ways to resolve incidents of student abuse, plans to support and assist students and their families. ● Make changes and additions to the procedures for responding to incidents of abuse at the branch, proposals to the Student Protection Policy.
<p>All employees</p>	<ul style="list-style-type: none"> ● Provide support and implementation of the Student Protection Policy. ● Participate in awareness raising activities on prevention, protection and safety of students, educational activities, including supporting the distribution of materials. ● Report suspicions, facts of abuse according to generally accepted sources of reporting established in the school. ● Recognize signs of student abuse and participate in an interdisciplinary team to help and support students.

Purpose, composition, principles, responsibility of the school safety service (SSS)

The purpose of the SSS is to ensure the protection and safety of students through early detection, reporting, registration, timely response, case investigation, assistance and support.

The composition of the SSS (at least 10 - 11 people):

1. The head of the SSS (head of the branch);
2. Deputy Head of the SSS (representative of the school administration);
3. Head of the dormitory (if the student lives in the dormitory);
4. Homeroom teacher of the class;
5. The teacher of the dormitory (subject to the student's residence in the dormitory);
6. 2 (two) teachers (from among subject students);
7. School psychologist;
8. School doctor (school nurse if necessary);
9. Lawyer;
10. Safety engineer;
11. School police inspector.

Principles of teamwork in the SSS:

- selection of members based on competencies and skills;
- a general vision of the problems of the student, his environment;
- having a common goal and activity;
- coordination of actions of team members;
- complementarity of team members by functions and roles;
- availability of uniform protocols of action;
- group responsibility of team members for results and interventions;

- the ability to quickly respond to the situation in which the student has found himself.

Responsibilities of the SSS team members:

1. Passing mandatory trainings on the prevention of violence against students;
2. Coordination of the SSS, depending on the topic of the case, the tasks of the situation, leadership skills, can be transferred from one member to another, subject to teamwork.
3. Compulsory meetings once every two weeks to coordinate issues of protection, security, solving situations of violence against students;
4. Informing school staff, students, parents / guardians to familiarize themselves with regulations, policies on protection, student safety, the concept of student abuse, types of violence, methods of communication, preventive measures, detection, response and psychological and educational assistance in cases student abuse;
5. Conducting educational trainings for school personnel in the framework of programs for the primary prevention of cruelty to students;
6. Receiving reports of problematic behavior and cases of violence against students at school, outside of school, at home;
7. Verifying the report and conducting an investigation into student abuse;
8. Assessment of the risk of the incident for the life and health of students;
9. Work with students at risk (secondary and tertiary interventions) to stimulate behavioral changes;
10. Case management in an interdisciplinary team from the stage of receiving a message to the appearance of positive behavioral changes in students, their immediate environment;
11. Monitoring, analysis, forecasting changes in the approaches to the protection and safety of students;
12. Development of a safety plan for abused students;
13. Referral of learners to outside professionals and organizations for professional help and support.

**Plan of the education
staff, legal representatives, students under the Affiliate Student Protection Policy**

Event	Timing	Responsible
Training of branch managers, their deputies, who are heads of school security services (SSS), on the key provisions of the NIS Student Protection Policy.	Once a year (at the beginning of the school year)	A structural unit that coordinates the welfare, protection and safety of NIS students in the AEO.
Training by the leaders of the school security services (SSS) of the composition of the SSS teams. When the composition of the teams changes, the training program is supplemented and updated.	Once a year	Administration, Head of School Security Services (SSS)
School Safety services (SSS) team members train school staff, partner providers of services in the school.	Once a year (according to training schedules)	School Safety services (SSs) Team Members
School Safety services (SSS) team members educate student legal representatives on student abuse prevention and adolescent interactions	At the beginning of the school year, the Strengthening Family program is conducted in 7 grades, in the remaining grades according to the school plan	Homeroom teachers, school psychologists
Familiarize newly hired school staff with the Student Protection Policy.	In the first month of taking office	Head of SSS, personnel service workers

Teaching students to recognize abuse, learn to be safe and self-help, and seek help from school staff, authorized organizations and institutions	During the school year, according to the school plan	School Safety Service (SSS) Team Members, homeroom teachers, school psychologists
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**Instructions for visitors of the Intellectual Schools
(including legal representatives of students)**

This instruction is mandatory when visiting the Intellectual Schools by legal representatives of students, employees of the AEO, representatives of third-party organizations and institutions (hereinafter - visitors)

1. Entrance to the school and school grounds for visitors is allowed by prior agreement with the administration and school staff.
2. To organize a meeting with any of the school staff, you must:
 - make a preliminary agreement with the school management, teachers, homeroom teacher, school psychologist by phone or e-mail about the time and place of the meeting;
 - approach the school at the appointed time, contact the security service (security), present the visitor's identity documents and register your arrival in the Visitor Record Log;
 - proceed to the designated location accompanied by a security officer or school employee,.
3. Meetings with teachers are possible outside the classroom, during breaks.
4. A school employee with whom a meeting is scheduled by prior arrangement with the visitor:
 - notifies the security service and the school administration in advance about the appointment;
 - meets the visitor at the appointed time;
 - at the end of the meeting, escorts to the registration desk of the school security service;
 - accompanies the visitor when visiting the toilets of the school and ensures the return to the exit.
5. In case the visitor does not have a preliminary agreement (emergency), the school employee:
 - informs the management, school administration about the purpose of meeting with the visitor
 - receives permission to visit and/or meeting.
6. Entry to the school without prior agreement and without registration is allowed in the following cases:
 - parenting meetings;
 - participation in parenting programs;
 - days of open doors;
 - festive events.
7. Visitors are prohibited from:
 - calling teachers and students from classrooms (with the exception of emergencies);

- making video and photos of students (except for cases by prior agreement with students, their legal representatives, school administration);
 - bringing piercing and cutting objects, gas cartridges, other hazardous substances;
 - bringing homemade food, carbonated drinks, fast foods (except in cases of prior agreement with the school administration);
 - smoking, consuming alcohol and other psychotropic (narcotic) substances on the school grounds.
8. Persons who refuse to present identification documents and explain the purpose of the visit shall not be admitted to the school.

I have read this instruction

(FULL NAME, signature)

Date _____

Appendix 6

Observation map template

to identify external physical and behavioral manifestations characteristic of a student who has experienced an abuse. The card is filled out by a subject teacher, dormitory teacher, homeroom teacher, school psychologist or any adult specialist who is in constant contact with the child.

Instructions: Please tick the boxes that are specific to the student

№	Description of changes in the student	Yes	No
1	Easily becomes “nervous”, cries, blushes when asked a question		
2	Ignores peers, does not make contact with them		
3	Behaves like a "wary animal", keeps away from others		
4	Apathetic, passive, inattentive, rarely laughs		
5	Sharp and sudden drops in energy (mood) are common		
6	Shows no friendliness or benevolence towards people		
7	Always takes care of being in agreement with the majority, imposes itself on others, it is easy to manage		
8	Dresses provocatively (pants, hairstyle - boys; too bright, pretentious clothes, cosmetics - girls)		
9	Constantly needs help and supervision from teachers		
10	Negatively treats comments		

11	Aggressive (screams, uses force), sticks to weaker children		
12	Hides or destroys items belonging to other children		
13	Not interested in studying		
14	Not interested in adult approval or disapproval		
15	Non-punctual, non-responsive		
16	Move his arms aimlessly. Various "tics"		
17	Biting nails		
18	Too childish in speech. Stutters, stutters. "It's hard to get a word out of him"		
19	Parents deliberately lie to justify their child's absence from school		
20	Looks like he's eating very poorly		
21	Frequent viral diseases, headaches		

For a quantitative interpretation of the results obtained, it is necessary to calculate the sum of points for each scale of the Map in accordance with the following key:

Scale name	Questions	Points
"Distrust of new people and situations"	1, 2 ,3	1 point for each answer "yes", 0 points for each answer "no"

"Depression and withdrawal"	4, 5, 6	1 point for each answer "yes", 0 points for each answer "no"
"Anxiety in relation to others"	7, 8, 9	1 point for each answer "yes", 0 points for each answer "no"
"Hostility towards others"	10, 11, 12	1 point for each answer "yes", 0 points for each answer "no"
"Lack of social normativity"	13, 14, 15	1 point for each answer "yes", 0 points for each answer "no"
"Neurotic symptoms"	16, 17, 18	1 point for each answer "yes", 0 points for each answer "no"
"Unfavorable environmental conditions"	19, 20, 21	1 point for each answer "yes", 0 points for each answer "no"

Interpretation of research results is a qualitative analysis of the data obtained. Depending on which physical or behavioral indicators of violence are noted by the adult working with the student, it is possible to determine whether the student has been violently committed.

Checklist for identifying the type of violence against a student

Physical abuse (regular or occasional severe cases)

Main content and questions	Variants of the statement and auxiliary questions	Comments for a specialist
<p>It rarely happens that at school / at home, adults and children, at least sometimes, do not come into conflict with each other.</p> <p>Sometimes adults even beat children, although I believe that this is wrong and should not be so.</p> <p>How does it happen at your school / home?</p> <p>Have you ever been beaten? How did this happen?</p> <p>Do you remember any incident that you remember the most?</p> <p>How are you punished at school / at home?</p> <p>What other physical and non-physical punishments do you remember?</p> <p>Have you had bruises, marks, injuries from blows or punishments?</p>	<p>How often does this happen? How long did it take? What (usually) beat / beat? How much did it hurt? Did you have any marks after such impacts (bruises, scratches, fractures, other marks?) Have you ever had to hide bruises? Have you ever been taken to the hospital (shown to the doctor after that)? How do you understand why adults (teachers, parents) behaved this way? How did you make up after that? Who did you tell about this? What did they tell you about this?</p>	<p>It is important to consider the emotional reactions of the child.</p>

Were such cases not at home, but in other places (school, on the way to school, on the street, in the classroom)		
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Psychological abuse

Main content and questions	Variants of statements and auxiliary questions	Comments for school staff
<p>With whom do you study at school / live at home?</p> <p>Please tell us who and how treat you at school / at home?</p> <p>Do you often get scolded? How do you get scolded?</p> <p>How are you being punished?</p> <p>Do adults swear among themselves?</p> <p>Did the adults ask (forced) you to take someone's things without asking?</p> <p>Did the adults ask (forced) you to tell lies to other adults?</p>	<p>Who praises you at home?</p> <p>How are you being called at school/at home? How often?</p> <p>For what reason are you being scolded?</p> <p>What words are used while scolding?</p> <p>What do they say to you when (mom, dad, relatives, teachers) are angry with you?</p> <p>What was the most offensive?</p> <p>How do you celebrate the holidays?</p> <p>Do you like spending time at home? With whom?</p> <p>Are all students at school / at home treated equally?</p> <p>What do they tell you if you cannot answer correctly? Do you receive / come with bad grades?</p> <p>Do teachers scold you at school?</p> <p>How does this happen?</p>	<p>If the topic of violence was not discussed during the interview, then a question should be asked</p> <p>“Have you been scolded at school / class / at home? Who scolds most often? ” and depending on the answer, return to discussing it</p>

Bullying at school

Main content and questions	Variants of statements and auxiliary questions	Comments for a specialist
<p>Do you like school at all? Do you like school now? How do teachers treat you? How do your classmates treat you? Have you ever felt that that you didn't want to go to school? How do you explain your unwillingness? Have you ever been in a situation that all (the majority) were against you? If yes, have your teachers supported you? Who did you tell about this?</p>	<p>What did you like, what did you dislike? When, because of what? Did they tease you, beat you? What was the most offensive thing? Who supported you? How long did it last? When did it end? Have there been other similar situations in your life?</p>	

Sexual assault

Main content and questions	Variants of statements and auxiliary questions	Comments for a specialist
<p>Do you know what sex is? Who told you about this?</p>	<p>If a child's sexual trauma is known, questions can be asked more direct, such as “I know that your stepfather pestered you, can you tell me something about it?”</p>	<p>It is necessary to speak the language of the child.</p>

<p>Some adults pester children with this, have you had this?</p> <p>When did it happen?</p> <p>Who was that?</p> <p>What did they say to you?</p> <p>What did they do (touch, what places, did they hurt?)</p> <p>How do you feel about this person now?</p> <p>Who did you tell about it?</p> <p>How did they react to your story?</p>		<p>It is important to navigate in the child's awareness of sex.</p>
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Assessment of risk factors, vulnerability and protection in the event of student abuse

Risk factors

When identifying risk factors, it is necessary to take into account their impact on the safety and well-being of the child, for which you need to fill out the table:

Risk factors	Yes/ No	Examples / evidence / consequences for the child
Pupils		
Has the student's behavior changed (became withdrawn, aggressive, etc.)		
Does he have any unexplained injuries (accidents)		
Whether depressed mood / fears, anxiety / tension prevail		
Shows aggression towards others (physical and verbal)		
Is the student a member of a group (including social media?)		
Does the student run away from home?		
Is the student's behavior sexually active?		
Is the student sexually inappropriate for his age?		
Family developmental situation		
Does the student show signs of neglect (does not get enough sleep, is often hungry, is not dressed for the weather, is untidy, has untreated injuries, etc.)		
Are the parents of the student prohibited from attending school?		
Do legal representatives have unrealistic expectations of their child?		
Are there signs of domestic violence (severe physical punishment, signs on the body)		
Do legal representatives use alcohol or other psychoactive substances?		

Do legal representatives have mental problems or disorders?		
Do legal representatives refuse to participate / cooperate?		
Are legal representatives hostile / aggressive?		
Have there been any reported incidents of violence or neglect?		
Is the new partner (stepfather, stepmother) or other adult living at home?		
Does the child need protection?		

Vulnerability factors

The more vulnerabilities, the higher the risk of harm.

Vulnerability factors	Yes/ No	Examples / evidence / consequences for the child
Child		
Is the student physically disabled?		
Does the student have speech abnormalities (stuttering, more silent)?		
Does the student need additional support?		
Does the student often spend a lot of time alone, not interacting with other children?		
Does the student have mental health problems?		
Does the student have an addiction?		
Does the student threaten to harm himself, is there self-harm?		
Whether the student has threatened to commit suicide.		
Were there any prior signs of self-harm?		

Protection factors

It is necessary to recognize the factors of protection even in the most difficult situations, because some branch employees, many legal representatives do not have communication skills, parenting skills, knowledge and ways of interacting with students.

Protection factors	Yes/ No	Examples / evidence / consequences for the child
Pupils		
Interests, abilities of the student		
Relevant adults who are trusted by the student (school employees, legal representatives, close and distant relatives)		
Legal representatives / employees of the branch		
Education of legal representatives		
Attachment of pupils to legal representatives, school, branch employees		
The presence of fond memories and events in the relationship of the student, legal representatives, branch employees		
Spending time with legal representatives (at least occasionally)		
Showing concern for the student		
Seeking cooperation to remedy the situation		
Understanding your own difficulties		
Interest in overcoming student difficulties		

Overall risk assessment

1 Low risk (legal representatives, branch employees have relationship difficulties that can affect the student, difficult family relationships, lack of caring and understanding skills, inexperienced parents, inconsistent parenting, lack of concern about the student).

2. Average level of risk (student: constant absenteeism, warnings of expulsion and the risk of being expelled from school, the student is registered within the school, physical and mental health causes concern, regular use of alcohol, drugs, low self-esteem).

(legal representatives: cases of domestic violence, the risk of breaking up relations with legal representatives, parents are socially isolated, not monitored by local institutions, mental disabilities of legal representatives, their abuse of psychoactive substances, the presence of a mental disorder that affects the ability to meet the needs of the student, non-compliance with parental requirements, inconsistent parenting that impairs the emotional or behavioral development of the student).

3. High level of risk (student: constant absenteeism, disability, serious physical and mental health problems, uncontrollable aggressive behavior, is a member of antisocial groups (including in social networks), mental health problems requiring special intervention, sexual exploitation, pregnancy up to 18 years old, not living at home for a long time, negatively distorted image of oneself (low self-esteem).

Risk assessment result:

- No further action required.
- Initiate branch-level response and procedures.
- Contact an authorized external agency.

Actions of branch employees

- in the case of a low and medium level of risk of violence, the SSS develops a plan of interventions and support for the student, which covers the educational, communicative, regulatory, self-assessment sphere of the student's personality;
- in cases of high risk of harm, threat to the life and health of the child, all materials are transferred to the interdepartmental team for decision-making and assistance to the student and his immediate environment.

Student Abuse Incident Log Template _____ through _____

Registration and date	Information about the victimized child				Parents' status	Housing issue	Incident location	Type of violence	Offender	Measures taken	The result													
	code of the child	age	gender	nationality			at school	at home	in the community	bullying/cyberbullying	physical	psychological	sexual	neglect of needs	peer	school worker	legal representative/guardian	others	pedagogical and psychological help	medical help	social help	other	within the school	organization, where the victim was referred

List of departments, organizations, institutions providing assistance in cases of cruelty to students

Institutions dealing with the rights of children and human rights in general in the Republic of Kazakhstan Government websites

1. Committee for the Protection of Children's Rights of the Ministry of Education and Science of the Republic of Kazakhstan (<https://www.bala-kkk.kz>);
2. Ministry of Education and Science of the Republic of Kazakhstan (<http://edu.gov.kz>);
3. Ministry of Health of the Republic of Kazakhstan (<http://mz.gov.kz>);
4. Committee for Sports and Physical Education (<http://sport.gov.kz>);
5. Government of the Republic of Kazakhstan (<http://www.government.kz>);
6. Committee on Statistics of the Ministry of National Economy of the Republic of Kazakhstan (<http://stat.gov.kz>);
7. Committee on Legal Statistics and Special Accounts of the General Prosecutor's Office of the Republic of Kazakhstan (<http://pravstat.prokuror.kz>);
8. Ministry of Justice of the Republic of Kazakhstan (<http://www.adilet.gov.kz>).

Institute of the Ombudsman for the Rights of the Child.

By the decree of the President of the Republic of Kazakhstan, the institution of the Commissioner for the Rights of the Child was established in the country on February 10, 2016. The special status of the Commissioner lies in the fact that he is not a structure of any ministry, organization or department and is not accountable to state bodies and officials. Ombudsman for the Rights of the Child - defends the legal rights and interests of children and adolescents, including those who belong to the most vulnerable groups (such as children with special needs, children living in disadvantaged families, orphans, children left without care parents or those in conflict with the law, who find themselves in a difficult life situation). The Children's Ombudsman speaks on behalf of children and acts exclusively in their interests.

Aruzhan Sain, Ombudsman for the Rights of the Child in the Republic of Kazakhstan,

E-mail: info@bala-ombudsman.kz

WhatsApp: +7 (777) 678-75-90 (messages only)

Alexander Lyakhov, Representative of the Ombudsman for the Rights of the Child in the Republic of Kazakhstan, E-mail: pressa@bala-ombudsman.kz

Address: Almaty, st. Nauryzbay batyr, 65, office 102

Phone: +7 (727) 267-67-12

Contacts to help survivors of sexual exploitation, sexual abuse and discrimination of any kind

Category	Organization name	Helpline and / or organization website
Help for survivors of sexual exploitation and abuse	Union of Crisis Centers	8-708-10-608-10 150 116-16 www.telefon150.kz
	Police department	102 qamqor.gov.kz
	City and regional prosecutor's offices	8(7172) 71-25-54 prokuror.gov.kz
Help for survivors of domestic violence	Union of Crisis Centers	8-708-10-608-10 150 116-16 www.telefon150.kz
	Police department	102 qamqor.gov.kz
	City and regional prosecutor's offices	8(7172) 71-25-54 prokuror.gov.kz
Help for survivors of gender discrimination	Union of Crisis Centers	8-708-10-608-10 150 116-16 www.telefon150.kz
	Police department	102 qamqor.gov.kz
	City and regional prosecutor's offices	8(7172) 71-25-54 prokuror.gov.kz
Helping children who have experienced violence and cruelty	Union of Crisis Centers	8-708-10-608-10 150 116-16 www.telefon150.kz
	City and regional prosecutor's offices	Contacts of these organizations can be found in regional akimats
	Police department	102 qamqor.gov.kz

	City and regional prosecutor's offices	8(7172) 71-25-54 <i>prokuror.gov.kz</i>
Help for survivors of discrimination	Police department	102 <i>qamqor.gov.kz</i>
	City and regional prosecutor's offices	8(7172) 71-25-54 <i>prokuror.gov.kz</i>

Source: National Volunteer Network tel .: + 7 (776) 411-53-75

E- mail: volunteer.kz@gmail.com

Contacts of Support Centers for Children in Difficult Life Situations, "House of Youth", Centers for Social Adaptation of Youth in Nur-Sultan, Almaty, Shymkent and regional centers of the Republic of Kazakhstan

№	Institution name	Address
1	House of hope	Almaty, Yelibekov Street, 22a (8-7272) 640549
2	State institution "Shelter for temporary detention of children"	Almaty, Raiymbek Av., 405 "Б" 8(727) 2464412; 8(727) 2464489
3	State Institution "Specialized Complex" Zhanuya "	Almaty, Begalin Street, 82 8(727) 2916984 ; 8(727) 2911668
4	State Institution "Center for Adaptation and Support of Graduates of Social Institutions of Almaty City" Zhastar Uyi "	Almaty, Zhetysu microdistrict, 79 8(727) 2265502
5	Support Center for Children in Difficult Life Situations "Ayala"	Aktobe region, Aktobe, Aviagorodok, 1 «Д» 8(7132) 90-80-98
6	Center for social adaptation of youth "Meyirim"	Aktobe, Kirpichnyi, 396. 8(7132) 90-66-57, 90-73-13
7	MSI "Support Center for Children in Difficult Life Situations" of the Department of Education of the East Kazakhstan region	East Kazakhstan region, Boroduliha, New Shulba village, Gagarin Street BKO, 1216, novoshulbadetdom@yandex.ru 8(72353) 21070, 22034, ф.21444
8	MSI "House of Youth" of the Department of Education of the East Kazakhstan region	East Kazakakhstan region, Ust-Kamenogorsk, Abay Av, 21 sdp_abai21@mail.ru 8(7232) 224302, 225206, 751888
9	MSI "Support Center for Children in Difficult Life Situations" of the	Zhambyl region, Taraz, Mynbulak, 22/68 (8-7262) 540757

	Department of Education of the Zhambyl Region	
10	Regional Youth House	Zhambyl region, Taraz, Tolebi Av., 35 (8-7262) 425370
11	Communal State Institution "Support Center for Children in Difficult Life Situations" of the Department of Education of the West Kazakhstan	West Kazakhstan region, Uralsk, 152 Strelkovaya brigada Street, 3 (8-7112) 240543 (8-7112) 312328
12	State institution "House of youth" Shanyrak "	West Kazakhstan region, Uralsk, Kokchetavskaya Street, 1/6a (8-7112) 526233
13	KSU Youth House "Zhargyn"	Karaganda region, Karaganda, Erubayev Street, 12 (8-7212) 568884
14	MSI "Center for Supporting Children in Difficult Life Situations named after Maruy Kulusheva"	Karaganda region, Zhezkazgan, Pushkin Street, 49 8(7102) 760621, 760628
15	MSI "Support Center for Children in Difficult Life Situations"	Karaganda region, Karaganda, Bukhar-Zhyrau Av., 61 A (8-7212) 254448
16	MPI "Center for adaptation of minors of the Karaganda region"	Karaganda region, Temirtau, yMichurin Street, 41 (8-7213) 411399, 411300
17	MSI "Support Center for Children in Difficult Life Situations of the City of Kostanay" of the Education Department of the Akimat of Kostanay Region	Kostanay region, Kostanay, Belinslyi Av., 5 8 (714-2) 392558
18	MSI "Support Center for Children in Difficult Life Situations of the City of Arkalyk" of the Education Department of the Akimat of Kostanay Region	Kostanay region, Arkalyk, Sh.Zhanibek Street, 73 8 (714-30) 71415

19	MSI "Support Center for Children in Difficult Life Situations of Auliekol District" of the Education Department of the Akimat of Kostanay Region	Kostanay region, Auliekol, Lenin Street, 29 (714-53) 21882
20	MSI "Support Center for Children in Difficult Life Situations of the Zhitikara District" of the Education Department of the Akimat of Kostanay Region	Kostanay region, Zhitikara, Lenin Street, 108 8 (714-35) 49140
21	MSI "Regional Youth House" of the Education Department of the Akimat of Kostanay region	Kostanay region, Kostanay, Baimagambetov Street, 1 8 (714-2) 223929
22	MSI "Rudny Youth House" of the Education Department of the Akimat of Kostanay region	Kostsnay region, Rudnyi, 50 let Oktyabrya Street,34, 8 (714-31) 65982
23	MSI "Center for adaptation of minors" of the Education Department of the Akimat of Kostanay region	Kostanay region, Kostanay, Maylin Street, 81 87142-90-00-17, 87054507599,
24	MSI "Center for adaptation of minors, Kokshetau" of the Education Department of Akmola region	Kokshetau, Ismailov Street, 11 6
23	GKKP "Regional Youth House" Zhastar "of the Department of Education of Akmola region	Akmola region, Stepnogorsk, 6 microdistrict, 13 (8-71645) 25551, 25550
24	MSI "Regional Center for Supporting Children in Difficult Life Situations"	Sandyktau region, Sandyktau village
25	Communal State Institution "Center for Social Adaptation of Youth"	Kyzylorda, Astana microdistrict, 1 «A» 8 (7242) 40-10-25
26	State Institution "Children's Center for the Provision of Special Social Services"	Kyzylorda, Talsuat, Street 6/1, 8 (7242) 31-05-84, 31-07-36
27	MSI "Support Center for Children in Difficult Life Situations of the City of Ekibastuz"	Pavlodar region, Ekibastuz, Satpayev Street, 6 8(7187)756051

28	MSI "Regional Center for Supporting Children in Difficult Life Situations"	Pavlodar region, Pavlodar, Leningradskaya Street, 43/1 8(7182)652918
29	MSOPE "Zhas Orpak"	Pavlodar region, Pavlodar, Ak. Satpayev Street, 166 8(7182)321866
30	MPI "Support Center for Children in Difficult Life Situations of the Ayrtau District"	150100. North-Kazakhstan region, Ayrtau, Saumakol village, Makarenko Street, 1 8 (7153) 32-75-21
31	MSI "Support Center for Children in Difficult Life Situations of the Magzhan Zhumabaev District"	150815, North-Kazakhstan region, Magzhan Zhymabayev, Poludino village, Gagarin Street, 2, 8 (7153) 12-65-91.
32	MSI "Support Center for Children in Difficult Life Situations"	150700, North-Kazakhstan region, Kyzylzhar, Arhangel'skoye village 7153) 82-31-30
33	KSU "House of Youth"	150000, North-Kazakhstan region, Petropavlovsk, Sh.Ualikhanov Street, 15 8 (7152) 51-23-03
34	KSU "House of youth of Akzhar region"	150200, North-Kazakhstan region, Akzhar, Talshil village, Vokzal'naya Street, 10, Flat 4. (7154) 67-90-72
35	MSI "Petropavlovsk Children's Center of Social Services"	150009, North-Kazakhstan region, Petropavlovsk, G.Musrepov Street, 28 8 (7152) 52-26-45
36	House of Youth, Shymkent	Symkent, Baitursynov Street, 73a (8-7252) 223141
37	Youth House	Atyrau, Sharipov Street, 28 a 8(7122)450462

A source. Contacts of specialized children's institutions of all types by regions and cities of republican subordination on the website of the Electronic Government of the Republic of Kazakhstan