

INTRODUCTION

According to the "Convention on the Rights of the Child" adopted by the United Nations General Assembly on November 20, 1989, any individual under the age of 18 is considered to be a child. All children, regardless of race, color, gender, religion, or nationality, must have the following rights without any exception:

- The right to all kinds of protection, opportunities, and facilities for free and dignified development, in a healthy and normal manner.
- The right to have a name and nationality.
- The right to have social security, including adequate nutrition, housing, and medical care.
- The right to have special treatment, education, and care if they are disabled.
- The right to grow up, as much as possible, under the care and responsibility of their parents, in a loving and secure environment with love and understanding.
- The right to have equal opportunities for education, recreation, and the development of individual skills.
- The right to be protected and rescued in a short period during times of disaster.
- The right to get protection from any form of neglect, abuse, and exploitation.
- The right to get protection from all forms of racial, religious, and other types of discrimination, and to grow up in the spirit of peace and universal brotherhood.

Child abuse and neglect are defined by the World Health Organization as “any physical and/or emotional maltreatment, sexual abuse, neglect or negligent treatment, or any form of exploitation that can cause harm or potential harm to the child’s health, life, development, or dignity, within the context of a relationship of responsibility, trust, or power.” Child abuse and/or neglect harm the child’s life, health, development, and general values related to trust, responsibility, and skills.

Violence, abuse, and neglect experienced during childhood leave deep scars, negatively affecting mental and emotional health.

As Açı Schools, our main objective as expressed in this procedure is to prevent, identify, and address child abuse and neglect incidents and create a safe and nurturing environment for all our students. Açı Schools, in addition to fulfilling legal obligations and requirements, informs students, parents, teachers, and all relevant personnel about child abuse and neglect. (Information Schedule Appendix-

6). Furthermore, we provide support by raising awareness, offering counseling to individuals who have suffered from child neglect and abuse, and recommending relevant resources.

Açı Schools' Teachers, staff, and parents are required to be familiar with this procedure.

SCOPE

1. **Definition of Child Abuse and Neglect:** This procedure clearly defines what constitutes child abuse and neglect, encompassing various forms such as physical, emotional, sexual, and online abuse, as well as neglect.
2. **Responsibilities:** This procedure applies to all individuals within the school community, including students, teachers, staff, parents, and guardians.
3. **Prevention:** It outlines strategies and measures for preventing child abuse, including educational programs, awareness campaigns, and staff training.

4. **Reporting Procedures and Notification Process:** It establishes clear procedures for reporting child abuse cases, emphasizing confidentiality, protection, and reporting obligations.
5. **Consequences:** It explains the potential disciplinary and legal consequences for individuals found responsible for child abuse.
6. **Review and Monitoring:** It specifies how the procedure will be periodically reviewed and monitored to ensure its effectiveness and compliance with changing laws and regulations.

This procedure highlights the school's commitment to child safety and welfare by clearly defining its purpose and scope, providing a framework for addressing child abuse issues within the high school community.

1. Definition of Child Abuse and Neglect:

Child abuse and neglect encompass various forms of mistreatment or harm inflicted on a child. "Child neglect" is defined as the failure of individuals responsible for the child's care, particularly the parents, to meet the child's basic needs such as nutrition, clothing, housing, education, love, and health, resulting in the obstruction of the child's physical, emotional, moral, or social development. A child whose physical, mental, emotional, and social health is impaired due to abuse may face issues in their future individual and social life.

Physical Abuse:

In its broadest sense, "physical abuse" is defined as "a child suffering physical harm due to preventable and non-accidental actions" or "non-accidental injury to a child." It can also be described as the infliction of harm on a child's body through violent acts such as hitting with hands and/or tools, pushing, kicking, shaking, choking, biting, burning, poisoning, and other similar violent actions. These actions may or may not leave visible marks or injuries on the child's body. Although there are numerous definitions of physical abuse, the common point in all of them is that it negatively affects the child's health and results in lesions or injuries on the body.

Emotional or Psychological Abuse:

This includes behaviors that cause serious emotional distress or harm to a child. These behaviors may involve constant belittling, humiliating, frightening, imposing expectations that are beyond the child's age and development, or manipulating the child into feeling valued only when they meet others' needs. The observation of these behaviors even once can be sufficient to classify them as emotional or psychological abuse.

Sexual Abuse:

Sexual abuse is defined as the use of a child, whether or not the child is aware, without consent, for the purpose of sexual stimulation by an adult, regardless of whether the child is coerced, forced, persuaded, or deceived. Children can be sexually abused not only by adults but also by other children who are in positions of responsibility, trust, or power due to their developmental stage.

Neglect:

Neglect occurs when a caregiver or parent fails to provide adequate care for the child's basic physical, physiological, or psychological needs, resulting in harm to the child's well-being.

This can include inadequate nutrition, shelter, security, or medical care for the child's basic needs.

* **Emotional neglect** refers to the failure to show love and attention to the child, especially in adolescence, or depriving them of support and supervision.

* **Sexual neglect** involves failing to provide age-appropriate care for a child, which could disrupt their sexual identity development and potentially lead to behavioral problems. This includes not buying appropriate toys or clothing for the child.

* **Educational neglect** occurs when a child is not sent to school during the mandatory age or when there is a lack of attention to the child's special educational needs, chronic absenteeism is ignored, or school-related issues and failures are neglected.

* **Physical neglect** refers to the lack or inadequacy of meeting the child's basic needs such as food, shelter, health care, or clothing.

* **Health neglect** is a subcategory of physical neglect, defined as failing to take the child to a doctor when sick, not vaccinating, or not following treatment recommendations or rejecting treatment.

Violence in the family:

This includes situations where children who have been exposed to domestic violence, either as direct victims or by witnessing violence between parents or caregivers, are affected.

2.Responsibilities

Children, as a group with special value that must be protected, are particularly vulnerable to all forms of abuse because they have not yet developed the ability to resist negative external influences, both physically and emotionally. In this context, protecting children from abuse and neglect is of utmost importance to society. The first line of defense against child abuse and neglect is awareness.

Every individual in society has the responsibility to know the basics of how to protect children from harm. As educators, we are an integral part of society, and due to our close relationships with children, we must guide society's efforts to combat all forms of potential abuse and neglect. Schools, where children spend most of their time without their families, are places where children frequently interact with teachers. Therefore, teachers play a key role in recognizing and intervening in cases of child abuse and neglect by establishing close relationships with children.

Teachers, due to their direct communication with children, can create the opportunity for children to share their problems with them. Their knowledge and experience in child education, their ability to compare children's behaviors with the ones they previously experienced, and their obligation to report suspicions of abuse and/or neglect, hold a crucial role in preventing abuse and neglect incidents . Additionally, teachers' ability to provide training to children and families on preventing abuse and neglect presents a significant opportunity in protecting children.

Preventing child abuse within the school environment requires shared responsibilities between school administrators, teachers, and staff to ensure the safety and well-being of students.

Preventing child abuse and neglect is a collective effort, and it is essential for school administrators, teachers, and staff to work together, adhering to legal and ethical responsibilities, to create a safe and supportive learning environment for students.

2.1.School Administration:

Procedure Development: School administrators develop and implement a comprehensive child abuse procedure that outlines strategies for preventing neglect and abuse, reporting procedures, and support mechanisms.

Training: They organize training sessions for teachers and staff to increase awareness about recognizing the signs of child abuse and neglect, understanding reporting protocols, and enhancing child protection efforts.

Creating a Safe Environment: They create and maintain a safe and supportive school environment where students can freely express concerns related to abuse and/or neglect.

Screening and Hiring: To minimize the risk of hiring individuals with a history of abuse, school administrators conduct comprehensive background checks and screenings for all school personnel. AÇI Schools' employees are aware of the child protection procedures in their contracts, acknowledge them, and sign their agreements under these conditions (Appendix-4).

Monitoring Compliance: The school regularly reviews and evaluates its commitment to child abuse and/or neglect prevention policies and takes corrective actions when necessary.

Coordination with Authorities: School administrators collaborate with relevant institutions and law enforcement agencies to ensure a coordinated response to reported cases of abuse and/or neglect.

2.2.Academic and Administrative Staff:

Observation: They remain vigilant for any signs or behaviors that may indicate a child is experiencing neglect or abuse. These signs may include unexplained injuries and behavior changes, and can encompass all elements from the definitions of abuse and/or neglect provided above.

Reporting: If there are reasonable suspicions of child abuse or neglect, they follow the school's reporting procedures and inform authorities or administrators about their observations.

Maintaining Open Communication: They encourage open and supportive communication with students, ensuring that students understand they can trust their teachers when they feel unsafe or need help.

Informing Students: They include age-appropriate discussions on child abuse, neglect, and personal safety in the curriculum, highlighting the importance of reporting uncomfortable situations.

Cooperating in Investigations: When necessary and required, they fully cooperate with local authorities and/or school officials during investigations into suspected child abuse or neglect cases.

Training: They attend training sessions provided by the school to recognize the signs of child abuse and neglect and to learn appropriate reporting procedures.

Referring Students: They ensure that students experiencing or witnessing neglect or abuse are referred to the relevant support services.

Maintaining Confidentiality: They handle all reports of child abuse and neglect with the utmost confidentiality and only share information with individuals as specified in the school procedures.

2.3.Students:

Reporting Suspected Abuse or Neglect: Students should immediately report any suspicions or concerns about child abuse to their guidance teacher, counselor, school principal, vice principal, or any teacher for appropriate reporting.

Respect and Support for Peers: Students should treat their peers with kindness and respect, fostering a culture of sharing and support. They must absolutely avoid any behavior that involves bullying, harassment, or abuse towards others.

Participating in Educational Programs: Students actively participate in educational programs organized by the school to prevent child abuse and neglect, raise awareness, and promote personal safety.

Respecting Boundaries: Students understand and respect the personal boundaries of others and the need for consent in any action or interaction. They are aware of the importance of consent in all interactions and relationships.

Providing Support: When students learn that their peers are experiencing neglect or abuse, they offer support, reassurance, and encourage them to report the abuse to the appropriate authorities or trusted adults.

Protecting Online Safety: Students use digital platforms safely and responsibly. They avoid cyberbullying, sharing inappropriate content, or engaging in harmful online behaviors.

Respecting Confidentiality: Students understand the importance of confidentiality in cases of child abuse and neglect and respect the privacy of those involved.

Seeking Help: Students should seek help from a trusted adult if they experience any form of abuse, neglect, or find themselves in an unsafe situation.

2.4. Parents:

Knowing the Procedure: Parents are responsible for reading, understanding, and applying the school's child abuse and neglect procedures when necessary.

Open Communication: Parents maintain open and honest communication with their children. They encourage their children to report any concerns or discomfort related to their experiences at school to the appropriate and responsible individuals.

Informing: Parents teach their children the importance of recognizing and reporting inappropriate, unwanted, and/or abusive behavior, including information from the “Açı Schools Child Protection Procedure” and how to safeguard their personal safety.

Promoting a Safe Online Environment: Parents ensure that their children are responsible and safe internet users, monitor their children's online activities to protect them from online abuse and exploitation, and provide guidance when necessary.

Participating in School Programs: Parents attend parent-teacher meetings, workshops, or training programs organized by the school that focus on preventing child abuse and neglect and raising awareness.

Respecting Privacy: Parents respect their children's privacy but remain vigilant for any signs or behavioral changes that may indicate abuse, neglect, or distress. They understand the importance of confidentiality in child abuse and neglect cases and respect the privacy of other children who may be involved while cooperating with school officials and/or law enforcement.

Collaborating with School Authorities: When there are reasonable concerns or suspicions regarding child abuse or neglect, parents collaborate with school administrators and teachers. They respond positively to requests for information or assistance during potential investigations.

Seeking Help: Parents should take immediate action if they suspect their child has been subjected to abuse or neglect. This may involve contacting child protection services or law enforcement when

necessary. In cases of victimization or exposure, parents ensure that the child receives the necessary emotional support, counseling, and medical care.

3.Prevention Efforts

At our school, programs aimed at preventing child abuse and neglect are a core component of Açı Schools and are regularly reviewed throughout the school year. These programs are designed to increase awareness, educate students, teachers, and parents, and promote a culture of child safety.

Age-Appropriate Curriculum: Our school develops and implements age-appropriate curriculum modules that teach students about the concept of child abuse and neglect, its various forms, how to recognize it, and how to respond to it. The curriculum is tailored to the developmental level of the students.

Personal Safety Education: The educational programs include lessons on personal safety. These teach children how to set boundaries, identify inappropriate behavior, and how to communicate discomfort in potentially harmful situations.

Awareness of Abuse and Neglect: Students are educated about the common signs and indicators of physical, emotional, sexual abuse, neglect, and online abuse. They learn to recognize these signs and understand how to respond to them.

Reporting Procedures: Students are informed about the school's reporting procedures for suspected abuse and neglect cases. They learn how and to whom they should report their concerns.

Cybersecurity: Students receive up-to-date information on online safety, responsible internet use, avoiding sharing personal information, and recognizing online dangers. The ICT Department conducts activities with students in every age group to ensure cybersecurity awareness.

Guest Speakers and Experts: Our school may organize talks, panels, or discussions with guest speakers, child protection experts, or professionals in the field to provide additional insights and emphasize the importance of safety.

Parent Workshops: Our school offers workshops or informational sessions to help parents and/or guardians understand the signs of abuse and neglect, the school's child protection policies, and how they can support their children effectively.

4.Reporting Procedures and Notification Process

At our school, the reporting and notification procedures related to child abuse and neglect are crucial to ensure that potential or suspected incidents are handled promptly and appropriately.

Designated Reporting Personnel: Each School campus has designated Child Protection Teams (CPTs) (EK-1). These teams consist of qualified individuals such as teachers, guidance counselors, psychologists, and administrators who are responsible for reporting suspected child abuse. These individuals are legally required to report suspected child abuse.

Emergencies: If a school staff member suspects that a child is in immediate danger or requires urgent assistance, they must immediately inform the school administration and stay with the child until necessary support arrives. After assessing the situation, the school administration will contact the appropriate emergency services* and, if the abuser is not the parent, will also contact the parent (EK-5).

Emergency Services Contact Information:

* General Directorate of Security - 155 Hotline

* Gendarmerie General Directorate - 156 Hotline

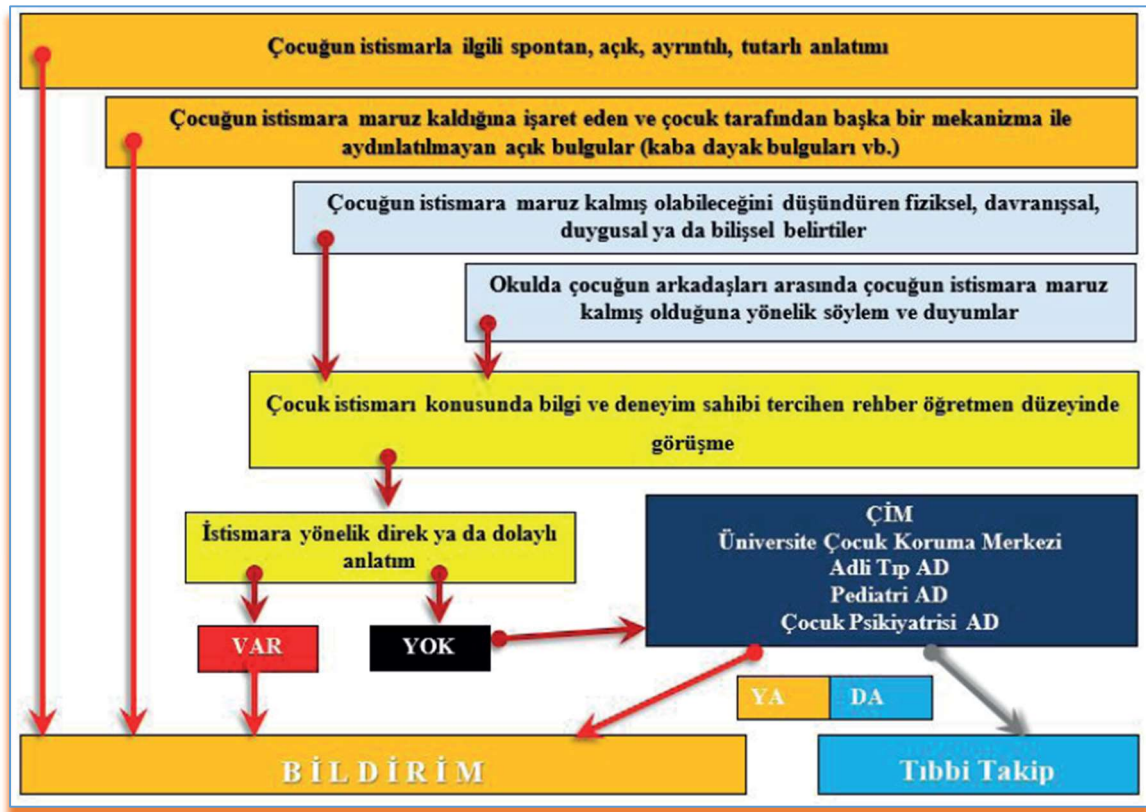
- * Ministry of Family and Social Services - 183 Hotline
- * Istanbul Chief Public Prosecutor's Office - +90 (212) 375 75 75
- * Istanbul Beşiktaş Social Services Center (SHM) - +90 (212) 258 00 15
- * Istanbul Sarıyer Social Services Center (SHM) - +90 (212) 218 50 70 – 90
- * Beşiktaş District Police Department - Child Bureau Directorate - +90 (212) 263 61 24
- * Sarıyer Police Department - Child Bureau Directorate - +90 (212) 287 88 94
- * Child Monitoring Center (ÇİM) - T.C. Ministry of Health Şişli Hamidiye Etfal Education and Research Hospital - +90 (212) 373 50 00*

** (ÇİM; In each province, these are the centers planned within the institutions and hospitals affiliated with the Ministry of Health, where all investigation processes, such as taking statements from children suspected of sexual abuse, forensic examinations, and other inquiries, will be conducted in a single center. In this center, children can be hosted for one night if necessary until the procedures are completed. The center meets the child's needs for accommodation, nutrition, clothing, health, and safety. The ÇİM team includes forensic medicine specialists, psychologists, psychological counselors, social service experts, and nurses. Additionally, child psychiatrists and pediatricians are available for services. In cases of application or report, children are referred to ÇİMs through the child bureaus and the prosecutor's office.)

Notification to School Authorities: If a school official suspects child abuse or neglect, they must immediately report their concerns to the designated school official. If access to this person is not

possible, the concern should be directed to the principal, vice principal, or a member of the Child Protection Team.

Parental/Guardian Involvement: In cases where abuse or neglect is suspected, particularly when the child's safety is at risk, it may be necessary to contact the child's parents or guardians. However, to ensure the child's well-being and to avoid causing any harm, it may be necessary to delay direct communication with the parents or guardians. This communication should be handled by the authorized person and/or the Child Protection Team, with consideration for the child's safety.



IMPORTANT INFORMATION:

Reporting Form: Once the student reports the incident or if needed, the authorized person will complete a reporting form (Appendix-2). This form should only contain the case findings. Personalization, analysis, and comments should be avoided.

Preliminary Information Report: A preliminary information report is prepared to gather detailed information about the incident. The purpose of this report is solely to establish the facts of the case, and no analysis or comments should be included.

Evidence Protection: In cases of sexual abuse or other forms of physical contact abuse, the first 72 hours are crucial for collecting evidence. It is important to inform the child not to clean their body or personal hygiene in order to preserve the evidence. Protecting this evidence is essential for the legal process.

Confidentiality: All documents containing information about the child's file and the incident should not be shared with other institutions unless a court order is obtained. Only the necessary documents should be shared in accordance with the principle of confidentiality. Reports should have the label "Confidential" and documents should be sent in "confidential" labeled envelopes.

Recording of Conversations: All conversations and procedures must be recorded, and the confidentiality of these records must be maintained.

Sharing Information: Sharing information about the child's private life is acceptable only when the child's health and safety are at risk, when there is evidence of a crime, when other institutions' assistance is needed, or if there is a security threat. Information may also be shared to prevent further victimization.

Reporting Obligation: All staff who witness or have reasonable suspicion of abuse or neglect toward a child are obligated to report the abuse. The obligation to report is a legal responsibility, regardless of the staff member's role or status.

Legal Obligation: Reporting abuse and neglect is a legal responsibility under Turkish Penal Code and Child Protection Law. Relevant laws include:

o TCK Articles 278, 279, and 280 (Reporting a crime)

o TCK Article 98, SHÇEK Law Article 21, Child Protection Law Article 6 (Reporting the need for protection)

CHILD PROTECTION TEAM (CPT)

Members of the Child Protection Team (CPT):

Child Protection Officer: Manages and coordinates the activities of the CPT. The Child Protection Officer is knowledgeable about child protection laws, policies, and investigation procedures.

School Administrators: The school principal and assistant principal oversee the intervention of abuse and/or neglect cases reported to them or to the CPT and make decisions regarding these matters.

Teacher or Staff Representative: A teacher or staff member, ideally from a different department or grade level than the reported case, is involved to ensure neutrality and avoid any direct connection with the reported case.

School Counselor or Psychologist: A qualified teacher, such as a psychological counselor, guidance teacher, or psychologist, provides continuous support to ensure the child's emotional well-being throughout the process.

School Doctor or Nurse: A school doctor or nurse is involved to monitor the child's physical health during the process.

Legal Advisor: Depending on the complexity of the case and legal aspects, a legal advisor provides guidance on legal matters related to the team's activities.

Responsibilities of the Child Protection Team (CPT):

Coordination of Activities: The CPT is responsible for coordinating all activities, including interviews and documentation.

Knowledgeable Members: All CPT members are knowledgeable about child protection laws, investigation procedures, interviewing techniques, trauma-informed approaches, and confidentiality issues.

Neutral and Objective Behavior: CPT members understand their obligation to act impartially and objectively throughout the process. They commit to ensuring the process remains fair and free from personal or professional bias that could jeopardize the investigation.

Interview Protocols: The team develops standardized interview protocols (Appendix-3) that prioritize the safety and well-being of the child. These protocols are regularly reviewed and updated.

Documentation and Confidentiality: All actions, including interviews, observations, and decisions, are documented while ensuring that records remain secure and confidential, and are stored in accordance with legal requirements.

Primary Responsibility: The primary responsibility of the CPT is to gather information and provide recommendations based on the findings. The CPT follows the relevant laws, regulations, and reporting obligations to external authorities, such as child protection agencies or law enforcement.

Reporting and Notification Process

Documenting incidents related to child abuse and neglect according to the Açı Schools Child Protection Procedure is crucial for ensuring proper record-keeping, transparency, and laying a foundation for necessary investigations or legal proceedings.

All concerns raised by the child or staff member should be taken seriously. If someone witnesses abuse and/or neglect, is concerned about its presence, or receives a report of abuse and/or neglect, their first responsibility is to immediately report these concerns to the Child Protection Team (CPT).

Documentation and Record Keeping

All physical (MEB document archive) or digital evidence (CIS guidance module) related to the abuse and neglect cases reported to CPT will be stored in compliance with legal requirements, while ensuring the privacy and confidentiality of all individuals involved in the case.

Records can only be accessed by the Child Protection Officer, school principal/assistant principal, and school counselor/psychologist.

Post-Reporting and Record Keeping Steps

1. When a report of abuse or neglect is received, the school principal and/or assistant principal will inform the Child Protection Officer. The Child Protection Officer will immediately gather the CPT team.
2. If the person making the report is administrative, academic, or support staff, a detailed interview will be conducted with them. Notes from the interview will be recorded by the assistant principal.
3. The school counselor or psychologist will conduct an interview with the child(ren) involved in the case.
4. The child's homeroom teacher and/or subject teachers will provide classroom observation feedback.

Based on the collected data, the following necessary follow-up steps will be taken:

1. The child protection officer and/or school principal/assistant principal will inform the parents about the incident.
2. Involvement of social services in the process.
3. Involvement of law enforcement authorities.

In necessary situations, legal advice will be sought from the school lawyer. An action plan will be developed with the family.

Emotional support will be provided to the child.

5.Outcomes

Disciplinary Measures and Legal Consequences

As outlined in the child abuse procedure, the disciplinary actions and legal consequences related to child abuse cases are designed to ensure accountability, protect the safety of children, and comply with relevant laws and regulations.

In-School Disciplinary Measures:

If any school staff is found to be suspected of child abuse or neglect, all areas in which the staff member has contact with the child involved will be restricted. If the staff member is found guilty, local authorities will be notified to proceed with legal actions, and the staff member's affiliation with the school will be terminated.

If a student is suspected of abusing or neglecting another student, the student will be referred to the reward and disciplinary board, and the relevant departments will be informed to follow the necessary processes. The student's parents will be notified. The student's communication with the affected age group will be restricted, and necessary psychological support and counseling will be provided by school counseling services or, if needed, an external counselor.

Legal Consequences:

In cases of child neglect and abuse within the knowledge of school staff, there is an obligation to report the matter to child protection agencies or law enforcement. Child abuse and neglect cases carry legal penalties. All information obtained by local and general management and the investigation team will be shared transparently.

Remedial Actions:

From the moment a child neglect or abuse case arises, the child's physical safety and emotional well-being are prioritized. During the investigation, the child's well-being will be continuously considered, and the process will be managed accordingly. During and after the process, efforts to support the child's physical, social, and emotional development will be conducted in collaboration with the parents and supporting institutions.

6.Review and Monitoring

Child protection procedures are reviewed annually in August by the "Child Protection Team" and necessary updates are made. These updates are shared with all staff at the end of

August. With the start of the new academic year, the procedures are shared with all stakeholders involved in the student's education.

Periodic review of procedures and monitoring of compliance is a core component of the child abuse procedure. Creating a culture of continuous improvement within the context of the child abuse policy, as well as enhancing and strengthening child protection efforts, is of great importance at Açı Schools.

EK-1

2024-2025 Child Protection Teams Açı High School

Açı High School

Child Protection Officer	Elmas Artkın
School Principle	Aslı Arık Yavaş
Vize Principle	Tuğba Sayan Debran
	Merve Aktaş
Psychological Counselor	Kübra Çelik
	Berfin Burçak Kaya
	Ayça Tuna
	Yağmur Nur Büyüktarım
School Psychologist	-
School Nurse	Selda Özvarış
Lawyer	Dayıoğlu Hukuk Bürosu
Teacher-Staff Representative	Meltem Dedeoğlu Öz
	Cem Gürses
	Neslihan Tonga

Açı Middle School

Child Protection Officer	Elmas Artkın
School Principle	Cansu Şipal Erdoğan
Vize Principle	Gökben Baykal
Psychological Counselor	Aşkın Öykü Usta
	Buse Çakmak
School Psychologist	Ece Kuraloğlu
School Nurse	Birgül Vanlıoğlu
Lawyer	Dayıoğlu Hukuk Bürosu
Teacher-Staff Representative	Eda Özden
	İrem Aktürk
	Bedriye Şelale Şengör

Açı Akatlar Primary School

Child Protection Officer	Elmas Artkın
School Principle	Ela Korkmaz
Vize Principle	Burcu Güleç
Psychological Counselor	Neslihan Sezer
School Psychologist	Renin Gabbai Aziz
School Nurse	Rabia Nalbant
Lawyer	Dayıoğlu Hukuk Bürosu
Teacher-Staff Representative	Ayşe Çokdokur
	Aylin Şentürk
	Özge Uçar

Açı Sarıyer Primary School

Child Protection Officer	Elmas Artkın
School Principle	Gülnur Gürsoy
Vize Principle	Gülşen Kartal
Psychological Counselor	Çağdaş Şeker
	Melisa Mori
School Psychologist	Renin Gabbai Aziz
School Nurse	Sema Yörükoğlu
Lawyer	Dayıoğlu Hukuk Bürosu
Teacher-Staff Representative	Zeynep Yıldırım
	Cansu Karakaya
	Gamze Çevikoğlu

Açı Pre-School Bahçeköy

Child Protection Officer	Elmas Artkın
School Principle	Roz Gençoğlu
Vize Principle	-
Psychological Counselor	Ceren Apaydın
School Psychologist	-
School Nurse	Sema Yörükoğlu
Lawyer	Dayıoğlu Hukuk Bürosu
Teacher-Staff Representative	Seda Özbey
	Begüm Özdere

Açı Pre-School Kemerburgaz

Child Protection Officer	Elmas Artkın
School Principle	Şeyla Bahar Taragano
Vize Principle	-
Psychological Counselor	Gizem Uzbilir Has
School Psychologist	-
School Nurse	Aleyna Namlı
Lawyer	Dayıoğlu Hukuk Bürosu
Teacher-Staff Representative	Selin Oğuzoğlu
	Ceyda Topal

Açı Pre-School Levent

Child Protection Officer	Elmas Artkın
School Principle	Kristin Leda Olgundemir
Vize Principle	-
Psychological Counselor	Yağmur Sel
School Psychologist	-
School Nurse	Derya Dağlı
Lawyer	Dayıoğlu Hukuk Bürosu
Teacher-Staff Representative	Eda Asil
	Nazlıdeniz Topsakal



EK-2 / Child Protection Report Form

Date:/...../.....

Child's

Name/Surname:

..... Age:

..... grade level:

Home Address:

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Parents' address:

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CHILD PROTECTION POLICY

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Incident date:/...../..... Time: Place:

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Reported by:

Responsibility::

Meeting Notes:

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CHILD PROTECTION POLICY

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APPENDIX-3 / INTERVIEW PROTOCOLS

If the Child Makes a Report of Abuse/Neglect

- * It is important for the child to express themselves in an environment where they feel comfortable and can be listened to openly. Therefore, the interview should be conducted in an environment with minimal distractions and external influences, ensuring confidentiality.
- * The team member should avoid prejudices, assumptions, and guesses, and should maintain a supportive attitude, taking all statements seriously.
- * The team member listens to the child's statements, adjusting to the child's pace and without interrupting until the child finishes.
- * Asking open-ended questions will help the child express themselves more comfortably. Therefore, questions with multiple options or yes/no answers should be avoided, as they might

confuse the child.

* The team member should not promise to keep anything confidential. Instead, the child should be reassured that the information will only be shared with those responsible for the child's safety at the school.

* The person listening to the report should record what the child said in the Child Protection Reporting Form (Appendix 2).

* The exact words the child used should be written, with a clear distinction between actual experiences, opinions, and hearsay, without adding any commentary.

* Once the report is recorded, the document should be handed to the school principal/assistant principal.

* The child's photo should never be taken, no speculation should be made, and no one should be blamed. The information must be communicated to the authorized person.

If a Staff Member Reports Suspected Abuse

* If any staff member at the school has a reasonable suspicion of child abuse or neglect, they must personally fill out the Child Protection Reporting Form (Appendix 2) and deliver it to the school principal, assistant principal, or Child Protection Officer.

* Even if the child does not make a statement regarding abuse or neglect, if the staff member has reasonable suspicion, they must inform the Child Protection Team (CPT) in writing.

APPENDIX-4 / TEACHER/STAFF CONTRACT

The behavior rules stated here must be read and signed by all Açı Schools employees, and all staff must comply with these rules. According to the United Nations Convention on the Rights of the Child, a "child" is defined as "anyone under the age of 18." Therefore, any student over the age of 18 at Açı Schools will still fall under this definition. As per the United Nations Convention on the Rights of the Child dated November 20, 1989, and the attached and integral part of this Employment Contract, the Açı Schools Child Protection Procedure, the Teacher agrees:

- * Not to engage in any physical assault behavior toward the student.
- * Not to subject the student to discrimination, treat them differently from other students, encourage them to exclude or marginalize other children, or make such statements or behaviors.
- * Not to engage in emotional abuse behaviors that would humiliate or degrade the student.
- * Not to ignore illegal, dangerous, or offensive behaviors or statements from students and to report them to the school administration for necessary sanctions.
- * Not to use inappropriate language or make inappropriate suggestions, or give inappropriate, aggressive, or offensive advice to students.
- * Not to invite students to their home or environments where they may be alone.
- * Not to invite students, with whom they are working academically, to their home at any time, nor encourage any behavior or statements suggesting that the students should stay at their home.
- * Not to engage in inappropriate physical or sexually provocative behavior towards students.

The teacher acknowledges, affirms, and commits to these rules. Any violation of this clause will be grounds for termination of the employment contract, and Açı Schools reserves the right to pursue legal and criminal action.

Signature:

Date:

Full Name:

APPENDIX-5 / A. LEGAL DIMENSION

National and international legislation that includes definitions and regulations aimed at preventing child abuse and neglect:

- * Constitution of the Republic of Turkey, Article 2709

- * Law No. 2828 on Social Services
- * Law No. 5395 on Child Protection
- * Law No. 1739 on National Education
- * Law No. 222 on Primary Education and Training
- * Turkish Penal Code No. 5237
- * Code of Criminal Procedure No. 5271
- * Law No. 6284 on the Protection of the Family and Prevention of Violence against Women
- * Turkish Civil Code No. 4721
- * Press Law No. 5187
- * Law No. 5275 on the Execution of Penal and Security Measures
- * Law No. 5651 on the Regulation of Publications on the Internet and Combating Crimes Committed through Publications
- * Convention on the Rights of the Child (CRC)
- * Optional Protocol to the CRC on the Sale of Children, Child Prostitution, and Child Pornography
- * European Convention on the Exercise of Children's Rights
- * Council of Europe Cybercrime Convention

APPENDIX-5 / B. THE CONVENTION ON THE RIGHTS OF THE CHILD (CRC)

The relevant laws define "child" as any individual under the age of 18, except in cases of adulthood, and recognize that children possess fundamental rights and freedoms in addition to life, care, and

protection. This agreement underscores that the best interests of the child should always be prioritized. The CRC, the first binding legal document to compile universal standards regarding attitudes and behaviors towards children in one single legal text, sets standards for life, health, and education, and aims to provide explicit protection for children against violence and abuse, including physical and sexual abuse, whether at home, work, during war, or in conflict situations.

Article 19 of the CRC obligates the countries that have signed it to take "all appropriate legislative, administrative, social, educational measures to ensure that a child is protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child."

Turkey signed the CRC in 1990, ratified it by the Grand National Assembly of Turkey on 09.12.1994, and published it in the Official Gazette, turning it into domestic law under Law No. 4058, which came into effect.

In order to achieve the objectives of the CRC and improve the implementation of its provisions, particularly Articles 1, 11, 21, 32, 33, 34, 35, and 36, an Optional Protocol was prepared concerning the sale of children, child prostitution, and child pornography. This Protocol was adopted by the UN General Assembly through Resolution A/RES/54/263 on 25.05.2000. Turkey signed this Optional Protocol on 09.09.2000. Subsequently, in Turkey, legal revisions were made to effectively combat child abuse, including the definition of acts of violence against children (physical and sexual) as crimes under the Turkish Penal Code (TPC). In addition, a duty to report was imposed on healthcare professionals, public servants, and individuals. Protective and supportive measures for children at risk or victims of abuse were defined under the Child Protection Law.

EK-5 / C. Turkish Penal Code (TCK)

Although physical violence against children is not defined as a special crime, the provisions related to crimes such as intentional killing, intentional injury, incitement to suicide, torture, and maltreatment (TCK 82/E; 84/4; 86; 94/2-A; 96/2-A) increase penalties when the act is committed "against a child." The TCK includes sexual abuse under the heading "Crimes Against Sexual Inviolability," and sexual abuse is defined in Article 103, paragraph 1(a) as "any sexual act committed against children who have not reached the age of 15 or, even if they have, have not developed the ability to understand the legal meaning and consequences of the act." It is further defined in paragraph (b) as "sexual acts committed against other children only through force, threat, deceit, or other factors influencing their will."

Article 226 of the TCK addresses the crime of obscenity, stating that "anyone who gives, shows, reads, or makes a child read or listen to products containing obscene images, writings, or words shall be punished with imprisonment from 6 months to 2 years and a judicial fine." Article 227, regarding child prostitution, aims to prevent and deter child prostitution, stating that "anyone who encourages a child to engage in prostitution, facilitates it, supplies or shelters the child for this purpose, or mediates in the child's prostitution shall be punished with imprisonment from 4 to 10 years and a judicial fine of up to 5,000 Turkish liras."

Article 229, paragraph 1 of the TCK criminalizes the use of children in begging, and the abuse of children is also addressed in Article 233 under the heading "Violation of Obligations Arising from Family Law," which states that "a person who fails to fulfill the obligation of care, education, or support arising from family law shall be punished with imprisonment of up to 1 year upon complaint." Additionally, the third paragraph of this article stipulates that "a parent who, even if their parental rights are removed, endangers the child's morals, security, and health severely due to alcoholism, drug or stimulant use, or humiliating behavior shall be punished with imprisonment from 3 months to 1 year."

Another significant regulation regarding child abuse in the TCK is the obligation to report crimes, with the following provisions:

Article 278 (Failure to Report a Crime):

Anyone who fails to report an ongoing crime to the relevant authorities shall be punished with imprisonment of up to 1 year. If the crime has already been committed, but it is still possible to limit the consequences of the crime, the person who fails to report it to the relevant authorities will be punished according to the above provisions. If the victim is a child under the age of 15, a person with physical or mental disabilities, or someone who is unable to defend themselves due to pregnancy, the penalty for failing to report the crime is increased by half.

Article 279 (Failure of Public Officials to Report a Crime):

A public official who fails to report a crime they have learned of in connection with their duty to the relevant authorities or delays the report shall be punished with imprisonment from 6 months to 2 years.

Article 280 (Failure of Health Professionals to Report a Crime):

A health professional who encounters signs of a crime while performing their duties but fails to report it to the relevant authorities or delays the report shall be punished with imprisonment of up to 1 year.

Child Protection Law:

Article 3 of the Child Protection Law defines children who are at risk of physical, mental, moral, social, and emotional harm, or who have been neglected or abused, as "children in need of protection." Article 6 imposes a reporting obligation on judicial and administrative authorities, law enforcement officials, health and education institutions, and non- governmental organizations to report children in need of protection to the Provincial Directorates of Family, Labor, and Social Services.

Social Services Law:

Article 3 of the Social Services Law similarly defines "children in need of protection" as those whose physical, mental, and moral development, or personal security, is at risk, including children who are orphaned, abandoned, neglected, or exposed to social dangers such as prostitution, begging, alcohol or drug abuse. Article 21 obliges local authorities, health institutions, village heads, police officers, and municipal police officers to report children in need of care, protection, or assistance.

Civil Code:

Article 185 of the Civil Code states that the care, education, and supervision of children are the joint responsibility of the parents. Article 340 stipulates that parents are responsible for ensuring the child's physical, mental, moral, and social development and protection. Articles 346 and 347 provide that necessary measures will be taken when the child's best interests or physical and mental development are at risk, or when the child is abandoned mentally.

Article 348 establishes that if parents fail to fulfill their guardianship duties due to inexperience, illness, being elsewhere, or other similar reasons, and do not show adequate concern for the child, the child's custody may be taken from the parents.

EK-6 June:

Establishment of the new school year Child Protection Team (CPT) and review of the existing child protection procedures, making necessary updates, and sharing with the CIS software team. August Work Period: Sharing the child protection procedure with parents through the CIS parent screen and obtaining the "I have read and understood" confirmation.

August Work Period: Sharing the updated child protection procedures with all teachers. August Work Period: Sharing the child protection procedure with all cafeteria, security, cleaning, administrative, and service staff.

August Work Period: Uploading the child protection procedure under the "useful links" section in CIS. September: During the orientation week, sharing the child protection procedure with 9th-grade students, and later during one lesson hour of the month, sharing with all other grade groups.

February: Discussing observations and needs related to child protection in the common language meeting.

The Child Protection Team (CPT) meets once every term to evaluate and carry out preventive activities.

During the first term, each grade group discusses the concepts of abuse, neglect, privacy, and boundaries during one guidance session.

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