# Cheongna Dalton School

## Child Safeguarding & Protection Policy

Updated on 9/14/2022

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# Safeguarding Policy

Cheongna Dalton School believes that every learner has the right to develop themselves emotionally, intellectually and physically. With the vision of the CDS Mission Statement, CDS believes children have equal rights to protection from any form of violence, abuse or neglect. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical and emotional growth. CDS endorses the UN Convention on the Rights of the Child as well as the Korean Child Welfare Act, and seeks to be a safe community for all learners.

## CDS Vision

Better Than Yesterday — CDS is a safe community where learners can begin to discover their interests, experience the joy of learning, and reach their potential.

## CDS Mission

Cheongna Dalton School pioneers to develop global citizens who will engage in a diverse and changing world with creativity and compassion. Building on the foundation of the Dalton Plan, our mission is to empower students with the habits of mind necessary to lead fulfilling and ethically responsible lives.

Our 6Cs from a Safeguarding View:

We at CDS believe that all children have the right to:

- Community: grow up in a safe and caring environment so that they may flourish
- Character: develop the skills and habits of safe learning for themselves and others
- Collaboration: work with others without fear of discrimination, intimidation, or other safety concerns
- Communication: be listened to and heard, to be protected from harm
- Curiosity: be appropriately challenged yet able to expand their knowledge of the world in an inclusive environment
- Critical Thinking: utilize their acquired skills to make safe and ethical decisions

# Our Safeguarding Team

| | | |
|---|---|---|
| Head of School | Jiho Park | jhpark@daltonschool.kr |

CDS Designated Safeguarding School Leads (DSLs)

| | | |
|---|---|---|
| Director of Secondary School | Marisa Montelibano | mmontelibano@daltonschool.kr |
| Learning Support Department Head | Christine Wolfe | cwolfe@daltonschool.kr |

Child Safeguarding Team Members

| | | |
|---|---|---|
| Director of Elementary | David Hill | dhill@daltonschool.kr |
| Counselor | Warren Neiland | wneiland@daltonschool.kr |
| Business Office | Moonok Choi | mochoi@daltonschool.kr |
| Human Resources | Hyunju Seo | hjseo@daltonschool.kr |
| Nurse | Eunice Park | ejpark@daltonschool.kr |

Teacher Representatives

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|---|---|---|
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Administrators

| | | |
|---|---|---|
| Director of First Program | David Hill | dhill@daltonschool.kr |
| Assistant Director of First Program | Jennifer Kim | jkim@daltonschool.kr |
| Assistant Director of Secondary School - Middle School | Jason Baker | jbaker@daltonschool.kr |
| Assistant Director of Secondary School - High School | Tyler Ryan | tryan@daltonschool.kr |

External Resources

| | | |
|---|---|---|
| Seo-gu Police Foreign Affairs Representative | Su Jin Noh | nsj0110@police.go.kr<br>+82-10-8620-1352<br>+82-32-453-3376 |

# Tasks of a Safeguarding Committee

The role of a school-based Child Safeguarding Team (CST) is to ensure that there is a comprehensive Child Protection Program (CPP) in place at the school and to annually monitor the effectiveness of the program. Specific tasks include:

- Ensure a comprehensive Child Protection Program is in place for school
- Work within the school's existing structures to ensure development and adoption of a Child Protection curriculum that will meet the needs of the school
- Ensure that child protection curriculum is taught and assessed annually
- Support teachers and counselors in implementing Child Protection Curriculum
- Ensure/guide Professional Development for training for all staff including teachers and volunteers regarding the Child Protection Program
- Ensure/guide parent education programs to support understanding of the objectives and goals of the CPP policy and curriculum
- Ensure students are aware (in an age appropriate manner) of child safeguarding and the related school policies and procedures

- Ensure systems are in place and monitored to educate and involve all school volunteers in the child protection program
- Serve as a resource group in working with cases requiring child protection

Child Safeguarding will be discussed at a minimum of two times throughout the school year. This will take place during the Strategic Planning Meetings and will be led by our Designated Safeguarding Leads. The first meeting is to plan for the school year. Preparation planning items for the successful teaching of personal safety lessons include:

- Discuss readiness of the teachers to teach personal safety
- Plan for the parent meeting to introduce the topic and any letters to parents
- Preparation/familiarization/inventory of the personal safety materials including forms to use
- Review work plans for teachers
- Review personal safety protocols and guidelines
- Schedule future school-based support team meetings

The second school-based support team meeting will be conducted during Semester 2. The team will assess implementation and make recommendations for implementation for the next school year. The team will also assess teacher readiness and qualifications, including which teachers may need additional training.

# Child Protection Annual Calendar of Activities

| Timeline | Activity | Responsibility |
|---|---|---|
| August | Inform community (Board, staff, students, parents) about school Child Protection Program on our website and division newsletters | Child Safeguarding Team |
| | Inform new families of school Child Protection Program | Admissions Office |
| | Convene Child Safeguarding Team – appoint chair and orient new members | Head of School |
| | Review data from previous school year- develop implementation plans for current year | Child Safeguarding Team |
| | Share training expectations for the school year with staff during Orientation | Child Safeguarding Team |
| | Ensure all staff, volunteers and contracted service providers sign code of conduct | Directors, Human Resources |
| September | Introduce initial lessons to students | Teachers, counselors |
| | Inform parents in writing and hold parent information session(s) | Counselors, Directors and Assistant Directors |
| October | Continue lessons within curriculum plan | Teachers, counselors |

| | | |
|---|---|---|
| | Ensure lessons have been taught | Directors and Assistant Directors |
| | Review hiring practices to ensure: background screening, criminal history check, reference check includes discussion of child protection history; ensure code of conduct signed when hired | Head of School, H.R. Director, Directors and Assistant Directors |
| December | Review/revise curriculum and recommend resources as needed | Directors, Curriculum Coordinator and teachers |
| January | Inform new families of Child Protection Program | Admissions, counselors |
| | Hold parent information session(s) | Counselors, Directors and Assistant Directors |
| | Convene Child Safeguarding Team - Update and review activities of first semester; make recommendations for areas of need. | Directors and Assistant Directors, counselors |
| | Orient new students to Child Protection Program | Admissions Office |
| April | Review and update the Child Safeguarding Policy (and related policies and procedures) | Child Safeguarding Team |
| As Needed | Convene Child Protection Case Management Team | Designated Safeguarding Leads |

# Our Safeguarding Commitments

At CDS we are committed to:

- establishing a culture of care for all students and community members that has zero tolerance for any kinds of abuse
- high quality safeguarding training for all members of teaching staff, non-teaching staff, visitors, and administration
- clear and accessible reporting procedures for staff, students, parents, and visitors, including accessible Korean-language reporting channels
- educating and empowering students and parents to take an active role in safeguarding students
- listening to the voices of students as we refine our policies
- ensuring safeguarding is an essential element of all risk assessments and trip management
- partnerships with local resources
- continual self reflection and improvement

# Our Safeguarding Expectations

We expect all of our staff to:

- engage actively and fully in safeguarding training to make sure that they understand and can identify signs of abuse (physical, emotional, sexual, neglect, or child-on-child), child sexual exploitation, and criminal exploitation
- live the culture of care and safeguarding, always being vigilant for signs of abuse
- report any concerns using the appropriate process

- know who the DSL are and how to contact them
- be confident in recording concerns about a child or colleague
- be confident in having potentially difficult conversations with a child or seek assistance if they are not
- understand why confidentiality can never be promise to a child who makes a disclosure
- be open, honest and reflective and share promptly any concerns or ideas for improvement

# Code of Conduct

## CDS Staff Code of Conduct

*Please note that all faculty must also abide by the Code of Ethics laid out in the Faculty Handbook which should be reviewed and acknowledged by all faculty annually.*

As a measure of prevention and of setting clear expectations, CDS implements a Code of Conduct that is agreed to and signed by all school personnel and all volunteers who are part of the school community.

CDS is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of CDS can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at all CDS campuses, schools, and institutions.

We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. CDS personnel and volunteers are prohibited at all times from physically disciplining a child.

Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private.

One-on-One meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and civil authorities as described in the Child Protection Policy of the school.

Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between CDS parents, administration, teachers, personnel, volunteers, and minors:

- Communication between CDS (including volunteers) and minors that are outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
- Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- Faculty, staff, and volunteers must not use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors.

STATEMENT OF ACKNOWLEDGEMENT OF CODE OF CONDUCT FOR SIGNATURE

I promise to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children and youth participating in CDS programs.

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children and/or youth at school activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.

- Comply with the mandatory reporting regulations of CDS and with the CDS Chid Safeguarding Policy to report suspected child abuse.
- Cooperate fully in any investigation of abuse of children and/or youth.

I will not:

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Give a child who is not my own a ride home alone.
- Engage in private communications with children via any social media platform (text messaging, email, Facebook, Twitter).
- Use profanity in the presence of children and/or youth at any time.

I understand that as a person working with and/or providing services to children and youth under the authority of CDS I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from CDS.

_____ _____

Name Signature

Adapted March 2023 from: *Child Protection Handbook* written by the Association of International Schools in Africa, May 2014

GUIDELINES THAT WILL PROTECT TEACHERS FROM FALSE ALLEGATIONS

- Avoid situations in which you are alone with a child. This includes not transporting youngsters alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.
- The privacy of children in situations such as toileting, showering and changing clothes should be respected. When it is necessary to supervise children in these situations, at least two adults should be present and intrude only to the extent that the health and safety of the children require. Adult volunteers should preserve their own privacy in these situations also.
- Avoid touching areas that are normally covered by swimming suits; breasts, buttocks, and groin.
- When hugging is appropriate, hug from the side over the shoulders, not from the front.

- Sexual jokes, comments of a sexual nature, kissing, sensual massages or sexual gestures are not appropriate behavior for an adult staff member or volunteer.
- When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.
- Revealing personal information about one's sex life by an adult volunteer or staff member is never appropriate.
- Do not use corporal punishment in any form
- It is the adult's responsibility to set and respect boundaries. When a child attempts to involve an adult in inappropriate behavior, the adult must reject the overture.

# How to Report a Concern about a Student

**Procedures For Reporting Suspected Cases:**
In a situation where an incident of abuse or neglect (or a pattern of behavior) indicates that a child may be a victim of child abuse or neglect, it is the responsibility of the staff member to report this suspected incident to one of the Designated Safeguarding School Leads (DSLs). It is the responsibility of the DSL to inform the Head of School (HoS). The DSL and HoS will form a Child Safeguarding Team (CST) and potentially include the referring teacher, school nurse, division director, and counselor. The CST will take initial steps to gather information regarding the matter. In all cases, follow up activities will be conducted in a manner to ensure information is documented factually and with strict confidentiality.

**Addressing Abuse:**
Based on the information gathered, a plan of action is developed to assist the child.

1. An interview between the child and DSL will be conducted in an attempt to gain more information. Interviews will be conducted in an age appropriate manner and may include drawing pictures, playing with dolls, and conversation with the child in an attempt to gather more information as to what may have occurred. If abuse is clear, then a direct call to police/child services will be made.
2. Ongoing in-class observations of the child by the teacher, counselor, or division director may be required.
3. Meetings with the family to present concerns. (Only if they are definitely not the abusers.)
4. Referral of the student and family to external professional counseling services.
5. Referral to legal agencies/local authorities.
6. Consultation with the school's attorney for advice about other parties to be involved or contacted (sponsoring company, embassy, etc.)

**Ethical Mandate For Reporting:**
A report of child abuse to authorities must be submitted within 48 hours after there is reasonable cause to believe that a child has suffered abuse. Any report or other action must be kept confidential. Reports can be made to the DSL who will form a CST to develop a plan of action.

Notification of other staff will be made on a need-to-know basis emphasizing the need to support the child and maintain confidentiality.

**Reporting To Outside Authorities:**
When making a direct report to authorities, the staff member must include as much information as is available or can be gathered through interviews with teachers and other relevant adults close to the child.

Report abuse to the Incheon Protection Agency (phone number 434-1391) or the Northern Incheon Child Protection Agency (phone number 515-1391). Calls can also be made to 112 or 117. The reporter is protected under Articles 10 and 62 of the Special Act on Penalities of Child Abuse Crimes.

**Follow Up And Continuing Support:**
In the incidence of a reported or substantiated case of child abuse or neglect:

- The DSL/Division Director/counselor will maintain follow up contact with the child and family to provide support and guidance.
- The school counselor will meet with the child's teachers and the Division Director to provide in-service training regarding the needs of abused or neglected children and the important role teachers play in assisting the child's recovery.
- The DSL/Division Director/counselor will provide resource materials and strategies for teacher use.
- The DSL/Division Director/counselor will maintain contact with outside therapists and investigators.

All documentation of the investigation will be marked confidential and kept in the child's school records file and may be a part of information sent to schools to which the student may transfer.

# Recognizing Abuse: What Constitutes Child Abuse and Neglect?

**Definition of Terms**

Child Protection is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document the term "child protection" applies to protection of children in international schools. Please note that this definition also includes harm to self.

Our Child Protection Policy is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility seriously.

Child protection concerns include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

CHILD
Anyone who has not yet reached their 18th birthday ("Convention on the Rights", "Child Welfare").

STUDENT
Anyone enrolled and on the current register at Cheongna Dalton School, regardless of age.

ADULT / CAREGIVER
An adult or caregiver is defined as any adult, including a person with parental authority, a guardian, a person who protects, rears or educates a child or has duty to do so, or a person who de facto protects and supervises a child in relation to business, employment, etc ("Child Welfare Act"). Anyone who has reached their 18th birthday. Students who have reached their 18th birthday are considered adults according to the Statutes of the Republic of Korea.

GUARDIANSHIP
All students should be provided with an ongoing and stable relationship and a family environment that is supportive of the student's education at CDS. CDS mandates that a student must live with at least one of his/her parents (or other legal guardians) or must request the court to select the child's guardian, if deemed necessary for the welfare of such child ("Child Welfare").

MANDATED REPORTING / REPORTERS
The legal requirement imposed on selected classes of people to report suspected cases of child abuse and neglect to government authorities. Failure to follow protocol could result in fines and/or criminal charges. All CDS Employees are Mandated Reporters and have an obligation to report child abuse ("Act on Special").

CONFIDENTIALITY
The nondisclosure of information except to another authorized person(s). Confidentiality applies to the student or child who is the subject of a report as well as the employee who makes a report.

Child Abuse, according to the World Health Organization, constitutes, "all forms of physical and/or emotional ill- treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

Most child abuse is inflicted by someone the child knows, respects or trusts. International school communities have unique characteristics of which school personnel must be aware in terms of the individuals who are around our children. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimization they might have experienced.

PHYSICAL ABUSE

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as, cutting and suicide ideation).

Signs of physical abuse:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Signs of emotional abuse:

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder

- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior
- Persistent tiredness
- Lying

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse:

- Pain or irritation to the genital area
- Vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- STDs
- Fear of people or places
- Aggression
- Regressive behaviors, bed wetting or stranger anxiety
- Excessive masturbation/Sexually provocative
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Refusal to continue with school or usual social activities
- Age inappropriate sexualized behavior or language

NEGLECT

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Some indicators of neglect:

- Medical needs unattended
- Lack of supervision
- Consistent hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Fatigue or listlessness
- Self-destructive
- Extreme loneliness
- Extreme need for affection
- Failure to grow
- Poor personal hygiene
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

LONG TERM IMPACT OF UNMITIGATED CHILD ABUSE

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and life-time health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.
The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.
Long term impact of child abuse:

- Poor educational achievement
- Inability to complete responsibilities
- Inability to live according to plan/ability
- Inability to care for self
- Inability to coexist, cooperate or work with others
- Lack of self-confidence, prone to addiction

- Inability to express love / or accept love
- Inability to lead family, constant health problem
- Prone to mental health problems
- Low self-esteem, depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations, self-injurious behaviour (e.g., suicide attempts)

In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential offenders:

Signs of offenders (students):

- Unusual interest in sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehavior when told to stop
- Uses force and coercion in social situations
- Unusual intensity when discussing sex and sexuality
- Socializes with children much younger
- Gives gifts, requires secrecy in relationships

Signs of offenders (adults):

- Has "favorite" student or child
- Attempts to find ways to be alone with children
- Inappropriate language, jokes and discussions about students/children
- Sexualized talk in the presence of students/children
- Gives private gifts or has private chats on facebook/internet

# Procedures: Preventing Child Abuse & Responding to Incidents of Child Abuse

## Focus on Prevention

1. Child Protection Policy and Procedures are distributed annually to parents and staff
2. School provides parents, staff and students with a common definition of child abuse (physical, neglect, sexual and emotional)
3. Vertical curriculum written and taught to students annually that includes strategies to recognize inappropriate behaviors, respond assertively and to report incidents to school personnel and/or family members

4. Staff Code of Conduct to give clear expectations and boundaries
5. Student-on-student violence policy, including bullying, is publicized and implemented
6. School leadership designs and implements procedures to ensure the safe recruitment and selection of staff

## Staff and Parent Responsibility to be Prepared

The policy and procedures should contain a clearly delineated reporting system that addresses the roles and responsibilities of staff, administration, parents and other adults who have access to the school campus. For example, administration is responsible for distributing the Child Protection Policy and Procedures to staff, parents and other school community members. Faculty and staff must receive regular training on how to recognize and respond to breaches of the Child Protection Policy, and the school principals must hold teachers accountable for teaching the Child Protection Curriculum. Additionally, the school administration may want to require parents to annually acknowledge the receipt and understanding of the expectations outlined in the Child Protection Policy and Procedures.

## Prepare for Disclosures

Teaching students about child protection and making yourself a part of their support system invites them to come to you with a problem. School personnel must understand and know how to respond appropriately, knowing that it is often very difficult for children to disclose abuse. Students often cannot tell about a touching problem because of the fear of:

- Memory: Children often cope with their abuse by pushing it so far back in their minds that they "forget." To remember means to feel hurt again.
- Loss of Love: Children often worry that their parents or friends won't love them once they know about their abuse because now they are "dirty." This is often because children will take responsibility for their abuse. Children also often fear the separation of their family because of the telling. Offenders work hard to reinforce these feelings in order to keep the child silent.
- Shame & Guilt: Children either know or can sense that what happened, especially a sexual experience with an adult, is wrong. By telling someone and acknowledging that this happened, they fear the shame of the abuse. They fear they will get into trouble for telling. Older children will experience more of a sense of guilt than younger children, especially in sexual abuse.
- Blame: Children fear that they will be blamed for what happened and in the case of sexual abuse that they somehow wanted it. Adults tend to be believed over the child and offenders often state that the child "asked" for the sexual touch or other abuse.

- Harm: Offenders often maintain control over their victims by threatening harm to them or their families if they tell. Children are then burdened with the inappropriate responsibility for keeping their families safe.

Understanding these fears of disclosure will help in your appropriate response.

# Guidelines for Responding to a Child's Disclosure

## Guidelines for Responding to a Child's Disclosure

### DOs:

- If a child asks to speak with you, try to find a neutral setting where you can have quiet and few interruptions.
- Just listen, letting him/her explain in his/her own words.
- Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm.
- If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting your Designated Safeguarding Leads.
- Respect the child's confidence. Share with the Child Safeguarding Team, but limit information from and with other staff.
- Explain to the child that you must tell someone else to get help.
- Try to let the child know that someone else also will need to talk with him/her and explain why Empower the student by as much as possible allowing the child a part in the process.

### DO NOTs:

- Do not let a child swear you to secrecy before telling you something. You may need to report, which the child will view as breaking your trust with them.
- Do not lead the child in telling. Just listen, letting him/her explain in his/her own words.
- Don't pressure for a great amount of detail.
- Do not make judgmental or disparaging comments about the abuser - it is often someone the child loves or with whom he/she is close.
- Do not make promises to the child that things will get better.
- Do not confront the abuser.
- Do not tell other staff other than the Child Safeguarding Team and Division Director(s)

Please note: teachers are not investigators. Your role is to listen and respond to disclosures in order to determine the next step for students to get the help they need.

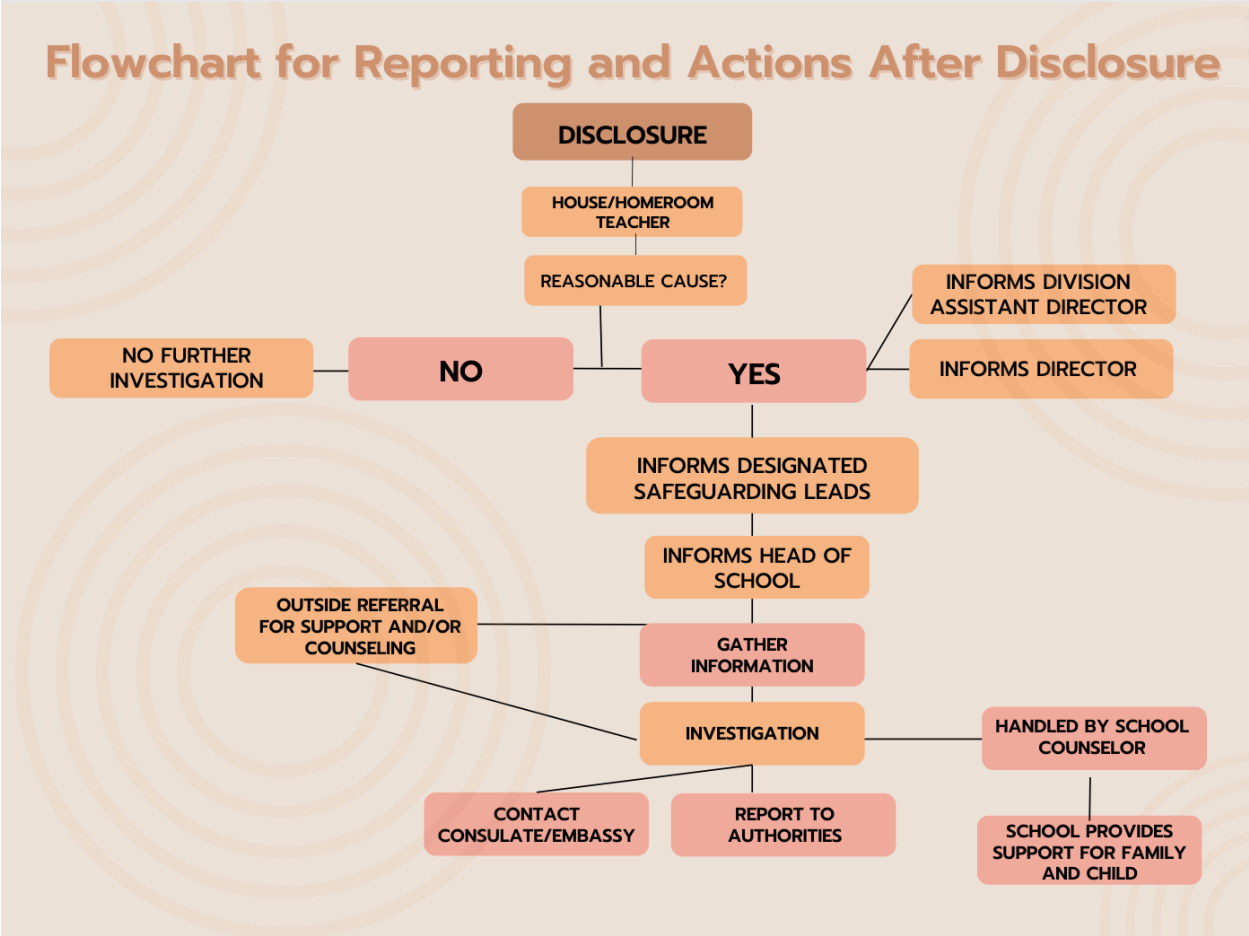
Required faculty/staff training and procedures for handling disclosure in order to protect the integrity of what the child is disclosing.

Specific guidelines for DSLs for handling child protection incidents can be found in Appendix B.

## Vulnerable Populations

When working with issues around abuse it is important to be concerned with vulnerable populations. This population consists of students who are developmentally delayed, children with learning differences, or children with diagnosed disorders such as autism. These populations often do not express emotions or understand human interaction in the same way as the average child. Often they will not understand that what is happening is wrong, nor may they have the voice to express the danger they are in. With these children it is particularly important to notice if their behavior changes or they become self-destructive in any way.

# Flowchart for Reporting and Actions after Disclosure




## Procedure for Reporting and Action

It is obligatory for faculty, staff, and administrators to report incidents of physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately or within the next

school day, to the Designated Safeguarding Lead who, in turn, shall inform the Head of School. The Head of School will determine the next steps based on local Korean laws and regulations.

Students are encouraged to report incidents for which they themselves or others may be the victims. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a school counselor. The DSLs shall gather information and provide written documentation including the date, person or persons involved, and any additional relevant information. If there is reasonable cause to believe child abuse has occurred, the counsellor will report to the Head of School who shall follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions. Such actions include, but are not limited to, one or more of the following:

- Conference with students involved
- Parent notification
- Meeting with parents
- Meeting with others pertinent to the case, including the alleged perpetrator(s)
- Contacting school nurse
- Psychological assessment conducted by school counselor
- Mandatory counseling sessions
- Referral to the Child Protection Team
- Reporting to child protection services
- Legal action and prosecution by the authorities
- Suspension or termination of employment (if a school employee)

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the counsellor, or to the principal. In all cases, the principal will be notified. It is the responsibility of the principal to inform the superintendent of the suspected case of child abuse or neglect.

All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All CDS employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the Designated Safeguarding Leads within 48 hours for immediate response.

When there is allegation of abuse, the Designated Safeguarding Leads will respond to that specific allegation. It is essential for the Child Safeguarding team to recognize the limitations of their expertise and to involve local resource or other consultant expertise as necessary. The team will gather needed information to determine what the next steps are: handled by the school or referred to outside support services.

The Child Safeguarding team will meet based on need. This includes when a teacher brings a concern to the team or whenever a child discloses. The team will look at school policy and the nature of the abuse in order to determine the next step for action.

Discussion can be guided by the following information:

- Child's name, address, birth date, gender, and grade
- Parent's name, address, home phone (if possible) and workplaces
- Nature and extent of the suspected abuse
- Information on previous injuries or background data
- Identity of alleged abuser (if known) – or self-harm

The gathered information will classify the case as Category A, B, or C.

| **Category A:** Most cases will be handled by school counselors | **Category B:** Some cases may be referred to outside resources: | **Category C:** Cases reported for investigation |
|---|---|---|
| - Student relationships with peers<br>- Parenting skills related to disciplining children at home<br>- Student-parent relationships<br>- Mental health issues such as depression, low self-esteem, grieving | Mental health issues such as depression, psychosis, dissociation, suicide ideation | Severe and ongoing physical, emotional and sexual abuse or neglect |

# Community Partnerships

## Developing a Network of Community Support Resources

An optimal safe environment requires the cooperation, collaboration and support of the entire community, including the local governmental and non-governmental agencies in place to protect children and advocate for their needs.

Add list of resources

- Suicide Prevention Hotline: 1393
- Counsel24: 1566-2525
- Lifeline Korea: 1588-9191
- Mental Health Center Crisis Counselling: 1577-0199
- Ministry of Health and Welfare Call Center: 129
- The police

- Hospitals
- The courts and lawyers
- The Children's Department(s), Embassies and other Government agencies
- Nongovernmental agencies (UNICEF, ISPCAN, etc.)

CDS understands and adheres to laws and regulations of South Korea in developing and implementing child protection procedures.

### Reporting to Authorities

- Determine to whom and what should the teacher report? To whom and what should a counselor report? To whom and what should a principal report? To whom and what should the Head of School report?
- Design written forms for the confidential file, to give to authorities, to facilitate monitoring and supervision.
- Determine who will contact parents, when and for what.
- Determine when to contact authorities with a time frame.

## CDS Employees

CDS Employees must uphold and adhere to the CDS Child Protection Policy, the CDS Code of Conduct, and follow the CDS Child Protection Reporting Flowchart. CDS Employees are Mandated Reporters of Child Maltreatment and/or Child Abuse.

When a CDS Employee suspects/observes or receives a disclosure of Child Maltreatment and/or Child Abuse that is in violation of the CDS Child Protection Policy or CDS Code of COnduct, he/she must follow the Flowchart for Reporting and Actions after Disclosure (see above).

Additional responsibilities include but are not limited to:

- Undergoing criminal and background checks prior to working with children at CDS
- Completing annual training to recognize and report issues of abuse and neglect
- Conduct in accordance with the highest degree of professionalism, integrity and ethics
- Assuring physical, social, and emotional safety of all children
- Fostering appropriate and healthy relationships with children
- Maintaining appropriate documentation as needed
- Ensuring documentation is properly and securely stored
- Ensuring sectional Principals and Counselors are informed of relevant documentation
- Compliance with and conduct in accordance with the Statutes of the Republic of Korea as well as CDS Policies and Administrative Regulations (ARs)

## Child Protection Emergency Response Team (CPERT)

The Child Protection Emergency Response Team (CPERT) is responsible for responding to child protection concerns and/or disclosures. The CPERT consists of the following members:

- Designated Safeguarding Leads
- Division Leader
- School Counselor

The following additional members are informed and support the CPERT:

- Head of School
- Human Resources, when necessary
- Board, when necessary

CPERT duties include, but are not limited to:

- Responding to and reviewing reported, suspected, disclosed Child Maltreatment and/or Child Abuse
- Upon establishing reasonable cause for Child Maltreatment and/or Child Abuse, communicating with the appropriate authorities
- Supporting communication, investigation, intervention, and documentation of reported, suspected, disclosed Child Maltreatment and/or Child Abuse

## Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is responsible for leading the Child Protection Emergency Response Team in the event of a report or disclosure of Child Maltreatment and/or Abuse.
Duties include, but are not limited to:

- Ensuring that the procedures outlined in this policy are followed appropriately and fairly in the interests of each child and with due regard to the Statutes of the Republic of Korea
- Ensuring that all members of the Senior Leadership Team are aware of and follow the CDS Child Protection Reporting Flowchart
- Responding to and reviewing reported, suspected, disclosed Child Maltreatment and/or Child Abuse
- Ensuring communication with the appropriate authorities
- Supporting communication, review, intervention, and documentation of reported, suspected, disclosed Child Maltreatment and/or Child Abuse

If for any reason one Designated Safeguarding Lead (DSL) is unavailable, the second DSL will act in their absence.

## Head of School

The Head of School (HoS) is responsible for ensuring that appropriate staff are in place, and

prepared to support the CDS Child Protection Policy, CDS Code of Conduct, and CDS Child Protection Reporting Flowchart. The HOS is informed and updated on the status of any Child Protection Disclosure or Concern as noted in the CDS Child Protection Reporting Flowchart.

Responsibilities include, but are not limited to:

- Ensuring that the procedures outlined in this policy are followed appropriately and fairly in the interests of each child and with due regard to the Statutes of the Republic of Korea
- Ensuring that all members of the Senior Leadership Team are aware of and follow the CDS Child Protection Reporting Flowchart
- Supporting the review of the CPERT
- Determining, with Human Resources, further actions and/or interventions when an CDS Employee is the subject of the allegation
- Keeping the Chairman of the Board informed of a Child Maltreatment / Child Abuse disclosure, concern, and or review, while maintaining confidentiality with regard to the student or child, the reporter, and the alleged perpetrator.
- Additional responsibilities in accordance with the Child Welfare Act and Act on Special Cases Concerning the Punishment, etc. of Child Abuse Crimes:
    - Immediately reporting a disclosure or suspected child abuse crime in the course of performing his or her duties to the Office of Si/Gun/Gu. With respect to CDS, competent local government will be the Seo-gu Office, hereinafter "Local Government" or "investigation agency"
    - Formulating education plans and provide education for the prevention of sexual violence and child abuse, etc. each year, according to the appropriate developmental age and stage of the child and/or student ("Child Welfare Act")
- Requesting relevant Local Government or prosecutor to file a claim with the court to restrict the exercise of parental authority or sentence the loss of parental authority if he/she identifies that a person with parental authority abuses such authority or commits significant misconduct or child abuse or that any other serious grounds exist to stop the person from exercising parental authority ("Child Welfare Act")
- Requesting a court appointed guardian if he/she identifies a child without a person with parental authority or a guardian or if the guardian of a child commits serious misconduct ("Child Welfare Act")

## Human Resources

Human Resources is informed and updated on the Child Protection Policy when a Child Protection Disclosure or Concern involves an CDS Employee and/or the Head of School.

Responsibilities include, but are not limited to:

- Ensuring that all CDS Employees are aware of and follow the CDS Child Protection Policy, CDS Child Protection Policy and CDS Code of Conduct, and CDS Child Protection Reporting Flowchart
- Supporting the review of the CPERT when a Child Protection Disclosure or Concern involves an CDS Employee and/or the Head of School
- Determining, with the Head of School, further actions and/or interventions when an CDS Employee is the subject of the allegation
- Determining, with the Chair, Board of Governors, further actions and/or interventions when the CDS Head of School is the subject of the allegation

## Board Members

Board Members are responsible for ensuring that all members of the CDS Board of Governors are aware of and follow the CDS Child Protection Policy, CDS Code of Conduct, and CDS Child Protection Reporting Flowchart. Board Members are also informed of a Child Maltreatment / Child Abuse disclosure, concern, and or review, while maintaining confidentiality with regard to the student or child, the reporter, and the alleged perpetrator.

Responsibilities include, but are not limited to:

- Ensuring that the procedures outlined in this policy are followed appropriately and fairly in the interests of each child and with due regard to the Statutes of the Republic of Korea
- Ensuring that the full Board of Governors follow the CDS Child Protection Policy, CDS Code of Conduct, and CDS Child Protection Reporting Flowchart
- Supporting the review of the CPERT when a Child Protection Disclosure or Concern involves the CDS Head of School
- Determining, after consultation with the full Board of Governors, with Human Resources, further actions and/or interventions for the Head of School when the CDS Head of School is the subject of the allegation.

## Division Directors and Assistant Directors

Directors provide an important route for reporting and ensuring implementation of the Child Protection Policy and collaborating with the appointed Designated Safeguarding Lead in enforcing the Child Protection Policy. If a Divisional Director is not available, the responsibilities of the Divisional Directors falls to their respective Divisional Assistant Director.

Duties include, but are not limited to:

- Ensuring that the procedures outlined in this policy are followed appropriately and fairly in the interests of each child and with due regard to the Statutes of the Republic of Korea

- Ensuring that all members of their respective sections are aware of and follow the CDS Child Protection Policy, CDS Code of Conduct, and CDS Child Protection Reporting Flowchart
- Working with School Counselors to notify the CPERT of reported or disclosed Child Maltreatment and/or Abuse.
- Supporting the CPERT in to review the reported or disclosed Child Maltreatment and/or abuse when involving a student in his/her respective division
- Working with School Counselors to support the needs of the student or child who is the subject of reported or disclosed Child Maltreatment and/or Abuse
- Conducting annual walkthroughs of their respective campus facilities

## School Counselors

School Counselors are responsible for working with Divisional Directors to notify the CPERT and supporting the needs of the student or child who is the subject of the reported or disclosed Child Maltreatment and/or Abuse.

Duties include, but are not limited to:

- Working with Divisional Directors to notify the CPERT of reported or disclosed Child
- Maltreatment and/or Abuse.
- Supporting the CPERT review of the reported or disclosed Child Maltreatment and/or abuse when involving a student in his/her respective section
- Supporting the review conducted by CDS and/or the Local Government and/or investigation agency.
- Working with Sectional Principals to support the needs of the student or child and families as needed
- Supporting the CPERT with communication, review, intervention, support and monitoring, and documentation of reported, suspected, disclosed Child Maltreatment and/or Child Abuse
- Communicating pertinent information to faculty as needed
- Following up with the child or student, and families as noted in the CDS Child Protection Procedural Flowchart
- Providing annual training for their respective sections on Reporting, Confidentiality, and other topics as needed
- Collaborating with the Child Safeguarding Committee as needed

## Child Safeguarding Team

The Child Safeguarding Team (CST) is composed of faculty and staff from several sections and departments of CDS and led by a Designated Safeguarding Lead. The Child Safeguarding Team oversees the integrity of, and administrative guidance to, strategic initiatives regarding

child protection.

Responsibilities include, but are not limited to:

- Reviewing and updating the CDS Child Protection Policy
- Reviewing and updating the CDS Child Protection Procedural Flowchart
- Reviewing and updating the CDS Code of Conduct: Adult and Student Boundaries
- Accountability for annual review of policies, procedures, and documents noted above
- Coordinating training for all CDS employees
- Staying up to date on current best practice in Child Protection
- Advocating for student safety
- Identifying and communicating child protection matters with the community

## Community Members

ALL CDS Community Members, including parents and guardians, have a responsibility to keep children safe. Parents/guardians have a responsibility to pass on information to the respective sectional leaders in cases of abuse or suspected abuse of any child on CDS campus.

As members of a diverse community, CDS recognizes there are a variety of beliefs and practices in raising children and the need for sensitivity around child rearing. Our sensitivity must be considered alongside our commitment as a signatory country to the United Nations Convention on the Rights of the Child (UNCRC), and the CDS Mission Statement.

## Volunteers, Visitors, Third-Party Vendors

Visitors, Third Party Vendors, and Volunteers at CDS are responsible for maintaining appropriate boundaries with students, and conducting themselves in accordance with the CDS Code of Conduct: Adult and Student Boundaries. Profanity, aggressive or threatening behavior, smoking, photography of children, physical contact with a child, and use of student washrooms is strictly prohibited.

To support a healthy, safe, and secure learning environment for everyone in our community, visitors will be required to show valid identification and register with the school. Additionally, visitors wear a visitor badge, which will be worn in a visible location, at all times while on campus and returned upon departure. All visitors have a responsibility to report information to an CDS employee in cases of abuse or suspected abuse.

Upon entering campus, all visitors, short and long term, must read and sign that they read the CDS Visitor Code of Conduct on Campus Entry Form.

To enhance the safety and security of our campus, the Campus Entry Form and a Visitor Code of Conduct (English // Korean). These measures are designed to ensure a welcoming and secure environment for everyone in our school community. The Campus Entry Form helps the school keep track of who's on campus, while the Visitor Code of Conduct outlines the respectful and responsible behavior we expect from all guests.

Protocol for visitors arriving on campus:

1. Upon arriving on campus, visitors MUST check in at the guard's office. The guard will provide all visitors with the QR code to access the CDS Campus Entry Form.
2. After reading and signing off on the form, visitors should show the guard completion of the form. Please note, that you can complete this form on the same day prior to arriving on campus.
3. The guard will then provide visitors with a visitor pass to wear while on campus. The guard will make note of the visitor pass number and name of the visitor.
4. When leaving campus after the visit, please return the visitor pass to the white mailbox at the guard's office.

The table below specifies who is required to complete the Campus Entry Form:

| Who MUST fill out the form<br>출입 명부 의무 작성 대상자 | Who **does not** need to fill out the form<br>출입 명부 작성 비대상자 |
|---|---|
| ● Parents from another school coming to an event at CDS and getting out of their car.<br>CDS 행사에 참여하는 타학교 학부모님<br>● Visitors arriving on campus who are not employed by the school<br>학교에 고용되지 않은 방문자<br>○ Speaker 초청연사<br>○ Presenter 발표자<br>○ College Representative 대학관계자<br>● Coaches and players 코치와 선수<br>● Visitors of faculty staying in the guest room of the FRB<br>FRB 게스트룸에 투숙하는 교직원 방문자 | ● Teachers and faculty 교직원<br>● Spouses and children of teachers and faculty 교직원의 배우자 및 자녀<br>● Parents picking up or dropping off their children 자녀를 등학교 시키는 학부모님<br>● Parents and community members whose cars are registered with CDS<br>CDS에 차량등록이 되어있는 학부모님 및 CDS 관계자<br>● Emergency vehicles 응급차량 |

## What if the Suspected Offender Works for the School?

When a child discloses inappropriate behaviors of school personnel, the school must respond

no differently than if the alleged offender is a family member. Teachers have daily access to children and the emotional and physical safety of a child is determined by the access of the offender to the child, thus disclosure of teacher offenses must be handled immediately and with seriousness.

The integrity of a school and a system is NOT dependent on whether or not an offender exists; instead the integrity of the school or system IS dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the school to prevent and deter sexual harassment, as well as provide procedures for the resolution or prosecution of sexual harassment between teacher and pupil.

SUGGESTIONS for handling disclosures of teacher offenders:

- Depending on the severity of the allegation, place the teacher on forced leave for at least three days.
- Inform the child's parents immediately.
- Investigate the incident immediately. Depending on severity, determine who will investigate, whether by the school-based support team or the community-based multidisciplinary team.

In the case where the alleged offender is a school volunteer, or is a member of the school faculty or staff, and the suspected, observed or child-disclosed offense is sexual in nature, the involvement of local child protection and law enforcement agencies would be essential to not only protect the child, but to also remove and prohibit the alleged offender from further contact with any additional children at the school. Involvement of appropriate law enforcement agencies also protects the school from any form of malfeasance in regard to how the case is handled. This is important because in cases of sexual offenses against children, research shows that offenders are likely to have multiple victims in the same location. Standard practice is to place the alleged offender on temporary leave of absence until the professional investigation is concluded.

# Policy Analysis and Review

CDS can identify the policy's strengths and weaknesses, uncover issues that were not anticipated or addressed adequately, and amend them accordingly. Once amended, the areas of recommended improvement can be followed and observed for a period of time to determine their effect (hopefully improvement) on the overall policy implementation. In summary, measurement/data collection recommendations in a child protection framework should include:

- An annual self-audit to assess current state of the implementation, to include a checklist of the data to collect
- A comprehensive analysis of the organization's policies and procedures every 2 - 3 years designed to identify what is working in practice, what needs improvement, or what needs to be added to the policies and procedures in order to strengthen them
- A "continuous quality improvement" initiative that takes a subset of any identified policy or practice improvements, addresses them, follows their implementation for a period of

time (6 months) and issues a report.

An important element for sustaining forward momentum in an organization's child abuse prevention initiatives is communication about how the effort is evolving, and feedback from leadership reflecting its ongoing commitment to the process.

This feedback can include:

- Regular reminders (newsletters, bulletins, newspaper articles, etc.) of the responsibilities associated with maintaining safe environments and the results associated with doing so;
- Periodic (at least annual) statements by the organization's leadership concerning the ongoing commitment to the organizations child protection policy and to the vigilance necessary to protect children; summary of effects, anecdotes;
- Organization-wide distribution of policies and procedures for child protection, the code of conduct, abuse reporting protocols and procedures, etc.;
- Organizational updates about the status of programs, schedules for training, lists of the categories of people to be trained, reminders about any audit reports, and when the reports are due;
- Checklists about what is necessary to have in place or to have accomplished in order to be considered in compliance with the organization's policies;
- A regular flow of information and data from departments and organizations about their particular piece of the requirements;
- Forms or questionnaires sent to all organizational elements used to collect exact numbers of personnel, their categories of employment, and whether or not they have received the required safe environment training; and,
- Audit preparation checklists and calendars.

# Appendix A: School Personnel Roles and Responsibilities

## Designated Safeguarding Lead(s) (DSLs)

- Development of Child Protection (CP) Policy as part of Policy Manual for school
- Public statement of School as safe haven for children
- Public statement of support of CP Policy
- Meeting of parents with support of CP Policy as important topic
- Adoption of the Code of Conduct on CP that all teachers and everyone who works at the school (paid or unpaid), including the Board sign

## Head of School

- Create and support school-based Child Protection Team
- Initiate the process of the adoption of a Child Protection Policy (CPP) and Child Protection Curriculum
- Submit Child Protection Program to School Lawyer for compliance with local laws and

international conventions/obligations
- Gain Board cooperation and approval for Child Protection Program
- Provide resources in the budget on an annual basis for the Child Protection Team to ensure resources as needed
- Provide proactive leadership in connecting school with local child service agencies, with neighboring schools and in establishing a multi-disciplinary team
- Ensure external organizations, vendors, contracted service providers and other entities comply with the school's Child Protection Program and that the school provides an annual in-service program for these personnel. Example: food service personnel, security personnel, school trips, coaches who are not part of school staff, after school activities personnel or other outsource agencies

## Directors and Curriculum Coordinator

- Direct oversight of Child Protection Team for adoption of CPP and CP Curriculum
- In the absence of a School Psychologist, the Principal should review the CP Policies and an overview of the curriculum with the CPT
- Develop a calendar of professional development, instituting the curriculum and annual review cycle for the success of the program
- Develop and ensure proper implementation of comprehensive Child Protection Curriculum
- Ensure adequate parent training

## Counselors

- One of the first line responders to whom suspected cases of child abuse are reported
- Regularly keeps Head of School or Director informed
- Consults with Head of School and Directors to develop a calendar of professional development, instituting the curriculum and annual review cycle for the success of the program
- Reviews available CP Policies and curriculum with an understanding of overall child development and appropriateness
- Holds parent nights to assist parents in understanding the need for the program and to answer questions and provide support
- Counselors and Teachers who are part of the CP Teamwork to train all teachers and staff within the school on this program and its importance
- Identifies resources in the community that are available to the school
- Organizes Professional Development for teachers

## Teachers

- Will serve on the CPT as needed
- Will support the develop lessons and units of study in the defined curriculum
- Attends training and teaches lessons of the Child Protection Curriculum.
- Will work to gain parent support by making sure all parents understand the purpose of the program
- Will make sure that anyone who works with them, either paid or unpaid, understands the Child Protection Policy, signs the contract, and clearly understands the school's stand on child protection.

# Appendix B: Protocols for Handling Disclosure

## General Guidelines for the Designated Safeguarding Leads for Handling Child Protection Incidences

What to do and say when someone tells you about a child protection concern:

a. Reassure the person that he/she was right to raise the concern.
   - Create trust with the complainant but do NOT promise to keep secrets.
   - Take what they say seriously, even if it appears hard to believe.
   - Address health and protection needs or contact authorities if this is urgently required.
   - Contact the Child Protection Officer or Project Officer for Information, Training and Education as soon as the situation allows this.

b. Gather information on the case:
   - You are *not* expected to investigate the case but gather basic information about what may have taken place.
   - Record the actual words used as soon as possible, if not immediately.
   - Avoid asking too many questions: ask only the number of questions required to gain a clear understanding of the complaint.
   - Avoid asking "why" and "how" something took place.
   - Establish and record details of all those who may be at risk.

c. Address issues of confidentiality.
   - Explain that information will only be shared with people who need to know.
   - Explain that it is in the best interest of the individual disclosing that the concern is reported.

d. Explain to the complainant what will happen next.
   - Explain that the concern will be reported.
   - Inform him/her that you will provide feedback on what happens.

e. Report as per the reporting procedure.

## Guidelines when a Child Tells you He/She has been Abused

In addition to points listed in the general guidelines above:

- React calmly, do not panic.
- Assure them that they are not to blame for the abuse. Be aware that the child may have been threatened.
- Never push for information, repeatedly ask the same question, or ask leading questions. For example, say, "Then what happened", don't say "Did he touch your leg?"

- Do not fill in words, finish sentences, or make assumptions. Don't seek help while the child is talking to you.

Things to say:

- Repeat the last few words of the child in a questioning manner. "I believe you."
- "I am going to try to help you." "I am glad you told me."
- "You are not to blame."

Things NOT to say

- "You should have told someone before."
- "I can't believe it. I'm shocked."
- "I won't tell anyone else."
- "Why?
- How?"

## Checklist for Disclosure Follow-Up

- Determine risk for re-offense:
  - What, who, when, where?
- If the offense is ongoing and the child lives with the offender
  - Will you report to authorities?
  - Who will you bring in to protect the child, such as a non-offending parent?
  - What immediate actions can the child take apart from reporting?
- Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits – giving the child other alternatives to talk if more time is needed, such as counseling or others in her/his support system.
- Explore the feelings and concerns the child has about the experience, eg. Feeling of Guilt? Fear? Shame? Anger?
- Affirm that the experience was "assault" and thus s/he is never to blame for someone else's action. Affirm each of the feelings, while also determining if those feelings are overwhelming to the child, then working on helping the child put those feelings within a healthy limit.
- Explore the support system so the child can have someone to talk with. Parent or other adult relative? Friend? Trusted adult such as a teacher?
- Explore the play the child enjoys and help her/him continue to do these things. eg Movies with friends, going to the mall with friends, parties that are safe, arts, writing
- End the session by making sure the child knows what to do if assault happens again or is attempted again. Eg. Say NO, or run away to somewhere safe – ask the child to specify to whom he/she would go
  - Tell someone – ask the child to specify to whom

# Appendix C: Annual Safe Environment Compliance Audit

Line of Sight

Maintaining a line of sight into all classrooms is imperative for ensuring the safety and security of students at Cheongna Dalton School. This practice serves as a critical preventive measure against potential threats and emergencies. By enabling school staff and administrators to visually monitor all classrooms, we establish a proactive means of identifying and addressing any unusual or concerning situations swiftly.

In the event of an emergency, such as a lockdown or medical issue, immediate visibility into classrooms allows for rapid response and coordination, minimizing potential harm to students. The presence of line-of-sight access serves as a powerful deterrent, discouraging unauthorized individuals from entering classrooms without permission.

Information related to line of sight when meeting with students is also included in our Staff Code of Conduct as follows:

- One-on-One meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.

**SCHOOL CONTACT DETAILS**

Name of School/City/Town:

Principal/Head of School Contact

Person: Address:

Phone: Email:

TRAINING

Are all current Grade (list all grade levels) teachers trained in (name of safety curriculum)?:

Yes/No

Comments:

Are all current Grade (list grade levels) teaching aids trained in (name of safety curriculum)?

Yes/No

Comments:

Do you need additional facilitators or staff to train your teachers? (ie, staff trained regionally to train fellow teachers in the programs):

Yes/No

If you answered "Yes" to Question C above, how many staff do you need trained?

IMPLEMENTATION

Was (name of program) taught to the children in your school during the 20XX-20XX academic year?

Yes/No

If "no" please comment:

How often are (name of program) lessons taught in your classrooms?

One time per week

Twice per week

Other, please describe:

Is the entire curriculum taught during the course of the school year or do you use selected lessons?

Entire curriculum

Selected lessons, please describe:

When do you anticipate that (name of programs) will be taught during the next academic year?

Fall

Winter

Spring

TEACHER/STUDENT/PARENT RESPONSES

Rank your response to the following: In general, the teachers' reaction to the program was positive.

Strongly agree

Agree

Not sure

Disagree

Strongly disagree

Comments:

Rank your response to the following: In general, the children's reaction to the program was positive.

Strongly agree

Agree

Not sure

Disagree

Strongly disagree

Comments:

Are the children learning the skills the program is designed to teach?

Yes, please explain:

No, please explain:

Other, please describe:

Rank your response to the following: In general, the parents' response to the program is positive.

Strongly agree

Agree

Not sure

Disagree

Strongly disagree

Comments:

Did your school host parent information sessions to introduce/discuss the programs or use another

mechanism (i.e. discussed at parent orientation)?

Yes/No

Comments:

Does your school use the parent information letters included in the curriculum (or variation)?

Yes/No

Comments:

ABUSE/NEGLECT REPORTING

Did you or any of your staff file an abuse/neglect report in the 20XX-20XX academic school year?

Yes - how many:

No (skip this section)

Please answer the following to the best of your ability. This information is for statistical purposes only and does not require any identifying information. Use additional sheets if necessary.

Age and gender of each child who was/were the subjects of the reports:

Age(s):

Gender(s):

How many of the reports were made because a child disclosed some form of abuse or neglect?

How many of the reports were made because an employee or volunteer observed or suspected that a child was being abused or neglected?

Observed:

Suspected:

Other:

How many reports were made because the abuse/neglect was observed, suspected, or disclosed by someone else? (e.g., neighbor, another child, etc.)

Who was suspected of committing the abuse or neglect that was reported?

Family member
Neighbor
Another child
Clergy
School staff or volunteer
Other person known to the child
Stranger

After a decision was made to contact authorities, please indicate when the phone contact was made:

Immediate

Within 24 hours
Other, please describe:

In what ways can the Child Safeguarding Committee help with ongoing implementation efforts?

Regional refresher sessions
Assist with parent information sessions
Consultation/review of models of implementation
On-site technical assistance
Other, please describe:

Self-Audit Form

Is the existence of the school's child safety policy and procedures publicized to all school personnel and parents?

Yes/No

If Yes, describe the types and frequency of publications. (Examples might include publication in school bulletins, information provided at staff meetings, brochures and/or posters in the vestibules, take home letters, or school orientation materials):

If No, provide explanation:

Do all school leadership, faculty, employees, and volunteers know when and how to report an allegation of sexual abuse of a minor?

Yes/No

If No, provide an explanation:

Do school leadership and others know how to obtain outreach for victims?

Yes/No

Has school leadership kept the school and its constituents informed?

Yes/No

Has the school provided or facilitated outreach to affected persons or groups?

Yes/No

If no, provide some type of explanation

Are copies of the code of conduct and/or school standards of behavior made available to all personnel and volunteers in positions of trust who have regular contact with children?

Yes/No

If No, provide an explanation:

Is the code of conduct made available and clear to all other members of the school community?

Yes/No

If No, provide an explanation:

Is safe environment/child abuse prevention training provided for all school adults as required?

Yes/No

If No, provide an explanation:

Does the school participate in a multidisciplinary team or network with other international schools or government/non-government agencies?

Yes/No

If No, provide an explanation:

Does school leadership ensure that background evaluations are conducted on all personnel to include faculty, staff, and other paid personnel and volunteers whose duties include ongoing, unsupervised contact with minors?

Yes/No

If No, provide an explanation:

Does the principal (if applicable) ensure that background evaluations are conducted on all school personnel (including volunteers) whose duties include ongoing, unsupervised contact with minors?

Yes/No

If No, provide an explanation:

Does school leadership verify that background and criminal history checks have been conducted for contractors, vendors, consultants and others who provide goods and services to the school (in the presence of minors) or who bring minors onto school property?

Yes/No

If No, provide an explanation:

For those schools directly affected by allegations of sexual abuse of children which have been brought forward during this current audit period:

# DOCUMENTATION OF REPORTED OR DISCLOSED CASES OF ABUSE

Admission policy and procedures should specifically inform parents that school records will be forwarded to other schools upon transfer of the child to another school. Parents should indicate their agreement with this requirement in the admission contract.

The individual school should review and define specific documentation that could include the following:

- Confidentiality agreement for all members of a case management team
- Minutes of Child Protection Case Management Team meeting including decision or actions recommended
- Case Management standard reporting form (usually compiled by counselor or case manager) should include:
    - Reporter's relationship to the child/victim
    - Child's name, gender, age, address
    - Information on parents/guardians
    - Information about the reporter and school
    - Nature and extent of injuries/maltreatment
    - How reporter became aware (firsthand witness?)
    - Description of action taken (if any)
    - Other information that may be helpful
    - Name of perpetrator, siblings at home, prior evidence
    - Information about the cause, and those responsible
- If determined that the case warrants making a report to local authorities or agencies, this report should be documented using applicable forms.

## Safer Recruiting

All contractors, vendors and service providers must provide evidence that a background check was completed on any individual sent by the contractor to provide onsite services. Further, when CDS enters into a contractual relationship with an external organization where that external organization will be bringing minor children onto its property, such organizations should be required to provide evidence beforehand that the adults accompanying the minors have undergone the appropriate background and criminal record checks.

Human Resources will be responsible for initiating and evaluating the applicants for positions that require background checks. The elements of a comprehensive background check include:

- A written application and a "statement of suitability" requiring a signature stating that the applicant knows of no reason or prior circumstance that would preclude him/her from working safely with minor children
- A personal interview
- Credential check depending on position being sought
- Reference checks
- Criminal history background check (local, state, multi-state, national, international options depending on where the applicant is coming from and the position being sought). Note: for applicants from the United States, most states require an Authorization Form to be filled out and signed by the applicant before a criminal records check can be accomplished.
- Sex offender registry check in some Western countries
- Published procedures as to how and by whom criminal history records will be reviewed and evaluated (with criteria for disqualification) – including a description of the appeals process required by law
- A statement that all background screening accomplished by or on behalf of the organization will comply with relevant privacy laws.

CDS also reserves the right to conduct background screening and make this explicitly clear to employees and volunteers, at any time after employment or volunteer service has begun – and will do so periodically. Any misrepresentations, falsifications, or material omissions in the information provided by the applicant, whenever discovered, may result in disqualification from, or termination of employment or volunteer service with CDS.

For example, if a check indicates that the applicant has an adult criminal record it must be reviewed by CDS's review committee and placed into one of the following three categories:

Permanent Disqualification: permanently disqualified from working with children because of the particular criminal offense

Presumptive Disqualification: before a determination can be made CDS can review additional information and consider:

- The relevance of the criminal offense to the nature of the employment or volunteer service being sought;
- The nature of the work to be performed;
- The seriousness and specific circumstances of the offense;
- The age of the candidate at the time of the offense;
- The number of offenses;
- The length of time since the offense occurred;
- Whether the applicant has pending charges;

- Any relevant evidence of rehabilitation or lack thereof;
- Any other relevant information, including information submitted by the candidate or requested by the hiring authority.

Discretionary Disqualification: infraction is minor enough that hiring decisions can be left to the discretion of the school.

# Education and Training

## Student Education

Education for students during House, Health and PE, Long House, etc.

Research shows that personal safety/abuse prevention programs for children are successful when they are based on the most current research in prevention education and are rigorously evaluated; begin as early as pre-Kindergarten; use developmentally sequenced materials; utilize active, systematic and specific skills training; have multiple program components such as classroom training combined with parental involvement; use interactive instructional techniques that provide children multiple opportunities to observe the desired behaviour, model the behaviour and get feedback; and are instituted as a comprehensive part of the child's education - being repeated many times during the school year, and instituted over several years of instruction.

In its most effective form, sex abuse prevention education teaches children about “safe” and “unsafe” touches in a safety-based, developmentally sequenced curriculum. In order to provide children with adequate tools to resist the overtures of potential offenders, children must have the following information:

- The accurate names of private body parts
- Rules-based instructions regarding what to do if someone touches them in a way that is harmful. (Say “No”, get away, tell a grown up)
- Assurances that they (children) get to say whether a touch is “unwanted” or not.
- Assistance in identifying the safe adults in their lives
- Reminders that they can always talk to parents or another trusted adult about anything
- That they should continue to tell about harmful, unwanted, unsafe, or bad touches until they are believed.
- That abuse is never their fault

Sex abuse prevention education is "preventive" in nature. It is not intended – nor does it claim – to educate children about sex, sexuality, the sexual functions of private parts, or human love relationships.

It is intended to teach children about their rights to assert limits over what happens to their bodies and to give them the tools necessary to communicate effectively if someone violates those boundaries.

In short, sex abuse prevention education teaches children how to prevent themselves from being victims of criminal behavior.

## Teacher Education

TES

Training School Personnel in International Schools: International schools have several populations on campus. These include guards, cleaners, drivers, food services, administrative staff, after-school instructors and faculty. We suggest two different types of training: instructional personnel and support personnel.
Child Protection training of school personnel should place the emphasis PREVENTION PROGRAM and be connected to the concept of "ready to learn" – safe and secure children lead to better learning and better outcomes.

Content of training for ALL instructional staff (faculty, administrators, teacher assistants)

- Understanding of specific policy and procedures of the school
- Train to awareness of the issue
- Signs and symptoms of abuse: knowledge of grooming behaviours
- Statistics of incidence and prevalence
- Vulnerabilities of international school students growing up in international communities
- Developmental levels of children, with a focus on sexual development – what to expect at different age levels
- Training to focus on handling of disclosure and reporting
- Review of the lesson plans and how, when, by whom to present them
- Depending on time and depth of content, suggested strategies include
    - Presentation
    - Interactive teaching with assessment
    - Role play and simulations of disclosure
    - Practice, practice, practice

## Parent Education

Child protection at school is a partnership with parents.

Concepts to include in advocacy and training of parents:

- Understanding of specific policy and procedures of the school
- Train to awareness of the issue
- Signs and symptoms of abuse
- Statistics of incidence and prevalence
- Awareness of risks to which students are exposed – globally and locally
- Vulnerabilities of international school students growing up in international communities
- How to talk with your children – prevention strategies and empowering children
- Handling disclosure and reporting as a parent
- Inform parents of community resources for parents and to be used by school (especially domestic violence issues)
- Provide parents with a list of resources, including for domestic violence needs. If possible, find ways that parents can meet these resources, such as inviting the resources to a parent evening to talk about relevant domestic violence and abuse issues.
- Provide parents with information for how to keep safe and keep their children safe.

# Inclusivity of All CDS Students

While a child is normally understood to be a person below the age of 18, CDS takes its duty of care for children to encompass all of its currently enrolled students, including those who may have reached or surpassed the age of 18.

CDS will uphold the safety and well-being of all students. As a community we value, celebrate and safeguard all students regardless of physical appearance, ability, gender identity, race, nationality, cultural heritage, sexual orientation, beliefs, age, socioeconomic status or family background. All students deserve to be safe, acknowledged, appreciated, valued and respected.

# Services Provided by Cheongna Dalton School

Counseling professionals will define annually the range of services to be provided by the school and the range of services to be referred to outside resources. Typically handled by counseling professionals:

- Student relationships with peers
- Parenting skills
- Child relationships
- Mental health issues such as depression, low self-esteem, grieving

Typically referred to outside resources:

- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest

Education

All staff, faculty, and counselors to complete at least one hour of training about child abuse prevention and reporting obligations every year. CDS utilizes government resources and the Childsafeguarding.com website to provide training to all staff members.

Suicide Prevention

Any time a student makes a threat to harm himself or herself it should be taken seriously and reported to the CPO; especially if the threat is communicated with a specific course of action to accomplish the act. The CPO with the Division Director and Counselor will decide the best course of action to take after reporting.

Information in Korea→ Suicide Hotline and Crisis Lines

Information from the CDC (U.S.) → Preventing Suicide: A Technical Package of Policy, Programs and Practices

- Create protective environments
- Promote connectedness
- Teach coping and problem-solving skills
- Identify and support people at risk

Bullying Prevention

Through the House program in the three divisions of CDS, bullying prevention education will be implemented. Students will have bullying defined and discuss the trauma caused by bullying and how to prevent bullying through being a good upstander. The CDS Lab, extra curricular activities, assemblies, and House activities all serve to promote positive social

relationships among the students and faculty of CDS. Each division approaches the prevention of bullying in a way conducive to their age levels.
First Program Student Handbook
Middle School Student Handbook
High School Student Handbook

Korean Laws in English

## Conflict- Bullying - Harassment- Abuse

CDS believes that every child has the right to learn without fear in an atmosphere of mutual trust and respect. Every student is expected to be responsible for his/her own behavior, to exercise self-discipline, and to refrain from behavior which interferes with other student's right to learn or endangers the health or well-being of others. CDS will not tolerate harassment, bullying or peer-on-peer abuse.

In order to identify, prevent and proactively respond to incidents of harassment, bullying and abuse it is essential to have a clear understanding of what behaviors are representative of each form of misconduct.

### Is it a conflict or bullying?

**Conflict:**
Conflict is a normal part of everyday life. It is through playground conflict our children learn to negotiate, share and take turns and get along with their friends. Conflict builds skills necessary to build relationships. There will always be times when children don't get along with others and have disagreements (Dan Olweus 1993).

**Bullying:**
Bullying is not conflict, as conflict occurs naturally in human interaction. Bullying can be physical, verbal, social/relational, and/or through electronic means (i.e. cyberbullying). Bullying is characterized by the following:

- **Intentional**—unwanted, aggressive behavior intended to cause harm
- **Repeated**—unwanted behavior is repeated multiple times or has the likelihood to be repeated many times
- **Power imbalance**—this involves a real or imagined imbalance of power

Such behavior is reasonably interpreted as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress.

**Cyberbullying:**
Cyberbullying refers to bullying through information and communication technologies. This includes cell phones, computers, tablets, social media sites, websites, texts, and chat. Children who are cyberbullied are often bullied in person as well. In addition, the unique features of cyberbullying make it more difficult for children to escape the behavior.

- Can happen **24 hours a day, seven days a week**
- Can happen even when they are alone
- Images and messages can be posted anonymously and quickly to a wide audience
- In some cases it is impossible to trace the source
- It can be extremely difficult to delete inappropriate messages, texts and pictures

| Normal Conflict | Bullying Behavior |
|---|---|
| Occasional | Can be repeated with the same or a different individual |
| Not pre-planned, in the heat of the moment | Premeditated, on purpose, intentional, planned |
| Both parties are genuinely upset | Person being bullied is more upset |
| All individuals are trying to work things out | Instigator is trying to maintain power & control |
| Not trying to take something from someone | Want to take power or possessions from someone |
| Both parties admit some responsibility | Blame is laid on the person being bullied |
| Effort to solve the problem by both parties | No effort to solve the problem by the person bullying |

**Bullying behavior can be verbal, physical, social and psychological.** It is important to consider the age of the student(s), the frequency of the behaviors and the context of the situation. As some of the examples of bullying behavior (noted below) would be considered developmentally appropriate in early childhood and part of the necessary learning for social competence to develop.

## Examples of bullying behavior

- Verbal: name calling, teasing, ridicule, mocking, sarcasm, insults, threats
- Physical: hitting, punching, kicking, scratching, tripping, spitting
- Social: ignoring, excluding, ostracizing, alienating, making inappropriate gestures

● Psychological: spreading rumors, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

**No single sign will indicate for certain that a child is being bullied**. Some signs that may point to a bullying problem are listed below, though be aware that not all children being bullied exhibit warning signs.

● Physical injuries, such as unexplained bruises
● Belongings getting 'lost' or damaged – clothing, books, electronics, jewelry
● Frequent headaches/stomach aches, feeling sick, feigning illness
● Changes in eating habits including coming home from school hungry
    ○ This may indicate that the child is not eating lunch
● Difficulty sleeping or frequent nightmares
● Falling grades or loss of interest in schoolwork
● Being afraid or reluctant to go to school
● Sudden loss of friends or avoidance of social situations
● Feelings of helplessness
● Asking for, or stealing, money (to give to whoever's bullying them)
● Self-destructive behaviors – running away, harming themselves, talk of suicide
● Bullying others

***Any student can exhibit bullying behavior*** *– male or female, popular or unpopular, students with good grades, and those who struggle academically. It is essential to consider both the context and the student's behavior to determine if bullying is occurring. Some signs that a child is bullying others:*

● *Repeatedly get involved in physical or verbal fights*
● *Have friends who bully others*
● *Are increasingly aggressive*
● *Have unexplained extra money or new belongings*
● *Blame others for their problems*
● *Do not accept responsibility for their actions*
● *Are competitive and worry about their reputation and popularity*

***Why a student may not let others know about the bullying***

● They may fear being seen as weak or labeled as a tattletale/dibber/snitch.
● They may fear backlash from the bully
● They may fear being rejected by their peers
● Bullying can make a child feel helpless.
    ○ They may want to handle it on their own in an effort to feel in control again.

- Bullying can be a humiliating experience
    - Students may not want adults to know what is being said about them, whether it is true or false
    - They may also fear that adults will judge them or punish them for being weak

## Is it bullying or harassment?

Harassment is unwanted and annoying behavior that is offensive, unreasonable and causes mental, psychological, physical or economic harm. This includes threats, demands and discrimination that is directed at a person based on certain characteristics, such as gender, race, faith or sexual orientation. Harm includes personal harm or humiliation, as well as hostile, intimidating or abusive environments that interfere with teaching-learning. Harassment can take many forms, including: physical, verbal, sexual, social/relational and/or electronic means.

Bullying and harassment are similar in that they both involve unwelcome behavior, behavior that aims at exercising control over another person, behavior that is aimed at causing harm or instilling fear of harm, and harm that can range from physical, psychological to economic. However there are some important differences between bullying and harassment as noted below:

| Bullying | Harassment |
|---|---|
| Occurs repeatedly | May occur repeatedly though it can also be a single act |
| The person(s) bullying is known to the person they are bullying | The person(s) harassing may or may not be known by the person they are harassing |
| Harm is intended Harm may not be intended | Harassment is aimed to induce submission |
| Power imbalance is present | Power imbalance may or may not be present |
| Directed towards a specific individual | Directed towards individuals and/or groups |

In the context of schools in South Korea, the Act On The Prevention Of And Countermeasures Against Violence in Schools, addresses matters of bullying and harassment. The purpose of this Act is to protect the human rights of students and raise students as healthy members of society through the protection of victim students, the guidance and education of aggressor students, and mediation between victim students and aggressor students, by providing for matters necessary for the prevention of and countermeasures against violence in schools. The term "school violence" means actions committed against students inside or outside of school premises resulting in a physical or mental injury, or damage to property through a battery, assault, confinement, threat,

kidnapping, abduction, defamation, insult, extortion, coercion, forced errand, sexual violence, bullying, or cyber-bullying, or with obscene or violent information via an information and communications network.

Behaviors and/or incidents identified as bullying and/or harassment involving any student(s) of CDS are considered a serious violation of school rules, and will be subject to inquiry (refer to: Flow Chart: Disclosure or concern of bullying behavior) consistent with existing school policies and procedures and/or discipline procedures (dependent upon the context of the behaviors). All discipline issues will be handled by the Divisional Administrators, as per the divisional handbooks.

## Is it bullying or peer-on-peer abuse?

Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), abuse within intimate relationships, sexual violence, sexual exploitation, sexual harassment, physical abuse, prejudice-based violence and initiation/hazing type violence and rituals.

All behavior takes place on a spectrum, and may or may not constitute abuse. In order to effectively manage peer-on-peer allegations, the following aspects of the behavior will be considered:

- Is the behavior a single episode or has it occurred over a period of time?
- Is the behavior problematic and concerning?
- Is the behavior deliberate and contrived?
- Does the behavior involve any overt elements of victimization or discrimination (related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability)?
- Does the behavior involve a power imbalance between the child/children involved?
- Does the behavior involve a misuse of power?

(Farrer & Co, 2017)

Behaviors and/or incidents identified as peer-on-peer abuse will not be tolerated in peer relationships or interactions at CDS. Allegations of peer-on-peer abuse should be reported to the Designated Safeguarding Lead, refer to the CDS Safeguarding Handbook for information on reporting procedures

| Reporting of Conflict, Bullying, Harassment & Abuse at CDS | | | |
|---|---|---|---|
| **Conflict** | **Bullying** | **Harassment** | **Abuse** |
| *Counselor or Principal* | *Counselor or Principal* | *Counselor, Principal, or Designated Safeguarding Lead* | *Counselor, Principal, or Designated Safeguarding Lead* |

## References:


deWet, A. "Understanding harassment and bullying of learners in school: An education law perspective". Child Abuse Research: A South African Journal, vol. 17, no. 1. Jan. 2016. 24-35. https://journals.co.za/doi/10.10520/EJC188023.

Korea Legislation Research Institute." Act On The Prevention Of And Countermeasures Against Violence in Schools". Nov. 2017. https://law.go.kr/LSW/lsInfoP.do?lsiSeq=199081&viewCls=engLsInfoR&urlMode=engLsInfoR#0000

Farrer & Co., Firmin, C. *Peer-on-Peer abuse toolkit*. University of Bedfordshire, 2017.

Laas, A. **,** Boezaart, T. "The legislative framework regarding bullying in South African schools"**.** Potchefstroom Electronic Law Journal, vol. 17, no. 6. 2014. http://dx.doi.org/10.4314/pelj.v17i6.12

National Society for the Protection of Cruelty to Children (NSPCC). *Bullying and Cyberbullying*.

# Appendix D: Overnight Trips

All accompanying teachers must review and submit the Chaperone Agreement form prior to their trip.

## Child Protection Procedures for Overnight Stays

The following rules will apply on all school-sponsored overnight trips.

1. Chaperones are not permitted to consume alcohol while on the trip.
2. There should be a minimum of two adults for school-sponsored overnight trips. There should be a male and female chaperone on trips with males and females. Where applicable, two males or two females may attend a trip. A ratio of 1/10 is optimal for all trips.
3. All students will be roomed in pairs or larger groups. Those needing alternative accommodation will be supported on a case-by-case basis.
4. Chaperones and the trip leader should be appropriately accommodated to supervise students in their care. Students must know who is supervising them at any given time.
5. Under no circumstances can the chaperones change the accommodation without the explicit permission of the Director/Assistant Director and/or the Athletics Director.
6. Chaperones must carry a hard copy of the following items:
    - Emergency Contact List
    - All medical waivers
    - Transportation details (flight, train, ground transport to and from)
    - Hotel accommodation details (booking reference, proof of payment)
    - Homestay or hotel room list
    - Child Protection Procedures for Overnight Stays
7. Chaperones must make a curfew check every night.
8. Students are not permitted to leave their rooms after curfew checks unless there is an emergency.
9. All students are expected to come to the door for curfew checks. Chaperones are allowed to enter students' rooms when accompanied by another adult. When entering a room, please notify students that you are entering and wait for their approval unless it is an emergency.
10. When creating group chats for special events or overnight trips, there must be a minimum of two adults in the group. Google Chat is strongly recommended.
11. Supervisors and chaperones should check that in-house movies/pornography channels are blocked. Minibars, where possible, should be emptied or locked.

## Travel and Gender Accommodation Procedures

CDS provides an inclusive, safe, and supportive environment free of discrimination and harassment, where all students can participate in school-sponsored activities consistent with their gender identity or assigned gender at birth. Given the cultural diversity of an international school, disclosing a student's gender identity or orientation (outing) can cause psychological or physical harm, making this a child protection issue.

All students, faculty, and chaperones have a right to privacy regarding their sexual orientation, gender identity, and sex assigned at birth. Students are not required to disclose their gender identity or related medical history. Disclosure is only necessary if participation poses a safety concern, and only after consultation with the individual and/or caregiver/guardian. CDS balances a caregiver's need to know with the student's right to privacy and to live freely as their chosen gender, in an age-appropriate manner.

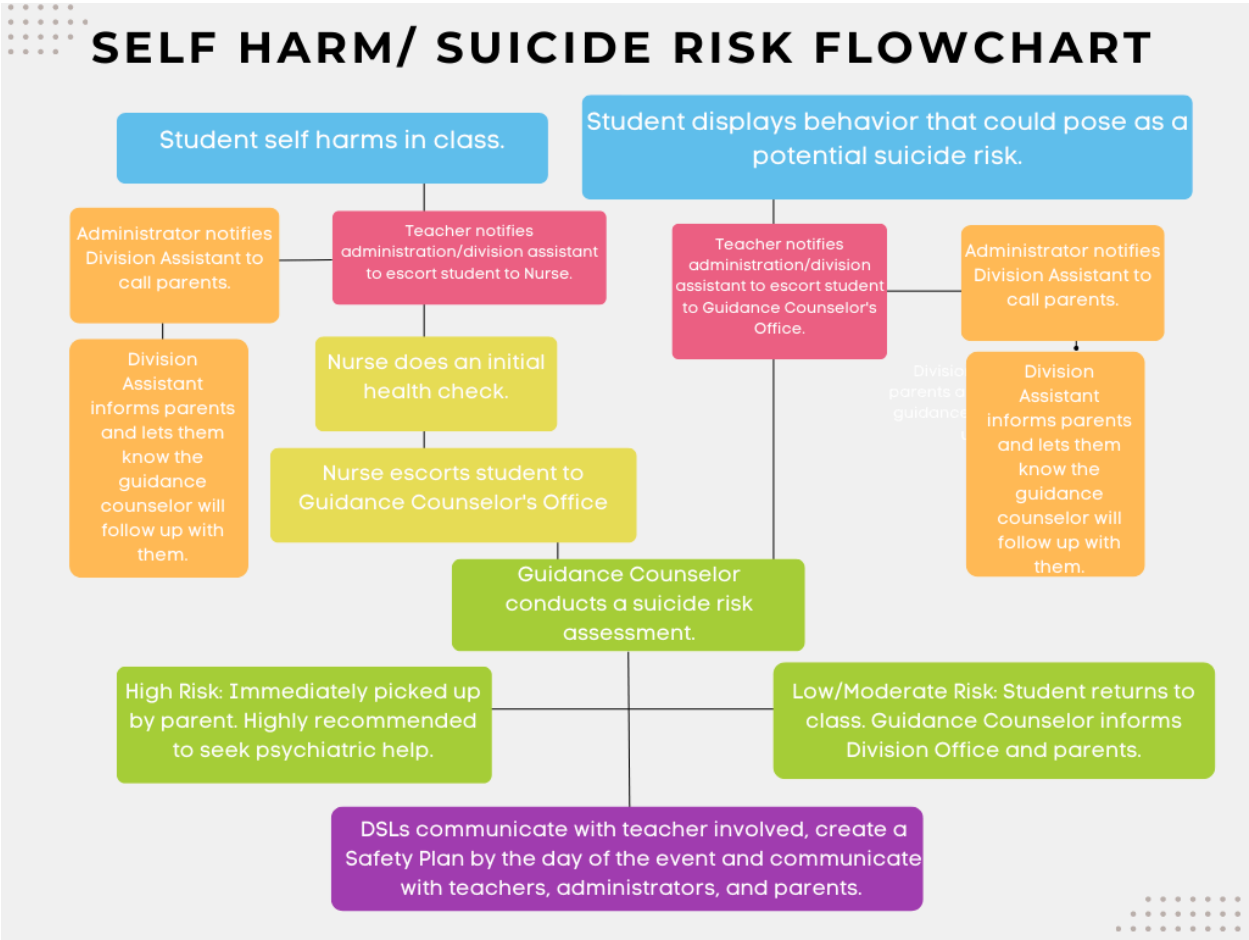
We support all students' right to feel safe sharing rooms, regardless of gender identity or sexual orientation. All community members must be respectful of diverse identities. Supervisors will develop accommodation plans for trips, considering students' needs, social dynamics, age, and groups, to prevent discrimination and harassment. Modifications are case-by-case, in collaboration with supervisors, students, and caregivers.

# Associated Policies

- Visitors
    - We're always delighted to share our learning with people from outside the CDS community. However, we strongly believe in ensuring that our values and safeguarding standards guide us as we welcome others to our campus. To support this we require all visitors to follow these guidelines:
        - *Submit a valid government-issued ID to receive a visitor badge*
        - Read and sign our CDS Visitor Code of Conduct
        - Review the evacuation map and guidelines posted at the entrance
        - Wear the visitor badge at all times while on the campus and avoid disrupting ongoing learning
        - Act in line with our values at all times
        - Follow the instruction of NIST faculty and staff member
- Whistleblowing
    - Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers in the school community. A 'whistleblower' is a person who raises a concern about anything they witness or become aware of which is seen to be inappropriate, negligent, illegal or in any way putting the health and safety of school community members at risk, in particular, students.

The 'whistleblower' would see this concern as genuine and would raise the concern in good faith. This does not include complaints about working conditions or other personal grievances. If staff are uncertain about whether their concerns fall under the 'whistleblower' category, they should check with the DSL, Principal, or School Director.

All adults have a responsibility to raise concerns if they relate to child protection and the safety of the students. If an adult has a concern that is beyond the scope of a line manager, they should report immediately to the DSL, Principal, or School Director. The concern should be raised as quickly as possible.



| SUICIDE RISK ESTIMATION | |
|---|---|
| Low | • Monitor Student<br>• Notify Caregivers<br>• Notify Teachers<br>• Complete Action/Monitoring Plan<br>• Provide Resources |
| Moderate | • Monitor Student<br>• Notify Caregivers<br>• Notify Teachers<br>• Complete Action/Monitoring Plan<br>• Develop Safety Plan<br>• Make a Referral to a Behavioral Health provider to complete a suicide assessment<br>• Provide Resources<br>• Provide parents with copies of the Safety Plan, Assessed Level of Suicide Risk, Action/Monitoring Plan |
| High/ Extreme | • Monitor Student<br>• Notify Caregivers<br>• Notify Teachers<br>• Complete Action/Monitoring PlanDevelop Safety Plan<br>• Make a Referral to a Behavioral Health provider to complete a suicide assessment IMMEDIATELY<br>• Provide parents with copies of the Safety Plan, Assessed Level of Suicide Risk, Action/Monitoring Plan |

- Safety Plan
- Student Crisis Intervention Parent Conference
- Mental Health Resources
- Student Re-entry Conference Form
- Notice of Release/Consent to Request Confidential Information
- Digital Media and Communication Policy
- Facility Use
— Safeguarding Disclosure and Concern Report for staff

*Child Protection Handbook*. Association of International Schools in Africa, 2016.