



Saint Maur International School

Providing a quality and
nurturing education based upon
Christian principles

Child Protection & Community Safeguarding Handbook

(April 2022)

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1. Introduction

Saint Maur International School is committed to the safeguarding of children. The purpose of this Handbook is to inform the general public about our requirements and procedures in regard to Child Protection. This Handbook is to ensure there is a shared understanding regarding safeguarding.

All adults who come into contact with children in their work have a duty of care to safeguard and to contribute to their safety, protection, and wellbeing. Safeguarding concerns must be reported to the Child Protection-Community Safeguarding Team.

It is also important that our faculty/staff/volunteers are also protected and are familiar with our standards and processes, to ensure we are maintaining a safe environment on a daily basis for all.

2. Child Protection Principles and Beliefs

‘Do no harm’, encapsulates the principle behind all ‘Child Protection & Safeguarding’.

Saint Maur International School does its utmost to provide a safe and secure environment that is conducive to instilling within its school community a sense of well-being and security. As a school, we subscribe to the United Nations’ Convention on the Rights of the Child, and accordingly, are committed to assuring that the welfare of those students committed to our care is reflected in school policies, practices, and activities. UNCRC in Child-friendly language

The welfare of our students is paramount and is the responsibility of all members of the school community. Abuse of students, in any form, will not be acceptable, and any person who knows, or in good faith suspects that someone is either a victim of, or the perpetrator of child abuse is ethically and legally obliged to report it to the relevant authorities (Child Abuse Prevention Act Article 5 and 6 and Child Social Welfare Law Article 25).

Ministry of Justice, Japan. Japanese Law Translation Database System, *Child Abuse Prevention Act*. Act No. 82 of May 24, 2000.

Ministry of Justice, Japan. Japanese Law Translation Database System, *Child Welfare Act*. Act No 164.

Staff members are asked to be observant, and when suspecting that a child is or possibly has been abused, should report their concerns and observations to the school Principals or designated personnel.

3. Definitions & Types of Abuse

3.1 Definition of child abuse

It is recognized that abuse falls into primarily 4 categories:

- Neglect (Posh Neglect or Otherwise)
- Physical abuse
- Sexual abuse
- Emotional abuse

Neglect

In general neglect results in significant impairment of a child's health and overall development. It is a result of failure to protect a child from any kind of exposure to danger, including cold, starvation, or critical aspects of care. This includes:

- supervisory neglect
- physical neglect
- medical neglect
- emotional neglect
- educational neglect
- abandonment

Neglect may be acute, episodic or chronic. *Posh neglect* is apparent when parents are away often and leave their children in the care of others. It could involve being unresponsive to a child's basic emotional needs or leaving a child unsupervised at home alone for extended periods of time.

Physical Abuse

Physical abuse is defined as inflicting physical injury to include poisoning and Munchausen's Syndrome by proxy (presenting a child at various hospitals with different false complaints.) Failing to provide proper protection from harm also falls into the category of physical abuse.

Some possible indicators of physical abuse are unexplained bruises and welts, injuries which reflect the shape of an article such as a belt, buckle, hand, or electric cord. Unexplained burns, rope burns, unexplained lacerations, fractures, and abrasions, and those injuries inconsistent with information given by the child. Special note should be given to those injuries which regularly appear after a child's absence or vacation.

Sexual Abuse

Sexual abuse is defined by any actual or probable sexual exploitation of a child or adolescent. Such abuse ranges from inappropriate contact to rape, as well as forcing a child to observe sexual acts and pornography. It could involve forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Grooming a minor to enter into an inappropriate, physical, verbal, cyber relationship, or enter into any underage inappropriate behavior, is also deemed to be a form of sexual abuse. Sexually abusive behaviours can include the fondling of genitals, masturbation, oral sex, vaginal or anal penetration by a

penis, finger or any other object, fondling of breasts, voyeurism, exhibitionism, and exposing the child to, or involving the child in, pornography.

Behavior or use of language not appropriate to a specific age level, evidence of physical trauma, bleeding to the genital/anal areas, difficulty in walking/sitting, not wanting to be alone with an individual, shying away from touch, venereal diseases, unusual interpersonal relationships, etc., can all be possible indicators of sexual abuse.

Emotional Abuse

Emotional abuse includes rejection, ill-treatment, or acts that involve degrading and harming the emotional well-being of a child, including confinement in a closet/darkroom, tying a child to a chair, bullying/cyberbullying, etc. Emotional neglect may also include a lack of love, excessive inconsistency, or lack of emotional support and/or attention. This may include intentional or unintentional damaging the person's self-worth by:

- rejecting
- isolating
- terrorizing
- ignoring
- corrupting

It is important to note that domestic violence (violence and or any kind of abusive behavior) in the presence of a child in the household is considered emotional abuse in Japan.

3.2 Peer on Peer Abuse

Peer-on-peer abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations, and even between siblings. Such inappropriate or harmful behavior is taken seriously and dealt with as a safeguarding matter. Under no circumstances should an allegation that one child has possibly abused another be treated "as just children being children", "experimentation", 'banter', or 'just having a laugh'.

Sometimes, but not always the child who abuses other peers, whether it be face-to-face or by digital means:-

- is of a superior age or intellect;
- uses physical force;
- hurts other children deliberately and often;
- has an unusual interest in sexual activity;
- may sexualise objects;
- uses force and coercion in social situations;
- may belittle other children;
- target a particular child by making fun of them in front of others;
- may like to spend social/play time with younger children over time with their own peers;
- gives gifts;
- expects secrecy between the peers;

- engages in sexting, sharing of inappropriate images, videos or other forms of sexual harassment; and
- engages in physical or sexual assault.

Any of the following behaviors should always be reported as they are likely to be indicators of peer abuse or potentially abusive peer behavior. Care should be taken to avoid the term 'victim' and/or 'perpetrator', accordingly details are often not known and would require thorough professional forensic interviews and investigations to be conducted. In many cases, both parties may be both a victim and a perpetrator. Children who present with harmful behavior towards others, in the context of peer-on-peer abuse, may themselves be vulnerable and may have been victimized by peers, parents, or adults in the community, prior to their abuse of peers.

- **Physical:** Behaviours such as biting, hitting, kicking, hair pulling, serious violence, etc.
- **Emotional:** Persistent or severe emotional ill-treatment.
- **Coercive:** Exerting control over another person's behavior by using force or threats, or by causing fear.
- **Relationship-related:** A pattern of coercive behaviors (whether emotional, financial, sexual or physical) used to maintain power and control over a former or current intimate partner, such as threats, isolation, or intimidation.
- **Online:** Use of the phone, messaging, e-mail, chat or social networking platforms to harass, threaten or intimidate someone, i.e. cyberbullying.
- **Technology-assisted Harmful Sexual Behaviour (TA-HSB):** Sexting, sending, or receiving of sexually explicit text, image or video, peer-on-peer grooming, sexualized content.
- **Sexual:** Inappropriate conversation, language, materials, and a range of touch/non-touch, penetration and non-penetration, especially if aggressive, exploitative, degrading or involving younger peers.
- **Prejudice-based violence:** Harm directed against another person on the basis of perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences.
- **Financial:** Exerting control over another person's money or other assets.

3.3 Self Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. It can become a compulsion. It is important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way to release overwhelming emotions and a way of coping.

Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving or having relationship problems with family or friends. The feelings that these issues bring up can include: low self-esteem, low confidence,

loneliness, sadness, anger, numbness and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents.

3.4 Domestic Violence

This term has been broadly defined as 'a child being present (hearing or seeing) while a parent or sibling is subjected to physical abuse, sexual abuse or psychological maltreatment, or is visually exposed to the damage caused to persons or property by a family member's violent behaviour'.

3.5 Exploitation

Child exploitation is the use of a child (usually by an adult or significantly older person), for their own personal benefit or interest. Behaviors indicative of child exploitation include the:

- possession, control and distribution of child pornography material
- coercion of a child to perform an inappropriate act
- commission of abuse against a child
- grooming of a child for future abuse
- trafficking of a child for the purposes of slavery or prostitution.

3.6 Signs that Someone May Be Suffering From Abuse

Abuse affects children very differently. Signs that a child may be suffering from abuse may can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected,
- physical injuries,
- experiencing difficulties with mental health and/or emotional wellbeing,
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much,
- broader changes in behavior including alcohol or substance misuse,
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age, and
- abusive behavior towards others.

The above list is by no means exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse.

4. Code of Conduct - Roles and Responsibilities

It is essential that we be vigilant with regard to Child Protection. The safety and protection of our students must always be kept as a priority. The role of all adults working with children is

not to investigate or verify the situation, but rather to report the concern or disclosure and set in motion the process of getting help for the child.

Staff and/or community members are asked to refrain from making judgments about what has taken place. Often only parts of a much bigger story is revealed. If any indicators of abuse comes to your attention, it is important for the details you have become aware of to be reported to the Child Protection Team.

We need to make it very clear that the school and community members are **not to investigate**.

4.1 Staff

Saint Maur International School is committed to the safety and protection of children. A Child Protection/Community Safeguarding code of conduct is to be signed by administrators, faculty, staff, volunteers, outsourced company representatives, and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity. This is to ensure that clear boundaries are made explicit, maintained and that everyone is protected from misunderstandings. It serves in helping protect each individual in our community, including the protection of all faculty and staff members.

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of Saint Maur International School 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 person's 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 are to provide safe environments for those in our care.

We must avoid any covert or overt sexual behaviors. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses.

There are times when it is appropriate and proper for staff in their professional role to have physical contact with a student. It is important to show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived and/or received. Professional judgment is to be used when touch is used for purposes of greeting, care, concern, or celebration within our community.

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.

Saint Maur International School personnel and volunteers are prohibited at all times from physically disciplining a child.

It is often more prudent to hold one-on-one meetings with students in a room where the interaction can be observed, or in a room with the door left open. This may not always be practical due to noise levels, need for privacy/confidentiality, etc. Classroom windows or glass panels within doors should not be covered. It is also understood that there will be times when teachers, our Principals, our Counselor, and our Nurse will need to be with a student in a one-to-one setting. This is in consideration of the individual attention given during pastoral/health care and/or teaching and learning, that we give professionally, all within a trusting and safe environment.

Admin, Teachers, Staff, or volunteers should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians. For special events/occasions such as Christmas or Valentine's Day, it is acceptable to give a token or item for celebration (of limited monetary value) so long as all children in the group are included. Please note, these occasions are celebrations or special events and not incentives or rewards. For events like Secret Santa, the monetary value should be discussed in the homeroom and set to a reasonable upper limit.

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 Saint Maur International School parents, administration, teachers, personnel, volunteers, and minors:

- Communication between Saint Maur International School faculty/staff (including volunteers) and students, that is outside the role of a professional relationship is prohibited.
- Electronic communication that takes place over a school network or platform may be subject to monitoring.
- Faculty, staff, and volunteers who use any form of online communications including social media, chat rooms or text messaging to communicate with students may only do so using a school-managed account for activities involving school business.
- In the interests of professionalism and child safeguarding, school employees and volunteers should not be in contact with students through Social Media. Also, a helpful guide for staff who are active on Social Media, is for one to treat the private use of Social Media as if it were in the public domain. It is important for the safety of all, and to ensure that nobody is placed in a vulnerable position, that care be taken.

At the commencement of employment, and on an annual basis as part of the contract re-signing process, the **Child Protection/Safeguarding Code of Conduct** is signed.

4.2 Students

Rights and Responsibilities

UN Convention on the Rights of the Child In Child-Friendly Language

Rights and Responsibilities of the Child

4.3 Parents

Parents are legally bound to take responsibility for all behavior of their child that takes place off-campus or during non-school sponsored events, including any inappropriate behavior that occurs at any social gatherings. In Japan, it is often the case if a child of a foreigner is found breaking the law, that the whole family faces deportation.

5. Visitor Management

5.1 Expectations for All on Campus

Saint Maur International School expects that everyone coming onto campus will:

- Show respect to all students and staff.
- Observe confidentiality. Refrain from sharing personal information about students or students with others.
- Report any concerns to the school immediately.

5.2 Visitor's Pass



In an effort to keep our campus environment safe yet also welcoming, a Visitor Pass will be issued. The expectations for all visitors to the campus will be included in the visitor control system, and:-

- Provides guests with a summary of our behavior expectations for all coming on campus;
- Serves as a deterrent for inappropriate behavior;
- Minimizes the possibility of anyone being left in a building in the case of an emergency.

A visitor pass is issued onsite to any non-pre-registered visitor, at which point they will sign off on the induction document, that outlines the expectations for all school guests.

Pre-registered visitors receive an invitation allowing them access on campus with all our expectations outlined by an email as part of the registration process.

These are the expectations listed and signed off on.



Saint Maur International School
Quality Education Since 1872

VISITOR

Welcome to Saint Maur International School.

The Saint Maur community is committed to the safety, wellbeing, and protection of all children in our care. On entry to the school you must:-

- ❖ Not take photos or videos of any student without permission from the School Head
- ❖ Only use the designated adult toilets whilst on campus and under no circumstances enter the students' toilets or changing room areas
- ❖ Not be alone with any student without permission from the School Head
- ❖ Not touch any student, or invade his or her own personal space
- ❖ Not take any contact details from any student without authorization

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5.3 Contracted Staff, Private Lesson Teachers, & Regular Volunteers

The Code of Conduct will be signed by all Contracted Staff, Private Lesson Teachers, & Regular Volunteers who intend to enter our campus. For contracted staff, the company representative will be responsible for collecting the signed agreements from their employees. This applies to all people coming to school on a regular basis and not considered a visitor (i.e. cafeteria staff, bus drivers, cleaners, etc.).

5.4 Parents, and their Affiliated Individuals

All parents and their affiliated individuals, who wish to access our campus, need to be registered with the school's campus access system.

6. Recruitment and Selection of Staff

6.1 Protection of the Vulnerable

On the employment page of the school website, the following statement is published.

Saint Maur International School takes its responsibility towards protecting children and the vulnerable very seriously. As part of our application procedure, we reserve the right and are committed to checking with any past employers regarding an applicant's eligibility to work with children, young adults and/or vulnerable people to assure that they have not harmed, exploited or abused others either emotionally, physically, sexually, or through any means of abuse or deception. Applicants are required to state that they do not, nor have they ever had a criminal record or received a caution/warning notification which would preclude them from working within a school environment or with young children/adolescents.

Should the school, in good faith, offer an applicant a position, and later, either during the application process, issuance of a contract agreement, or during employment, find that the person has not been completely truthful in their application, the school reserves the right to rescind/terminate any verbal or written agreement/contract made. Any breach of trust pertaining to the well-being, emotional, physical or sexual safety of students/others, whether they are associated with Saint Maur International School or not, will result in immediate dismissal and loss of all contractual benefits.

By applying to Saint Maur International School, applicants confirm that they meet the school's stated safety criteria, as outlined above, and in other school documents, that they understand and agree to the school undertaking various background checks as part of the application procedure, and that they relinquish all rights to anonymity/concealment.

6.2 Recruitment/Employee Background Checks

Saint Maur International School works closely with CIS - Council of International Schools and other agencies in the work of Background Checks in regard to recruitment.

- Saint Maur International School checks and cross-checks background information of candidates.
- Candidates must have a criminal record check from the country where they are currently working. Guidance on how to do this is given by the International Task

Force on Child Protection (ITFCP). It is the responsibility of the candidate to ensure this check is completed. Procedures (By Country)

- A personal statutory declaration where it is not possible to obtain official police background checks may be required for locally hired staff.
- Saint Maur International School also reserves the right to conduct background screening at any time after employment or volunteering has begun.

7. Managing Concerns and Allegations

7.1 Dealing with a Disclosure

As a school, we must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way.

The disclosure and reporting procedures for Saint Maur International School are outlined in the Disclosure/Suspected Abuse Report Flowchart. Reporting in a timely manner is key. Basic physical, mental, and emotional safety must be attended to so that our students are protected/rescued from harm. Suspected abuse or neglect must be reported to the appropriate school and civil authorities as described in this Child Protection/Safeguarding Handbook. (See Disclosure Flowchart.)

7.2 Identification of lead roles and designated responsibilities

The named persons for Child Protection/Community Safeguarding Team with Saint Maur are listed below.



Saint Maur International School

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based upon Christian principles

Child Protection/ Community Safeguarding Team



Mrs Rachel Forbes-Dias
Designated Safeguarding Lead
Montessori & Elementary
Principal



Mrs Annette Levy
Strategic Head of Child Protection
Interim School Head



Mr Tim Matsumoto
Deputy Designated
Safeguarding Lead
Secondary Principal



Mrs Koshizu Tanaka
Safeguarding Officer
Head of Japanese Department



Dr Masafumi Ueda
Safeguarding Officer
School Counselor



Ms Sayaka Zushi
School Nurse

WE ARE HERE TO HELP

7.3 Disclosure Types

Threat of harm to Self

Threat of harm to other Student (Peer on Peer Abuse)

Faculty/Staff/Volunteer to Faculty/Staff/Volunteer

Faculty/Staff/Volunteer to Student

Student to Faculty/Staff/Volunteer

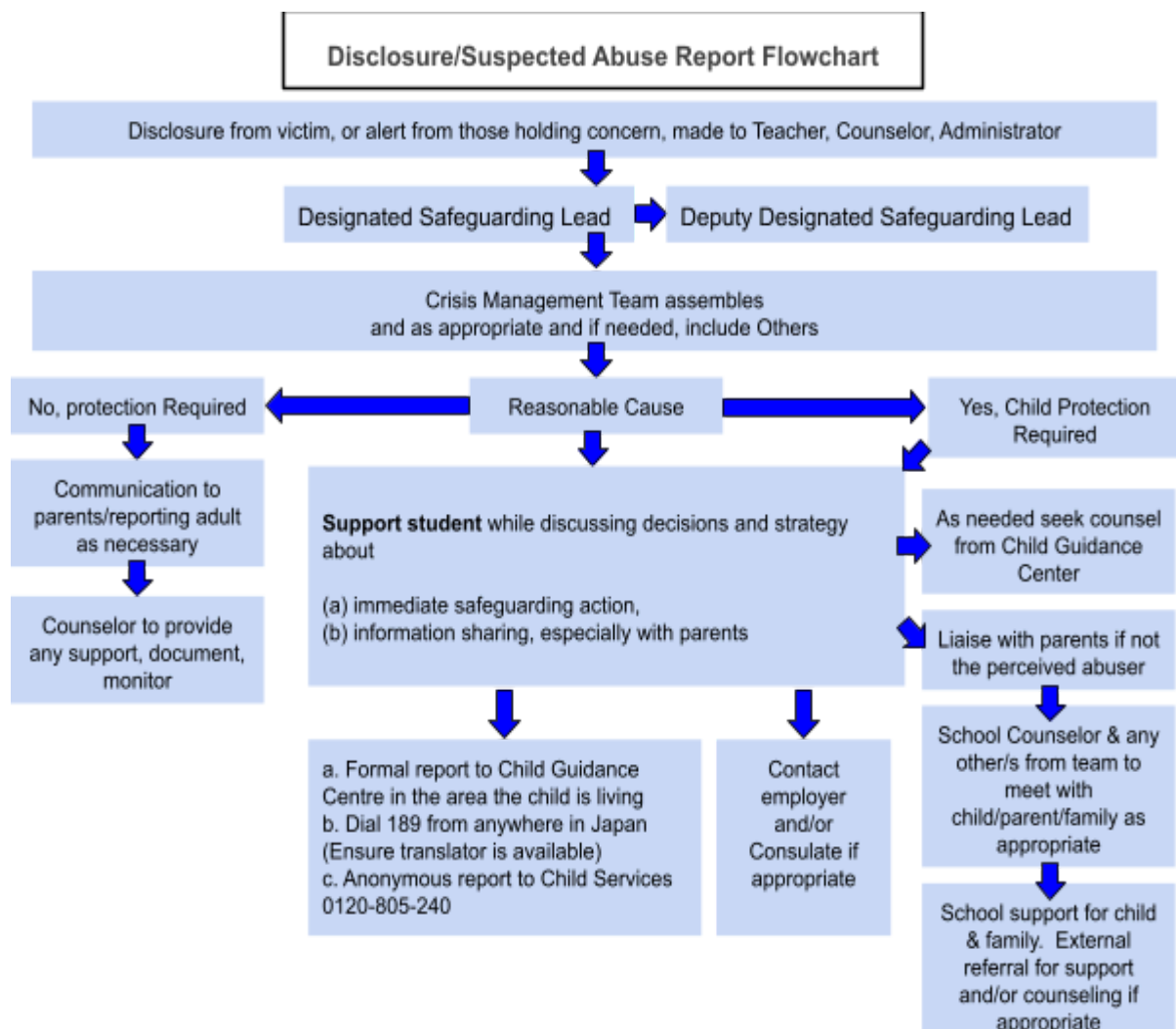
Parent/Person outside the Saint Maur community to Student

Person outside the Saint Maur community/Online to Student

Other scenarios including Administrators, Head of School, or Board Members

Self Reporting

7.4 Disclosure/Suspected Abuse Report Flowchart



8. The Child Protection Team Responsibilities

School practices and procedures regarding the management and disclosure of documentation of reported abuse cases will be guided by child protection, confidentiality, and Japanese law.

9. Educational Program

9.1 Curriculum (age-appropriate)

The Grades 1-10 PSHE curriculum is being designed to cover units of study on protective behaviors and also consent. This is to see our students empowered to adopt protective behaviors, to be able to protect themselves against dangers, identify abuse, and to know how to report any concerns. Development of the program for Montessori, and also Gr 11 and 12 is in our plan.

9.2 Digital Safety

Parents have the responsibility to ensure that they are aware, informed, monitoring, and actively protecting their own children. Sites such as <https://www.common sense media.org/> or <http://www.discoveryeducation.com/DigitalSafety/> are available and families need to take the initiative to supervise and educate their own children about the potential dangers of inappropriate internet usage and applications.

Here is the school's definition of Digital Citizenship.

Students become digital citizens when they have acquired the skills and knowledge to use the internet in an acceptable way. 'Acceptable way', in this case, means:

- to strike a balance between their online and offline lives.
- to adopt standard security measures in the protection of their personal information and digital assets.
- to be aware of their digital footprint and the resulting implications.
- to apply critical thinking to online news and media.

Digital Safety is taught within the school's curriculum. It is important that we educate students to take responsibility for their online conduct so that they are ready to make informed decisions that will work toward their own safety.

As a general guideline within our school, teachers/staff/students are to avoid creating media intended for the web that identifies students. Our expectations for students themselves are as follows:

- Students must never identify themselves or other students in a photo - not even with first names only.
- Students must never identify themselves or other students in a post using full names.

- Students must never hint at their identity or that of other students in a post by mentioning student numbers, email addresses, sports clubs, parents' names, brothers' and sisters' names, previous schools, and so on.

10. Child Protection Training & Prevention Measures

10.1 Training for All Working on Campus

Just like our regular First Aid/CPR/Epipen training conducted during our Orientation Week prior to the start of a new academic year, Administrators, Faculty and Staff members are required to complete an online training.

10.2 Prevention: Risk Assessment, Safe Working Practices, Security and Facilities

The school is committed to reviewing, evaluating, and further developing systems so as to ensure a safe working and learning environment for all.

Risk Assessments are to ensure that checks are held for safety & security of campus facilities and equipment, data protection, field trips, Overnight & Overseas Trips, off-site activities, and other venues the school may be using. Safeguarding risks are to be part of these assessments and include a risk management plan.

10.3 Auditing Process

The school will establish an external audit process to take place on a 3-year cycle.

11. Child Protection Resources

- Common Sense Education - [Help families navigate the ups and downs of raising kids in the digital age](#)
- Internet Safety: <https://www.missingkids.org/netsmartz/home>
- Child Protection for both kids and parents: <https://www.kidsmartz.org/>
- [International Centre for Missing & Exploited Children](#)
- [International Taskforce on Child Protection](#)