CHILD PROTECTION AND SAFEGUARDING HANDBOOK

Updated May 2026

KAOHSIUNG AMERICAN SCHOOL

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Introduction

Providing a safe and secure community for our children and the adults who work with them is of the utmost importance at Kaohsiung American School (KAS). The purpose of the following document is to provide structures and procedures in ways to prevent our children and faculty from being in unfavorable situations and ways to proceed if a person's safety and/or well being is at risk. We believe that all children and youth should be protected from any form of abuse and neglect. We also believe that all adults working or volunteering at KAS should conduct themselves in a professional manner that supports the wellbeing and safety of our students. All KAS staff are responsible for safeguarding children according to KAS policy 8.3.1, to the guidance outlined in this document and to Taiwanese law[1].

KAS endorses the UN Convention on the Rights of the Child, of which Taiwan has adopted, and adheres to the Protection of Children and Youth Welfare and Rights Act of the Republic of China and related laws and regulations. KAS is committed to building a culture of safeguarding children and youth. All employees at KAS must report suspected incidents of child abuse and neglect. Reporting and follow-up of all incidents will proceed with respect to confidentiality to the extent appropriate. KAS utilizes a team approach to our response that is inclusive of varying perspectives with the focus on the wellbeing of all children.

Context of the School

Kaohsiung American School is a non-profit Prek-12 American college preparatory school and IB World School serving families in Southern Taiwan. KAS serves close to 800 students and their families. We have an obligation to Taiwanese and international laws protecting the rights of children, including the UN Convention on the Rights of the Child, of which Taiwan is a signatory and the Protection of Children and Youths Welfare and Rights Act.

Scope of this Policy

This policy addresses conduct and responsibilities of all adults and students in the school community while at school and school-sponsored activities and trips. It also includes a Code of Conduct for staff to abide by in efforts to maintain healthy and protective boundaries between staff and students. By enrolling your child at KAS, you agree with KAS's policy to work in partnership with the school to protect children from all forms of abuse.

Related Terminology and Definitions

- **Child Protection:** action taken to prevent and respond to violence, exploitation, and abuse or maltreatment against children.
- **Child Safeguarding**: What we do for ALL children and is linked to promoting welfare. The focus on protecting children from maltreatment, preventing impairment of children's health and development, taking action to enable all children to have the best outcomes.
- Gender Equity Education: It is the term used by the Taiwanese government to guide the education of respect for gender diversity and elimination of gender discrimination as well as in responding to issues relating to sexual harassment, assault and bullying.
- **Types of Abuse**:

[1] https://law.moj.gov.tw/ENG/LawClass/LawAll.aspx?pcode=D0050001

- **Physical Abuse** - intentional physical harm such as hitting, punching, shaking, poisoning, biting, suffocating, and corporal punishment that causes injury
    - *Warning signs:* unexplained injuries, injuries that don't match explanation, improbable excuses or refusal to talk about injuries, injuries that have not received medical attention, injuries to parts of the body not exposed to falls or rough games
- **Emotional Abuse** - persistent emotional maltreatment that causes severe and adverse effects on a child's emotional development. It may involve excessive punishment, withholding affection, conveying to children they are unloved, exploitation of children, causing frequent fear in children, and inappropriate expectations imposed on children.
    - *Warning Signs:* delayed or inappropriate emotional development, loss of self-confidence, social withdrawal, depression, headaches/stomachaches with no medical cause, fear of going home, desperately seeking affection, difficulty concentrating, relationship difficulties.
- **Sexual Abuse** - forcing or enticing a child/youth to take part in sexual activities, whether or not the child is aware it is happening. It may involve, fondling, kissing, rape, incest, explosing children to pornography, encouragement of children to behave in sexually inappropriate ways.
    - Warning signs: sexual behavior/knowledge that's inappropriate to a child's age, pain or irritation to the genital area, pregnancy or STI's, difficulty walking/standing, abuse of other children sexually, fear of people or places, regressive behavior
- **Neglect** - Basic needs (such as food, shelter, clothing, medical, and education) of the child is not met or denied
    - **Emotional Neglect** - a child doesn't get the nurture and stimulation they need. It can be through ignoring, humiliating, intimidating, and isolating them
    - *Warning signs* - frequent lateness, inappropriate clothing, poor attendance, constantly hungry, constant tiredness, lack of appropriate supervision, poor self-esteem.
    - **Affluent Neglect** - neglect experienced by children in wealthy families. This type of neglect is often emotional and can be difficult to spot. Forms of affluent neglect include:
        - Absent parents who employ carers to look after their children. This can leave children feeling lonely.
        - High academic pressure and perfectionism
        - Family alcohol and substance abuse, domestic violence, and parent mental illness
        - Older children taking on the role of the supportive adult in their family caring for younger siblings.
- **Child-on-child Abuse** - any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children/young people both online and offline. It can happen between children's relationships (both intimate and non-intimate), friendships, and the broader peer group. (Link)
    - **Bullying** - Bullying is aggressive behavior that involves unwanted, negative actions. Such actions can be physical, verbal or psychological in nature. Further, bullying involves a pattern of behavior repeated over time; an isolated incident of teasing or

harassment, while inappropriate and subject to discipline, is not considered bullying. Finally, bullying typically involves an imbalance of power or strength.

- **Bullying** (Taiwanese law) - refers to individuals or groups of individuals repeatedly using verbal, written, pictorial, symbolic, physical actions, electronic communications, the internet, or other means, directly or indirectly, to intentionally demean, exclude, take advantage of, harass, or ridicule others, causing them to be in a hostile or unfriendly environment, resulting in mental, physical, or financial harm, or affecting normal learning activities.
- **Cyberbullying** - a unique form of bullying which occurs digitally through the use of chat, texting, social networking sites, or other forms of electronic communication. As with all forms of bullying, cyberbullying involves unwanted, negative actions, repeated over time, with an imbalance of power. Such behavior will be treated just as seriously as any other type of bullying.
- **Sexual Harassment** (Taiwanese Law)- unwanted behavior of a sexual nature such as unwelcomed sexual advances and verbal or physical harassment of a sexual nature. Sexual harassment does not always have to be directed at a specific person or about a specific sexual behavior. It is considered sexual harassment if it causes another person to feel uncomfortable or upset in any way. Negative comments about a group's gender identity and sexual orientation may be a form of sexual harassment.
  - Taiwan's definition: "Engaging in unwelcomed sex and gender related speech or behavior, whether explicit or implied, which adversely affected the other party's personal dignity, learning, or work opportunities or performance."

- **Grooming** - when someone (often someone with more power/authority) builds a relationship, trust, and emotional connection with a child or young person so they can manipulate, exploit, and abuse them.
- **Identity-Based Harm**: harmful or abusive behaviors targeted at people's personal identities, such as race, ethnicity, religion, ability, national origin, sexual orientation, or gender identity.
- Additional indicators of abuse are listed in Appendix C.

- **Domestic Violence:** An act of harassment, control, threat or other illegal actions conducted against any family member that is physical, psychological, or economic in nature.
- **Self-Harm** - harming yourself on purpose, most often with non-fatal outcome. It is often a harmful way of coping with emotional pain, intense anger, or frustration.
- **Suicide** - death caused by self-directed injurious behavior with intent to die
  - **Suicide attempt** - nonfatal self-directed potentially injurious behavior with any intent to die as a result of the behavior. The suicide attempt may or may not result in injury.
  - **Other suicidal behaviors** - acts or preparation towards making a suicide attempt, but before potential for harm has begun. Can include anything beyond verbalization or thought.
  - **Suicidal ideation** - passive thoughts about wanting to be dead or active thoughts about killing oneself, not accompanied by any behaviors to act on the the thoughts

Roles and Responsibilities

Duty of Care:

All adults at the school are responsible for safeguarding children at the school. There are others with additional responsibilities within the school related to Child Protection.

Key Roles:

- Senior Leadership Team: SLT is responsible for leading the culture of safeguarding throughout the school. They do so by developing, evaluating, and implementing policies and leading the culture of child safeguarding throughout the school. They are the strategic heads for child protection.
- Child Protection Lead: CPL coordinates all response team meetings. They are also involved in tracking and completing the necessary reports to the Education Bureau and Dept of Social Services in Taiwan. CPL coordinates the development and review of the Child Protection Handbook. CPL also leads the ongoing training for faculty/staff related to child protection. In the event that the Child Protection Lead is unavailable or absent from school, the divisional principal or Head of School will take the lead in Child Protection Response Meetings and work with counselors and Executive Administrative Assistant to submit external reports as needed.
- Counselors: The school counselors are involved in the CP Response teams. They are also responsible for making reports to the Department of Social Services when deemed necessary by the CP Response Teams. They also support and advocate for the students and families involved in each incident. Their expertise is needed in the development of the Child Protection and Safeguarding Handbook.
- Board Safeguarding Trustee: Member of the board who participates in Child Protection Committee Meetings and communicates safeguarding actions to the board.

Child Protection Committee and Response Teams:

The Child Protection Committee is made up of the Child Protection Lead, all Counselors, the Senior Leadership Team, and a Board safeguarding trustee. We review policies and procedures related to Child Protection. The Child Protection Lead serves as the facilitator of the Child Protection Committee. The committee will meet at least once a quarter.An action plan is reviewed and updated during the course of the meeting. The committee also audits our safeguarding program to continue to improve our practices.

Purpose of the Child Protection Committee:

- Ensure KAS's Child Protection and Safeguarding Handbook, policies, and procedures are aligned with Taiwanese law
- Organize and facilitate child protection training for the community
- Ensure KAS has a written and taught curriculum that addresses child protection
- Review and revise the Child Protection and Safeguarding Handbook
- Create action plans to continue to improve our safeguarding practices
- Can serve as the Gender Equity Education Committee or Gender Equity Response Team (as defined by the Gender Equity Education Act).

We have various Child Protection Response teams which will convene whenever there is a child protection incident reported. Depending on the type of incident, there are various requirements for the makeup of the team as outline below:

Response Teams Makeup:

- Gender Equity Response Team (Responding to incidents of Sexual assault, Sexual Harassment, and Sexual Bullying) - in accordance to the Gender Equity Education Act
    - Child Protection Lead - Facilitator
    - School Principal of the victim - Community Spokesperson
    - School Counselor - Victim Advocate
    - Head of School (when possible) - Board Liaison
    - Other Principals/Counselors - Team Members (as deemed necessary by the CP Lead and Principal of the Victim.
    - *NOTE: Gender Equity Response Team must be more than 50% female and must have either 3 or 5 members.
- Bullying Response Team:
    - Child Protection Lead - Facilitator
    - Principal(s) of all parties involved
    - School Counselor(s) of all parties involved - student advocates
    - Head of School - Board Liaison
    - Parent Representative
    - Teacher Representative
    - Expert in the Relevant Field
    - Other Principals/Counselors as deemed necessary
    - *NOTE: External investigation team will be made up of 3 individuals, 2 of them need to be selected from the pool of experts deemed by the Education bureau.
- Child Protection Response Team (all other CP incidents):
    - Child Protection Lead
    - Principal(s) of all parties involved
    - School Counselor(s) of all parties involved - student advocates
    - Head of School - Board Liaison/Community Spokesperson
    - Other Principals and Counselors (as deemed necessary by CP Lead and Principal of the victim)

Documentation and Confidentiality

Documentation of incidents and follow-up of Child Protection is part of the Taiwanese law. We require that our meetings are confidential and a team decision is made prior to communication to anyone else. Team members are only allowed to share what is necessary to safeguard the student. Student and parent requests for additional confidentiality are followed to the extent possible to safeguard all students involved.

Record Keeping Procedures:

All incidents reported are documented through an Incident Report in CPOMS (prior to the implementation of CPOMS in fall 2024 an Incident Report form was used). All meeting minutes are documented using the respective templates: Child Protection Response Team Agenda or Child Protection Bullying Team Agenda (only used for incidents related to alleged bullying). Any follow-up actions or further reports made to the Board of Education are as follow-up actions in CPOMS.. All of these forms are saved in the Child

Protection/Confidential Counseling Shared Drive. This drive is only accessible to the Principals, Counselors, and CP Lead. All follow-up actions (communications, incident reporting, and conversations with students) should be documented as follow-up actions in CPOMS.

In the Shared Drive, a folder for each child is created and organized by their graduation year. All meeting minutes, incident reports are housed in the folder corresponding to each child involved, these reports should also be linked into a CPOMS incident report/follow-up action. In the case of multiple children being involved in an incident, a shortcut of each document is made for each child's folder. In incidents of sexual harassment, sexual assault, or bullying, transcription of the interview of individuals involved may be required by the Education Bureau. In those cases that recordings and transcriptions are made, those files should be saved in CPOMS with backups in the Child Protection/Confidential Counseling Shared Drive.

Additional reporting to external agencies will be made by the counselors or CP Lead. The documentation from the reports, when made available, are housed in CPOMS. In order to complete the additional reports to the governing bodies, we seek translation support from the following people to complete the report in Mandarin Chinese. They are also responsible for maintaining confidentiality regarding the details of each case.

- Respective divisional secretaries for "E-care" reports to the Social Welfare office. These reports are made in all incidents of abuse and neglect, and they can be made in incidents of bullying when there is significant harm caused or in cases of sexual harassment or assault. These reports are typically made by the respective divisional counselors.
- The ES Secretary will support the CP Lead in completing Campus Safety reporting to the Education Bureau. All suspected incidents of child protection and bullying are reported to the Education Bureau. The ES Secretary will support the CP Lead in matters of translation related to interviews and reporting.
- In the event the ES Secretary is absent, the Executive Administrative Assistant will take on the role in supporting the CP Lead.
- Executive Administrative Assistant, ES Secretary, and CP Lead will complete additional reporting to the Education Bureau in cases of sexual harassment, assault, and sexual bullying.

Internal and External Communications: Decisions related to internal and external communications regarding incidents of child protection are never made in isolation. Decisions regarding who is communicating what are made during the respective Child Protection Response Team Meetings and documented in the meeting minutes.

Confidentiality:

All notes written as a part of an investigation into child protection event, bullying, and sexual harassment are to be kept confidential. To maintain confidentiality, requests to review notes/transcripts of students other than their own child will be denied.

Sensitive Information - Medical records, healthcare, genetics, sex life, physical examination and criminal records. (This includes sexuality and gender identity information)

If a student discloses *sensitive information* it can not be disclosed to other people inside or outside of the KAS community without written consent, with the exception of the student's legal guardians. For students under 7 parents must give written permission, and for students between 7-18 the student and the parents must give written permission. KAS must disclose sensitive information under emergency circumstances (potential harm to the student or others) or if required by mandatory reporting obligations.

If a student discloses information other than *sensitive information* that information may be shared without the student's consent with other school personnel to the extent that it is strictly necessary for the purposes of counseling and supporting the student.

If at any time there is a concern for a student's safety and wellbeing, all KAS faculty are expected to report information they have about students to the school counselor or principal.

Parents have a right to request their child's educational records and/or inquire about conversations their child may have had with KAS employees. Educational records may include and are not limited to transcripts, report cards, class lists, student schedules, health records, and student discipline files. Therefore conversations and information recorded in a student's educational file will be shared upon request. It is best to notify students that this is the case.

**This procedure is developed in accordance with Taiwan law and policy alongside US FERPA regulations. In all cases, including cases where Taiwan law/policy and US FERPA regulations may conflict, we follow the procedures included herein.*

Reporting and Responding Procedures

Mandatory Reporting:

All adults who work in or volunteer at the school are mandated reporters. All suspected incidents must be reported to a counselor, principal, Child Protection Lead, or the individual's direct supervisor. All adults employed at the school should complete Child Protection Training which outlines the signs of abuse and neglect. Reporting can be made by completing an incident report in CPOMS or verbally to a principal/counselor.

Reporting is mandatory for suspecting any of the below by Taiwanese law. Proof of accusation and/or reasonable cause is not needed to report and lack thereof should not prevent reporting. KAS will not retaliate against anyone who mistakenly reports suspected infractions against child protection and/or community well being. If another employee is involved the concern should be brought directly to the school principal or superintendent.

- Abuse
- Neglect
- Sexual exploitation of children and youth
- Sexual assault
- Sexual harassment
- Bullying (including cyberbullying or exclusion)
- Abandonment

- Left with an inappropriate caretaker (Children under 6)
- Illegal drug use, illegal use of regulated drugs and other harmful substances
- Deprived of Education
- Criminal Activities
- Possess or given weapons or other dangerous objects
- Kidnapped, abducted or subject to human trafficking
- In immediate danger to their lives, bodies or freedom

KAS is also committed to supporting and recognizing the identities of all students. KAS recognizes that some students may be more vulnerable due to their race, gender identity, sexual orientation, or neurodiversity. Discriminatory behavior and hurtful language related to a person's identity should be reported and responded to as a part of the mandatory reporting process. Targeting, erasing, or excluding a person based on their identity (such as race, color, ethnicity, religion, gender identity, gender expression, sexual identity, national origin, citizenship status, socioeconomic status, age, language, and ability) is treated as harm and abuse and should be reported and responded to. KAS also recognizes that identity-based harm can manifest in more subtle forms such as microaggressions, hate speech, and social exclusion. (more info about identity-based harm in Appendix F). Additional guidelines in supporting transgender and gender-nonconforming youth is listed in Appendix D.

Discrimination, bullying, and harassment on the basis of race, home language, neurodiversity, sex, sexual orientation, and gender identity or expression is prohibited in school or during any school-sponsored activities. It is the responsibility of the school staff to ensure that the school environment is safe for all students, particularly those vulnerable due to their race, neurodiversity, sex, sexual orientation, and gender identity. Responsibilities include ensuring that all incidents of discrimination, harassment, and bullying are given immediate attention. This includes inquiring about the incident, protecting the reporter/student from retaliation, and taking age-appropriate responses, including consequences where appropriate. This process should include documentation, protection from future harassment, education and resources for all those involved, and documentation of the process for school records.

Another safeguarding issues involves the mental health of students especially in relation to their risk of self-harm or suicide. Please see Appendix E for the procedures to follow if one should hear about a student that might possibly in danger of self-harm or suicide.

We also encourage reports of "low-level concerns," which are concerns about adults that may have acted in a way that is inconsistent with the Code of Conduct or have caused unease in working with children. Please view our guidelines regarding low level concerns here. More details provided within the guidelines.

Guidelines for Handling a Disclosure:

- Do respond in a calm and matter-of-fact way
- Believe the student
- Do respond nonjudgmentally
- Encourage the student to talk by saying, "Tell me more." Write down exact words as much as possible.
- Do not ask leading questions or ask for a lot of detail.

- Do not make promises that everything will be fine.
- Do not agree to keep their disclosure a secret
- Reassure the student about the process in an age-appropriate way
- Do not make judgements or negative comments about the alleged perpetrator
- Do not confront the alleged perpetrator.
- Report to a counselor or administrator immediately.

Reporting Process:

If any of the mandatory topics listed above are suspected by any employee of KAS they must be reported to the CP Lead, school principal or counselor immediately by verbally sharing their concerns or entering an incident report in CPOMS. If another employee is involved the concern should be brought directly to the school principal or Head of School. If the principal is suspected of being the perpetrator of the abuse the Head of School will be notified instead. If the Head of School is the suspected perpetrator of abuse, the Board President will be notified. The school principal or CP Lead will record the report and ask for a written statement in the form of an incident report documented in CPOMS. See below for the flowchart.

Anonymous Reports:

Anonymous Reporting is also available to all students. We post links to the anonymous reporting form on posters throughout school and in quick links on Chrome browsers signed into school accounts. Students can express their concerns about themselves or their friend by completing the form. We provide education to students regarding the use of the form letting them know that reports can be hard to follow-up on if it remains anonymous to encourage them to put their names down.

Responding to Reports

After a concern is reported, the respective counselor, principal, and CP Lead meet to determine if there is reasonable cause and to define the nature of the incident. If there is reasonable cause, CP Lead will make an initial report to the Education Bureau notifying them of the suspected case In cases of abuse and neglect, an "E-care" report to Social Welfare will also be made. This should be completed within 24 hours of finding out about the incident.

While KAS handles all cases in accordance to Taiwanese law, the Ministry of Education (as of September 2024) given foreign schools more flexibility in the handling of cases related to sexual harassment, bullying, and counseling. KAS follows US laws in the handling of situations related to sexual harassment or bullying. However, KAS still has to report suspected cases of bullying and sexual harassment to the Education Bureau.

There may be incidents that may be in violation of KAS policies, but may not meet the threshold for reporting to the Educational Bureau. Examples of such incidents include inadvertent microaggressions, use of racial slurs, or a physical fight between two people who have never had any conflicts. Those decisions will be made by the Child Protection Team and clearly documented as to why reporting has not been made. KAS will still respond to those incidents typically using restorative practices with a focus on education, but these may not be reported to the Taiwanese government.

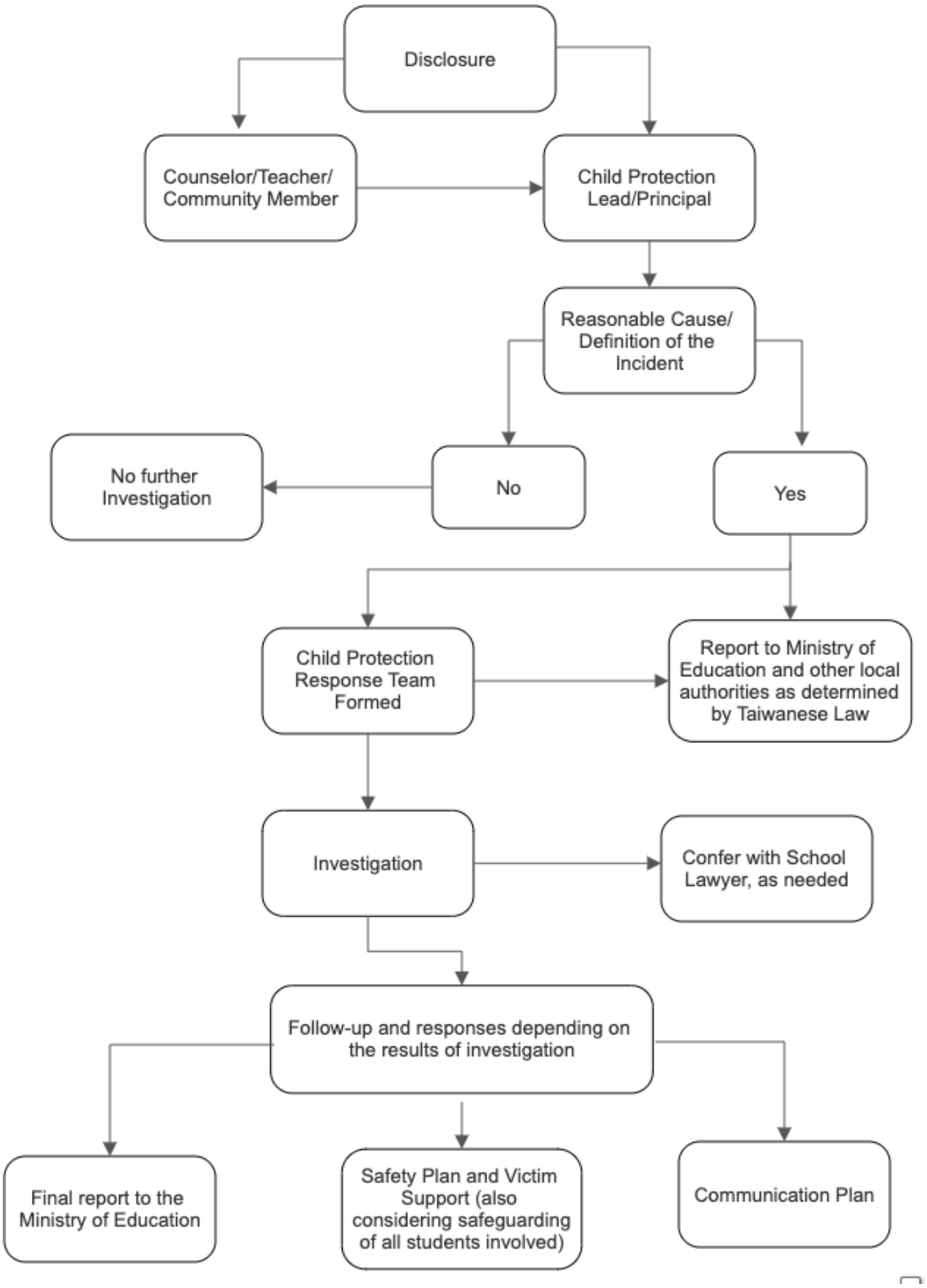
Inquiries into the incidents will take place after the initial report. The respective Child Protection Response Team is formed based on the type of incident. At least one member of the Child Protection Response Team will interview the student who disclosed the incident. Trauma-informed Child-Centered Interviewing techniques will be used for the interview. The Response Team will make recommendations and conduct inquiries into the incident. The CP Lead will maintain documentation of the meeting agenda and the follow-up actions as reported by the team. All follow-up actions include a plan to support all students involved, particularly the identified victim. All follow-up actions are documented in CPOMS, and the meeting minutes are also documented into CPOMS. A communication plan is developed as a part of the response team. Final report to the Education Bureau is also completed by the CP Lead, if applicable. Other structural supports (including updating policies/procedures) are considered to enhance child safeguarding at the school.

In most cases, school counselors will provide counseling support to the students (and families). Some cases may involve restorative conversations with all students involved or further education sessions provided in classes. Some cases will be referred for outside services such as those involving major mental health issues and suicidal ideation.

The school also cooperates with representatives from the Education Bureau and the social workers from the Social Welfare office to follow-up with the students.

All participants of the inquiry/investigation process, the child protection response team meetings, and bullying or gender equity response meetings, must keep the names, identifying information, and details of the cases confidential.

Child Protection Response Flow Chart:



Legal Reporting Requirements by Taiwanese Law

The response team will ensure that all required incidents are reported to the Ministry of Education and other governmental agencies as appropriate and as required by Taiwan law. Student names will be redacted from the external reporting unless required by law.

Reporting Event	Who Should Report	To Whom	When
Sexual exploitation of children and youths	CP Lead	Education Bureau Ministry of Social Welfare Gender Equity Education Committee Local Police	Immediately
Sexual harassments (Between Adults Only)	Principal/ Head of School	Relevant authorities at the Kaohsiung City Government	After an internal inquiry (within 2 months of receipt of the complaint, unless extended)
Sexual assaults, harassment and bullying (At least one student involved)	CP Lead Counselors	Education Bureau Ministry of Social Welfare (if involving someone under age 18) Gender Equity Education Committee	Within 24 hours
Campus Bullying (other than sexual bullying)	CP Lead	Education Bureau Ministry of Social Welfare (if significant harm has been caused)	Within 24 hours
Child or youth uses illegal drugs, illegal uses of regulated drugs and other harmful substances	CP Lead	Education Bureau Ministry of Social Welfare	Within 24 hours
Child or youth is abandoned, abused or in immediate danger to their lives	CP Lead/ Counselors	Education Bureau Ministry of Social Welfare (if under 18)	Within 24 hours
Child or youth is under inappropriate care due to financial, parenting, material and medical problems in the family	CP Lead/ Counselors	Education Bureau Ministry of Social Welfare (if youth under 18)	No specified deadline but as soon as reasonable.
Juvenile crimes	Principal/ Head of School	*May* report to Juvenile Court	No specified deadline but as soon as reasonable *if* reporting.
Domestic Violence	Principal/ Head of School	Ministry of Social Welfare (if youth under	Within 24 hours

		18)	
High risk of suicide	Principal/Head of School	Social Welfare (if under age 18) Education Bureau Suicide Prevention System	Within 24 hours

Faculty/Staff Guidelines

Further guidelines related to faculty and staff conduct is located in the Faculty and Staff Handbook. Another policy that directly impacts safeguarding of students is the KAS Social Media Policy. Faculty and staff are also asked to review and sign the Code of Conduct annually.

In order to promote a culture of safeguarding and transparency, KAS encourages all employees to report "low-level concerns." Low-level concerns include a spectrum of behaviors which may be unintentional, inadvertent or thoughtless. More information on the guidelines can be found in the Adult Conduct Concerns Guidelines.

Training

All students and adults in the school community should be trained in Child Protection annually. Any adults employed, contracted, or volunteers at KAS who may come into contact with students are required to complete a Child Safeguarding training online every 2 years. All faculty and staff employed by KAS are required to attend an in person training conducted by the Child Protection Lead and counselors annually. Further guidance about training is linked here (accessible only by members of the KAS community).

It is the responsibility of the faculty member bringing in adults to work with students to ensure the Child Safeguarding Lead is aware of the adult coming in to work with students. Faculty members should notify the Child Safeguarding Lead at least 2 weeks before the adult comes to work with students. The Child Safeguarding Lead will then reach out to the adult to ensure they have completed the online safeguarding training and signed the Code of Conduct. Only if the adult has completed both the training and the Code of Conduct can they come on to work with students. All adults who are working directly with students and who might not be 100% supervised by a trained faculty member should complete a training and sign a Code of Conduct.

Students are also engaging in internships across Taiwan. The faculty member arranging these internships and service learning opportunities is responsible for ensuring a member of our internship sites have signed a Code of Conduct Off-Site Service Provider.

KAS also offers Child Protection Training to parents through parent workshops led by the counselors. Topics discussed include basics of child protection, understanding and responding to bullying, promoting digital citizenship, and healthy discipline.

Safeguarding Curriculum:

KAS is committed to embed age appropriate safeguarding lessons into the curriculum. The counselors work together with principals and teachers to ensure there are lessons about child protection in many areas of the curriculum. Some examples include:

- Use of Second Step Social Emotional Learning Lessons in Elementary School. Topics covered include:
    - Skills for Learning
    - Empathy
    - Emotion Regulation
    - Problem Solving
- Use of Second Step Child Protection Unit in Elementary School. Topics covered include:
    - Safety rules for many different safety situations
    - Always Ask First Rule
    - Safe & Unsafe Touches
    - The Touching Rule
    - Assertiveness Skills
- Use of Get Real: Comprehensive Sex Education that Works with Grades 6-9 in PE and Health classes. Topics covered include:
    - Values and beliefs about sexuality
    - STI prevention
    - Use of contraceptives
    - Gender and sexual identity
    - Responsible decision making in sexual relationships
    - Identify and maintaining boundaries
    - Healthy vs. unhealthy relationships
    - Myths around sexual behavior
- Use of Second Step Social Emotional Learning Lessons in Middle School Advisory. Topics covered include:
    - Mind sets and Goals
    - Recognizing Bullying & Harassment
    - Thoughts, Emotions, & Decisions
    - Managing Relationships & Social Conflict
- Use of CommonSense Media Lessons in the Middle School Advisory. Topics include:
    - Media balance and well-being
    - Privacy and security setting online
    - Digital footprint and identity
    - Chatting safely online
    - Cyberbully, digital drama, & hate speech
    - Finding Credible News on the internet
- Use of PSHE lessons in HS Advisory and Counselor SEL lessons. Topics include:
    - Understanding Mental Health
    - Developing healthy coping skills/recognizing unhealthy coping
    - Consent - in person and online
    - Recognizing unhealthy relationships
    - Recognizing risks and getting help

    - Recognizing relationship abuse and getting help
- Use of Childnet lessons in Counselor SEL lessons. Topics include:
    - Online sexual harassment: recognizing, responding to, and getting help

Whole School Safeguarding Training:
All employees, contractors, and volunteers at KAS are required to complete Child Protection Training offered by KAS. The training offered at KAS to employees and volunteers differ depending on their role. For faculty and staff who directly work with students such as teachers, TA's, and substitutes, annual training on child protection is required to continue work with children and young people. For support staff such as admin assistants, janitorial staff, bus drivers, they need to complete training at the start of employment and prior to the expiration of their certificate. The following trainings are offered:

- Childsafeguarding.com's Child Protection Awareness Course
- TES Child Protection for International School
- TeachUp Child Protection Training course
- Counselor facilitated Child Protection Training to all Faculty and TA's. These are offered a few times a year to cover different topics include:
    - KAS procedures and reporting requirements relating to Child Protection concerns based on the Taiwanese laws
    - Scenarios to look at tricky situations related to child protections considering the local context
    - Healthy boundaries between students and staff
- Recognizing and addressing identity-based harm

Specialized Training for the Child Protection and Safeguarding Team:
Child Protection Lead, Counselors, and Principals are recommended to complete additional training to be able to effectively respond to safeguarding concerns that come up. Additional training can include trainings from the following:

- EduCare and TES Institute
- Safeguarding Alliance
- CIS Child Protection Workshops
- Encompass Safeguarding
- And other Level 2 and Level 3 Safeguarding training

Environmental Security

Campus and School Events Supervision and Monitoring:
There are many extracurricular activities that take place on campus after school and occasionally on weekends. All extracurricular activities are supervised by a staff member, and students are asked to leave the campus following their activity. For elementary students, they must remain in the ES office area after school until their parent or designated adult has arrived to pick them up. MS/HS students can wait in the main lobby and/or administrative areas. MS/HS students are expected to leave campus at 4pm Monday/Tuesday/Thursday/Fridays and 2:30pm on Wednesdays unless they are involved in a campus activity. It is the responsibility of the campus activity supervisor to ensure students leave campus after the after school club/sport.

For every school event on or off campus, there are staff chaperones. Chaperones are present for the duration of the event and will not leave until all students have exited the campus.

For field trips, KAS ensures there are adequate adult chaperones for students. The number of chaperones may vary depending on student age and field trip specifics. Chaperones are responsible for being aware of students' location/activity for the duration of the field trip. There will be male and female chaperones present for mixed gender overnight trips. Please refer to the Field Trip Planning and Protocol document for further information.

The school contracts with a local bus company to provide bus services for students to get to and from school. Bus monitors are on some buses to provide extra supervision and support. The goal is to have all buses have additional supervision with a bus monitor. The bus drivers and bus monitors complete child protection training.

Security Systems: We have 24/7 hour security guards on duty stationed at both gates. Visitors are asked to sign in when they arrive with the guards, and they have to be on the approved visitors list prior to being let in. There is CCTV located around campus and monitored by the guards. Senior Leadership Team may access CCTV footage when needed for specific safeguarding concerns. The CCTV footage is only recorded for 30 days before the footage is erased.

Visitors - Faculty and staff are asked to list their visitors on a visitor list prior to the visit. Visitors are checked in by the guards at the gate and given a visitor badge to wear while they are on campus. Visitors are also asked to review and sign the visitor guidelines to follow when they are on campus (Appendix B) Visitors who are not on the list will not be let in until there is verification from a member of faculty or staff that they are an approved visitor.

Intimate Care & Changing Room Assistance: Guidelines to supporting students, particularly those in the ES, with changing for special events, PE, or accidents is linked here.

Monitoring and Evaluation

KAS is committed to reviewing and revising this Handbook on an annual basis by the Child Protection Committee. Child Protection Lead keeps track of all Child Protection incidents that have been identified throughout the year. The Child Protection Committee will meet quarterly to review recommendations that came out of each incident to see what changes may be needed in physical layouts, guidelines, personnel, and policies. The Child Protection Committee also conducts annual self-assessments of our safeguarding practices to create action plans to improve our safeguarding practices.

The Child Protection Lead also creates an annual report for the Board. The annual report includes updates on current trends, including any legal or regulatory changes, anonymous summaries of data related to child protection incidents this year, any major findings on audits, updates on our action plan, and any recommended policy changes. The annual report will be reviewed by the Head of School and Board Safeguarding Trustee prior to submission to the Board.

Appendix A

Staff Commitment to Child Protection

KAS is committed to the safety and wellbeing of all students. The school is committed to a system of child safeguarding that ensures that all staff act for the welfare of each child. You must agree to the following statement as part of your acceptance of our offer of a position at KAS.

I have agreed that I have reviewed and understood KAS's Child Protection and Safeguarding Handbook and commit to ensuring the safety of children in my care at all times. I have received the Code of Conduct and will uphold its guidelines.

Acknowledgement:

I (name) _____ confirm that I agree to abide by the KAS Child Protection and Safeguarding Handbook and Code of Conduct.

Signature: _____

Date: _____

Appendix B

Visitor Guidelines

At KAS, we are committed to safeguarding and protection our students from harm as we believe every child and young person has the right to be safe and protected. As a visitor to KAS, we request that visitors follow the following guidelines to ensure the safety and wellbeing of students:

1. Visitors must have made an appointment to enter KAS campus. Those who show up without appointments will not be allowed in until verified by a KAS employee.
2. Adult visitors must wear and display a visitor pass at all times.
3. All communication should be positive and respectful.
4. Visitors must remain in the areas relevant to their visit.
5. Adult visitors should use the adult toilets near the ES Makerspace and ES Office (or directly above on floor two and three). Please ask reception or a staff member if you are unsure of where it is.
6. Visitors must ask for permission from a KAS administrator or counselor before taking any photos or videos of students. Any images of students must be deleted after the permitted purpose is complete. No images may be posted publicly via social media or other channels without permission.
    a. Parents are permitted to take photos and videos of performances, presentations, and sporting events of their children. Please be thoughtful about posting photos of students not your own on social media without permission.
7. Visitors may not take or receive personal information to or from any students including contact details or social media without the permission of the counselor or principal.
8. Visitors cannot be alone with any student without permission from the counselor or principal.
9. Visitors may not invade others' personal space.
10. Visitors must report any suspicious or unacceptable behavior including physical or verbal confrontation or abuse by and/or between any student or adult. The report can be made to any faculty member.

Appendix C

Indicators of Abuse and Understanding Sexual Behaviors

Indicators of Abuse

Indicators of abuse can include, but are not limited to, the following signs. Some signs are more obvious than others. Trust your instincts.

- **Unexplained injuries.** Abused children may have unexplained burns or bruises in the shape of objects. You may also hear unconvincing explanations of a child's injuries.
- **Changes in behavior.** Abused children often appear scared, anxious, depressed, withdrawn or more aggressive.
- **Returning to earlier behaviors.** Abused children may display behaviors shown at earlier ages, such as thumb sucking, bed-wetting, fear of the dark or strangers. For some, loss of memory or language may be an issue.
- **Fear of going home.** Abused children may express fear or anxiety about leaving school or going places with the person who is abusing them.
- **Changes in eating.** Stress, fear and anxiety caused by abuse can lead to changes in eating behaviors, which may result in weight gain or weight loss.
- **Changes in sleeping.** Abused children may have frequent nightmares or difficulty falling asleep and may appear tired or fatigued.
- **Changes in school performance and attendance.** Abused children may have difficulty concentrating in school or have excessive absences, sometimes due to adults trying to hide the children's injuries from authorities.
- **Lack of personal care or hygiene.** Abused and neglected children may appear uncared for. They may be consistently dirty and have severe body odor, or they may lack sufficient clothing for the weather.
- **Risk-taking behaviors.** Abused children may engage in high-risk activities such as using drugs or alcohol or carrying a weapon.
- **Inappropriate sexual behaviors**. Children who have been sexually abused may exhibit overly sexualized behavior or use explicit sexual language.

Taken *From the Center for Family Safety and Healing*

Understanding Sexual Behaviors

We believe that understanding sexual behaviors using Hackett's Sexual Behaviors Continuum Model (as pictured below) can help us decide on how to respond to it. Brook's Sexual Behaviors Traffic Light Tool can also guide us in working with different ages of children to identify different types of sexual behaviors and respond accordingly to the level of concern.

Sexual behaviours continuum model

Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	• Problematic and concerning behaviour • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity	• Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

Taken from Farrer & Co's Safeguarding Unit's Peer-on-Peer Abuse Toolkit

Appendix D

Supporting our Transgender and Gender Nonconforming Youth

This policy explicitly includes sexual orientation, gender equity, gender identity, and gender expression, both for students/clients and for staff and faculty. The purpose of the policy is to create an environment that is free from discrimination for all student/clients and employees in the school or during school-sponsored events. This includes activities off campus and when students ride buses. This policy also pertains to any electronic communication that occurs in the school, on school property, at school sponsored events. The policy should be followed by the entire school community, including educators, school staff, students, parents and volunteers.

Definitions:

- **Gender Identity:** Refers to an individual's awareness and acceptance of their particular gender category.
- **Gender Nonconforming Students**: A term for people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional categories or identify as multiple genders. Other terms that have similar meanings include gender diverse or gender expansive.
- **Transgender:** People whose sense of their own gender differs from wha t would be expected based on the sex characteristics with which they are born.

Privacy and Confidentiality Regarding Disclosure

Some transgender and gender nonconforming students may not yet be out to their parents/guardians. Transgender and gender nonconforming students have the right to decide when, with whom and to what extent to share private information. When contacting the parent/guardian of a transgender or gender nonconforming student, school staff should use the student's legal name and the pronoun corresponding to the student's sex assigned at birth, unless the student or parent/guardian has specified otherwise.

Students have the right to share or withhold information about their sexual orientation or gender identity from their parents, teachers, and other parties. Even when students appear to be open about their sexual orientation or gender identity at school, it remains the student's right to limit the extent to which, and with whom, the information is shared. KAS has a policy that we protect student privacy, including the privacy of transgender and gender nonconforming students.

When school staff are required by law to report a student's legal name or gender to an outside organization, the school administration will follow the local laws of individual privacy and confidentiality. Students will be notified of this legal provision as early as possible in this process so that they are aware in advance of the limits of confidentiality. Students will also be notified if and when the school is required to report their confidential information to an outside organization or a legal guardian. In this case, the information will only be released as a result of a formal request from the entity, organization, or legal guardian.

1) School proactively notifies students who come out of this legal requirement up front.

2) The school notifies the student as soon as possible if they do run into this legal requirement.
3) The school (counselors) facilitate students coming out to family before it becomes an issue - prevent worse case scenarios, provide education and clarification.

Dress Code

The policy emphasizes that regulation of student dress must be free from bias and all students have the right to be treated equitably. The policy treats each student with respect and objectivity regardless of: sex; race; religious belief; sexual orientation; gender expression or identity; ethnicity; physical characteristics; or the presence of any sensory, mental, or physical disability. Students have the right to dress according to their gender identity as long as the dress is within the constraints of the dress code adopted by the school. Dress codes for school events, activities and sports will not be based on gender, students have the right to wear the assigned uniform that aligns with their gender identity for such events.

Access to Gender-Segregated Activities and Facilities:

Restrooms

Our KAS policy states that students are allowed to use the restroom or locker room in accordance with their gender identity. Alternative all-gender or single-user restrooms are also available for all students. Any student who has the need or desire for increased privacy regardless of the underlying reasons, has the right to access a single-user restroom. Students, including nonbinary students, will determine which facility they prefer to use consistent with their gender identity.

Physical Education Classes

All students will be permitted to participate in physical education consistent with their gender identity.

Other Gender-Based Activities

The school will evaluate all gender-based activities, rules, and policies (class activities, ceremonies and performances, and school photos and dress) and maintain/continue those that serve educational purposes. Students shall be permitted to participate in such activities in accordance with their gender identity.

Names, Pronouns, and Records:

Every student and person in the school community has the right to be addressed by their self-determined gender identity. Regardless if the person has legally changed their name or pronouns, the school will allow the use of a chosen name and gender pronouns that reflect their gender identity. Communication around how the student or person would like to be addressed will be discussed in a sensitive manner, always erring on the side of allowing the person to take control and determine when, if, and how they want to share the information After faculty and staff have been notified of a student's gender identity, it is expected that they address the student by their gender-affirming pronouns and create a classroom and school environment where it is normalized to do so.

If the student has been known at a previous school by a different name, the school administrators will make every effort to update the school records for the current school with the appropriate pronouns and name. All

school reports (attendance, grades, transcripts) will be updated with the appropriate gender markers. Records with student name and sex assigned at birth will be kept in a separate and confidential location.

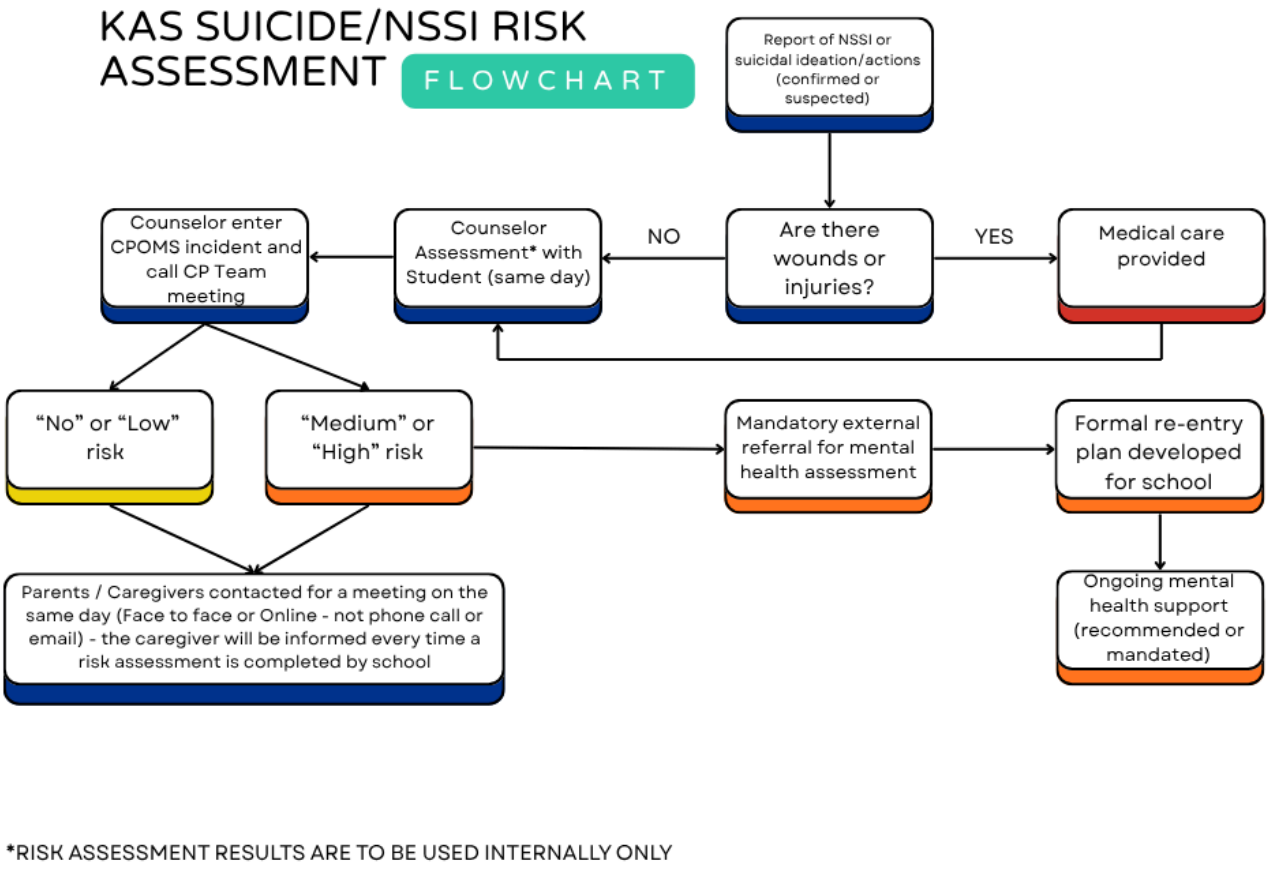
Appendix E
Guidelines for Responding to Self-Harm or Suicide Risk

Below are the procedures that we follow at KAS if you hear/see a student expressing thoughts of self-harm or suicide. It is not your responsibility to determine if the student is in danger or to investigate. However, you are a mandated reporter.

- Contact the counselor, principal or administrator immediately. Do not write this information in an email but instead make sure you make a phone call or face to face conversation about the information that you learned.
    - If the student is with you, **NEVER leave the student alone.** Instead stay with the student and walk together to the counselor office.
    - Remember there should never be a time lapse (except the time it takes you to find a phone number) between the time you find out the information and the time you report the information to the counselor, principal or parent.
- It is the principals and counselors responsibility to determine if a student is in danger and there is probable cause for next steps. If so the following steps will begin:
    - Counselor will check if there are any injuries, and if there are, the student is escorted to obtain medical care from the nurse.
    - Counselor will meet with a student to complete a suicide risk assessment.
        - The counselor will complete a Safety Plan with the student, if the student is willing to engage.
    - Counselor will document the incident and the results of the assessment in CPOMS.
    - Child Protection Response Team will be called to review the results.
    - Counselor will notify the student's parent or guardian and share safety plan with parent or guardian if appropriate.
    - If the student is "low" risk, counselor will monitor the student and allow the student to return to classes.
    - If the student is "medium" or "high" risk:
        - Have the parent or guardian sign the agreement (Notification to Parents for Self Harm) form to indicate that the student needs to receive an assessment from a mental health professional as soon as possible.
        - Share a local contact list of available mental health resources in Kaohsiung with the student and the family. Share with family the Psychiatric/Mental Health Referral form for them to share with the mental health professional they are seeking out. Request the psychiatrist/therapist to fill out the form and return the form to the counselor upon their return to school.
        - Send the student home for the day
        - KAS will request the family seek outside medical or mental health assessment and/or treatment to determine if the student can safely return to school. This form is to be completed by the mental health professional.
    - All steps and follow-up actions are documented in CPOMS.
    -

- The Child Protection Response Team will determine whether the incident is high risk enough to be reported to relevant local authorities. (high risk assessment from)
    - The Child Protection Response Team will determine when and under what circumstances a student can safely return to school while maintaining a safe and healthy learning environment for all of our students.
    - A Safety Plan will be updated with the student upon their return.
    - A Support Plan will be created by the counselor in collaboration with the student, family, and principal and implemented with teachers. Support plan will be used to determine how a student returns to school and under what conditions the student can remain in school.

**Please note KAS does not have the 1:1 support, mental health professionals or other additional staffing needed to provide the individual ongoing support and monitoring to ensure the safety and wellbeing of all of our students.*



Appendix F
Identity Based Harm

The following are beliefs and actions KAS will take regarding Identity-Based Harm:

1. KAS acknowledges that targeting a person based on identity markers such as race, color, ethnicity, caste, religion, gender identity, gender expression, sexual identity, national origin, citizenship status, socioeconomic status, age, language, or ability constitutes harm and abuse.
2. KAS recognizes that marginalized identities are at particular risk for identity-based harm.
3. KAS recognizes that, within the same systems where identity-based harm operates, marginalized identities are at higher risk of being targeted for sexual abuse.
4. KAS takes responsibility for preventing, interrupting, and correcting identity-based harm.
5. Identity-based harm can manifest in many forms including, but not limited to, microaggressions, hate speech, online harassment, child-to-child abuse, physcal violence, and social exclusion.
6. Staff development will include training and resources on how to recognize and respond to identity-based harm.
7. The use of trauma-informed restorative practices may be part of addressing identity-based harm, when appropriate. This approach is intended to maintain agency and dignity for the person who is targeted, as well as to build responsibility and accountability for the person who has committed the harm.

Additional Definitions:

- **Microaggressions**: everyday, subtle, intentional (and often unintentional) interactions or behaviors that communicate some sort of bias toward historically marginalized groups.
- **Discrimination**: unjust or prejudicial treatment and/or distinctions between people based on groups, classes, or characteristics such as race, gender, age, sexual orientation, religion, or gender identity.
- **Stereotypes** - generalized belief about a particular category of people.
- **Prejudice** - preconceived opinion that is not based on reason or actual experience

Appendix G
Helpful Links

Other policies at KAS are helpful to review alongside our Child Protection Handbook as it gives additional guidelines. We also included links to the Taiwanese law that we have based our procedures on.

These include:

- Faculty Handbook
- Student Handbooks
- Social Media Policy
- Low Level Concerns Guidelines
- Whistle Blowing Policy
- Child Centered Interviewing Guidelines
- Field Trip Planning and Protocols
- Intimate Care and Changing Room Assistance Guidelines
- Injury to Sensitive Area Protocol

Applicable Taiwanese Law

- Gender Equity Education Act
- Enforcement of Rules for Gender Equity Education Act
- Protection of Children and Youth Welfare and Rights Act
- Campus Bullying Prevention Law
- Student Guidance and Counseling Act
- Private School Law
- Child and Youth Sexual Exploitation Act
- Ministry of Education Notice to Foreign Schools (translated version)
- Civil Code (applicable - article 1085 re: corporal punishment in the home)

Appendix H
Citations and Acknowledgements

This handbook has been written upon review of child protection policies and manuals from International School of Kuala Lumpur, Hong Kong International school, International School of Kenya, and American International School of Dhaka. We acknowledge that portions of their policies were copied word-for-word for this handbook.

Other resources and citations:

Farrer & Co. (2022) Child-on-Child Abuse Toolkit.

Perreras, A. & Meadows, E. (2022). Recognizing and addressing identity-based harm in schools. *CIS Perspectives Community Blog.* https://www.cois.org/about-cis/perspectives-blog/blog-post/~board/perspectives-blog/post/recognizing-and-addressing-identity-based-harm-in-schools

Rigg, K. & Lloyd, J. (2021). Learning from young people: How schools and universities can protect students from peer-on-peer abuse. *CIS Perspectives Community Blog*. https://www.cois.org/about-cis/perspectives-blog/blog-post/~board/perspectives-blog/post/learning-from-young-people-how-schools-and-universities-can-protect-students-from-peer-on-peer-abuse