

KAIS Child Safeguarding Policy

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Control Page

Name of Policy	KAIS Child Safeguarding Policy
Description of Policy	This policy provides for the protection, safety, security and overall wellness of all students at KAIS.
Policy applies to	<input checked="" type="checkbox"/> All Divisions <input type="checkbox"/> KAIS High School <input type="checkbox"/> KAIS Elementary & Middle School <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> All Students <input type="checkbox"/> Staff & Students
Policy Status	<input type="checkbox"/> New Policy <input checked="" type="checkbox"/> Revision of Existing Policy

Approval Authority	KAIS Board of Trustees
Approval Date	May 20, 2021
Effective Date	May 20, 2021

The following table data is directly linked to the KAIS Policy Update Tracker, and should not be changed within this document.

Date of Next Policy Review*	Date of Last Revision
TBD	April 3, 2023

**Unless otherwise indicated, this policy will still apply beyond the review date.*

Related Legislation, Policies, Procedures, Guidelines and Local Protocols	<ul style="list-style-type: none"> ● United Nations Convention on the Rights of the Child ● Law for the Prevention of Child Abuse and Neglect ● Child Welfare Act 1947 (rev. 2016) ● Child Abuse Protection Act 2000 (REV. 2004) ● School Health and Safety Act ● Education Act ● Act on the Prevention of Bullying in Schools ● Basic Act on Gender Equality
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- (UK Department of Education) Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2020)
- (UK Department of Education) Safeguarding and Child Protection in Schools: A Guide for Schools (September 2019)
- (Farrer & Co) Peer-on-Peer abuse toolkit

Introduction

KAIS International is committed to child safeguarding and promoting the welfare of children. The school expects those working with children, parents, and others who are connected with or supporting families to ensure the safety and protection of children, to promote their development and well-being, and give them the best opportunities based on the school's mission and values. The policy applies to all KAIS staff, including auxiliary services, interns, contractors, consultants, guests, and visitors who must also adhere to the policy.

Principles of Safeguarding

KAIS recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students for a safe and secure learning environment, KAIS prohibits acts of harassment, intimidation, bullying, and other forms of aggression and violence. Such actions interfere with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. All staff employed at KAIS must report suspected incidences of child abuse or neglect whenever there is reasonable suspicion to believe that a child has suffered, or is at risk of suffering, abuse or neglect.

Our approach to safeguarding and child protection is based on the following key principles:

- The welfare of children is paramount.
- All children, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to protection from all forms of harm and abuse.
- Child protection is everyone's responsibility.
- Children have the right to express views on all matters which affect them, should they wish to do so. KAIS shall work in partnership together with children and parents/carers to promote the welfare, health, and development of the children in its care.

Managing Child Safeguarding

Components of Safeguarding at KAIS

At KAIS International we promote the wellbeing and safeguarding of all students and staff by utilizing the following components:

- Code of Conduct - This document guides the interactions between all staff and students, and is designed to give guidance on the standards of behavior which should be observed within our school system.
- Training and education of staff - Regular professional development and training sessions on child safeguarding and the implementation thereof.
- Ensuring a safe physical environment - By doing regular school inspections we ensure that the school is a physically safe environment for children.
- Safe recruitment procedures - Safer recruitment practices ensure that employment at KAIS International is done in an effective manner that places value on the safety and security of our children.
- School-Wide Student Support - The school nurse, school counselors, dedicated teachers and office personnel, teaching assistants, office administrators, and leadership teams on both campuses - *all* staff are responsible for student safeguarding.

Roles & Responsibilities

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a KAIS staff member appointed to take lead responsibility for in-school child protection issues. The role involves:

- Acting as the lead of the Child Safeguarding Team.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Conducting a review with the Principal after any incident occurs to ensure all policies and procedures were followed and identifies if any modifications need to be made.
- Maintaining awareness of early intervention supports and other local services.
- Making referrals to child protection services where appropriate.
- Leading the development and review of the school's child protection policy.
- Promoting a safeguarding and child protection ethos in the school.
- Maintaining knowledge of local laws and regulations, ensuring that there is an understanding of these by the leadership team and that they are reflected in school policies.

Child Safeguarding Team

The role of the Child Safeguarding Team is to protect children from abuse, and to identify and stop abuse that might already be happening. The team is led by its two principal members, the school principal (who acts as Case Manager while responding to allegations

of abuse) and the Designated Safeguarding Lead (DSL). The members of the team are determined by each campus and their responsibilities include the following:

- Investigating incident reports, which can include disclosures of potential harassment or abuse, received either directly from a student or referred to by a third party.
- Coordinating multi-agency interventions in the case of possible child abuse.
- Arranging child protection meetings to review and update current cases in the school.
- To offer support and collaboration in the decision-making process regarding child safeguarding.
- The induction and training of all school staff including support staff.

Safeguarding Board Member

The Board of Trustees is ultimately responsible for the way in which KAIS safeguards young people from harm. It oversees and monitors the school' strategic safeguarding risks.

In order to carry out these responsibilities effectively the Board of Trustees:

- has appointed one Board member to take leadership responsibility for the school's safeguarding arrangements (the Safeguarding trustee);
- receives and reviews a log setting out quantitative data in relation to the number and type of child protection related matters the school has received;
- oversees the safeguarding risk register which provides a high-level summary of a) the different safeguarding risks facing KAIS students and b) the risks to the school that may result for its safeguarding work;
- receives and reviews a written report from the DSLs on at least an annual basis; and
- engages in regular and appropriate training focusing on the Board of Trustee's role in overseeing safeguarding at KAIS.

Health & Safety Committee

It is the responsibility of the Health & Safety Committee to ensure child safety through regular facilities inspections and positive campaigns to highlight and promote wellness in the KAIS Community. Their role involves:

- Building inspections that ensure the physical space students and teachers occupy is safe.
- Reporting of any physical defects and ensuring the repair of said defects within the school premises.
- Creating awareness of the importance of safe physical spaces and the promotion of safer practices to ensure the longevity of the school building.

Recruitment Team

The recruitment team is responsible for the hiring of competent and qualified teachers and staff in line with the KAIS International Recruitment Policy, adhering as closely as possible to the best practices outlined therein.

Recordkeeping

The DSL and members of the Child Safeguarding Team are responsible for accurate recordkeeping. The following documentation is used to report and document any incidents that fall under the Child Safeguarding domain:

- Investigation Report¹ - serious incidents (Shared with the Child Safeguarding Team)
- Child Safeguarding Record (Responsibility of the DSL)

Recognizing Abuse

According to the World Health Organization, child abuse is: "all forms of physical and/or emotional ill-treatment including verbal abuse, 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."

To be able to safeguard and protect our children, it is imperative that we recognize the signs and symptoms related to each type of abuse:

Bullying & Cyberbullying	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> ● Frequent head and stomach aches, whether actual or conjured ● Changes in eating habits ● Difficulty sleeping 	<ul style="list-style-type: none"> ● Aggression ● Declining grades ● Lost interest in school ● Sudden social avoidance or loss of friends ● Decreased self-esteem ● Talk of suicide or self-harm
Emotional/Psychological Abuse	
Physical Signs	Behavioral Signs

¹ An example of the Investigation Report template can be found in the Appendix.

<ul style="list-style-type: none"> • Depression • Eating Disorders • Drug use/abuse • Self-Harm • Unusual wetting of bed and clothes 	<ul style="list-style-type: none"> • Use of language, foul or otherwise, inappropriate for the child's age • Lack of social skills • Inability to control emotions
Grooming & Exploitation	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Possession of material goods that do not meet the student's income level or past style of dress 	<ul style="list-style-type: none"> • Mentioning a "special" friend • Mention of relationship with someone significantly older • Drinking or use of other drugs • Being upset, withdrawn or distressed • Sexualized behavior inappropriate for the child's age • Spending more time away from home or going missing for long periods of time
Neglect	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Poverty • Hunger • Poor Hygiene • Having no warm clothes in winter • Regular illness or infection 	<ul style="list-style-type: none"> • Frequently absent from school • Talk of frequently being at home alone Parent: <ul style="list-style-type: none"> • Abuses alcohol or drugs • Appears to be indifferent to the child
Peer-on-peer abuse	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Physical injuries • Alcohol and substance misuse • Inappropriate behavior for age • Lack of sleep 	<ul style="list-style-type: none"> • Absence from school • Signs of mental health issues • Emotional outbursts • Becoming withdrawn
Physical Abuse	
Physical Signs	Behavioral Signs

<ul style="list-style-type: none"> • Unexplained injuries, e.g. black eyes, burns, bruises, broken bones, bite marks • Injuries in places which are hard to see, e.g. torso, behind the ear, covered limbs • Evidence of hair being pulled out 	<ul style="list-style-type: none"> • Fear of parent or guardian • Reluctance to return home • Signs of regression • Avoiding physical contact • Disclosure through drawings, journal entries, writing assignments • Talk of suicide or self-harm
Sexual Abuse	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Signs of physical abuse, particularly in the genital and/or anal area • Difficulty sitting or walking • Contraction of a sexually transmitted disease • Pregnancy or fear of pregnancy 	<ul style="list-style-type: none"> • Sudden and extreme changes in mood and behavior • Being secretive • Being frightened of certain places and/or situations • Sexual knowledge beyond the child's age • Sexualized behavior inappropriate for the child's age • Disclosure through drawings, journal entries, writing assignments

Reporting Procedures

Raising Concerns About Possible Abuse

In all cases where symptoms displayed by a child give rise to concerns about possible abuse or about the welfare of the child, a report of these concerns should be made directly, including a written report, to the Designated Safeguarding Lead within 24 hours. If the DSL is unavailable, concerns should be brought to a member of the Child Safeguarding Team.

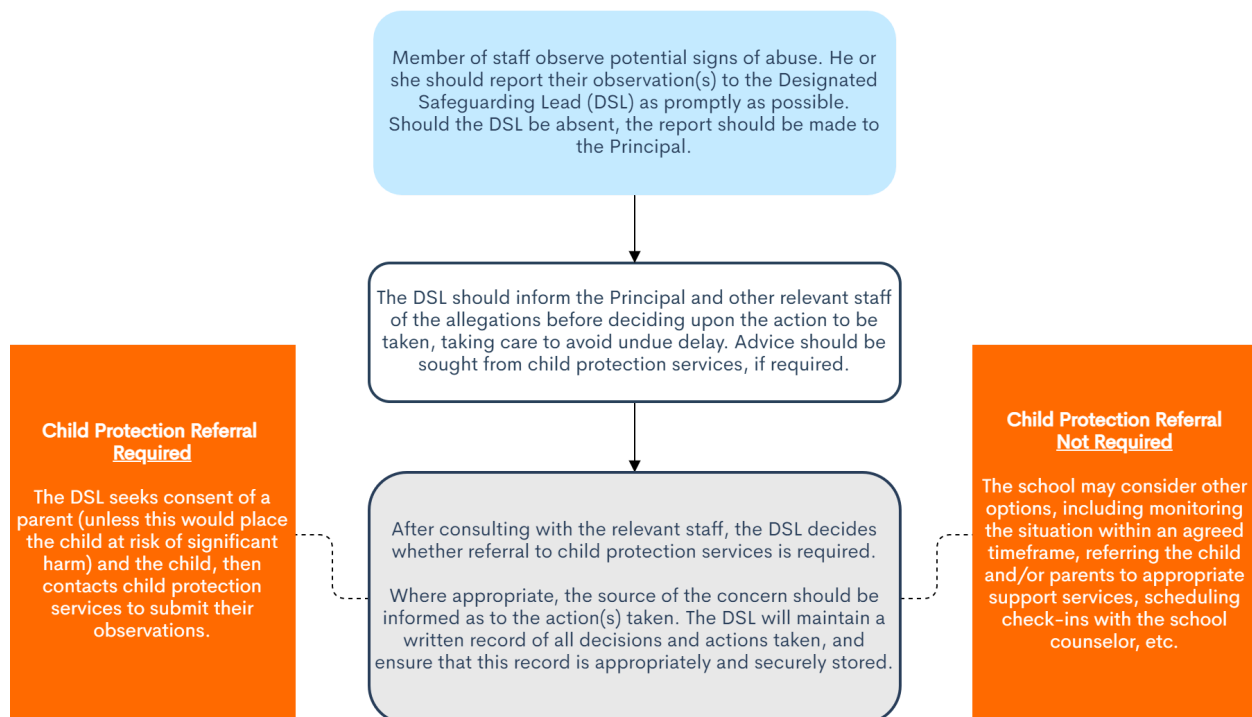
A parent or other carer may also give information to a member of staff which could give rise to concerns about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity. The staff member should inform the Designated Safeguarding Lead in the school who will refer, if necessary, to the appropriate statutory authorities.

In order to establish a view on whether a child or children are indeed being abused, or are at risk of possible abuse, the DSL or Child Safeguarding Team may need to seek discreet preliminary clarification from the reporting party or anyone else who may have relevant information. While such clarification will often help to confirm or allay concerns, it is not the

responsibility of teachers and other education staff to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers.

When questioning the child, care must be taken in asking and interpreting children's responses about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some circumstances, talking to the child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore, be kept to a minimum. All KAIS staff will undergo annual training that outlines the appropriate procedures to follow when questioning children and reporting abuse.

In the great majority of cases, the school should be open and honest at the outset with parents about concerns unless the parents are the alleged transgressors. Where appropriate, the DSL and Child Safeguarding Team should make all reasonable efforts to inform families and elicit their feedback while following up on incidents. Both parents should be present, unless one of the parents is the alleged transgressor, in which case it may be necessary to start a dialogue with the other parent. It is important that both the school and family are in alignment and work together to address the concerns.

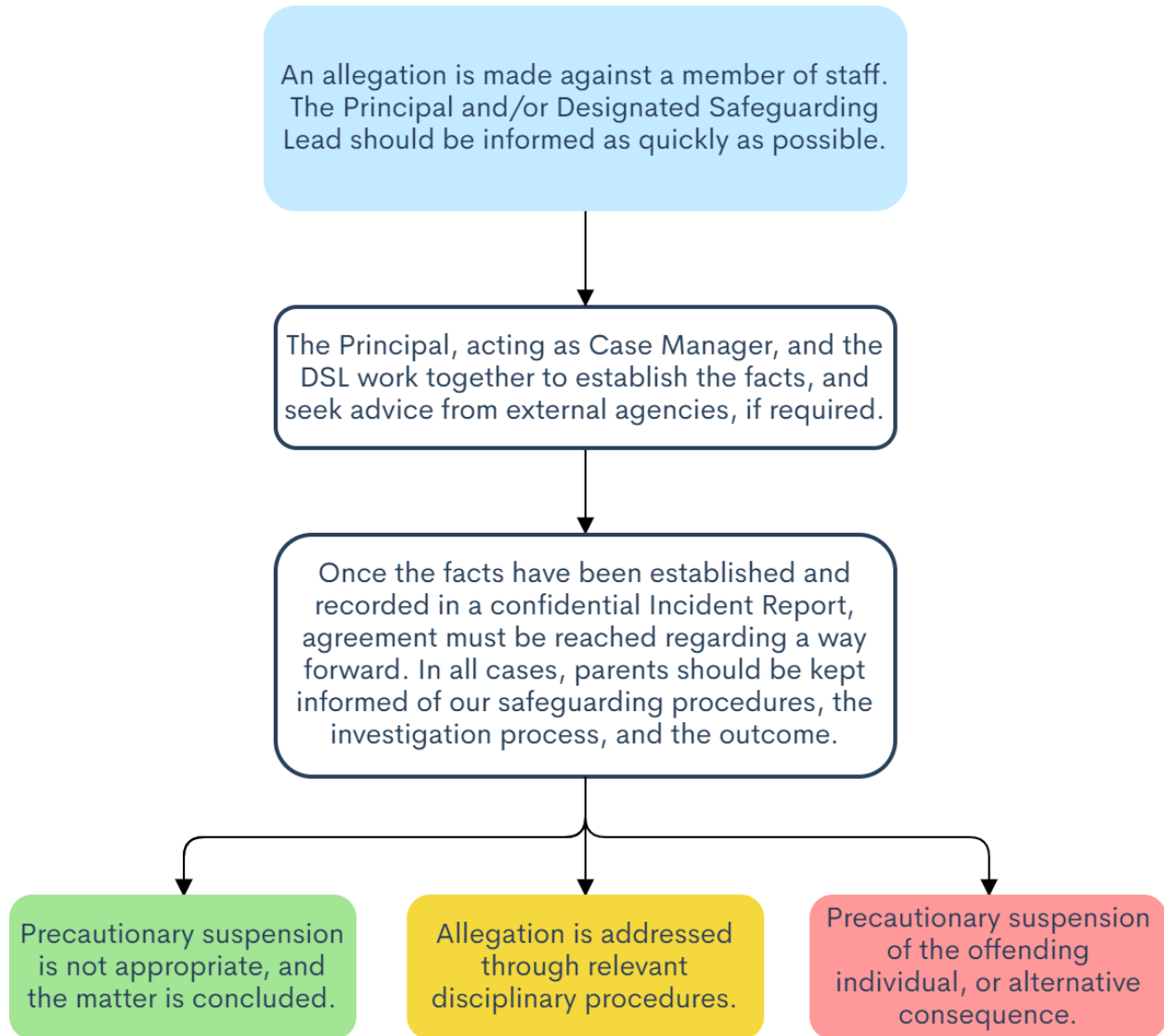


Allegations of Abuse Against a Member of Staff

Principals have a duty of care for the welfare of students, and any allegation needs to be effectively evaluated and managed. However, as employers, they also have a duty of care to their staff and should ensure they provide effective support for anyone facing an allegation of abuse.

All allegations should be reported immediately, normally to the Principal or DSL. This lead individual should be explicitly identified to manage the handling of the allegation from the outset. If the Principal is the subject of concern, the allegation should be reported immediately to the Designated Safeguarding Lead, and then to the school's Advisory Board.

In the interests of all involved the issue should be dealt with as a priority, and unnecessary delays should be avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.



Reporting Abuse: Child Protection Services

In the event that the school needs to report instances of abuse, the Child Safeguarding Team would contact the Child Guidance Office of the child's official residence. Founded on the basis of the Child Welfare Law, a child guidance office accepts any type of consultation relevant to children under the age of 18, from anyone including the child, family, school teachers, and local residents. A child guidance office is a specialized counseling institution designed to search for solutions and solve problems with the hope of supporting children's sound growth.

The [Tokyo Child Guidance Office](#) offer counseling on all matters related to the growth of children and youth, ages 0-18, including:

- Questions concerning child raising
- Dealing with stress which may cause you to act violently toward your child
- Inability to care for your child due to illness or other situations (Depending on your situation, child care can be provided at the center.)
- Concern about the development of your child's speech or growth
- Your child's recent tendency to stay out all night or to resort to violence at home
- Concern for your child not being able to make friends
- Concern for your child not willing to attend school
- Problems with your child's education or guidance in higher education
- Child's human rights are at stake due to child abuse or other reasons

Specialized staff members such as a child welfare officer, child psychotherapist, and medical doctor are in charge of counseling and other services. Available weekdays from 9:00 to 17:00, CGOs guarantee confidentiality of personal information and offer counseling free of charge. Additionally, the National Child Consultation Hotline (dial **189**) accepts urgent consultations concerning child abuse suspicions and child-related matters..

Approach to Social Media

In the event of a crisis where the school needs to disclose information to the media, the Principals at both campuses are responsible for media liaison and are the only persons designated to interact with the media. This is to ensure that accurate and consistent information is released and will be done in the form of written statements, rather than individual interviews. Staff members will be informed of said statements and should refrain from speaking or making comments to any media outlets.

When using social media and capturing images of the school or students, KAIS International makes use of school social media platforms such as Instagram and Bloomz to communicate with parents and learners in a digitally safe manner. We also promote healthy digital citizenship by including online safety workshops within our curriculum. Employees are not allowed to post any images related to students on their personal feed. Additionally, employees are strongly advised to set all privacy settings on their personal social media accounts to the highest privacy settings possible and are not permitted to befriend or communicate via social media with any student currently enrolled at the school or who is underaged. If any student receives any form of communication that makes them feel uncomfortable, they should report it to the Designated Safeguarding Lead, or other trusted adult staff member. A detailed list of expectations for teachers and staff can be found in the KAIS International Code of Conduct.

Preventative Measures

Safe Recruitment

Aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. The aims and objectives of the KAIS International recruitment policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equally and consistently and that no job applicant is treated unfairly on any grounds including race, color, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;
- to ensure that the school meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

The procedure for recruitment at KAIS International will be as follows:

- The school will identify the means to advertise the position to various pools of potential candidates (ex. school website, SearchAssociates, etc.).
- The school will create a complete job description for each available position. This will include main responsibilities and expectations of the position, as well as any other activities that may be required from the candidate.
- The hiring and interview process needs to include the people who will be directly involved with the candidate in his/her new position.
- The school will keep all candidates informed about the hiring schedule and decision timeline.
- A trial teaching day will be scheduled to observe the teacher in action with children. This needs to focus on:
 - the ability of the individual to fulfill the duties of the position
 - to confirm the individual's suitability to work with children
- In performing its due diligence, the school will perform appropriate background and reference checks to validate a candidate's education and employment history. School admin is responsible for directly following up with *at least* two references by using Zoom or other software that allows face-to-face communication. Simple email communication is insufficient to perform this duty, and should never be used as a substitute to direct communication.
- A request for a criminal background check (1) from their country of passport issuance, and (2) from where the candidate currently resides/works will be made.
- When making an offer to a candidate the school will provide all relevant information, including compensation, job expectations and working conditions.

- The school will afford the candidates a reasonable amount of time to consider an offer.
- When the selected candidate accepts the position, the school will notify the other candidates to inform them that the position has been filled.

Training

Staff members employed by KAIS International School will be required to participate in mandatory training and professional development related to child safeguarding. These training sessions include but are not limited to the following courses:

All staff members will complete the following courses:

- Child Protection for International Schools - EduCare
- Child Protection Refresher (for returning teachers) - EduCare
- CPR/First Aid training every two years

The Designated Safeguarding Lead will complete the following courses:

- Child Protection Advanced - Educare
- Health and Safety for International Schools - EduCare
- Safeguarding Diploma - Center of Excellence

Refresher courses and training will be provided on a yearly basis for all staff members and any new staff members that join the school will be required to complete all the training courses for their specific role.

Internet Safety

All KAIS staff members are expected to adhere to acceptable technology usage and be responsible digital citizens. Staff should not give out personal mobile numbers or email addresses to pupils or parents as these details could easily be shared with others. Staff should also not connect with students on social media platforms. When applicable, teachers should not share students' online information including computer and Google passwords. Cases of cyberbullying should be reported to the Designated Safeguarding Lead.

Commitment to Diversity & Inclusion

KAIS is dedicated to providing a diverse and inclusive learning environment for all its students. Each student is expected to be open to perspectives that are different from his or her own and to realize that everyone's voice is important. This includes students with learning differences. We believe that this approach enriches the educational experience of all KAIS students. In order to create a safe, open, and welcoming atmosphere, we use English as our shared language when learning and interacting with each other. This culture

encourages students to think flexibly and learn interdependently to make the best of the opportunities being provided with peers of different backgrounds and upbringing.

Setting Appropriate Boundaries

Boundary violations occur when a person in a position of power (e.g. an adult) crosses a boundary with a person who is vulnerable (e.g. a child). Students will try to set and test boundaries but it is the adult's responsibility to establish, set and maintain appropriate boundaries by not:

- Getting too friendly with students
- Accepting invitations or asking students to join your personal social networking accounts or joining theirs.
- Attending parties or socializing with students.
- Inviting a student or students back to your home or attend theirs without an appropriate professional reason and without the consent of a parent.
- Transporting a school student in your vehicle without prior approval from the administrator or parent.

We encourage staff to develop positive and professional working relationships with students, in line with our KAIS Code of Conduct, to support the educational outcomes and to achieve constructive interactions between students and the school. Romantic relationships are not tolerated, and will be subject to immediate dismissal of the adult in question.

Campus Security

Our mission to create a safe and caring learning environment for our students should be reflected at all times in our actions to keep our campus secure. All areas of the school are equipped with closed-circuit monitoring devices (CCTV) and automated locked doors, operated by a third-party security company (SECOM). Students are reminded to "beep" in and out of school every day. Meetings with visitors and guests should be scheduled and added to the internal calendar, with the Heads of School informed within a reasonable timeframe. All visitors must sign in at the reception desk, indicating their name, date/time, and purpose. All staff and visitors must wear an identification badge while on campus in order to easily spot an intruder. Students should be accounted for at all times and not left unsupervised; staff should be present on every floor throughout the day. In a scenario involving an intruder, the local police will be called to assist us in removing the person from the campus grounds.

Safety inspections of the buildings and the premises, as well as the interior of the buildings will be conducted on a regular basis by the Health and Safety Committee. These inspections

will be done to determine the safety and security of the physical premises and ensure that all elements of the premises are conducive to the creation of a safe learning environment.

Privacy

Personal information of students and parents such as telephone numbers, addresses, grades, etc. will never be given out to third parties, except for insurance purposes or when required by Japanese law. With parent consent, photographs and videos of classes, events, and other school activities may be used for marketing or training purposes.

Child Protection Laws in Japan

In Japan, the Child Welfare Act governs child protection and safeguarding in both social and educational contexts. This law establishes the framework for protecting children from abuse and neglect and provides for various measures such as investigations, temporary custody, and placement in protective care.

The Law for the Prevention of Child Abuse and Neglect and the Child Abuse Prevention Act also play an important role in protecting children in Japan. These laws provide for measures such as mandatory reporting of suspected child abuse and neglect, as well as the establishment of child consultation centers to provide support for children and families affected by abuse.

In education, the School Health and Safety Act and Education Act govern the healthcare, healthy relationships, and well-being of students in education, and also include provisions for protecting children from abuse and neglect in schools. This includes measures such as teacher training, student counseling, access to healthcare services, regular health check-ups and counseling services, and measures for preventing bullying, child abuse and neglect. Additionally, the Act on the Prevention of Bullying in Schools and the Basic Act on Gender Equality also address issues related to healthy relationships and the prevention of bullying in schools.

It's worth noting that Japan does not have a specific law for child protection in education like some countries have, but these laws in combination with the education act and the school health and safety act, provide the framework for protecting children in educational context as well.

While not directly referenced within this child safeguarding policy, other laws (both international and domestic) related to the protection of children exist and are adhered to by all staff at the school:

- Act on Child Pornography (1999)

- Act on Prevention of Damages by Provision of Records of Private Sexual Images (2014)
- Penal Code (1907)
- Japanese Civil Code
- Children Act 1989
- United Nations Convention on the Rights of the Child 1990
- Equality Act 2010
- Education Act 2002
- Female Genital Mutilation Act 2003
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Data Protection Act 2018
- Equality Act 2010
- Children and Social Work Act 2017

Appendix

Referral Services

Emergencies	
Agency (with link)	Phone Number
Tokyo Metropolitan Police Department	110 (interpreters available) 03-3501-0100 (English)
Sexual Assault Relief Center	03-5607-0799 (English pamphlet)
Reporting Child Abuse, etc.	
Agency (with link)	Phone Number
Tokyo Child Guidance Center	03-3366-4152 (Hotline) Each ward also has a dedicated number.
Kanagawa Central Child Guidance Center	0466-84-1600
Crisis Support & Counseling	
Agency (with link)	Phone Number
Tokyo English Life Line (TELL)	Lifeline: 03-5774-0992 (English available) General Counseling 03-4550-1146 (English) 03-4500-1147 (Japanese)
International	
Agency (with link)	Phone Number
United States Embassy	03-3224-5000 (emergencies)
Canadian Embassy	03-5412-6200

Additional Guidance

Receiving a Report of Abuse

Do...	Do NOT...
<ul style="list-style-type: none"> ● Remain Calm. ● Allow the child to talk freely. ● Take notes using the child's own words. ● Include dates, times, locations. ● Reassure the child. ● Emphasize that what happened is not the child's fault. ● Inform the DSL and/or administration. 	<ul style="list-style-type: none"> ● Confront the suspected offender. ● Investigate. ● Promise confidentiality. ● Share the report outside of seeking help for the child.

Investigating a Report of Abuse

Do...	Do NOT...
<ul style="list-style-type: none"> ● Remain Calm. ● Allow the interviewees to talk. ● Take notes using the interviewee's own words. ● Include dates, times, locations. ● Follow the evidence ● Communicate with relevant parties (victims, parents, staff) as required by the attendant circumstances. ● Inform the DSL and/or administration. 	<ul style="list-style-type: none"> ● Ask leading questions.* ● Ask yes/no questions. ● Make premature conclusions. ● Make moral judgments. ● Take things personally. ● Let outside forces (e.g. parents, victims, staff) dictate the nature, scope, or course of the investigation.

*A leading question is one designed to elicit a particular response. For example: "Weren't you angry at him when you sent that tweet?" A better phrasing would be "Why did you send that tweet?"

Special Procedures for Receiving Reports of Sexual Abuse and Assault

Do...	Do NOT...
<ul style="list-style-type: none"> ● Remain Calm. ● Allow the victim to talk freely. ● Reassure the victim. ● Be mindful of language used. ● Take notes using the victim's own 	<ul style="list-style-type: none"> ● Pass judgment. ● Question the victim's response. ● Blame the victim. ● Confront the accused. ● Investigate.

<p>words.</p> <ul style="list-style-type: none"> ● Seek specific details without making the victim feel uncomfortable. ● Understand the victim's trauma. ● Understand that making the report likely involves the victim reliving the experience. ● Encourage the victim to report to the police and/or Sexual Assault Relief Center. ● Maintain strict confidentiality. ● Inform DSL and/or administration. 	<ul style="list-style-type: none"> ● Promise confidentiality. ● Share the report outside of seeking help for the child.
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Special Procedures for Investigating Reports of Abuse: Victim Interview

Do...	Do NOT...
<ul style="list-style-type: none"> ● Remain Calm. ● Allow the victim to talk. ● Take notes using the victim's own words. ● Seek specific details without making the victim feel uncomfortable. ● Understand the victim's trauma. ● Understand that answering questions likely involves the victim reliving the experience. ● Maintain strict confidentiality. ● Inform the victim's parents. ● Recuse yourself if you become emotionally compromised. ● Cooperate with a police investigation. 	<ul style="list-style-type: none"> ● Pass judgment. ● Question the victim's response. ● Blame the victim. ● Make premature conclusions. ● Make moral judgments. ● Take things personally. ● Continue to investigate once the police become involved.

Special Procedures for Investigating Reports of Abuse: Accused Interview

Do...	Do NOT...
<ul style="list-style-type: none"> ● Remain Calm. ● Inform the accused that an accusation has been made. 	<ul style="list-style-type: none"> ● Reveal the accuser's identity or any potentially identifying information. ● Berate or act in a hostile manner towards the accused.

- Ask the accused in general terms if he/she was in a situation where someone could have felt sexually abused or assaulted.
- Allow the accused to talk.
- Take notes using the accused's own words.
- Act objectively and impartially
- Recuse yourself if you become emotionally compromised.

- Make premature conclusions.
- Make moral judgments.
- Take things personally.
- Continue to investigate if/once the police become involved.

Definitions & Terms

Bullying & Cyberbullying

Bullying is any gesture or written, verbal, graphic, or physical act, whether online or in person, that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, etc. for any reason or no reason at all.

Child Abuse

Child abuse is any situation in which a child is suffering or is likely to suffer significant harm as a result of another's actions or failure to act.

Child Safeguarding Policy

The KAIS International Child Safeguarding Policy is a document that clarifies and demonstrates our school commitment to the protection of all children and the prevention of any forms of abuse and exploitation.

Contextual Safeguarding

Contextual Safeguarding recognizes that children form different relationships in their communities, school environment, and digitally that could lead to the experience of violence and abuse outside the home environment. The school seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities.

Emotional/Psychological Abuse

Emotional abuse is any suggestion or action that results in a child's impaired psychological health, growth, and development. Emotional abuse can be subtle, overt, or anything in between, and can include belittlement, rejection, shouting, isolation, etc.

Exploitation

Child exploitation is the use of a child for another's advantage, gratification, or other gain. Such exploitation is typically sexual or economic in nature.

Grooming

Grooming is the building of an apparently trusting, supportive relationship with a child, or anyone, for the purpose of abusing or exploiting that child. Grooming often leads to abuse and exploitation of a sexual and/or economic nature.

Neglect

Neglect is the failure of a parent or guardian to provide food, clothing, shelter, and other necessities to a degree that affects the child's health, safety, and wellbeing. Neglect can be deliberate or a result of absent/unavailable parents and guardians.

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.

Physical Abuse

Physical abuse is application of physical force against a child at the hand of another individual or group of individuals. Physical abuse can include but is not limited to hitting, shaking, burning, poisoning, etc. Corporal punishment, although subject to cultural differences, can cross the line into abuse.

Sexual Abuse

Sexual abuse is any unwanted, non-consensual sexual activity. For the purposes of these procedures, child sexual abuse is also the engagement of any sexual activity between an adult and a child.

Investigation Report [Template]

Reported by:	Full Name
Date of Report:	Date, 2021
Report #:	###

Basic Information

Person(s) Involved	Full Name(s)
Date of Incident	Date
Time of Incident	Time
Location(s)	Place(s)
Witness(es)	Full Name(s)

Incident Description

(including any events leading to or immediately following the incident)

Students' Explanation of Events / Circumstances

Resulting Actions Taken, Planned, or Recommended

Reporting Staff Name

Date

Head of School

Date