

Dear Parents,

At Kyoto International School, the Executive Board, in keeping with the KIS core values and mission statement, has adopted a Child Safeguarding Policy to guide our staff and families in matters related to the health, safety and care of children in attendance at our school. This policy is so important to us that, as your Principal, I am required to send this letter to parents at the beginning of each school year reminding our community about this truly critical issue. The KIS Child Safeguarding Policy is based on international law and on the [United Nations Convention on the Rights of the Child](#) of which Japan is a signatory. The two key articles we wish to draw your attention to are:

Article 19 - Protection from abuse and neglect

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

Article 34 - Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography. By enrolling your child at Kyoto International, you agree to work in partnership with the school and abide by the policies adopted by the Executive Board.

All of us at KIS want you to know that we genuinely value our partnership with you in providing for the safety and care of your children. It is for this reason that we have endorsed a Child Safeguarding Policy that defines the standards by which all students should be treated with respect and dignity at all times.

The KIS Child Safeguarding Policy:

As part of our overall educational programs and specific to our shared responsibility to educate children, to protect them, and to learn and grow in a safe environment, Kyoto International School will:

- Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.
- Provide parent materials and information sessions to help you better understand our programs and policy.
- Annually train faculty to recognize and report issues of abuse and neglect.

We will work together with you at home to ensure that our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn free of fear in a safe and supportive environment. I thank you for your support of our efforts and invite you to contact your school principal regarding any specific questions you may have in this regard.

Sincerely,



Michael Taylor,
Principal

Child Abuse Reporting

Kyoto International School aims to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision in school. The school will establish appropriate procedures to ensure proper reporting of suspected child abuse which may have occurred in or out of school. Such reporting is the responsibility of any employee who suspects that a child may have been abused and must also include provisions for self-reporting of abuse by students. The school will investigate all reports and will take appropriate action to ensure the safety of the child in accordance with Japanese law.

POLICY #4.21: This Policy is endorsed by the Kyoto International School Executive Board and Board of Trustees.

Sources:

**Amnesty International Unofficial Summary of the UN Rights Convention of the Child:
<http://www.amnestyusa.org/convention-on-the-rights-of-the-child/unofficial-summary/page.do?id=1101782&n1=3&n2=78&n3=1272>

**Actual Convention on the Rights of the Child: <http://www.crin.org/docs/resources/treaties/uncrc.asp#Nineteen>

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Part 1 - Definitions & Indicators of Abuse

How is abuse and neglect defined?

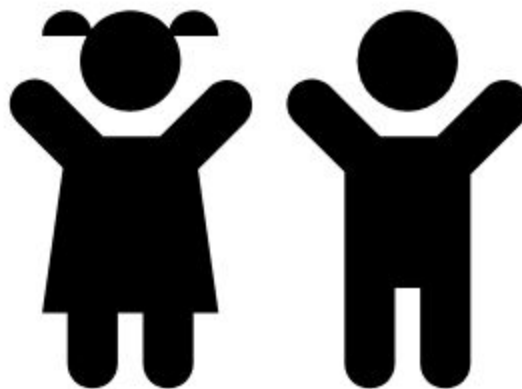
Definitions of abuse are complex and based in various cultures of child-rearing behaviors, gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the need of the more powerful person, either a member of the family, a teacher, or a friend. Research guides much of the definitions that are based in understanding the impact of certain behaviors.

ABUSE is:	NEGLECT is:
<ul style="list-style-type: none"> - Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or - Creating a substantial risk of physical harm to a child's bodily functioning; and/or - Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or - Assaulting or criminally mistreating a child as defined by either the Japanese criminal code or school policy; and/or - Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or - Failing to take reasonable steps to prevent the occurrence the above. 	<p>Failure to provide for a child's basic needs within their own environment.</p> <ul style="list-style-type: none"> - Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision—this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time. Should parents/guardian leave the country for any reason then the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. Temporary Change of Guardian Forms are available from the KIS office. These are expected to be completed 48 hours prior to parents/guardians leaving the country. - Medical (e.g., failure to provide necessary medical or mental health treatment); and/or - Emotional (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to abuse alcohol or other drugs, examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc).

Definitions & Indicators of Abuse & Neglect

Possible Indicators of Abuse are:	Possible indicators of Neglect are:
<ul style="list-style-type: none"> - Unexplained bruises and welts on any part of the body - Bruises of different ages (various colors) - Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand, etc) - Injuries that regularly appear after absence or vacation - Unexplained burns, especially to soles, palms, back, or buttocks - Burns with a pattern from an electric burner, iron, or cigarette - Rope burns on arms, legs, neck, or torso - Injuries inconsistent with information offered by the child Immersion burns with a distinct boundary line - Unexplained laceration, abrasions, or fractures 	<ul style="list-style-type: none"> - Child is unwanted or basic needs are not met - Parents are uninterested in child's academic performance - Parents do not respond to repeated communications from the school - Child does not want to go home - Child is left for extended periods of time (age appropriate) without parents or a guardian - Parents can not be reached in the case of emergency

NOTE: Behavioral indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral.



Definitions & Indicators of Sexual Abuse

Sexual Abuse

Sexual abuse is committing or allowing to be committed any sexual offense against a child as defined in either the Japanese criminal code or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as Grooming, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behavior of the offender. This requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved. Working with the sexual offender cannot be done by school counselors. Outsourced professional assistance would be consulted.

Possible Indicators of Sexual Abuse

- Sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting

What happens when a teacher or parent has reasonable cause to believe?

These indicators of abuse and neglect will be used by the staff member or parent as a guideline for reporting to the Principal, who will determine if the case needs further attention. A report must be made when a staff member or parent has reasonable cause to believe that a child has suffered abuse or neglect. All reports are confidential. Please see Part 3.

Part 2 - Child, Family, Community Support

The Kyoto International School child Safeguarding policy works for the child, the family and the community. International communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The KIS Child Safeguarding Policy works to respond at all three levels.

THE CHILD

- at-risk children include those with difficult temperament, defiance, health issues, social or academic difficulties, and those unaware of their rights to protection
- KIS promotes respect, study and social skills, teaches rights to protection, healthy relationships, assertiveness, using support systems

THE FAMILY

- at-risk characteristics include parents under stress, families with perceived less support and access to resources, socially isolated, unusually high expectations placed on their children, parental history of inappropriate discipline as children
- KIS works with parents to understand appropriate discipline, networks with community and health services, teaches parents child protection practices

THE COMMUNITY

- At-risk characteristics include limited laws on child Safeguarding, limited resources to expat families, unusually high work stress placed on parents, acceptance of inappropriate behavior towards children (excessive corporal punishment), unusually high expectations placed on children to achieve
- KIS strictly implements the Child Safeguarding Policy, trains teachers to recognize abuse, trains counselors in supporting families, trains and supports parents in protective behaviors, networks with community and health services for holistic referrals, networks with local authorities

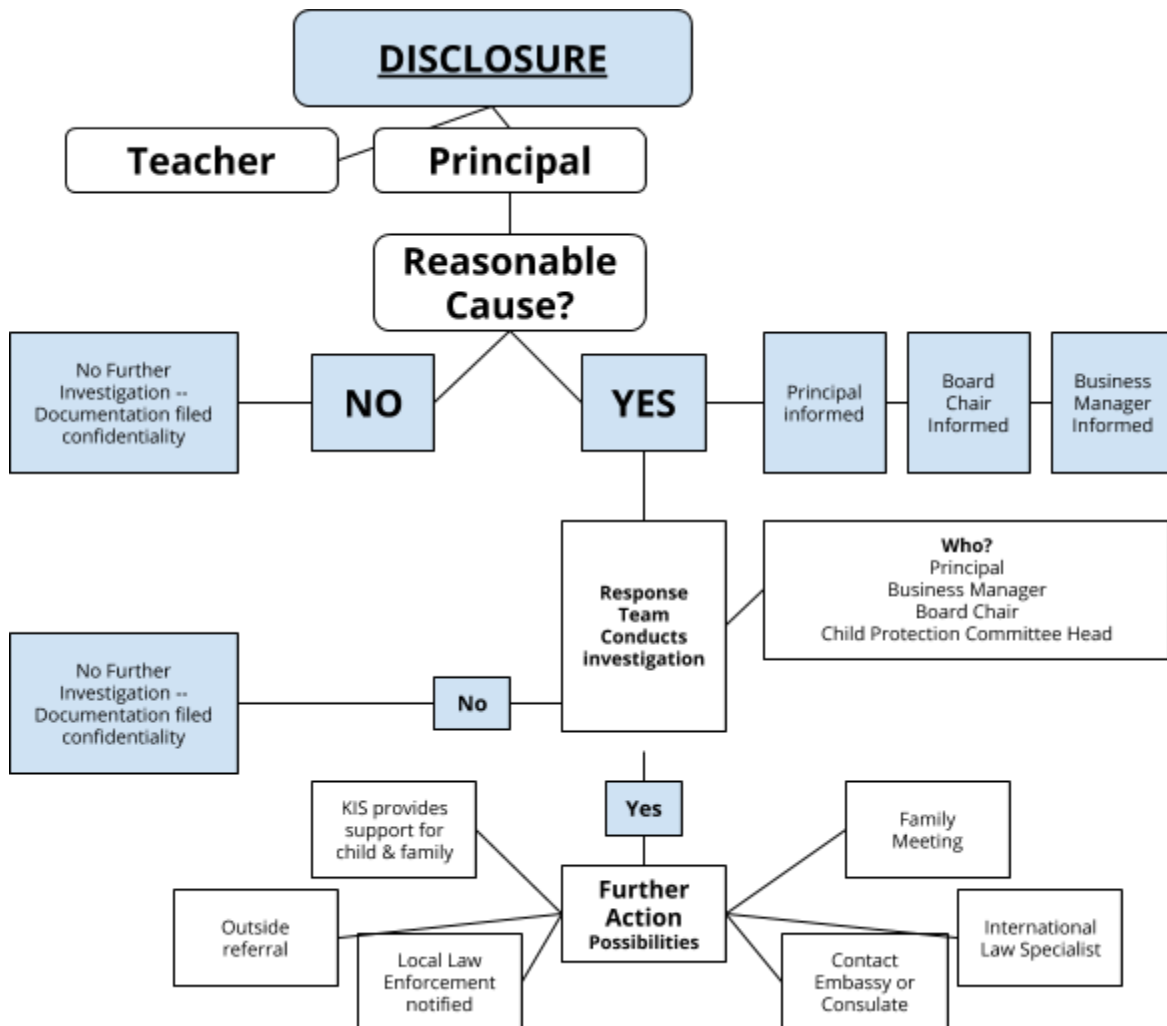
What does a Child Safeguarding Policy mean for the Kyoto International School community?

KIS is defining a standard for the treatment of all children and youth - that they be treated with respect and dignity at all times. Children and youth have legal and moral rights to their individuality, that when protected, will develop into the ability to meet the needs of the family, community, and global society. Child Safeguarding standards defined by KIS encompass all cultures and international law. When given reasonable cause to believe that these rights are violated, KIS will seek all available resources to restore those rights.



Part 3 - Reporting Processes & Procedures

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the board chair or the principal. In all cases, the principal will be notified. It is the responsibility of the principal to inform the board chair of the suspected case of child abuse or neglect. All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All KIS employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the counselor within 48 hours for immediate response.



Procedures for reporting suspected cases of child abuse or neglect

STEP 1	<p>When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher will seek advice from the principal within 24 hours. The principal will take initial steps to gather information regarding the reported incident and will form a school-based response team as needed to address the report. The response team may include the principal, curriculum coordinator, business manager, and other individuals as the principal sees fit. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. The following procedure will be used:</p> <ol style="list-style-type: none"> 1) Interview staff members as necessary and document information relative to the case. 2) Consult with school personnel to review the child's history in school. 3) Report status of case to superintendent. 4) Determine the course of follow-up-actions.
STEP 2	<p>Based on acquired information beyond reasonable doubt, a plan of action will be developed to assist the child and family. Actions that may take place are:</p> <ul style="list-style-type: none"> - Discussions between the child and principal (and a 3rd individual) in order to gain more information. Depending upon the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred. - In-class observations of the child by the teacher, principal, or other. - Meetings with the family to present the School's concerns. - Referral of the student and family to external professional counseling. - Notification of the management of the sponsoring employer of the concern with the child/family, or to the welfare office at the home-of-record. - Consultation with the consulate of the country of the involved family. - Consultation with the school or another attorney. Informal consultation with local authorities.



Most cases of suspected abuse or neglect will be handled by school counselors, such as those involving:

- Student relationships with peers
- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving.

Some cases will be referred to outside resources, for example:

- Mental health issues such as depression, psychosis, dissociation, suicide ideation.

Cases reported for investigation and outside resources:

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

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:

- The consulate
- The employer
- The home-of-record welfare office.
- Local Law Enforcement

STEP 3

Subsequent to a reported and/or substantiated case of child abuse or neglect:

- The principal will maintain contact with the child and family to provide support and guidance as appropriate.
- The principal will provide the child's teachers and the parents with ongoing support.
- The principal will provide resource materials and strategies for teacher use.
- The principal will maintain contact with outside therapists to update the progress of the child in school.
- All documentation of the investigation will be kept in the child's school confidential records file.
- Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the child. KIS will make every attempt to share this information to protect the child.



Part 4 - Staff Code of Conduct (Policy Number: 1.3051)

Kyoto International School (KIS) is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with Children or Young People (CYP) in both a direct and/or unsupervised capacity.

I commit to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to CYP participating in KIS programs.

I will:

- treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- never be alone with a CYP outside school activities without another adult being notified.
- use positive reinforcement rather than criticism, competition, or comparison when working with CYP
- be aware of the possible harm and misunderstanding associated with the use of sarcasm, especially with CYP that are second language learners.
- maintain appropriate physical boundaries at all times and touch CYP – when necessary – only in ways that are appropriate, public, and non-sexual.
- comply with the mandatory reporting regulations of KIS and with the [KIS Child Protection Policy](#) to report suspected child abuse
- cooperate fully in any investigation of abuse of CYP.

I will not:

- touch or speak to a CYP in a sexual or other inappropriate manner.
- inflict any physical or emotional abuse such as striking, spanking, shaking, dragging, slapping, humiliating, ridiculing, threatening, or degrading CYP
- smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with CYP.
- give a CYP who is not my own child a ride home alone without the knowledge of their parent or guardian.
- buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to a CYP.
- accept gifts from, or give gifts to CYP without the knowledge of their parents or guardians and they must inform their division principal if given a gift.
- engage in private communications with CYP via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business without the knowledge of their parents or guardians. (Electronic communication that takes place over a school network or platform may be subject to periodic monitoring).
- use profanity in the presence of a CYP at any time.
- share any privileged information about a CYP (demographic, locational, photographic) outside of the school without written and expressed consent.
-

I understand that as a person working with and/or providing services to children and youth under the auspices of Kyoto International School, I am subject to a criminal history background check.



My signature confirms that I have read this Code of Conduct and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from Kyoto International School.

Name_____ Date_____

Signature_____

Part 5 - Child Safeguarding Committee & Action Plan

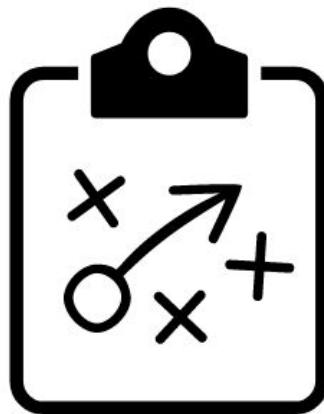
Each year at KIS the principal will set up and lead a Child Safeguarding Committee. This committee will consist of three members who will serve for the year. The three members will include

- Principal
- Teacher Representative
- Parent Representative

The committee will meet 4 times a year. The main purpose of this committee is threefold:

- To reflect on and review the ongoing practices of KIS in regards to Child Safeguarding (this document)
- To set an action plan for the year including timelines, training, educational programs, and release of information to community
- To review the effectiveness and administration of the educational programs in place

The yearly action plans will be made public and shared with the community.



Part 6 - Educational Programs

KIS endeavours to educate all members of the community in terms of the rights, responsibilities, policies, and systems in regards to Child Safeguarding. This includes:

- All teaching staff, part time or full time
- All support staff and administration
- All clubs and lessons providers
- All coaches and program partners
- All parents
- All students

Staff Education	<ul style="list-style-type: none"> - Orientation week inservice - Full staff in-service - Code of conduct, read and sign - POSSIBLE TO GET A LOCAL GROUP IN? TELL?
Partner Education	<ul style="list-style-type: none"> - Administrative staff inservice - Clubs and lessons inservice
Parent Education	<ul style="list-style-type: none"> - Informed during Admissions Process of policy - Child Safeguarding committee led parent workshop - Parent coffee times to discuss policy
Student Education	<ul style="list-style-type: none"> - KIS Personal Safety Curriculum (based on Keeping Safe from Australia) - Provide children will the tools to protect themselves and know their rights - All students at KIS, from Fun2 to MS

Part 7 - Recruitment Practices

At KIS, all incoming staff will be screened using the following [process](#) inspired by the International Task Force for Child Safeguarding:

- A. Perform 'live contact' (phone, skype, face to face) reference checks of at least 2 references
- B. Perform one reference check from direct supervisor of candidate (minimum level of Assistant Principal)
- C. Contact all references through business email / business phone numbers
- D. Verify credentials
- E. Conduct internet checks of all prospective employees
- F. Require Police background checks
- G. Review and update recruitment practices as per ITFCP recommendations/ requirements

RESOURCES

- AISH Blog Post; [8 Essential Elements of a Comprehensive Child Protection Program for International Schools](#), Chris Akin, Colegio Franklin D. Roosevelt, The American School of Lima, Peru
- [Association of International Schools in Africa](#), Child Protection Handbook
- [FDR Child Protection Policy](#)
- International Task Force on Child Protection [Screening and Employment Practices](#) for International School Recruitment
- [Keeping Safe Child Protection Curriculum](#); Government of South Australia
- Council of International Schools [Commitment to Child Protection](#)
- <https://www.icmec.org/education-portal/>
- [Keeping Safe Curriculum](#), Government of South Australia, Department of Education