



# Safeguarding and Child Protection Policy

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## **PREAMBLE**

- *Child Safeguarding at SNA pays particular attention to the welfare of all children including, the SNA Boarding House and, students in our care both on and off campus (competitions, sports, camps, excursions).*
- *Child Safeguarding expects adults 'act and advocate' to protect all children, globally and universally.*
- *Child refers to person under age 18 years-of-age.*

## **PURPOSE**

International Schools of North America (SNA) works in an environment where all staff, contractors, volunteers, and parents hold a Duty of Care and, responsibility to protect all children from harm. We strive to recognize, report, and respond to any safeguarding issues in a confidential, sensitive manner. We do everything in our power to keep all children safe from harm. We advocate as necessary for the best interests of the child. In this theatre we include educating students on Child Protection Matters to build self-help capacity and understanding. We make referrals and network with outside agencies as deemed appropriate to facilitate this responsibility in preventing harm and seeking assistance following harm.

SNA staff adhere to the following principles:

- A child's welfare is paramount, each student has the right to be protected from harm and exploitation, and to have their welfare safeguarded irrespective of age, race, religion, ability, gender, or culture.
- All students need to be kept safe and feel safe in school.
- Every adult must have a demonstrable commitment to protecting the student's wellbeing.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of and safety of students.
- We are student centered.
- All students have equal rights to protection, we recognize vulnerable students and those with special needs may require extra support, care, and advocacy.
- We are purposeful in our policy making and framework building to ensure Child Safeguarding practices are up to date.
- We reflect when events occur to see if we can improve our current practices.

## **AIMS AND OBJECTIVES**

SNA aims to:

- Provide a safe community feel where all students can thrive to meet their full potential this is assisted by our Keeping Safe Child Protection Policy where we Educate the Students with best practices from PYP-MYP on safeguarding throughout the academic year. This builds resilience, capacity, and the ability to seek help through educating students on various topics. Education is the key to child protection recognition issues, and SNA takes this role seriously.
- We implement our systems and processes to ensure that students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection issues and define their roles and responsibilities in reporting possible cases of abuse.
- We professionally train and update All Staff on Safeguarding Issues and provide micro-training sessions to meet areas of need throughout the academic year.
- We identify students who, are at risk of harm or are being harmed and take appropriate action in a confidential manner by responding and reporting appropriately.
- We ensure effective communication between all staff on safeguarding/child protection issues and hold responsibility in our professional roles to adhere to these principles.

- We have procedural frameworks and policies to be adhered to for staff/volunteers or third-party individuals who encounter any issues in relation to safeguarding/child protection. We reflect on these policies annually and update as required to maintain best practices and meet our local, intersectional needs.
- We have policies and procedures which direct our responsibilities and duty of care to safeguarding. These policies and procedures are accessible to all staff, volunteers, and auxiliary workers.

## DEFINITIONS

### *Safeguarding*

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care, and enabling every student to have the optimum life chances and enter adulthood successfully.

## DEFINITIONS

### *Child Protection*

Child Protection is the core element of safeguarding and defined as; The responsibility to protect children who *are* suffering or *likely to* suffer from harm ‘*as a result of abuse or neglect*’.

## PRINCIPLES

This policy sets out the principles, expectations, procedures, and processes adopted by our school. The Safeguarding Policy describes our commitment, SNA recognizes in our educational setting we all have a responsibility to safeguard all children under the UN Convention on the Rights of the Child (1989). SNA recognizes the obligation to protect our students from harm under the following articles of the United Nations convention.

*Article 3:* States; the best interests of children must be the primary concern in decision making about them.

*Article 12:* States; children have the right to express their views, feelings, and wants in all matters that affect them.

*Article 13:* States; children have the right to get and share information if it is not damaging to them or another child.

*Article 14:* States; children have the right to think and believe what they want and to practice their religion.

*Article 19:* States; children have the right to be protected from hurt and mistreatment, physically and mentally.

*Article 34:* States, Governments should protect children from sexual exploitation and abuse.

*Article 35:* States, Governments should take all measures to ensure that children are not abducted, sold or trafficked.

*Article 36:* States; children should be protected from any activity that takes advantage of them or could harm their welfare and development (exploitation).

*Article 37:* States; no one is allowed to punish children in a cruel or harmful way.

*Article 39:* States; children who have experienced neglect, abuse, torture, exploitation, or who are victims of war must receive special support.

All member states of the UN have signed up to the 1989 convention, with the exception of, the United States of America. All the UN articles can be found at the following link:

[https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC\\_summary-1\\_1.pdf](https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf)

## **RESPONSIBILITIES**

### *The Board and Senior Leadership Team*

The Board of Directors (BoD) and SNA Senior Leadership Team (SLT) recognize their ultimate responsibility to ensure the school understands and follows the guidance provided by this and all other safeguarding related documents.

The SLT will:

- Ensure that the policy is implemented across the school and followed by all staff and volunteers.
  - Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any Designated Staff to carry out their role effectively.
  - Ensure that the school's culture facilitates sensitive addressing of concerns.
  - Ensure that safeguarding is addressed through the curriculum.
  - Ensure the school site is secure.
  - We adhere to safe recruitment procedures that consider Child Safeguarding.
  - Maintain a record of training undertaken by staff in relation to safeguarding and protection. Staff training records will be available for inspection during audits/accreditations/reviews and have timescales for reviewing and updates. Keeping up with best practices/organizational requirements.
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- SLT – HoS, DHoS, DSL and Coordinators.

## **RESPONSIBILITIES**

### *Designated Safeguarding Lead*

The school will identify at least one named person designated as the Designated Safeguarding Lead (DSL) to support the Head of School (HoS).

- Receive appropriate safeguarding training to equip them to undertake their role.
- Be given sufficient time in the working day to undertake the role.
- Be able to prioritize safeguarding when necessary.

The DSL role is guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality should be respected, as far as reasonably possible.

## **RESPONSIBILITIES**

### *Designated Safeguarding Lead*

Being guided by these principles the DSL will:

- Plays a key role in ensuring SNA school, respond to and supporting students at/suffering risk.
- Work with HoS, ensuring all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Have appropriate training to fulfill the role's requirements.
- Keep accurate, confidential records of any concerns surrounding safeguarding.

- Have a clear understanding of the local context and expectations around safeguarding, who to contact, what agencies exist, and how to contact them. Build capacity and share information.
- Ensure that the entire school community knows who the DSL is in their setting.

## **RESPONSIBILITIES**

All staff have the responsibility to report to the DSL any concern they have about the safety of any child in their care. The DSL's responsibility is to make decisions about what to do next and then to take appropriate action.

*All staff (including partner organizations and contractors having unsupervised contact with children)*

All staff will:

- Ensure they are familiar with and follow the policy and all other safeguarding related documents (e.g. Code of Conduct, guidance for safe working practice).
- Be subject to safe recruitment processes and checks prior to starting at the school (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).
- Be alert to signs and indicators of possible abuse.
- Taken all concerns expressed including hearsay and perceived as serious.
- Listen attentively and respond appropriately to any concerns raised from the child.
- Record any concerns and report these to the DSL.
- Do NOT investigate nor, ask leading questions and repeat back what they have told you.
- Follow the procedures outlined in this document when/if concerned about any child. Document confidentially and notify HoS and/or DHoS or Safeguarding Lead.
- Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation. Always believe the child and leave the investigation to those specialised in this.
- Undertake appropriate safeguarding/child protection and safe recruitment training (and refresher training as required or directed – this is non-negotiable).
- All staff and volunteers need to recognize that if their behavior inside or outside the workplace breaches the SNA Code of Conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter and, action will be taken.

## **RESPONSIBILITIES**

All staff who have occasional or supervised contact with children (including staff from partner and contracted organizations) will:

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report.
- Provide written confirmation to demonstrate that where appropriate, all partner agencies staff/contractors have been safely recruited with appropriate checks undertaken and that a safeguarding briefing has been provided to these staff, (appropriate to the role and contact they will have with children) before they commence their role in school. Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous, but it is for the HoS and DSL to assess this risk, not individual members of staff or partner organizations themselves.
- Where partners/contractors do not have their own safeguarding or child protection policy, the SNA policy will be used, and partners/contractors asked to read and follow this. These requirements will be part of any contractual arrangement.
- SNA will provide staff with information, training, and communication to enhance safe working practices and Duty of Care toward Safeguarding and Child Wellbeing as/when deemed necessary.

- SNA has a code of conduct and pre-employment frameworks that include safeguarding practices.

## RESPONSIBILITIES

### *Parents*

Parents agree to work in partnership with the school and uphold the Safeguarding and Child Protection policy and procedures adopted by the school. This partnership and commitment are necessary in providing for the well-being, care, and safety of all children.

All parents will:

- Communicate in a timely manner with the DSL or HoS regarding all safeguarding and child protection matters that occur both at school and outside of school.
- Follow Safeguarding and Child Protection policy, other agreements stated in the Parent Student handbook, and other SNA policies.
- Parents will understand we have *the best interests of the child and, to protect them from harm* at the forefront of our decision making.

## TRAINING AND SUPPORT

SNA will ensure that:

- All staff, volunteers and partner agencies in schools are provided with appropriate general safeguarding training on joining the organization and annually while employed at SNA. This training may be through online providers, certified organizations, and in-house training, whichever is appropriate, as well as face-to-face events which SNA will plan for in the budget each year.
- Staff and volunteers are supported and have the necessary skills to recognize and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the DSL responsibility have appropriate, up to date knowledge, and additional access to appropriate and specialized training. This will be refreshed every two years.
- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safer recruitment and follow policies and frameworks which are in situ.
- HR onboarding policies expect new staff to have up to date or recent training in Child Safeguarding and/or Child Protection. Training for new starters must be complete before any new starter can have unsupervised contact with students. SNA carries out in-house bi-annual training.
- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through the school counselor or external agency input.
- The school will hold information on local, regional, or national bodies that may be able to offer direct support in specific circumstances and refer when necessary.

SNA recognizes our duty of care to our employees and where staff have been involved in reporting and responding to abuse; we recognize that this can be very difficult to deal with in isolation. SNA will, therefore, offer or broker appropriate external support or counselling for any staff member affected by a safeguarding issue. SNA will keep a list of organizations (such as law firms, hospitals, and counselors, which can be made available to staff on request).

## FORMS OF ABUSE

Students can be abused, exploited, and exposed to risk and/or danger in various ways. Abuse refers to maltreatment of a child and causes harm (mental, emotional and/or physical). Failure to act perpetrates abuse. We have a Duty of Care to respond, report and protect all children in our care.

The more commonly referred to types of abuse are:

1. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, or otherwise causing harm to a child.
2. Emotional abuse: the persistent maltreatment of a child such as causing severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, or valued only in so far as they meet the needs of another person.
3. Sexual Abuse: involves forcing or enticing a child to take part in sexual activities, whether the child is aware of what is happening or not. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
4. Neglect: This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas. School staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).

*Abuse can be an underlying factor in those exhibiting NSSI (Self-Harm) and/or Suicidal Ideations.*

### Self-Harm or NSSI (Non-Suicidal Self Injury)

Self-harm can take various forms. There are many reasons why children and young people try to hurt themselves and always requires, professional intervention. This is why it is so important for schools to recognize and report immediately as this contributes to the child being at risk to self and/or others (harm).

Self-harm is not usually a suicide attempt or a cry for attention, it is the wrong way to cope with conflicting emotions. Regardless of the reason or background any self-harm and/or suicidal ideations must be taken seriously, report and responded to by Hos/DHoS or Safeguarding Lead.

The exact reasons why children and young people decide to hurt themselves are not always known and there are links between depression and self-harm. Young people will sometimes go to great lengths to cover self-harm scars or injuries. Children who have multiple 'accidents' should be referred also.

There are some common themes that may help staff identify concerns including:

- Staff should report all physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out) and anything alarming.
- Staff need to be aware of emotional indicators such as depression, sudden weight loss, drinking or drug-taking, exceptional risk taking and/or unusual behaviors or habit changes like with diet, becoming isolated or disengagement.

If staff suspect that a student is self-harming this must be referred to the DSL/HoS/DHoS who will consider the next steps. It is likely that this will require discussion with the student involved and their Parents/Carers to agree a course of action or referral to an organization that may be able to support the student. A risk assessment should be made by a trained staff member and if required a Safety Plan implemented in school and in Boarding if applicable.



### *Child Sexual Exploitation (CSE)*

The sexual exploitation of children and young people under 18 can involve exploitative relationships where young people receive something in return for performing sexual acts. Exploitation of any student can occur on a face-to-face level or using technology, such as mobile phones or computers. In these situations, a student could be encouraged to send or post indecent images of themselves.

In all cases, the person exploiting students does so by misusing the power they have over them. This power may come through virtue of age, physical strength and/or economic resources. Violence, intimidation, and coercion are common in exploitative relationships. All forms of Child Sexual Exploitation should be immediately and confidentially reported to HoS/DHoS/DSL.

### *Sexting*

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages. Sexting may also be referred to by students as trading nudes, dirties, or pic for pic. There are many reasons why a student may want to send a naked or semi-naked picture, video, or message to someone else:

- Joining in because they think that ‘everyone is doing it’.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- Getting attention and connecting with new people on social media.
- Finding it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Students often do not realize that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Education and support can be a more beneficial way of tackling sexting. All forms of this need to be reported to HoS/DHoS/DSL.

### *Female Genital Mutilation (FGM)*

FGM is child abuse and a form of violence against women and girls and should be dealt with through the procedures set out in this document where possible. FGM is potentially damaging to children both emotionally and in terms of health issues and is in breach of several articles under the UN convention on the rights of the child. It is illegal in 26 countries across Africa and the Middle East, as well as in 33 other countries including the United States of America and the UK.

We recognize that this is cultural practice in some countries and, therefore, not seen as abusive. However, we cannot condone the practice, but we need to be aware of the sensitivities surrounding it and always act in the student’s best interests. Knowledge of FGM should be reported to HoS/DHoS/DSL.

### *Forced marriages (FM)*

A forced marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. FM is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they’re bringing shame on their family). This is very different to an arranged marriage where both parties give consent. In 2013, the first United Nations Human Rights Council also adopted a resolution against forced marriages with children. This resolution recognizes child, early, and forced marriage as involving violations of human rights that “prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right



to education.” Underage marriage is also a consideration in this category and inappropriate arranged marriages. As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students’ best interests. However, the school procedures must be followed in the same way as for any other safeguarding or child protection matter whilst, local considerations and culture need to be understood in depth. Knowledge of FM should be reported to HoS/DHoS/DSL.

**Note:**

The above is not an exhaustive list of all the potential forms of abuse which staff may have to deal with on occasions. For more information, please see “Keeping Children Safe in Education”. This is a UK publication, but the types of abuse discussed are valid and can apply to any country around the world.

## **SPECIFIC SAFEGUARDING ISSUES**

### *E-safety*

The growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. There are no boundaries therefore, educating and prevent damage to children is important both at school and home.

Risks and dangers of being affected online include:

- Seeing, reading, or viewing inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Chat groups in appropriate games may be used inappropriately as a grooming device.
- Grooming and sexual abuse can occur online.
- Cameras may be accessed via apps/games to view the child and cause harm.
- Sharing of personal information can be misused online.
- Gambling or running up debts or extorted various ways online cause children harm.
- Cyber Bullying is harmful to children.

Cyber bullying is an increasingly common form of bullying behavior and is most often related to social networks and mobile phones.

SNA believes the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programs. The school’s curriculum should include appropriate and frequent opportunities to teach children how to recognize when they and others are at risk and equip them with the skills, strategies, and language they need to take appropriate action. E-Safety is covered in the Keeping Safe Child Protection Curriculum and delivered to all PYP & MYP students in weekly classes. Staff use ‘teachable moments’ to have conversations regarding online safety.

## **SPECIFIC SAFEGUARDING ISSUES**

### *Mobile phone and Camera Images*

It is our policy that practitioners, teachers, and visitors to our Early Years section should not use personal mobile phones to take images of children.

In our Primary and Secondary section, if personal equipment is used to capture child images, these images should be uploaded to the schools’ system as soon as possible and immediately deleted from personal equipment. Permission to capture images, videos or audio recordings should first be sought from the HoS/DHoS/DSL.

## Photographs for School Publications:

- Photographs of students being used by staff for learning or marketing are only taken on school cameras/devices. Parental permission or denial of permission is required on admission to SNA.
- Images should be saved on a secure server/database and printed copies only used within the school for purposes such as displays, records, and learning journals. Images to be used for marketing need to be agreed with parents/carers before use.
- Staff personal phones should not be used in classrooms and learning areas when students are present except where required as a response to emergency planning. If they are used for educational purposes such as camps, capturing events they need to be transferred safely to school then deleted from the staff members phone or device.
- Visitors and parents/carers should be asked to NOT use mobiles devices within the school except where permission has been granted to capture images of their own child or children.
- All parents/carers must give permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally.

## **SPECIFIC SAFEGUARDING ISSUES**

### *Allegations against staff and volunteers*

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously, and appropriate procedures followed.

An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has possibly committed a criminal offence against a child.
- Where someone has behaved in a way towards a child that would pose a risk to that child or other children. This includes children not at SNA (all children).

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be investigated by the HoS unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate. In all cases (criminal or not) the HoS and Managing Director (MD) must be informed as soon as possible and certainly within 48 hours. In the case of the allegation being against the HoS, the MD, DHoS and Head of HR should be informed.

## **SPECIFIC SAFEGUARDING ISSUES**

### *Allegations against staff and volunteers*

Investigations or action should not be taken before consulting with HoS/DHoS/DSL.

If it is felt, after these initial consultations, that further inquiries are needed, the member of staff may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the HoS along with the Head of HR before acting and will comply with national and locally agreed guidance on these matters. The school is expected to have researched and mapped the local arrangements and guidance for dealing with allegations.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the Code of Conduct for staff and volunteers and the guidance for safer working practice.

## **SPECIFIC SAFEGUARDING ISSUES**

### *Whistleblowing*

SNA recognizes that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be, a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistleblower.

Malicious whistleblowing, however, will be seen as a potential disciplinary matter.

## **SPECIFIC SAFEGUARDING**

### **ISSUES** *Anti-Bullying*

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviors. Bullying may involve either face-to-face or the misuse of social media or technology. SNA takes an anti-bullying stance.

## **SPECIFIC SAFEGUARDING ISSUES**

### *Children with Special Educational Needs or Disabilities*

All staff should recognize that children with Special Educational Needs and Disabilities can have additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognize signs of abuse. For example, it is easy to assume that a child's mood, behavior, or any injury relates to their disability rather than the fact they may be suffering abuse. It should also be recognized that children with disabilities may be disproportionately impacted on harm or abuse due to their innate vulnerabilities.

Staff must remain vigilant and report all concerns, avoiding assumptions and handover to HoS/DHoS/DSL to investigate. Intervention and support staff work with special needs students, educate and work with them on protective behaviors to prevent abuse. All staff are expected to reinforce protective behaviors and utilize teachable moments in a manner to build capacity, resilience, understanding and encourage self-help behaviors. Support staff act as advocates and all concerns are taken seriously.

## **SPECIFIC SAFEGUARDING ISSUES**

### *Allegations made by a child about another child (Peer on peer abuse)*

SNA recognizes children are capable of abusing peers. Where an allegation is made that one child may have abused another, it will be taken seriously and dealt with as a safeguarding matter. Peer on peer abuse can take many forms, and gender issues, prevalent when dealing with this type of abuse. Examples can include girls being touched/assaulted inappropriately by boys, or boys themselves being subject to initiation violence. This type of peer-on-peer behavior will not be tolerated and is taken seriously/investigated.

Under no circumstances should an allegation that one child has possibly abused another be treated "as just children being children" or "experimentation". It is our Duty of Care to ensure children are safe from all forms of abuse.

## **SPECIFIC SAFEGUARDING ISSUES**

### *Safeguarding students who are vulnerable to extremism*

SNA values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety, and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated. Any extremist type behavior or ideations need to be reported to HoS/HoS and Counselor (including right/left wing, religious and others) so an assessment can be made by a qualified person (or referred on). Terrorism is a global issue and any extreme behaviors is to be taken seriously and referred to the HoS/DHoS/DSL.

## **SPECIFIC SAFEGUARDING ISSUES**

### *Physical Intervention/restraint*

It is possible Staff may be required to physically intervene with a student when there is a danger to self and/or others. Any intervention must be reasonable and proportionate to the child and circumstance with the minimum necessary to de-escalate or remove from the situation. SNA utilizes Team Teach methods for physical restraint and has a Restraint Policy in place that staff must adhere to.

The HoS/DHoS/DSL requires any adult involved in any such incident to report /document matter immediately and professionally providing witness details.

Where intervention has been required a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept and the student checked for any injuries. Camera footage may be accessed to view incident when/if this occurs.

Parents/carers should always be informed by HoS/DHoS/DSL or designated senior staff member.

## **SPECIFIC SAFEGUARDING ISSUES**

### *Safer Recruitment and Selection*

SNA will do all they can to ensure that all those working with children in our school are suitable people.

In order to do this, all staff who will work in an unsupervised capacity with children or young people will be recruited using safer recruitment procedures as per our recruitment/HR policies.

Safer Recruitment involves scrutinizing applicants through the interview process and application forms, verifying identity, qualifications, and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years, as well as some additional recruitment checks. At least one member of every interview panel who is interviewing for a post/s, must have undertaken safer recruitment training.

SNA keeps a central record of all the recruitment checks. This record will include details relating to the DBS (Disclosure and Barring Service check - for anyone who has lived or worked in the UK only), i.e. date completed and number, other countries criminal records checks or certificates of good conduct, qualifications, and prohibition order checks, working with children and police record checks etc.

Where information is disclosed as part of the criminal records checking process, whether this is information about cautions, convictions, or soft information, any disclosure will lead to a risk assessment being completed prior to appointment. This risk assessment will be signed off by the HoS/DHoS, HR manager, and MD.

## PROCEDURES

### *Adults concerned about a student.*

If staff suspect that any student in their care may be a victim of abuse or is at risk of abuse or other form of harm, they should NOT investigate, but inform to HoS/DHoS/DSL immediately.

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. SNA has a Recording/Reporting Form on the hub (confidential).

Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

## PROCEDURES

### *Disclosure, Reporting and Further Action*

#### **General Principles:**

**Note:** Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a warning before meeting with the child.

#### **The following guidance is based on five key practices for all staff:**

##### **Dealing with Disclosure**



#### **Receive**

Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say "I can't speak right now but come and see me in my office at...". Where possible during any disclosure try to listen, allow silence and try not to show shock or disbelief.



#### **Reassure**

Try to stay calm, make no judgements, and empathize with the child. Never make a promise you can not keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.



#### **React**

React to what the child is saying only in as far as you need to for further information. Do not ask leading questions. Keep questions open such as... "Is there anything else you need to tell me?". Try

not to criticize the alleged perpetrator as this may be a family member for whom the child may still have feelings.



## **Record**

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon as you possibly can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date, and place as well.

Disclosure Form LINK: Please complete and give to HoS/DHoS in person as a matter of urgency and maintain confidentiality.

<https://nhgedu.vn.sharepoint.com/:w:/r/sites/SNA-WholeStaff/Shared%20Documents/General/Wellness%20and%20Wellbeing/Student%20support%20%26%20Referral%20information%20including%20IEP%27s/SNA%20Recording%20Reporting%20Disclosure%20Form%20K%20Harris%20Dec%202023%20Updated%20.docx?d=waba691dda9694abba4f5858204b6a697&csf=1&web=1&e=dBOYLH>



## **Report**

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this document are followed. A full written/typed account of the concern (using the record of concern form) should be passed to the DSL as soon as possible and within 24 hours, and should include, where relevant, a completed body map.

The completed form should be printed, and the hard copy given to the DSL. Do not send soft copies of the form by email because of data protection and confidentiality purposes. Where a child has made a disclosure and alleges abuse, the DSL (or HoS in the absence of the DSL), should be informed as soon as possible. The DSL will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The DSL will then consider and where necessary, consult the information available. It is the role of the DSL to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

## **PROCEDURES**

### **Record Keeping**

All records of child protection concerns, disclosures, or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

## **PROCEDURES**

### **Confidentiality**

Schools should regard all information relating to individual Safeguarding and child protection as highly confidential and treat it accordingly. Information should be passed on to the appropriate people who are HoS/DHoS/DSL.

All records relating to child protection will be secured appropriately (locked and separate). Such information can be stored electronically but contemporaneous notes should be scanned and kept in their original format.

## **APPENDIX 1**

### **Definition and indicators of abuse:**

Definitions of abuse are complex and can differ across various cultures according to their 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, typically either a member of the family, a teacher, or a friend. Research, guides many of the definitions that are based in understanding the impact of certain behaviors which have a negative impact to the child.

### **Physical Abuse is:**

- 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 criminal code or school policy
- 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 actions to prevent the occurrence of any of the above

### ***Possible Indicators of Physical Abuse***

- Unexplained bruises and welts on any part of the body.
- Bruises of different stages (various colors).
- Injuries reflecting the shape of the article used (electric cord, belt, buckle, 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.
- Unexplained laceration, abrasions, or fractures.
- Signs of emotional abuse may be an indicator of physical abuse.

**Emotional (Psychological) Abuse** is the ongoing emotional maltreatment or emotional neglect of a child which can seriously damage a child's emotional health and development. Emotional abuse is maltreatment that results in impaired psychological growth and development. It could manifest itself through words, actions or neglect.

Emotional abuse can be due to family member's unrealistic expectations of the child and may occur with or without physical abuse.

- Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.
- Abusers constantly reject, ignore, belittle, dominate, and criticize the victims.



- Children who are emotionally abused may also suffer from another type of abuse or neglect at the same time.

### ***Possible Indicators of Emotional Abuse***

- Bed-wetting or bed soiling that has no medical causation.
- Frequent psychosomatic complaints (e.g. Headaches, nausea, abdominal pains).
- Prolonged vomiting or diarrhea.
- Has not attained significant developmental milestones.
- Dressed differently from other children in the family.
- Has deprived physical living conditions compared with other children in the family .
- Symptoms of depression, anxiety, withdrawal, or aggressive behaviors toward others.
- Displays attention seeking behavior or destructive behavior (self-harming, suicide attempts).
- Refusal to go home at the end of the day or crying when it is home time.
- When at play, behavior may model or copy negative behavior and language used at home .

**Sexual Abuse** is to commit, or allow being committed, any sexual offense against a child as defined in either the criminal code of the Socialist Republic of Vietnam or school policy. It can include intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for purposes other than hygiene or childcare. 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 blame, responsibility, guilt, and shame for the sexual behavior of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so it is more difficult to report. All disclosures of sexual abuse must be immediately reported.

Many victims, through the process of grooming, are taught that the sex is a form of love, so they tend to love their offenders and often present themselves as happy and well-adjusted children with no negative symptoms until they learn that this is not ‘normal’ loving behavior.

### ***Possible Indicators of Sexual Abuse (must be reported to HoS/DHoS/DSL).***

- Sexual knowledge, behavior, or use of language that is NOT age appropriate.
- Unusual interpersonal relationship patterns or interpretation of appropriate physical boundaries.
- Venereal disease in a child of any age.
- Evidence of physical trauma or bleeding to the oral, genital, or anus areas.
- Difficulty in walking or sitting.
- Reluctance to change into physical education (PE) clothes, fear of bathrooms/toilets.
- Child running away from home and not giving any specific complaints.
- Not wanting to be alone with an individual or scared of individuals.
- Pregnancy.
- Extremely protective parenting.
- Presentation of emotional abuse may be an indicator of sexual abuse.

**Neglect** is failure to provide for a child’s basic needs within their own environment.

**Physical:** Failure to provide necessary food or shelter, or lack of appropriate supervision— failure to provide proper adult guardianship like leaving children unsupervised for extended periods.

**Medical**: Failure to provide, seek or facilitate medical treatment including mental health Rx.

Emotional: Patterns of actions or inattention to emotional needs. Verbal humiliation, refusing to acknowledge presence, invasion for privacy for no reason, violent threats and so on.

Affluent Neglect: Observed in wealthy school systems and demographics.

There are many types of neglect and the above is not exhaustive. If unsure, report and respond by referring to HoS/DHoS/DSL for an assessment.

### ***Possible Indicators of Neglect***

- Child is unwashed or hungry.
- Parents are uninterested in child's emotional, social, or academic development.
- Parents fail to respond repeated communication from school.
- Child does not want to go home.
- Parent is not present or available to child for a sustained period of time.
- Parents cannot be reached in the case of an emergency.
- Signs of emotional abuse may be an indicator of neglect.
- Lack of adequate adult supervision.
- Child's medical needs not being met or ignored.
  
- Lack of parenting. Living alone in an apartment.
  
- Risky behaviors and having to self-manage all aspects of daily life.

**All forms of abuse and/or neglect should be documented and reported to Hos/DHoS/DSL.**

- It may take several years to 'build a picture' to gain enough information to form an opinion of abuse therefore, every report may make a difference and is important.
- If unsure please confidentially report anyway as your duty of care in child safeguarding from harm.

## **RESOURCES, CONTACT INFORMATION AND OTHER INFORMATION**

### **SNA FLOWCHART: RESPONDING TO SUICIDAL IDEATIONS AND/OR SELF-HARM (NSSI)**

- 1. R RESPOND**
- 2. R REPORT**
- 3. R REFER**

#### **RESPOND**

STUDENT HAS SUICIDAL THOUGHTS (IDEATIONS) AND/OR EXHIBITS NSSI (SELF-HARM)

1. Any students with thoughts of suicide or self-harm both; perceived, reported, believed, joking about or hearsay must be taken seriously and assessed. If concerns are raised or an opinion formed by any staff members a Risk Assessment must be completed ASAP by a qualified staff member (Gate Keeper Trained).
2. Do not leave the learner alone at any time. Respond and refer immediately.
3. Document your concerns and refer on to suitable senior, staff member.

#### **REPORT**

IMMEDIATELY CONTACT RELEVANT SENIOR STAFF & SEEK ASSISTANCE

- Notify Head of School (HoS) and/or Deputy Head of School (DHoS) or designated leader IMMEDIATELY. Do not leave the child alone, do not let the child go home without an assessment. Consult – do not deal with this alone. Duty of Care is to maintain safety of learner. Relevant staff member will complete and Risk Assessment and consult with HoS. Family will be contacted.

### REFER

DO NOT LEAVE ALONE – REFER TO QUALIFIED STAFF MEMBER FOR RISK ASSESSMENT (Gate Keeper Trained) & CONSULT WITH HoS/DHoS.

Risk Assessment will be carried out immediately by a qualified staff member. Refer to Hospital Emergency or GP/Dr for Mental Health Assessment. A Family member is to collect the student immediately or school (If family unable to do so). The student must see a qualified Dr and/or Mental Health Professional ‘out of school’ for the best outcome and safety of the child. We handover responsibility and notify NOK (Next of Kin/Parent).

We have a Duty of Care to do everything in our power to keep the child safe if at Risk to Self-and/or Others. Learner may then be put on an In-School or In-Boarding Safety Plan in the future.

### CONSULTATION/SAFETY PLANNING/CHECK-INS

- Consult with Whole School Counsellor for an Individualised In-School or In-Boarding Safety Plan relevant to the personal needs of the student to ensure ongoing safety at school and in Boarding.
- Ongoing Pastoral Care and Support include check-ins by intervention department informally and formally on a regular basis. Consideration for outside psychological support will be recommended and explored.
- Allocated staff to liaise with family and/or outside agency to provide ongoing support.
- Boarding exclusion will be considered if the student remains a ‘risk’ to self-and/or others.
- Maintain close supervision of other students and monitor others who may be at risk.
- Senior staff to monitor ongoing risk via SIT Team/Counsellor/PLT groups.
- *Gate Keeper Training – Allows Risk Assessments to be completed for NSSI and/or Suicidal Ideations.*
- *ASIST – Suicide Intervention First Aid Training.*
- *Child Protection Hotline (Vietnam/Nation Wide) 111*
- *Blue Dragon Foundation: Report trafficking/young people on the streets.*

### HCMC OUTSIDE PROVIDERS & REFERRAL OPTIONS

Name	Company	Role	Accreditation	Languages	Location	Phone Number	Website or Email
Archie Mathis (Dr)	Family Medical	Psychiatrist	Doctor of Medicine in Psychiatry (DrM)	English, French, Spanish	District 2	+04 943 449 4144	<a href="http://www.familymedical.com.au">http://www.familymedical.com.au</a>
Arnell Jeffrey	KOJ	Clinical Psychologist	Psychology (M Ed & Ph.D)	English, Vietnamese	District 1	+04 947 140 238 +04 945 721 044	<a href="http://www.koj.com.au">www.koj.com.au</a> "book appointments online"
Dr Thi Thanh Anh	OH Vietnam	Psychologist	Master's Degree in Clinical Psychology (PhD)	English, French, Vietnamese	District 1	+04 947 2780	<a href="http://www.ohvietnam.com.au">http://www.ohvietnam.com.au</a>
Clark Le Alexander	Independent	Psychotherapist	Licensed Clinical Social Worker	English, Vietnamese	Armidale, Village surrounding		<a href="http://www.alexclark.com.au">alexclark.com.au</a>
Wagdy Le Julien (Dr)	Family Medical	Psychiatrist	The Royal College of Psychiatrists UK	Portuguese, English	District 2	+04 942 27940	<a href="http://www.familymedical.com.au">http://www.familymedical.com.au</a>
Phuong Lee	Personal Treatment	Generalist Psychologist	Master's Degree in Child Psychology (Dove)	Russian	District 7	+04 933 93433	<a href="http://www.familymedical.com.au">www.familymedical.com.au</a>
Chy Malykha	North Star Hospital	Paediatric Doctor	Medical Degree from Belarusian Medical School (Dove)	English	Both Posing	+04 274 303490	<a href="http://www.northstarhospital.com">www.northstarhospital.com</a>
Phuong Phan	KOJ	Generalist	Master of Counselling (PhD)	English, Vietnamese	District 2	+04 945 721 044	<a href="http://www.koj.com.au">http://www.koj.com.au</a> "book appointments online"
Tony Salvo	Learning Strategies	Psychologist	Master's in Psychology (PhD & EdD)	English, Vietnamese	District 2	+04 945 721 044	<a href="http://www.learningstrategies.com.au">www.learningstrategies.com.au</a>
Virginie Lambert	OH Vietnam	Psychologist	Master's Degree in Clinical and Neuropsychology (PhD)	English, French	District 1		<a href="http://www.ohvietnam.com.au">http://www.ohvietnam.com.au</a>
Vy Vy (Dr)	Vy Wellness	Psychiatrist	The Royal College of Psychiatrists UK	English, Vietnamese, French	District 2, Remuera or Singapore	+04 942 444 222	<a href="http://www.vywellness.com.au">www.vywellness.com.au</a>

## EFFECTIVE DOCUMENTATION Using SOAP Format

Effective and factual documentation is the professional way to communicate. Moreover, it provides an accurate reflection of states, assessments and behaviour which aid in our daily reporting of incidents with students. Furthermore, effective documentation highlights issues, what was done and, what is being done. It allows other staff to review and plan effectively if it is factual and a full account which encompasses our Duty of Care. SOAP is an effective tool for accurate documentation.

**S:** SUBJECTIVE

**O:** OBJECTIVE

**A:** ASSESS/ASSESSMENT

**P:** PLAN

	DESCRIPTION	EXAMPLES
<b>S</b>	<b>SUBJECTIVE OBSERVATION</b> <ul style="list-style-type: none"> <li>What the student, staff member or family tells you</li> <li>History, home situation, emotions, attitudes, goals, personal complaints.</li> <li>What you were told (record name, date and in brackets quote what you were told about the student) if referred by another staff member.</li> </ul>	<ul style="list-style-type: none"> <li>"My teacher gave me detention for no reason."</li> <li>"My Dad hit me this morning with the broom."</li> <li>"I wagged class because (reason)."</li> <li>"I smashed the window because I was angry from being bullied by xxxx."</li> <li>"During Period two today, I sent Johnny to sit outside of classroom because ..."</li> <li>"During Period 1 today, I sent Johnny to buddy class because...."</li> <li>"Johnny was sent to me at Period 4 today as he told his English teacher, I want to end my life."</li> </ul> <p><b>DO NOT ASK LEADING QUESTIONS</b> – only clarify names and repeat back what the student told you and ask if you have this correct.</p>
<b>O</b>	<b>OBJECTIVE OBSERVATIONS</b> <ul style="list-style-type: none"> <li>Empirical facts and findings</li> <li>Results, Outcomes, what you see and witness and what is real.</li> <li>Measurable information.</li> </ul>	<ul style="list-style-type: none"> <li>Johnny was crying as he was speaking to me and did not make eye contact.</li> <li>Johnny appeared messy today and not himself. His hair was not brushed, his school shirt was dirty. Furthermore, Johnny stated he had been wearing this same shirt and shorts all week and his fingernails are full of dirt and scratches are visible on his knees.</li> <li>Johnny had small marks (lacerations) visible on his Left Arm and I notified (name/time) at Student Services immediately.</li> <li>In Period 2 during English today (date) Johnny wrote in a story which caused me concern. He wrote "....."</li> </ul>

		<ul style="list-style-type: none"> <li>Johnny engaged with me today, made good eye contact and answered questions when I asked him about the incident.</li> </ul>
<b>A P</b>	<b>ASSESS AND PLAN</b> <ul style="list-style-type: none"> <li>Assessment and or Outcome – plans made to deal with key issues and what has been done to date.</li> <li>Plans and future – what will be done with clear review time frames.</li> </ul>	<ul style="list-style-type: none"> <li>Risk Assessment carried out by (name and date).</li> <li>Student sent to the school nurse for review by (name/date/time).</li> <li>Attendance plan commenced on (date) for (duration).</li> <li>RMP commenced (date) following school risk assessment on (date) by (name).</li> <li>Johnny has been referred to Headspace by (Person) and (date).</li> <li>Parent meeting carried out on (date).</li> <li>Review RMP in week 5.</li> <li>Liaise with caregiver and review Week 5.</li> <li>Review Attendance plan weekly.</li> <li>Due to Johnny hurting himself in class I notified Student Services immediately by telephone and Ms. XXX came to class to collect him at 1030am.</li> </ul>

### **SNA REPORTING/RECORDING FORM FOR DISCLOSURES (BELOW)**

International Schools of North America SNA  
REPORTING/RECORDING FORM FOR DISCLOSURES  
**HIGHLY CONFIDENTIAL**

NAME: \_\_\_\_\_  
GRADE: \_\_\_\_\_  
DATE/TIME & REPORTER: \_\_\_\_\_  
RISK ASSESSMENT: YES/NO  
• Yes or No & Information  
• Safety Plan & Follow-up Details: \_\_\_\_\_  
NOTIFICATION: Head of School (HoS) and/or Deputy Head of School (DHoS) \_\_\_\_\_  
INFORMATION: \_\_\_\_\_

1

1. Pst. 20 Street, 4th Lane, Birch Creek, Sanger South  
2. 0904 484 014  
3. www.isna.edu.au  
4. info@isna.edu.au  
5. facebook.com/isnaeducation

#### **Include:**

Details of the incident, disclosure, or suspicion:

Voice of the child. For example, Johnny disclosed the following “last night at home....”

- Provide a clear account of the incident or disclosure stating how you became aware of the incident and include the names of witnesses.
- Be as specific as you can. Use names to add clarity to your statements.
- Use the exact words of the student.

- Avoid speculation or personal conclusions.
- If reporting a suspicion, what are the indicators that led you to consider that a child may be subject to harm or at risk of harm. Consider physical, behavioral, and emotional indicators of abuse and any patterns of behavior that have raised a suspicion.

Complete the body map, if appropriate, to indicate the injury shape, location, and observations.



- Child Protection Hotline (Vietnam/Nation Wide) Telephone: 111
- Blue Dragon Foundation: Report trafficking/young people on the streets.

## **FOLLOW UP ACTION RELATING TO CHILD ABUSE CLAIMS**

### **ACTION TAKEN BY SNA SCHOOL**

- *Report any action taken (I.e., referrals, disciplinary action, etc.)*
- *Provide details of discussions with the child protection team, including discussion outcomes)*
- *Provide details of discussions with any member of the multi-disciplinary team that may have been consulted.*
- *Provide details of discussions with school leadership, including discussion outcomes*

### **ACTION TAKEN BY PARENTS/NOK/CARER**

- *Provide details of your discussion with the child's parents/carers and any follow-up action that may have been taken. Include who was involved in the discussion(s).*
- *If parents/carers were not informed of the incident or disclosure, state reasons why this was not deemed necessary (I.e., family member involved in abusing the child, someone may be put in danger or informing parents may interfere with a criminal investigation).*

### **ACTION TAKEN BY EXTERNAL AGENCIES**

- *Note if any external agencies have been informed of this concern (I.e., Embassy, police, local support services, local hotline, etc.)*
- *If parents/carers were not informed of the incident or disclosure, state reasons why this was not deemed necessary (I.e., family member involved in abusing the child, someone may be put in danger or informing parents may interfere with a criminal investigation).*

### **SUPPORT STAFF**

- *Does the staff member require support?*
- *What actions were taken to support the members of staff?*

### **PLANNED ACTIONS & ONGOING SUPPORT**

- *Note any further action, responses, or recommendations from the child protection team (risk mitigating actions, specialised services and who is following up).*

### **WELLBEING REVIEW**

- *Is the Child/Learner safe from harm?*
- *Are there any wellbeing concerns not currently being addressed?*
- *Are there any further actions that need to be taken to ensure the mental health of the child/learner?*

### **REVIEW POLICIES & REFLECT. ALLOW FOR ALTERATIONS TO FRAMEWORKS TO BE IMPLEMENTED**

- *Review Child Protection Policies and adapt where necessary to meet local and cultural needs effectively.*

- *Reflect on incidents and processes to prevent further harm from children/learners.*

### **FOLLOW UP - Staff to Staff related concerns:**

The Head of School HoS and/or Deputy Head of School with Safeguarding Team are to formally follow up on all Staff-related concerns confidentially.

#### **Document**

- Action Taken
- Referrals and Disciplinary.
- Provide details of discussions with Child Protection team and outcomes.
- Maintain Confidentiality.
- Provide details of discussions with Others like H.R and outcomes.
- Provide details of discussions, meetings, and outcome with reportee.
- Provide details of discussions, meetings, and outcome with perpetrator.
- Provide details of External Agencies (Embassy, Police, local support services and hotlines)
- Document and ensure confidential and secure keeping of documentation with HoS and/or DHoS.
- Keep documentation separate to general school records (confidential).

Carry out safety and wellbeing review, reflect on incident and process to see if any further changes to frameworks need to be made.

Review Child Protection, Safeguarding, wellbeing, training policies and procedures.

Consider mental health and ongoing support of all involved.

### **RESOURCES:**

[Keeping Children Safe in Education](#)

[Unicef](#)

[Summary of the rights of the child](#)

[Unicef Vietnam](#)

[Child Protection & Well-being | Education for Well-Being in Schools \(cois.org\)](#)

<https://en.vietnamplus.vn/vietnam-launches-first-programme-on-child-protection-online/202661.vnp>

**Local authorities:** Email: [hoibaovequyentreemhcm@gmail.com](mailto:hoibaovequyentreemhcm@gmail.com)

**National Child Helpline:** Phone: 111

**Website:** <http://tongdai111.vn/>

**Email:** [tongdaiquocgia111@gmail.com](mailto:tongdaiquocgia111@gmail.com)

**International SOS:** 02838298520 or 02838298524 <https://www.internationalsos.com>

- Blue Dragon Foundation
- CSAM [www.reportharmfulcontent.com](http://www.reportharmfulcontent.com)
- Impact Counsellors Network HC



