

# **Child Safeguarding and Protection Policy**

*Excellence in International Education*

**Hyundai Foreign School**

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## 1. Policy Statement and Definitions

Hyundai Foreign School (hereafter HFS) takes child protection at our school seriously and, towards this end, has hereby put in place a policy that sets out clear guidelines and procedures for our students, staff and our parent community that will guide us in matters related to the safety and wellbeing of our students.

The welfare of the children under our care is paramount. All adults in our school have a full and active part to play in protecting our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

The senior leadership team and all staff ensure that every precaution is taken to ensure that we minimize the risk of harm to our students. Recognizing the importance of being vigilant at all times with regard to the safety of our children, we take any allegation seriously and deal with them in an appropriate manner with the children's best interest in mind.

- Child protection: In a broad definition, child protection is a term used to describe the actions that HFS will take to protect children from acts of "harm" maltreatment (abuse) and exploitation e.g., domestic violence, sexual, physical violence and online abuse.
- Child Safeguarding: Child safeguarding is the set of internal policies, procedures and practice that we employ to ensure that our organization itself is a child safe organization. This means we ensure that:
  - Anyone who represents our organization behaves appropriately towards children and never abuses the position of trust that comes with being a member of our organization.
  - Everyone associated with the organization is aware of and responds appropriately to issues of child abuse and the sexual exploitation of children.
  - We create a child-safe environment in all of our activities by always assessing and reducing potential risks to children.
  - We are driven by the duty of care that we have to children.

## **2. Policy Aim**

To ensure that our students learn and grow in a safe environment, Hyundai Foreign School will:

- Train staff to identify and report possible cases of abuse by increased awareness of their responsibilities
- Raise awareness on the part of our students about their own personal safety, needs and rights through age appropriate lessons across year levels
- Work in close partnership with the parent community to create a safe educational environment where children learn with respect and dignity.

## **3. Key Statutory Guidance**

The HFS Child Safeguarding Policy has been drawn up based on the recommendations of international law and the legislations and guidance of the governments of the Republic of Korea and the United Kingdom.

- United Nations Convention on the Rights of the Child
- Child Welfare Act (Republic of Korea)
- Domestic Violence Prevention and Victim Protection Act (Republic of Korea)
- Protection of Children and Juveniles from Sexual Abuse Act (Republic of Korea)
- Keeping Children Safe in Education 2018 (UK Government Department for Education's Statutory Guidance for Schools and Colleges)
- Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice

## **4. Roles and Responsibilities**

Child safeguarding and protection is everyone's responsibility. Everyone who comes into contact with children has a part to play in safeguarding and protecting children from harm (including but not limited to identifying concerns, sharing information and taking prompt action). In order to fulfill this responsibility effectively, all staff should ensure that their approach is child-centered, considering at all times what is in the best interests of the child.

#### **4.1 All Staff**

All staff shall read and understand this policy and review it annually. All staff shall be aware of:

- The signs of different types of abuse and neglect
- Our system which supports safeguarding, including the role of the designated safeguarding lead (DSL), which ensures proper response to safeguarding issues
- The procedure of dealing with issues of abuse and neglect at the school and their role in it, including identifying emerging problems, liaising with the DSL.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected and how to maintain an appropriate level of confidentiality in dealing with a case of child abuse or neglect at the school

#### **4.2 The Designated Safeguarding Lead (DSL)**

Our DSL is Mr. Nathan Dunn. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of school hours if necessary via email. The DSL will be given the training, resources and support to conduct the assessment of children. The DSL shall keep the Principal, Mr. Scott Kearney, informed of any issues, as they arise.

#### **4.3 The Principal**

The Principal is responsible for the implementation of this policy, including:

- Ensuring that all staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate training and resources and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

- Ensuring that students are taught about safeguarding (including online safety)
- Acting as the case manager in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Informing the Executive Board Member of the suspected case of abuse or neglect, so that he can take action on whether or not to refer the case to the police authorities
- Review this Policy and the effectiveness of its implementation annually together with the Executive Board Member

#### **4.4 The Governing Board**

The HFS Board will approve this policy at each review and hold the Principal to account for its implementation. Paul Eungsoo Kim, the Executive Board Member, will monitor the effectiveness of this policy on behalf of the board and will act as the case manager in the event that an allegation of abuse is made against the Principal, after reporting it to the HFS Board (see appendix). In the event that an allegation of abuse is levelled against the Executive Board Member, the Principal will report this matter to the HFS Board via the school admin manager, Esther Yeo, and deal with the case in conjunction with the admin manager.

#### **5. Confidentiality**

Confidentiality is an issue which needs to be fully understood and complied with by all those working with children, particularly in the context of child protection. The purpose of confidentiality in this respect is to benefit the child. Staff are informed of relevant information in respect of individual cases regarding child protection on a need to know basis only. Any information shared with a member of staff in this way is treated confidentially. Staff should be aware that:

- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a need to know basis, but they do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.

## 6. Indicators and Types of Abuse and Neglect

All school staff should be aware of the indicators of abuse and neglect so that they can identify children who may be in need of help or protection. At the same time, they should take heed that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place online and technology may be used to facilitate offline abuse.
- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. It may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation,

kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. It must be noted that acts of sexual abuse, may be perpetrated by adult males and females as well as other children.

- Peer-on-Peer abuse: All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
  - Bullying (including cyberbullying);
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - Sexual violence and sexual harassment;
  - Sexting (also known as youth produced sexual imagery); and
  - Initiation/hazing type violence and rituals.

Allegations of peer-on-peer abuse will be recorded, investigated and dealt with in accordance with HFS policy as set forth in the school handbooks. The initial response to a report of peer-on-peer abuse from a child is important, both for the victim and alleged perpetrator. HFS staff are aware of the importance of making clear that peer-on-peer abuse is not acceptable, will never be tolerated, will be taken seriously, and will not be considered part of promoting well-being.

- Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Child sexual exploitation: Child sexual exploitation is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or

deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non- contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
  - children who go missing for periods of time or regularly come home late; and
  - children who regularly miss school or education or do not take part in education.
- Commercial Sexual Exploitation of Children (CSEC): refers to a range of crimes and activities involving the sexual abuse or exploitation of a child for the financial benefit of any person or in exchange for anything of value (including monetary and non-monetary benefits) given or received by any person. Examples of crimes and acts that constitute CSEC:
    - child sex trafficking/the prostitution of children;
    - child sex tourism involving commercial sexual activity;
    - commercial production of child pornography;
    - online transmission of live video of a child engaged in sexual activity in exchange for anything of value.

CSEC also includes situations where a child, whether or not at the direction of any other person, engages in sexual activity in exchange for anything of value, which includes non-monetary things such as food, shelter, drugs, or protection from any person. Depending on the specific circumstances, CSEC may also occur in the context of internet-based marriage brokering, early marriage, and children performing in sexual venues.

## **7. Procedures for Reporting Suspected Cases of Child Abuse and Neglect**

### **7.1 If a child is in immediate danger**

In the event that, in the process of inquiry, the teacher, DSL or the principal believes that the student is in immediate danger, the principal brings the matter to the attention of the Executive Board Member, who then refers the case to the police authorities.

### **7.2 If you have concerns about a child**

#### **Step 1**

When a child approaches a teacher with a suspected case of abuse and there is reasonable cause to believe that abuse is occurring, the following steps will be taken.

- 1) The teacher will inform the DSL who then immediately starts gathering information

regarding the incident and informs the principal.

- 2) The DSL will ensure that information is documented factually and strict confidentiality is maintained.
- 3) The principal shares the information with the Executive Board Member.

## **Step 2**

Upon gathering information, the school may take the following line of actions based on acquired information.

- The principal meeting with the child to gather further information
- The principal meeting with the parents to present the school's concerns
- Referral of the student and family to external professional counselling

### **7.3 Concerns about a staff member or a volunteer**

If staff members have concerns about a member of staff or a volunteer, they should speak to the Principal and if they have concerns about the Principal, they should speak to the Executive Board Member. If they have concerns about the Executive Board Member, it should be brought to the attention of the Chairman of the Board via the Principal and admin manager.

### **7.4 If an allegation is substantiated by police investigation**

The school will immediately terminate contract with the relevant staff member pursuant to the terms under Article 7 "Termination of Contract" of his/her Teaching Service Contract with the school and further legal action may be taken.

### **7.5 Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the school management may consider whether any disciplinary action is appropriate against the person who made the false allegations.

## **8. Duty of Care**

All members of HFS, whether in teaching or administrative roles, must be aware of their “duty of care” towards safeguarding of students at HFS. All staff members must report their suspicion of abuse or neglect to the DSL on the same day of the incident, who then must immediately report the case to the Principal, who in turn shares the information with the Executive Board Member to deal with the case forthwith. Ultimately, it is the Principal with the support of the Executive Committee Member who bears responsibility for protecting the child from abuse and neglect at HFS.

## **9. Record Keeping**

All safeguarding concerns, discussions, decisions made and the reasons for those decisions must be recorded in writing. If there is any doubt about whether to record something, it should be discussed with the DSL. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

## **10. Recruitment**

HFS is committed to ensuring that the school hires or allows entry into the school candidates without any safeguarding issues or concerns as its staff, volunteer workers or helpers by always requiring them to provide a clean criminal record before they start working for the school. We also seek references on all short-listed candidates for a teaching position at the school, including internal candidates, before interview. We scrutinize these and resolve any concerns before confirming appointments. If we have concerns about an existing staff member’s suitability to work with children, we will carry out all the relevant checks as if the individual were a new member of staff.

## **11. Training**

All staff members are given instruction on HFS safeguarding and child protection policy and procedures, to ensure that they understand the school's safeguarding systems and responsibilities. Staff also receive regular safeguarding and child protection updates (for example, through staff meetings) as required, at least annually. Volunteers will receive appropriate training, if applicable.

## **12. Curriculum**

HFS recognizes the important role that the curriculum can play in teaching children to keep themselves safe in the prevention of abuse and in the preparation of our students for the responsibilities of adult life and citizenship. All teaching staff should ensure that the curriculum includes teaching regarding the children's safety in the real world as well as online and that it will be used to help students to learn about how to ask for help if their safety is threatened.

## **13. Online Safety**

HFS recognizes its responsibility to safeguard its students from being exposed to risks in connection with using internet and other digital and information technologies, which leads the school to put emphasis on protecting and educating the whole school community in their use of technology and thus creating an educational environment safe from the risks of exposure to online hazards. With this awareness, HFS endeavors to:

- Ensure that students learn about online safety, including the risk of being exposed to harmful material, the risk of harmful interaction with others and the risk of online behavior that causes or increases the likelihood of harm.
- Ensure that all members of staff form proper understanding of the dangers that our children may be exposed to, in their use of internet.

## **14. The use of images and children's information**

While it is understood that documenting a child's learning progress through photographs and

video is a part of school operation and communications, the following rules must be complied with in regards to the use of images and children's information to ensure protection from illicit recording of video and Images:

- Staff are not to use personal recording devices (Including cameras, mobile phones and video recorders) to document students. Only school provided recording devices are to be used.
- Children must be portrayed in a dignified and respectful manner in all communications. Children should be adequately clothed and not in poses that could be seen as sexually suggestive. Inappropriate images of children should not be distributed or published.
- Details of children associated with HFS shall not be posted on personal social media channels unless pre-sanctioned by the school to be safe. Photographs, videos and other media used on social media shall conform to the section above on the use of images and children's information as well as other relevant part of the Child Safeguarding Policy.

### **15. Mental Health and Counselling Support**

In the event that certain children experience mental health or emotional difficulties, HFS can assist in arranging for them to obtain help and support through external counselling institutions with which the school has established working relations.

### **16. Contact Information**

In connection with safeguarding and protection of our students, HFS has established working relations with following people and institutions, whom the school can readily contact for support and guidance.

\* Child Safeguarding and Protection Hotline

- Ulsan Dongbu Police Office (in the same district):

Mr. Joohyun Kim/ Assistant Inspector Tel. 052) 210 7376