



SEOUL
FOREIGN
SCHOOL



CHILD PROTECTION & SAFEGUARDING GUIDE

DOMINE DIRIGE NOS

SEOUL FOREIGN SCHOOL MISSION STATEMENT

Seoul Foreign School, Centered in Christ,
inspires a passion for learning,
pursues academic and creative excellence
and is dedicated to the service of others.

1912

Introduction

Ensuring the safety and well-being of our students, staff, faculty and community is perhaps our most important job. This guidebook is the result of a huge amount of hard work by our Safeguarding team, ensuring all aspects of our practices, procedures and protocols are identified, evaluated and amended to provide clarity and confidence that our school is doing all it can to meet its duty of care.

The guidebook brings together in one place all appropriate documentation in this regard. However, the guidebook is a living document that will be regularly reviewed in the light of ongoing external guidance and lessons learned as we encounter the challenges and opportunities faced by the school and its community.

We see it as a central resource in meeting our Mission as an international, independent school centered in Christ.

Thank you for supporting the efforts of the entire SFS community in creating a safe and healthy environment for our children. If you have any questions or concerns about the SFS Child Protection and Safeguarding Guide, please contact the SFS Designated Safeguarding Lead at childprotection@seoulforeign.org.

God Bless,

Colm Flanagan

Head of School,

Seoul Foreign School

TABLE OF CONTENTS

[Vision and Philosophy](#)

[Scope of Policy](#)

[Child Protection Policy](#)

[Safeguarding Behavior Agreements](#)

[Duty of Care](#)

[Expected Professional Standards](#)

[Faculty and Staff Boundaries](#)

[Working Alone Guidelines and Responsibilities](#)

[Sexual Contact and Abuse of Trust](#)

[Reporting and Responding Procedures](#)

[Documentation and Confidentiality](#)

[Education/Curriculum](#)

[Diversity, Equity, Inclusion, and Justice \(DEIJ\)](#)

[Peer on Peer Abuse](#)

[Physical Contact, Personal Privacy and Personal Care](#)

[Showers and Changing](#)

[Bathrooms](#)

[Toileting and Intimate Care](#)

[Behavior Management and Physical Intervention](#)

[Safe Communication Guidelines and Social Media](#)

[Online Conduct](#)

[Recruiting and Hiring Procedures](#)

[Campus Safety/Security](#)

[Risk Assessment and Reduction](#)

[Visitors on the SFS Campus](#)

[Trips](#)

[Whistleblowing Policy](#)

[Training](#)

[Roles and Responsibilities](#)

[Overall Safeguarding Efforts](#)

[Monitoring and Evaluation](#)

Vision and Philosophy

Seoul Foreign School (SFS) is committed to protecting students and providing a safe and secure environment for each child, allowing them to be their best selves. We value and promote the physical, psychological, social, and spiritual well-being of every student who attends SFS and foster a caring, responsive, and protective culture of awareness and empowerment.

All children 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 society as a whole. Every child and student in the Seoul Foreign School community will be treated with respect and dignity at all times. Given reasonable cause to believe that any child's rights have been violated, under any circumstance, SFS will use all available resources to protect those rights.

Seoul Foreign School's Child Protection Policy is based on the [Statutes of the Republic of Korea](#), the [United Nations Convention on the Rights of the Child](#), and best practices as identified by the [International Task Force for Child Protection](#).

Scope of Policy

Safeguarding is a broad term, which includes policies, guidelines, procedures, and standards to promote safety and protect all children from abuse, neglect, violence, and exploitation regardless of race, religion, beliefs, sex, gender identity, sexual orientation, cultural background, learning differences, and any other aspects of their personal identity.

This guidebook serves as a comprehensive standard for all policies and procedures related to safeguarding the students of SFS. It will apply in the case of or actual harm to, or misconduct by, the following: parent/guardian to the student, employee to student, non-employee (adult or child) to student (including online interactions and outside mentors), and student to student.

There are three main elements to our child safeguarding policy and procedures:

- **Prevention** through the creation of a positive school atmosphere and the teaching and pastoral support offered to all students.
- **Protection** by following agreed policy and procedures, and ensuring all staff is trained and supported to respond appropriately and sensitively to child safeguarding concerns.
- **Support** for any student who may have been abused.

This SFS Child Safeguarding guidebook seeks to establish a set of core principles and procedures that are applicable to anyone who works or volunteers at SFS, regardless of the precise nature of his or her job. Henceforth, anyone who works or volunteers at SFS will be referred to collectively as "SFS staff."

This includes but is not limited to:

- Faculty
- Classified staff
- Security guards
- Janitorial/Custodial staff
- Cafeteria staff
- Bus drivers

- Outside vendors, such as athletic coaches or SWEP instructors
- Interns
- Volunteers
- Alumni

Child Protection Policy

All SFS Employees must uphold and adhere to the [SFS Child Protection Policy](#).

Safeguarding Behavior Agreements

The [SFS Safeguarding Behavior Agreement](#) (previously titled the SFS Code of Conduct: Adult and Student Boundaries) outlines clear behavioral expectations for all employees, faculty and classified staff, volunteers, parents, community members, third-party vendors, and campus visitors in their interactions with children, and clearly states that discipline will be enforced if violations occur. This agreement must be signed by all employees, faculty and classified staff, volunteers, parents, community members, third-party vendors, and campus visitors every year, indicating their agreement to abide by the guidelines.

Duty of Care

Child abuse and neglect are of concern in schools throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to a child's education as well as to their physical, emotional, and social development. Seoul Foreign School (SFS) has an institutional responsibility to protect children. In this role we need to ensure that all children in our care are afforded a safe and secure environment in which to grow and develop, regardless of race, religion, beliefs, sex, gender identity, sexual orientation, cultural background, learning differences, and any other aspects of their personal identity.

As educators, we have the opportunity to observe and interact with children over time on a daily basis, and are in a unique position to identify children who need help and protection. As such, we have a professional and ethical obligation to identify children who are in need of protection and to take steps to ensure that the child and family avail themselves of any services needed to remedy any situation that constitutes child abuse or neglect.

All faculty and staff at SFS are mandated to report their concerns about the well-being of any student. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with the procedures linked to this policy.

Cases of suspected child abuse or neglect may be reported to appropriate SFS employees (designated child protection lead, counselors, principals), to the respective consulate in Korea, to the appropriate child protection agency in the home country, and/or to local authorities.

SFS endorses the United Nations Convention on the Rights of the Child and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. SFS will communicate this policy annually to all stakeholders, will provide annual training for all faculty and

staff, and will implement hiring practices to ensure the safety of children.

Expected Professional Standards

All staff, as appropriate to the role and/or job description of the individual, must:

- place the well-being and learning of students at the center of their professional practice.
- have high expectations for all students, be committed to addressing underachievement, and work to help students progress regardless of their background and personal circumstances.
- treat students fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- model the characteristics they are trying to inspire in students, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- respond sensitively to the differences in the home backgrounds and circumstances of students, recognising the key role that parents and guardians play in students' education.
- seek to work in partnership with parents and guardians, respecting their views and promoting understanding and cooperation to support the young person's learning and well-being in and out of school.
- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.
- ensure that the same professional standards are always applied regardless of race, religion, beliefs, sex, gender identity, sexual orientation, cultural background, learning differences, and any other aspects of their personal identity.

Faculty and Staff Boundaries

At Seoul Foreign School all faculty and staff are educated around creating and maintaining healthy boundaries in regards to interactions with students. All adults working at SFS are encouraged to maintain professional boundaries with students by adhering to the following guidelines:

- Always remaining in your professional role as educator and adult
- Always acting as a role model for students
- Recognizing that it is your responsibility as the professional to keep boundaries clear, consistent, and appropriate in all circumstances

Good teaching requires making strong and meaningful connections with students as well as setting and respecting clear and healthy boundaries. This does not mean that staff should be reluctant to form close supportive relationships with students. As professionals, all staff need to act with accountability. All staff at SFS are educated to be guided in all of their interactions by promoting the healthy development of the students while always keeping the best interests and well being of students at the forefront of their actions. Therefore, all SFS staff must not be involved in opaque, isolated or discrete conduct with any student such as, messaging students on personal social media accounts or being alone with a student.

If you have a concern about a staff member, you are encouraged to:

- not wait for the behavior to become more concerning or assume someone else will take care of it
- talk to an administrator or Designated Safeguarding Lead if you have any concerns (even if it is small).
- Be certain that reprimand will never happen for expressing your concerns; in fact it is the responsibility of every staff at SFS to support our “Duty of Care”

Working Alone Guidelines and Responsibilities

The purpose of the “Working Alone Guidelines and Responsibilities” is to minimize, as far as practicable, risks associated with working alone at Seoul Foreign School. When working alone, risks may be increased due to the reduction of immediate assistance in the event of an incident.

All SFS staff are responsible for taking all reasonably practical steps to ensure safety and security when working alone. This includes following these guidelines and any additional procedures deemed necessary.

Common work-alone situations where employees may be at risk include:

- Aggression from students, parents, or members of the public in an area of the school that is out of sight or earshot.
- Spaces around campus that may be empty that if someone were to hurt themselves or become unwell, it may take a long time for anyone to notice.
- Working on unusual tasks that may be outside of their training or experience (ex: putting up displays while on a ladder or chair).
- Working with dangerous equipment, tools, or chemicals.
- Working with conditions that affect mobility, including pregnancy.
- Working in hard-to-reach areas that may have poor access, somewhere remote, or just a part of the building (such as storage areas) with low traffic.
- Working with cash or high-value equipment.
- Working early morning, late afternoon/evening, or on the weekend.
- Working with students, outside of class time, in a closed environment (ex. closed door).

All SFS staff will be expected to report any situation, which leaves them open to any health and safety issues, to an appropriate administrator. The risk can then be assessed and control measures will be applied where necessary. Through the risk assessment process, existing control measures will be assessed for their effectiveness.

Procedures Regarding Working Alone During Normal School Hours

SFS staff who must work alone as defined above during part, or all of, the school day:

1. Must consider the risks posed by working alone in their particular work situation and must put in place appropriate control measures to keep themselves safe.
2. Must have quick access to a mobile phone with which they can call a coworker, sectional offices or relevant Emergency Services direct.
3. Must inform their direct Supervisor or another appropriate staff member of the nature, location, and timing of the work-alone situation.

4. Must take all reasonable steps to ensure their safety while working alone, including one-on-one work with students.

Procedure for Working Alone Outside Normal School Hours

Normal school hours at Seoul Foreign School are 7:45am to 5:00pm Monday to Friday.

Staff who work alone outside normal school hours should adhere to the procedures above, as well as the following recommendations:

1. Inform an appropriate family member or friend of the nature, location and duration of their working alone situation.
2. Carry some form of identification.
3. Take all reasonable steps to ensure their safety while working alone. This includes:
 - a. Locking school doors behind them to reduce the likelihood of intruders.
 - b. Refrain from meeting with parents or members of the public (we recommend that meetings of this nature should take place during school hours or in close proximity to other staff members)
 - c. Refrain from working with dangerous tools or equipment.

Working Alone with Students

Working alone with children and young people is not uncommon at Seoul Foreign School and measures are in place to ensure that all interactions are professional, moral, and ethical and are conducive to an effective, safe learning environment.

One-to-one situations have the potential to make children/young persons more vulnerable to harm by those who seek to exploit their position of trust. Staff working in one-to-one settings with children may also be more vulnerable to unjust or unfounded allegations being made against them. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and students are met.

Interactions with students, whether throughout the school day or during co-curricular or extra curricular activities, should adhere to the following guidelines:

- Be approved by sectional Principals or an appropriate SFS administrator.
- Be held in a public area or in a room where the interaction can be (or is being) observed.
- Be in a room with an open door or window that provides visibility; including informing another adult when appropriate.

Pre-arranged meetings with students away from the premises or on the school site when the school is not in session are not permitted unless written approval is obtained from their parent/guardian and the sectional Principals or other appropriate SFS administrator.

No student should be in or invited into, the home of an adult who works with them, unless they are family members or close family friends. Students must not be asked to assist adults with jobs or tasks at or in their private accommodation or for their personal benefit.

Sexual Contact and Abuse of Trust

A relationship between SFS staff and a student is not a relationship between equals; the staff has a position of power or influence. There is potential for exploitation and harm of children or vulnerable young people and all staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. SFS staff must not use their status or position to form or promote relationships with children (whether current students or not), that are of a sexual nature, or which may become so. SFS staff should maintain appropriate professional boundaries and avoid behavior which might be misinterpreted by others. They should report any incident with this potential.

Staff must not have sexual relationships with students or have any form of communication with a student, which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact. SFS staff should not make sexual remarks to, or about, a student or discuss their own sexual relationships with or in the presence of students. Staff should take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanor and language all require care and thought.

Reporting and Responding Procedures

Recognizing possible signs and symptoms of abuse, neglect, and exploitation, managing a disclosure, reporting a safeguarding concern, and taking action on the report are essential steps in the child protection and safeguarding policies and procedures.

SFS has a duty-to-report expectation of all SFS staff ([Procedural Flowchart](#)). This expectation allows any SFS staff to report a concern, in good faith, without fear of reprisal, victimization, or disadvantage. If any SFS staff has a concern about a student's welfare, or if a student discloses that they are suffering abuse or reveals information that gives grounds for concern, the SFS staff should speak to his or her section counselor immediately about the concern. If the section counselor is not available or not on campus, the staff should speak to the section administrator. This is particularly important when the welfare of the student may be at risk. It is important that SFS staff raise an issue when it is a concern rather than waiting until the concern might become more serious.

SFS uses the platform Safeguard My School, through TES, to log safeguarding concerns. This platform allows for sectional safeguarding leaders, in conjunction with the Child Protection Lead, to monitor students and notice if patterns emerge as well as consistently record and respond to safeguarding concerns. Listed below are the agreed upon protocols followed by each sectional safeguarding team:

1. Review the Report:

- a. Log in to the TES platform and navigate to the dashboard.
- b. Thoroughly read the case to understand the nature of the concern or allegation.

2. Send Acknowledgement:

- a. Communicate with the sectional safeguarding team to determine who will respond to the report within one hour (or sooner). To respond to the report, click the "Send acknowledgement" button.

3. **Understand the Severity (as a sectional child safeguarding team):**
 - a. Assess the severity and urgency of the reported issue and indicate the level of concern on the TES platform.
 - b. Determine whether it requires immediate attention or if it can be addressed through standard procedures.
 - c. Review the category shared and adjust, as needed.
 - d. Note that the Child Protection Lead is not involved in every case, but should be consulted if the following situations need to be considered:
 - i. Guidance on how to address the concern
 - ii. Clarity with local/overseas laws and regulations
 - iii. Possible contact with local authorities
 - iv. Support contacting families (especially with Korean language)
 - v. Immediate attention needed for the safety of the child
4. **Refer to Schoolwide Policies and Protocols:**
 - a. Familiarize yourself with SFS child protection and safeguarding policies.
 - b. Identify specific protocols, as outlined in the SFS safeguarding guide, to follow based on the nature and severity of the report.
 - i. Peer-on-Peer: AP or Counselor to look into incident and report back
 - ii. Academic Integrity: AP to look into incident and report back
 - iii. General Concern: Based on the report, tbd
 - iv. Self Harm: Counselor to look into incident and report back
 - v. Suicidal Ideation: Counselor to look into incident and report back
 - vi. Parental Issues: Counselor to look into incident and report back
5. **Gather Additional Information:**
 - a. If necessary, contact the reporter for more details.
 - b. Collect any additional information that might help in understanding the situation.
6. **Document the Response:**
 - a. Use the TES platform (“Action log”) to document initial response and actions taken.
7. **Report to Relevant Authorities:**
 - a. If warranted after consultation with the CPL, report the case to the appropriate child protection authorities in accordance with local regulations.
8. **Communication with Stakeholders:**
 - a. Communicate with relevant stakeholders, such as parents, guardians, or legal authorities, while respecting confidentiality guidelines.
 - b. Provide updates as appropriate, considering legal and privacy constraints.
9. **Collaborate with sectional safeguarding team:**
 - a. Continue to work closely with colleagues involved in the incident to ensure a coordinated response.
 - b. Share information securely within the TES platform, ensuring confidentiality.
 - c. Information must be shared via the TES platform or in person conversations.
10. **Implement Support Measures:**
 - a. If necessary, implement support measures for the student(s) involved, such as counseling or additional supervision.

- b. Ensure that any actions taken align with SFS established protocols in the safeguarding guide.

11. Review and Monitor:

- a. Regularly review the progress of the case within the TES platform.
- b. Monitor the effectiveness of implemented measures and adjust as needed.

12. Documentation and Closure:

- a. Document the resolution of the case, including any actions taken and outcomes.
- b. Close the case within the TES platform.
 - i. Agreement must be made with the entire sectional safeguarding team to close a case.

13. Learn from the Incident (moving forward):

- a. With more serious or unique cases, conduct a debrief session with the child safeguarding team to identify challenges and/or lessons learned.
- b. Use the information to improve internal processes and prevent similar incidents in the future.

Confidentiality must remain a top priority throughout the entire process. Members of the sectional safeguarding team should consult together about cases and make collective decisions on how to move forward to best support the individuals involved. Always remember to prioritize the safety and well-being of the child/children involved and comply with legal and organizational guidelines throughout the process.

Documentation and Confidentiality

The reporting and response procedures will be accompanied by secure documentation throughout the process. This documentation will be managed by the appropriate sectional Counselor, sectional Principal and DSL, and will be maintained in a confidential manner. The documentation will clearly outline the nature of the concern, the steps of the inquiry process, the response plan, implementation of the response plan, and any audit/review results. The DSL is responsible for the completion and storage of the documentation in a secure location, and will follow the school's guiding principles of records management and data protection.

The purpose of confidentiality, in this respect, is to benefit the student. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child safeguarding concern. Any concern must be reported to a sectional counselor or administrator and may require further investigation in line with school procedure. Staff will be informed of relevant information in respect to individual cases regarding child safeguarding on a "need to know" basis only. Any information shared with a member of staff, in this way, must be held confidentially to themselves.

Staff may have access to confidential information about students in order to undertake their responsibilities. In some circumstances the information may be sensitive data and/or confidential. Confidential or personal information about a student or their family must never be disclosed to anyone other than on a need to know basis. Staff should take all necessary precautions to secure confidential information when using digital devices at all times such as, refraining from texting/messaging confidential information. Confidential information must never be used to

intimidate, humiliate, or embarrass the student. Nor should confidential information be used by anyone for their own or others' advantage (including that of partners, friends, relatives, or other organizations).

Education/Curriculum

All SFS students receive age-appropriate curricular and extra-curricular instruction on health and safety topics relevant to their age and stage. Personal safety is not a one time conversation, it requires multiple ongoing discussions during childhood and adolescence from a variety of individuals both in school and at home. As a school, we recognize the vital role curriculum-based programs such as Social Emotional Learning (SEL) play in educating and empowering students on their right to live free from maltreatment and harm, and have committed to prioritizing and strengthening school-wide best practices in the delivery of these curricula.

At the early childhood and primary levels, lessons are delivered in classrooms and organized by age-appropriate themes, including: safety, relationships, and networks of support. At the secondary levels, this information is provided through the SEL and PHE curriculums. Every year students are educated about the SFS Safeguarding policy, which includes information for students on their individual rights as well as education about the adults to go to in terms of support and safety.

Diversity, Equity, Inclusion, and Justice (DEIJ)

Seoul Foreign School is committed to diversity, equity, inclusion, and justice in our work. We strive to embed the principles of DEIJ in our classrooms, hiring, retention, faculty and staff development, student engagement, and values in order to ensure the safety of all students.

SFS has a DEIJ Committee, composed of various members of our school community, that works to ensure relevant topics and discussions help guide our school and community forward.

We believe in **diversity** and the presence of difference in our own lives, in our school, and in our community. We believe in **equity** and ensuring everyone has what they need to fully participate in their own lives, in our school and in our community. We believe in **inclusion** and embracing differences in our own lives, in our school and in our community. We believe in **justice** and ensuring DEI through systems, policies, and practices in our own lives, in our school and in our community.

The Seoul Foreign School Statement of Belonging:

As a Christ-centered school, we are committed to loving our neighbors as ourselves. SFS chooses to respect the dignity of every human being and aspires to be a school where all are known, cared for, belong and thrive.

SFS responds to each community member's needs, regardless of their race, religion, beliefs, sex, gender identity, sexual orientation, cultural background, learning differences, and any other aspects of their personal identity.

All policies, procedures, and practices are regularly reviewed and developed to this aim.

Peer on Peer Abuse

Children and young people may be harmful to one another in a number of ways, some of which may be classified as peer-on-peer abuse. SFS recognizes that prevention, early identification, and appropriate management are all important parts of a comprehensive whole-school approach to addressing harm between peers.

First and foremost, abuse is abuse and will not be tolerated as an acceptable element in peer relationships or interactions. All allegations of peer-on-peer abuse will be taken seriously and investigated in a manner consistent with the policies and procedures of other safeguarding allegations, and existing school policies and procedures on student discipline, bullying and harassment, as per sectional handbooks. If the allegation is of a criminal nature, appropriate local authorities will be contacted.

Peer-on-peer abuse is defined as any form of physical, sexual, emotional abuse or coercive control, exercised between children and within children's relationships, both intimate and non-intimate. Peer-on-peer abuse can involve, but is not limited to, the following:

- Physical abuse
- Harmful sexual behaviour or sexual abuse
- Bullying
- Harassment
- Cyberbullying
- Initiation/Hazing

All behavior takes place on a spectrum, and may or may not constitute abuse. In order to effectively manage peer-on-peer allegations, the following aspects of the behavior will be considered:

- Is the behavior a single episode or has it occurred over a period of time?
- Is the behavior problematic and concerning?
- Is the behavior deliberate and contrived?
- Does the behavior involve any overt elements of victimization or discrimination (related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability)?
- Does the behavior involve a power imbalance between the child/children involved?
- Does the behavior involve a misuse of power?

All responses to safeguarding allegations found to have reasonable cause will:

- Include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred, as appropriate and legal under Korean law
- Inform parents of the investigation, unless doing so would result in significant risk to the child
- Treat all children involved as being at potential risk, and ensure a response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it

- Take into account during the investigation:
 - The abuse may indicate wider safeguarding concerns for any of the children involved
 - The potential complexity of peer-on-peer abuse and interplay between power, choice, and consent
 - The views of the child/children affected, including keeping them and their parents informed of developments where appropriate and safe to do so

SFS reserves the right to become involved in student disciplinary action or a safeguarding response even if the behavior or action occurs outside of school hours or school events. If the behavior or action does not occur within the context of the school program or activities (including trips and extracurricular activities), the school can exercise its right to respond if the off-campus student misconduct contributes to a hostile environment at school, either for an individual or group. Students often experience the continuing effects of off-campus misconduct while at school, sometimes through the use of digital media, and it is important for the school to be able to respond as warranted.

A hostile environment can include any situation in which there is misconduct that limits, interferes with or denies educational benefits or opportunities. This can include compromised physical and emotional safety. Here are some considerations when deciding whether the threshold of a hostile environment has been met:

- The type, frequency, and duration of the misconduct;
- The identity of and relationship between the students;
- The number of students involved;
- The age and gender of the students;
- The location of the incident(s) and the context in which it occurred;
- The nature and severity of the misconduct;
- Whether the misconduct was physically, emotionally, or sexually threatening;
- Whether the misconduct was humiliating;
- The effect of the misconduct on the student's mental or emotional state;
- Whether the misconduct arose in the context of other discriminatory conduct;
- A single or isolated incident of sexual harassment may be severe enough to create a hostile environment

Physical Contact, Personal Privacy and Personal Care

There are occasions when it is entirely appropriate and proper for employees to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the student's individual needs and any agreed care plan. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background. Employees must use their professional judgment at all times. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. Adults should never touch a student in a way which may be considered indecent. If an adult believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible to their sectional administrator.

Physical contact, which occurs regularly with a student or students, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEL or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the students permission before initiating contact. Staff should listen, observe and take note of the student's reaction or feelings and, so far as is possible, use a level of contact which is acceptable to the student for the minimum time necessary.

Where a staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice from a sectional administrator.

Some staff, for example, those who teach PE or Aquatics, or who provide music or drama instruction will on occasions have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in a safe and open environment. Staff should ask permission and/or give warning that they are going to touch a student before they do so; for example, "I am going to place my hand on your back, is that ok?" Staff should remain sensitive to any discomfort expressed verbally or nonverbally by the student.

All parties should clearly understand from the outset what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/guardians informed of the extent and nature of any physical contact may also prevent allegations of misconduct arising. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the sectional administrator and parent/guardian.

Staff with a job description which includes intimate care duties will have appropriate training for any student who could be expected to require intimate care. No other staff should be involved in intimate care duties except in an emergency. Staff should not assist with personal or intimate care tasks which the student is able to undertake independently.

Showers & Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations, and ensure that bullying, teasing, or injury does not occur. This supervision should be appropriate to the needs and ages of the students concerned and sensitive to the potential for embarrassment or harm. SFS staff therefore need to be vigilant about their own behavior, ensure

they follow agreed guidelines, and be mindful of the needs of the students. The following should always be adhered to:

- SFS staff should avoid any physical contact when students are in a state of undress.
- SFS staff should avoid any visually intrusive behavior when they are in changing room areas.
- Students should be offered the opportunity to change privately.
- SFS staff should not change in the same place as students.
- SFS staff should shower only in staff-designated changing rooms.
- In settings with younger students who cannot independently perform these tasks or students with special needs where supervision must be closer, it is understood that modifications to some of the above may be required, which will be communicated and documented with specific guidelines for those adults.

Bathrooms

Bathroom Designation

SFS has separate toilets designated specifically for students and adults. SFS staff members are expected to use the “adult-only” or “single use” toilets at all times. The “single use” restroom is any member of the community and only one occupant can enter with a door that locks. In the instance of “shared restrooms”, adults must announce themselves when entering. If a student is uncomfortable with an adult entering the restroom at that time, the student may ask the adult to please wait until they are finished.

Bathroom Concerns

In an emergency situation, or if suspected inappropriate activity is happening in a restroom, an adult may enter the student restroom. It is recommended that, in this type of situation, adults announce that they are entering and enter the restroom with another adult present. If an adult needs to enter a “student only” restroom in any emergency, they must communicate the nature of the incident with the section administrator.

Bathroom Supervision

As part of supervision duties, the school may assign teachers to monitor “student only” restrooms. SFS faculty/staff assigned to this duty will be trained on the appropriate way to conduct this supervision in order to keep themselves and others safe at all times. The purpose for this supervision duty is to be proactive in ensuring safe and proper use of restrooms at all times; supporting safeguarding, child-protection and well-being for students at a vulnerable time. Supervising teachers must adhere to the practice above of knocking on the door and announcing themselves prior to entering any “student only” restroom. If the supervising teacher witnesses any inappropriate behavior or finds themselves in an uncomfortable situation with regards to entering the “student only” restroom, they must notify their supervisor immediately.

Toileting and Intimate Care

SFS believes that children should be treated with dignity, respect, and personal privacy. We understand that sometimes, particularly in the early childhood and elementary years, children can have toileting accidents. It is our long term aim for all children attending SFS to undertake the full

toilet routine independently (including managing clothing, washing hands, etc). SFS understands that children develop at varying rates, however, it is our expectation that all children, except those in PreK2/Foundations and those with a recognised medical condition and/or recorded developmental issue, are able to (as a minimum):

- recognise the need/physical sensation to go to the toilet;
- manage clothing held up by elastic;
- be able to get onto the toilet without adult assistance;
- wipe themselves;
- flush the toilet; and
- (with reminding) manage hand-washing.

This is vital, not only for the child's physical well-being and self-care, but also for their self esteem when part of a group of same aged peers.

Behavior Management and Physical Intervention

All students have a right to be treated with respect and dignity. Adults must not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning, or insensitive comments toward students is not acceptable in any situation. Deliberately intimidating students by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation.

As professionals working with young people, we have an obligation to safeguard their welfare. Under certain conditions this duty over-rides a young person's right to be touched. There are a variety of situations in which reasonable force might be appropriate or necessary, to control or restrain a student. These will fall into three broad categories:

- where action is necessary in self-defense or because there is imminent risk of injury
- where there is a developing risk of injury or significantly damage to property
- where a student is behaving in a way that is compromising good order and discipline

Using physical restraint must be the last resort in any intervention. It is important to ensure (and to be able to demonstrate) that staff have exhausted all other means in attempting to avert danger to people or property.

When a restrictive physical intervention is justified, staff will use "reasonable force". This is the degree of force "warranted by the situation". It will "be proportionate to the circumstances of the incident and the consequences it is intended to prevent". Any force used will be the minimum needed to achieve the desired result and for the shortest amount of time

Staff will:

- use the minimum amount of force for the minimum amount of time
- avoid causing pain or injury; avoid holding or putting pressure in joints
- in general hold long bones (e.g. arms and legs)

- never hold a student face down on the ground or in any position that might increase the risk of suffocation

During an incident, communication with the student is vital. Ongoing monitoring of the child and maintaining communication with the child throughout an incident should ensure that risks of injury to the child are minimized. After an incident, the staff member should immediately contact their section principal and the Designated Safeguarding Lead (DSL), and record the incident on the [Physical Intervention Recording Form](#). At times, there may be circumstances where more specific training or guidance on interventions may be required. These include:

- when planning for students with known needs whose management may require the use of restrictive physical interventions where key staff take responsibility for any necessary physical interventions and therefore require a higher level of expertise
- where staff are concerned for their own safety and require guidance on self-protection or disengagement techniques

Through regular planning and monitoring meetings, the section administration and DSL, will address and monitor the training needs of any individual staff member.

Where a student has specific needs in respect of particularly challenging behavior, a positive handling plan, including a risk assessment, should be put in place and agreed by all parties. Where it is judged that a student's behavior presents a serious risk to themselves or others, a robust risk assessment that is regularly reviewed and a physical intervention plan, where relevant, must be put in place. All incidents and subsequent actions should be recorded and reported to the section principal and DSL and the student's parents/guardians. Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place that the student and parents/guardians are aware of and have agreed to. Parental consent does not permit the use of unlawful physical intervention or deprive a student of their liberty.

Safe Communication Guidelines and Social Media

Communication with students is governed by the key safety concept of transparency. Employees and those acting on behalf of Seoul Foreign School (teachers, staff, volunteers, parents, community members, and third-party vendors) who communicate with minors will ensure that communications are clear and transparent and open to scrutiny. Staff will not use personal channels or media when communicating with students, or provide students with personal contact details (such as personal phone numbers, home addresses, personal email addresses, or personal social media details). SFS employees should never use phone calls, texting, social media, emails, or similar technology to communicate with students in ways that are outside their professional relationship with students. Staff should not ask their students to use social media in a way that violates legal requirements or terms-of-service agreements.

It is recommended that communication between students and SFS staff should only take place during school hours (7:45am-5:00pm) or during school sponsored events.

SFS staff will ensure that all digital contact with students takes place only on established school platforms and if possible, only via the school network. When creating a group chat with students, during a school sponsored event or field trip, group chats must be created using the SFS Google platform and it is recommended that at least two SFS staff are included in the chat and follow up with students if inappropriate comments/activities take place.

With reasonable suspicion of acts in violation of this Code of Conduct, SFS may access electronic communications and/or data that was shared using a school provided account, software platform, or network to the extent the access is related to the suspicion of such act.

In the event that staff sees something on a student's social media page that concerns them, the sectional counselor or principal should be informed.

Every SFS student agrees to engage with technology in a respectful, honest, responsible, and safe manner through a Responsible Use Agreement. The specific sectional expectations are outlined in the sectional handbooks, and sectional discipline policies apply if violations occur.

Social Media and Online Contact with Children

SFS supports the use of media and social media as powerful tools of learning, however, SFS staff must be conscious of keeping their personal and professional lives separate at all times. Connecting with students socially via their personal social media accounts may confuse students about the role of an SFS staff. Social media includes all means of communicating or posting information or content of any sort on the internet, including to one's own or someone else's blog, personal website, email, social network(s), bulletin board, forum, chat room, or any other form of electronic communication, whether associated with SFS or not.

Therefore, SFS staff should:

- Connect with students through SFS-approved sites and media platforms only (e.g. Google Classroom, SFS email and chat, Managebac, SFS Facebook pages, Seesaw, Blogger, school-specific Twitter accounts, and approved Kakao groups for trips in countries where Google is not supported) for the purposes of supporting teaching and learning.
- Not upload any content regarding SFS students and parents to their own personal social media accounts.
- Make any requests to a sectional administrator if you use personal social media accounts in support of a specific learning or counseling context only.
- Ensure that your social media privacy settings do not allow students to view any inappropriate personal content that could blur the line between professional and personal information.
- Be encouraged to speak up and report to the appropriate section administrator any concerns about the behavior of a colleague in relation to contact with children online.
- Not "friend," "follow," "like," or otherwise interact with current or former students who are still in school through their personal social media accounts. This applies to current and departing faculty and staff.

Use of Students Images and Identifying Information

The school uses photographs and video of school activities and events to support the learning process and to record the individual progress and accomplishments of our students. The following platforms of Facebook, Twitter, Instagram, and LinkedIn are approved for professional social media use. Parent permission is sought annually by the school for the use of student images in school marketing and publications. No photographers will have unsupervised access to children, be allowed to have one-to-one photo sessions, or be allowed to have photo sessions at a student's home without permission from a parent.

SFS staff may take or use photographs or other media that include student images, examples of students' work, and/or images of students taking part in a school event or activity. These photographs/media may be used only to provide SFS families with information about their child(ren)'s education and/or to provide information to other parties about SFS. Such images may be published on SFS-approved platforms only. Teachers should not post pictures on personal social media accounts unless they were already shared through one of the official SFS social media accounts.

Care must be taken by SFS staff in selecting such images to avoid potential inappropriate use by others. It is preferable to use images that depict students doing an activity in a group context rather than featuring an individual student. It is understood that special moments that merit capturing often occur unexpectedly and that therefore photographs and videos might be taken on a personal device; however, we ask that SFS staff delete such photos and/or videos from their personal devices and any personal digital/cloud storage after publishing or uploading to SFS-approved platforms.

When photographing or filming a child or using children's images for SFS-related purposes, SFS staff must:

- Not take pictures of a child who says they do not want to be photographed.
- Not covertly film a student for the purposes of catching them doing something bad.
- Not publish images of students in digital or SFS print publications if his or her parents have formally withheld their permission. (Parent permission is sought annually by the school for the use of student images in school marketing and publications.)
- Ensure that photographs, films, and videos present SFS students in a dignified and respectful manner.
- Ensure that file labels and/or text descriptions of photos do not reveal identifying information about a child (except his or her first name) when sending images electronically or publishing images in any format. Exceptions to this include SFS publications, such as The Banner.

Example of Do's and Don'ts (for further clarification)

Do:

- Take a photo of your own child winning an award or participating in school events
- Use your SFS email account to communicate with students via their SFS email account
- Use your school-sanctioned social media account to post about school events and off-site trips

Don't:

- Take a photo of your class in school or on a school trip and post it to your personal social media account(s)
- Take a photo of SFS students and “check in” or indicate that you are at SFS or elsewhere
- Use social media accounts (such as Facebook, Instagram, Twitter, YouTube, etc.) or chat platforms (iMessage, WhatsApp, Kakao, SnapChat, LINE, etc.) to communicate with students for non-professional/school purposes or in ways that conflict with safeguarding best practices.

Online Conduct

At SFS we employ the following practices to safeguard children in online meetings. Teachers should refer to and use these to guide practice:

- We will ensure that all online contact is **observable** and **interruptible** by requiring that one-to-one contact should only take place:
 - during school working hours 0745-1700
 - in the school setting (unless all staff are working from home)
 - in the published online meeting room for the class
 - only on established school platforms and if possible, only via the school network
 - with the understanding that students can leave the chat at any time they feel unsafe
 - with the assurance that we will not record any virtual sessions we have with children
- Teachers will:
 - follow the school child protection policy and expectations for professional conduct
 - maintain appropriate boundaries
 - immediately report to the counselor any inappropriate or harmful content shared online or during the meeting
 - will not ‘friend’ students on any form of social media
 - ensure that personal social media is kept private and separate from virtual learning resources accessible to students
 - restrict communication to only that with an educational purpose
 - allow students the option to use appropriate virtual backgrounds in the consideration of student privacy
- Students will:
 - ensure camera is on; mic is muted unless speaking
 - be seated at a desk, table, or work area, not on a bed
 - wear appropriate clothing
 - maintain classroom etiquette
 - use virtual backgrounds when necessary to prevent distraction from other family members or pets in the household
 - inform other family members at home that they are on a video call
- Virtual Learning Space Protections
 - do not allow participants into the meeting without a known student name; generic names are prohibited from joining
 - whenever possible student meeting settings should require authentication with a school account to join

- do not allow someone to remain that refuses to identify themselves with video upon joining.
- utilize waiting rooms or require host approval to join a meeting space
- minimize changes to ensure that participants can join in the required manner
- reschedule in lieu of switching meeting spaces or platforms
- Incident Response
 - If you are unable to verify a user joining a meeting.
 - Ask for them to email/message you to explain the issue, then utilize the waiting room or similar feature to prevent the user from the meeting until they are ready or you are satisfied with their identity.
 - If inappropriate or distracting behavior from a participant or their connection occurs
 - Utilize your M-S-R tools to Mute Audio, Stop Video, or Remove a participant from the meeting.

Recruiting and Hiring Procedures

Ensuring that all current and potential employees, outsourced contractors, interns, and volunteers are safe to work with children is paramount to the safeguarding at SFS. A thorough and standardized process applies to the recruitment and hiring of personnel, and includes the following:

- [\[see guidance here\]](#)
- Advertisements for vacancies which clearly state that safeguarding policies and procedures are enforced for all staff at SFS, and screening procedures will take place during recruitment.
- Child protection questions are asked in the recruiting platforms prior to the interview and are recorded as self-disclosure statements reporting any criminal or misdemeanor convictions.
- Attentiveness will be paid to anything suspicious in employment history (including gaps), and the use of references to clarify any areas of concern.
- Child safeguarding questions or scenarios to gauge appropriateness of response are asked during the interview.
- Confidential references including child protection questions are secured from each of the last two places of employment, or each school if the candidate has been employed at more than two schools in the last 6 years (when available). One or more reference checks must be a direct supervisor of the candidate at Principal / Head of School level (at current school). Referee identities and contact details are verified through professional directories/sources (school website, etc.) and are taken face-to-face online. Only business emails are used for initial contact with references.
- Relevant Criminal and/or Child Protection/Sexual Harassment background checks authorized for schools are undertaken for all newly hired and contracted employees.
- Each year, all employees must read, understand, and agree to comply with the [SFS Safeguarding Behavior Agreement](#) as part of the terms and conditions of employment.

SFS also works closely with Recruitment Agencies (Search, Schrole and GRC) to ensure that the reference checks and background screening undertaken by such agencies compliments SFS's own recruitment protocols. Background checks are carried out for all SFS employees.

All employees are required to sign the [SFS Safeguarding Behavior Agreement](#) with each contract renewal.

Campus Safety/Security

To maintain a safe and secure campus, SFS has one main gate through which all persons coming on campus enter and exit between 7:45am-3:30pm. The main gate is staffed by contracted professional security personnel. Security personnel monitor the gate as well as the Closed Circuit Television (CCTV) cameras, which are located throughout SFS's campus. To further secure our environment, all SFS faculty, as well parents/guardians, wear photo identification name tags. Guests must register with security upon entering campus and wear a guest lanyard in a visible location while on school grounds.

Risk Assessment and Reduction

Risk assessment is conducted as a preventative measure to ensure the safety and welfare of all students for on as well as off campus activities that are organized and supervised by SFS. Risk management at SFS is overseen by the Manager of Risk and Compliance as well as the Head of School. They work together with the Designated Safeguarding Lead, Director of Activities, Head Nurse, Transportation Director, and other key individuals to review school-wide risk management, safety, security, and preparedness operations, procedures, and systems.

Ensuring that safeguarding is integrated into risk assessment and mitigation means considering ways in which our students may be vulnerable to risk, and doing everything we reasonably can to reduce their risk. This involves requiring up-to-date risk assessment and mitigation documentation for all off-site, school sponsored events and trips, undertaking an annual review of all emergency protocols, implementing regular practice drills, and overseeing safe transitions (transport to/from school).

Visitors on the SFS Campus

- All visitors must sign the [SFS Safeguarding Behavior Agreement](#) (previously titled the SFS Code of Conduct: Adult and Student Boundaries). The code of conduct will be sent to them ahead of time by the SFS employee that is inviting them to campus or can be signed at the SFS guard pagoda at the entrance to the school.
- Add visitor's name and purpose of visit to the SFS [List of Visitors](#) document. Ask section office administration for access to the document.
- The visitors must wear their SFS badge at all times. The visitor's badge can be picked up at the SFS guard pagoda at the entrance to the school. For larger groups of visitors, five or more, check in with the Manager of Risk and Compliance for more information.
- They cannot enter a classroom or an office without being invited by an SFS faculty or staff.
- Visitors must refrain from taking photographs/videos of SFS students.
- Visitors are required to use the designated adult bathrooms.

Trips

Off-site educational field trips are vital components of teaching and learning at Seoul Foreign School. Field trips help open students' minds and gain a more profound understanding of what they are learning in the classroom at a much deeper level, through the different perspectives or environments outside of the classroom.

The level of risk increases with the uniqueness of the experience when we go beyond the classroom to get hands-on, real-world experiences, or view the work of other great minds. Accordingly, the school has set [guidelines and procedures](#) to prepare faculty against potential safety issues. All trips must meet safety requirements and standards as set by SFS.

During overnight trips, all child safety concerns should immediately get reported to the trip leader who will then report it to the respective Principal immediately. This applies to all situations, including those shared in confidence.

Whistleblower Policy

[Seoul Foreign School Whistleblower Policy](#)

The Seoul Foreign School Board and Senior Leadership Team are committed to the highest standards of openness, honesty, and accountability. This statement is intended to encourage and enable employees of the school to raise serious concerns within the appropriate reporting systems of the school, and do so without the fear of reprisals. SFS will not tolerate any bullying or harassment and will take appropriate action to protect employees when a concern is raised in good faith.

SFS staff have an ethical obligation to take reasonable steps to voice and/or consult about, or report their concerns about the welfare or safety of a child, or about the conduct of others, if there is the potential for harm.

Reasons for whistleblowing:

- Each individual has a responsibility to raise concerns about unacceptable practice or behavior
- To prevent the problem from worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing?

- Starting a chain of events that spirals
- Fear of being disloyal to your colleagues
- Disrupting the work or project
- Fear of repercussions or damaging careers
- Fear of harassment or victimization
- Fear of not being believed
- Fear of getting it wrong

What concerns should you raise?

Concerns that fall within the scope of the whistleblowing policy may be about something that:

- Has an adverse impact on the welfare and safety of the students
- Is unlawful;
- Is against the school's policies;
- Falls below established standard or practice;
- Amounts to improper conduct

Remember that as an SFS employee, you have the right to raise concerns that could be about the actions of their employees or private contractors and, you are expected to raise concerns about potential health and safety risks.

How should you raise concerns?

When you have a concern, the best way to address your concern is to submit a [whistleblower report](#). You can submit the report anonymously or leave your contact information should you wish to be part of the investigation. This report will be forwarded to the Designated Safeguarding Lead and the Head of School and will begin a confidential, careful and thorough investigation.

Should you wish to talk about your concern before making an official report, visit the Designated Safeguarding Lead (CWC 203 or celine.jin@seoulforeign.org) or any administrator you trust. The earlier a concern is expressed, the easier and sooner it is possible to take action. All information is treated with utmost care and will be kept confidential.

What happens next?

Once you have raised a concern, SFS will:

- Acknowledge receipt of your concern via an email if you left your contact information.
- Take action to protect you from harassment or victimization
- Provide mediation and dispute resolution if appropriate
- Investigate the matter
- Do its best to protect your identity if you do not want your name disclosed (although this might not be possible in all cases, especially if a signed statement is needed from you in order to address the concern via another procedure, e.g. a disciplinary procedure)
- Take no action against you if you raise a concern in good faith that is later confirmed to be unfounded
- Notify parents and/or guardians, should it involve the safety of a SFS student, as soon as possible by a school administrator

Training

There will be mandatory annual training and education for the SFS community to develop and maintain the necessary knowledge and skills to safeguard children. All training, education, and workshops will be sensitive to the language needs of the trainees.

A strong part of the SFS culture is the warmth and openness of relationships between staff and students. SFS believes that this should be preserved while ensuring that all students remain safe and comfortable while at school.

Annual training will include, but is not limited to the following topics:

- SFS Child Safeguarding Guide
- SFS Child Protection Policy
- SFS Code of Conduct: Adult and Student Boundaries
- Recognising Child Protection concerns

- Reporting Child Protection concerns: [SFS Child Protection Procedural Flowchart](#)
- Responding to students who have experienced any form of abuse or neglect

Annual training will be scheduled through [Educare Online](#), [childsafeguarding.com](#), and/or a member of the **CPERT**:

- Beginning of each academic school year:
 - New employees will complete the course: [Child Protection For International Schools](#)
 - Returning employees will complete the course: [Child Protection Refresher](#)
 - New volunteers, coaches, contractors, and third party vendors will complete the course: [Child Protection For International Schools](#)
 - Returning volunteers, coaches, contractors, and third party vendors will complete the course: [Child Protection Refresher](#)
 - Parents and guardians will have annual opportunities to attend educational workshops on safeguarding
- Throughout each academic school year:
 - All employees will complete reviews and training twice per year
- Training will be available in Korean/Hangul via online learning platforms or from a **CPERT** member

Members of the Child Safeguarding Team undergo advanced-level training, which may include in-house training, presentations, conferences or other professional development that will enhance their ability to stay current in best practice and continuously improve child protection at SFS.

Roles and Responsibilities

Child Safeguarding is the responsibility of all adults and especially those working with students. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Designated Safeguarding Lead, the Child Safeguarding Committee, the Senior Leadership Team and the School Board.

It is the role of the Designated Safeguarding Lead (DSL) to ensure that all of the child safeguarding procedures are followed within the school. If for any reason the DSL is unavailable, a Deputy Designated Safeguarding Lead (DDSL) has been identified who will act in the DSL's absence. Additionally, it is the role of the DSL to ensure that all staff employed, including temporary staff and volunteers within the school, are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The DSL is responsible for ensuring that the Child Safeguarding Committee is convened on a quarterly basis to:

- Address safeguarding concerns
- Initiate policies and procedures to address concerns
- Review the Safeguarding Guide and all safeguarding policies (annually)
- Review the number and nature of concerns across the school
- Plan and report on school-wide safeguarding training
- Facilitate annual facility walk-throughs

- Review case studies

All staff working with or on behalf of students have a "Duty of Care" to report concerns. There are, however, key people within the school organization who have specific responsibilities to assess and evaluate those concerns in accordance with child safeguarding procedures. These people are designated as Child Protection Leaders (CPL). All sectional Principals and Assistant Principals, Sectional Counselors, School Psychologist, Health Officers, and Head of Risk and Compliance are also designated as CPLs.

The designated Child Protection Leaders (CPLs) within each section are responsible for handling specific reports of concern and working with the student and/or family to ensure that the child's interests are protected. They are also responsible for notifying the Child Protection Emergency Response Team (CPERT) of all reported concerns through the incident reporting system. Sectional counselors are designated safeguarding leaders for SFS.

Overall Safeguarding Efforts

SFS recognizes that a robust child safeguarding effort requires commitment, vigilance, empowerment and engagement from all members of our community, including the school board, school leadership, all faculty, staff and volunteers, students, parents and guardians, our partners in education and the community at large. Through engaging with and developing multiple strands of policy and procedure, the school is building a framework that links all elements of student safety and well-being together. This safeguarding framework allows SFS to more vigorously work towards preventing, responding to, and learning from situations of harm involving our students.

Policies, procedures and activities that support **prevention** include, but are not limited to: safe hiring practices, safeguarding agreements and a code of conduct, gaining the commitment from parents and guardians to abide by SFS's safeguarding policies, offering support on positive discipline, offering support on transitions for families, empowering students to advocate for their own safety, providing age-appropriate health and relationship education, understanding the role of digital citizenship, ensuring every child has an adult they trust, and risk assessments for special events/trips.

Policies, procedures and activities that support **response** include, but are not limited to: training all employees and volunteers to recognize the signs and symptoms of abuse, offering multiple reporting channels to meet the needs of our constituents, actively building relationships with partners in Korea who offer support services for families, documentation and document retention, and developing inquiry teams/models.

As a school, we know that even with all of these things in place, situations involving harm can happen. We commit to learning from situations of harm involving our students, so that we can enhance and/or introduce new strands in the safeguarding framework, further enabling the school's ability to effectively safeguard our children. We recognize that this work will never be done, and we commit ourselves to the ongoing effort involved with maintaining and improving our safeguarding efforts for all SFS students.

Monitoring and Evaluation

In order to maintain the relevance of all safeguarding policies and procedures, and allow a forum for review, reflection, and revision, an annual review of the following documents and procedures will be undertaken by the Child Protection & Safeguarding Committee:

- SFS Safeguarding Guide
- SFS Child Protection Policy
- SFS Code of Conduct: Adult and Student Boundaries
- SFS Child Protection Procedural Flowchart
- All formal reporting channels

The Designated Safeguarding Lead, in conjunction with the Safeguarding Committee, is responsible for monitoring the implementation, use, and effectiveness of this policy and will report on these matters annually or more frequently, as needed.

References:

Farrer & Co., Firmin, C. Peer-on-Peer abuse toolkit. University of Bedfordshire, 2017.

Firmin, C. Abuse Between Young People: A Contextual Account. Oxon. Routledge, 2017.

Policies. Ysgol Maes Owen | Ysgol Maes Owen Primary School | Maes Owen | Ysgol Maes Owen, Kinmel Bay | Ysgol Maes Owen, Conwy | Kinmel Bay | Rhyl. (n.d.). Retrieved February 8, 2023, from <http://www.maesowen.co.uk/policies.htm>

Safety & Security. RIS. (2021, April 22). Retrieved February 8, 2023, from <https://www.rism.ac.th/community/safety-security/>

[Coton E of C Primary School](#), Code of Conduct Policy

[Jakarta Intercultural School](#), Safeguarding Handbook

[American International School](#), Child Protection Procedural Handbook

[Hong Kong International School](#), Child Protection Manual

[Safeguarding at ASIJ](#), Policy and Procedures Handbook

[Hangzhou International School](#), Child Safeguarding Guidelines

[Ruamrudee International School](#), Child Safeguarding Code of Conduct and Policies

[AISA Child Protection Handbook](#)

SEOUL FOREIGN SCHOOL,
CENTERED IN CHRIST,
INSPIRES A PASSION FOR LEARNING,
PURSUES ACADEMIC AND CREATIVE EXCELLENCE
AND IS DEDICATED TO THE SERVICE OF OTHERS.



SEOUL FOREIGN SCHOOL
INSPIRING EXCELLENCE, BUILDING CHARACTER - SINCE 1912

Child Protection and Safeguarding Guide Approval

POLICY APPROVAL & SIGNATURES

The SFS Child Protection and Safeguarding Guide has been reviewed and updated by the Child Safeguarding Committee, Senior Leadership Team, and the SFS Board of Governors.

**** This **Guide Approval** page is to be printed, signed and kept on file in the office of the SFS Head of School. This Guide Approval page is NOT to be included in the final published and/or print copy.*

Date: Dec 7, 2023

Name: Head of School	Signature	Date
Name: Head of School - Human Resources	Signature	Date
Name: Safeguarding Committee Lead	Signature	Date
Name: School Psychologist	Signature	Date
Name: Manager Risk & Compliance	Signature	Date
Name: Elementary School Principal	Signature	Date
Name: Middle School Principal	Signature	Date
Name: High School Principal	Signature	Date
Name: British School Principal	Signature	Date
Name: Chair, Board of Governors	Signature	Date