

STUDENT SAFEGUARDING HANDBOOK

SEISEN INTERNATIONAL SCHOOL
2025-2026

Learning to Love, Loving to Learn

STUDENT SAFEGUARDING HANDBOOK

Embedded in Our Mission

Seisen International School, a Catholic International School, educates future world citizens to become men and women for others and with others, in the spirit of Jesus Christ. Seisen International School's mission is to provide a safe environment with a focus on the multi-faceted nature of community wellbeing. We seek to empower each student, through shared responsibility, creativity, and human interdependence, to develop their unique talents and to become competent and compassionate players in our global society, capable of empowering others and of bringing hope and peace to our ever-changing world.

Seisen International School's mission in accordance with and support of the UN Declaration of the Rights of the Child (1990), the recommendations based on the International Task Force on Child Protection (2015), and also in conjunction with Japanese laws regarding Child Protection, defines the term "child" as students under the age of 18. However, due to our position of trust in the lives of our students, Seisen International School acknowledges that a student at Seisen is considered under our duty of care until the time of their graduation, irrespective of the age of the student.

As of June 2023, the age of consent in Japan has been raised from the age of 13 to the age of 16.

All Seisen International staff, faculty, and administrators are mandated to report incidences of abuse and neglect. All Seisen International staff, faculty and administrators are also required to report *suspicion* of abuse or neglect. All reports of abuse and neglect must be made to the Child Protection Officer / division counselor, or division principal should the counselor be unavailable, within 24 hours for immediate response. The counselor reports to the division principal and the Child Protection Officer. The Child Protection Officer must in turn report to the Head of School. Verbal reports must also be supported by signed written documentation by the person or persons submitting the report.

In keeping with our Catholic School ethos, we view ourselves as a community of families in support of one another with the students at the center of our good intent. Should a parent in good faith have a safeguarding concern in regards to a student of our school, we encourage that parent to talk confidentially to one of our counselors. The counselor will in turn follow the mandated procedures laid out in this document and uphold the whistleblower's policy of confidentiality in place for faculty and staff.

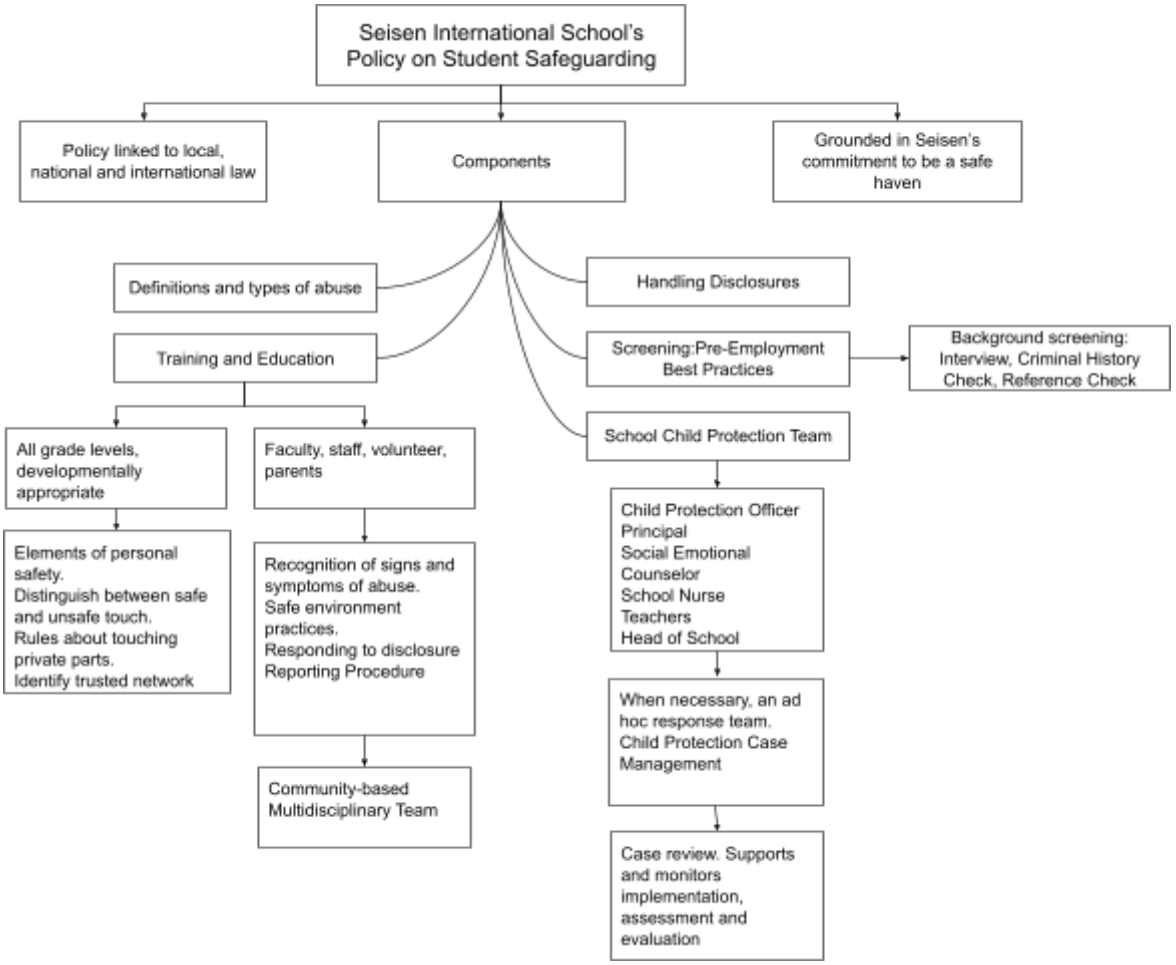
Purpose of the Student Safeguarding Handbook

Seisen International School's has policies, procedures, and training in place so that if child abuse in any form is suspected, observed or disclosed to any member of the community, that person will have the knowledge, information, and resources necessary to ensure that the child is safe, that the situation is communicated promptly, professionally, and effectively, and the suspicion or incident is reported to the appropriate authorities.

Essential Components of Student Safeguarding at Seisen International School

This document outlines the essential components of a Student Safeguarding Policy.

1. A Code of Conduct that guides interactions between adults and students at Seisen International School
2. Guidelines on recognizing, responding to, and reporting allegations and suspicions of child abuse and neglect at Seisen International School
3. Guidelines on screening and selecting staff, faculty and volunteers at Seisen International School
4. Training and education about child abuse prevention (including but not limited to sexual)
5. Ensuring safe environments and practices
6. Connecting to local authority and resources via the protocols established by the Japan Council of International Schools



Child Protection Teams - Roles and Responsibilities

It is **obligatory** for all faculty, staff and administrators to report incidents of physical or psychological violence, aggression, harassment, and physical, emotional or sexual abuse or suspicions of the aforementioned **immediately or within 24hrs,** to a school counselor and / or Child Protection Officer or Assistant Child Protection Officer who, in turn, shall inform the principal and Head of School.

Students are encouraged to report incidents for which they themselves or others may be the victims. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a school counselor in verbal and written format. The school counselor will inform the principal and Head of School. The counselor shall gather information and provide further written information including the date, person or persons involved, and any additional relevant information.

If there is reasonable cause to believe child abuse has occurred as defined within this document, the counselor / Child Protection Officer / Assistant Child Protection Officer will report to the Principal who shall follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions. The Head of School will be informed at all stages by the principal and/or counselor.

Such actions include, but are not limited to, one or more of the following:

- Conference with students involved
- Parent notification
- Meeting with parents
- Meeting with others pertinent to the case, including the alleged perpetrator(s)
- Contacting school nurse
- Psychological assessment
- Mandatory counseling sessions
- Referral to the Child Protection Team
- Reporting to child protection services
- Legal action and prosecution by the authorities
- Suspension or termination of employment (if a school employee)

Members of School Child Protection Team / Student Safeguarding Team

- Designated Child Protection Officer (CPO)
- Designated Assistant CPO
- Division School Counselor
- School Nurse
- Division Principal / Assistant Principal
- Head of School

Members of External Multidisciplinary Team

(Formed in serious cases beyond the professional capacity of school remit)

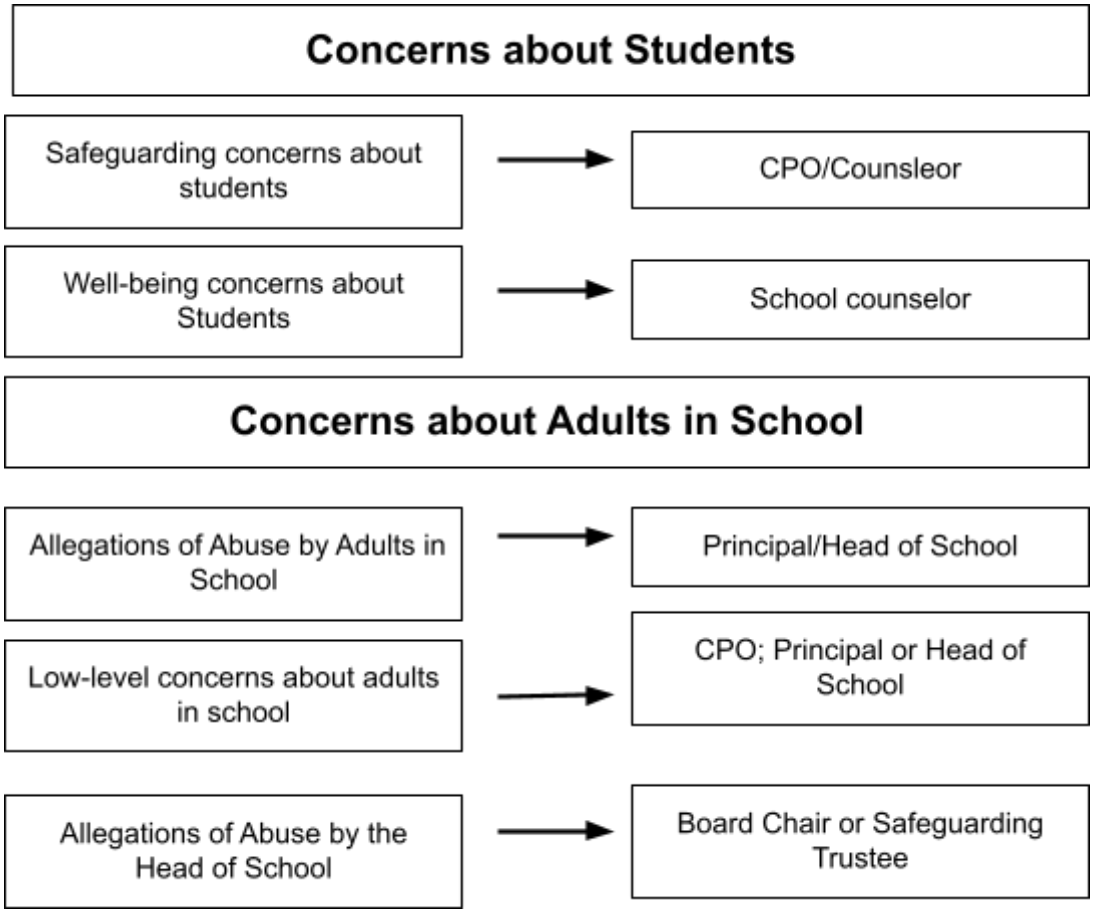
- Legal Representative
- Medical Representative
- Psychiatric Representative
- Child Protection Services Representative

The Role of the Child Protection Officer (CPO) and Assistant Child Protection Officer at Seisen International School

In collaboration with the Head of School and the Child Protection team, the CPO (and the Assistant CPO in the absence of the CPO):

- Creates a culture of safeguarding at Seisen International School aligned with our mission of providing a safe environment.
- Acts as a lead on the Child Protection Team in cooperation with the Head of School.
- Is eligible to be appointed as the Response Team Leader on the Allegations Management Team.
- Maintains a working knowledge of local laws and regulations ensuring that there is an understanding of these by the leadership team and that they are reflected in school policies.
- Acts as a member of the Crisis Management Team when context requires.
- Acts as the point of contact referrals to Child Guidance Center and /or police.
- Gathers and maintains through CPOMS, accurate confidential written reports, minutes of formal and informal meetings in regards to cases.
- Conducts a review with the Head of School after any incident occurs to ensure all policies and procedures were followed and identifies if any modifications need to be made.
- Acts as liaison when necessary between all government child protection agencies, the police, and the school.
- Participates in the Japan Council of International School sponsored meetings in regards to Child Protection issues at JCIS schools.
- Ensures policies and procedures are reviewed annually.
- In collaboration with the counselor access to resources, professional development, parent information sessions on community learning around student safeguarding and child protection.
- Acts as a support person to students, staff or faculty who make referrals or identify an issue.

Reporting Lines



Safeguarding Concerns - Any concern that a student is at risk of harm or abuse

Wellbeing Concerns - A wellbeing concern is any concern that a student is struggling with their mental health, including but not limited to persistent low mood, lack of energy or focus, or is struggling with anxiety.

Mandatory Reporting

Staff members at Seisen International School must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has experienced, or is at significant risk of experiencing abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to local authorities, the local child protection agency, the respective consulate in Tokyo, Japan, future employer, and/or to the appropriate child protection agency in the home country.

Seisen International School seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, Seisen will distribute this policy annually to all parents and applicants, will communicate this policy annually to all students, will provide training for all staff, will make every effort to implement hiring practices to ensure the safety of

children, and will review the policy annually for compliance and effectiveness. The policy will also be posted on our webpage.

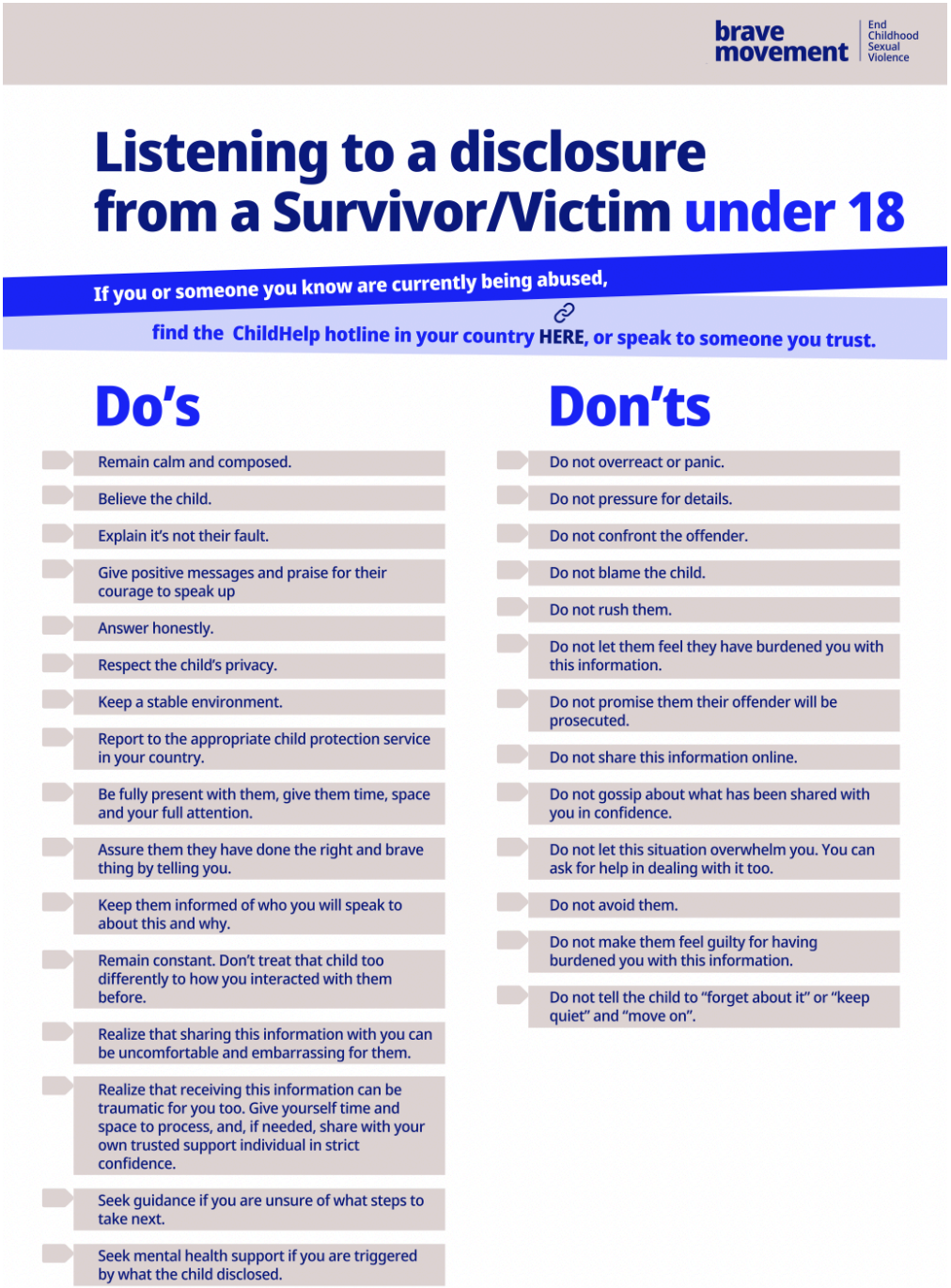
Guidelines for Responding to a Student's Disclosure

1. **Abuse or Neglect**
   - If a student asks to speak with you, try to find a neutral setting where it is quiet with few distractions.
   - Let the student know they are safe talking with you, and that you may have to tell someone else if they are in an unsafe situation. Reassure them that you will not tell anyone who isn't directly involved in helping them be safe. Do not let a student swear you to secrecy before telling you something. You may need to report, which the student will view as breaking your trust with them.
   - Listen calmly and non-judgmentally, letting them explain in their own words. Practice reflective listening (repeating back what you heard) so that the student can correct you if you misheard something. Do not pressure for a great amount of detail. Do not lead the student in telling.
   - Respond calmly and matter-of-factly. Even if the story that the student tells you is difficult to hear, it is important not to register disgust or alarm. Try not to overreact emotionally.
   - Refrain from making judgmental or disparaging comments about the abuser - it is often someone the student loves or with whom they are close.
   - Thank the student for trusting you and give them praise for being brave and doing the right thing by sharing.
   - Ensure the child that we will take this seriously and do our best to protect them/make sure they are safe/we don't want to do anything that would make the situation worse.
   - Refrain from making promises to the student that things will get better.
   - Ensure the student's immediate safety. If the student indicates they are not safe (e.g. suicidality, about to go home to abuser, about to go to class with abuser, etc.) do not leave the student. Ensure the student is supervised while you seek immediate assistance from the counselor or Child Protection Officer.
   - If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting your school-based Support Team. Do not take the child home with you!
   - Explain to the student that you must tell a Counselor to get help. Remind them they are not in trouble, not to blame, and that they did the right thing by telling you.
   - Refrain from confronting the abuser.
   - Respect the student's confidentiality. Share with the Child Protection Team, but do not discuss openly in public places at school in front of students/ staff / parents.
   - Empower the student by allowing the student a part in the process as much as possible. This may be dependent upon the age of the student.
   - As soon as the child leaves, document the disclosure by reporting via CPOMS. Taking notes during the disclosure on a device is not recommended as it places emotional distance between the listener and the speaker. Taking handwritten notes is an option but being present/ actively listening in the moment of the disclosure is important. The form should be printed out and completed in pen. The form should be submitted to the CPO within 24 hours.

Please note: teachers are not investigators. Your role is to listen and respond to disclosures in order to determine the next step for students to get the help they need.

2. **Self-harm or Suicidality**
    - In situations of disclosure of self-harm or suicidality, first, ensure the student's immediate safety and do not leave them alone if there is any immediate or imminent danger.
    - If unsure about the danger level, err on the side of caution - do not leave the student alone and seek a counselor or CPO immediately.
    - There will be cases of indirect disclosures, for example a friend brings up a concern or you notice scars or other concerning marks on a student. For those indirect disclosures, please first communicate this information promptly to the counselor or CPO so that follow-up can occur on the same day if at all possible.
    - If a counselor or CPO is not available, please report to divisional principals. After a verbal report, please still complete CPOMS.

PLEASE REPORT TO ONE OF THE COUNSELORS FOR THE NEXT STEPS
(See Reporting and Actions after Disclosure.)



Reporting and Actions after Disclosure

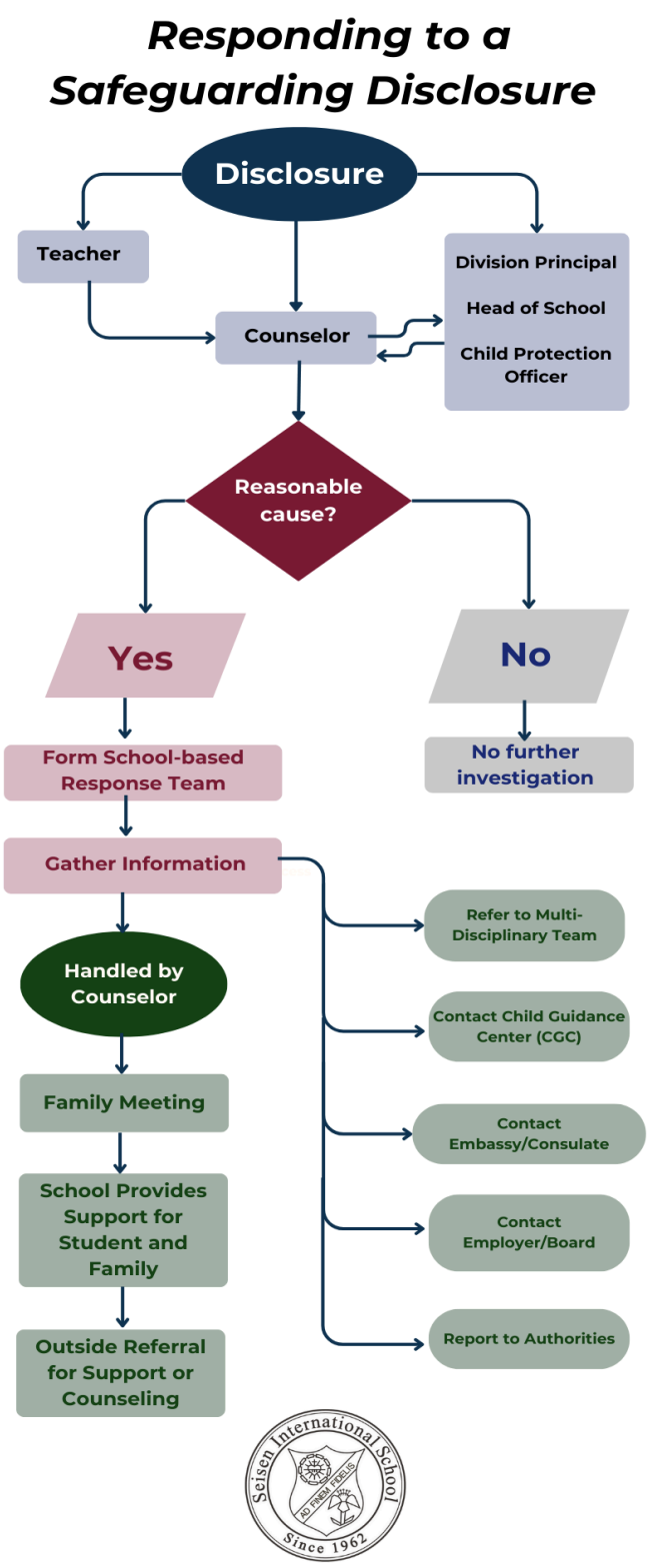
Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the counselor, or to the principal, should the counselor be unavailable. If the principal or counselor are unavailable the report should be made to the CPO. In all cases, the principal and Head of School will be notified.

In the case of a staff member reported as an alleged offender, Seisen International School will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

(See Management of an Allegation against an Adult abusing a Student.)

Media Policy

To ensure that consistent and accurate information will be given, only one person is designated by the Head of School to interact with the media representatives, if and when this is necessary. If there is a need it is better to have written statements for those inquiring rather than depend on interviews with the media representatives. Written statements given to the media will be posted for the staff's information. Other staff members must avoid giving comments to the media.

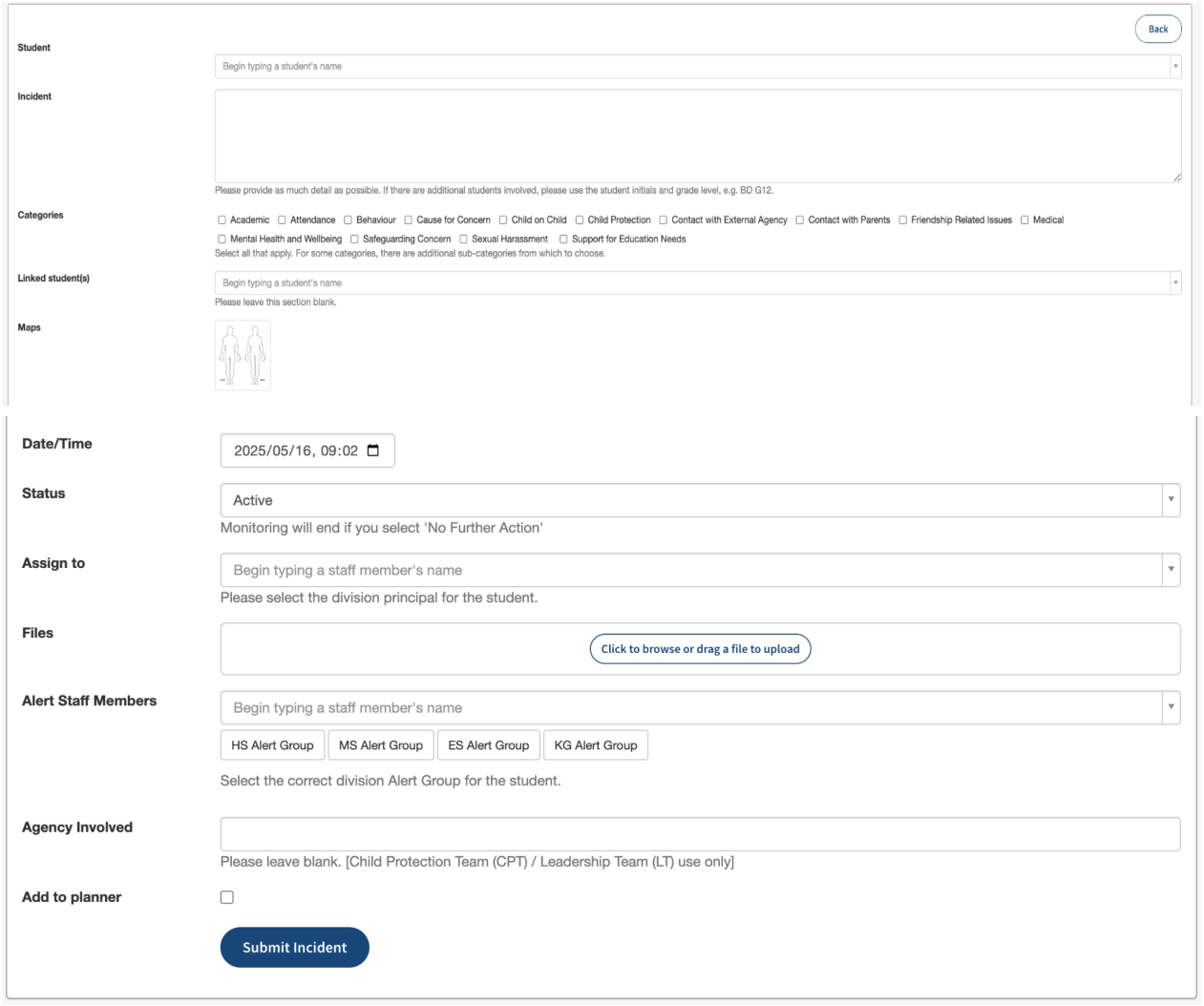


Written Report of Safeguarding Concerns via CPOMS

Seisen International School uses CPOMS (Child Protection Online Monitoring System), a secure and well-trusted online platform, for all reports regarding student concerns. CPOMS aids in the monitoring, record keeping, and trend analysis for student concerns.

When a staff or faculty member has a concern regarding a student, regardless of the level of concern, they are to use CPOMS to make this report. Reports can be made regarding academic concerns, attendance issues, behaviour concerns, child-on-child harm/abuse, friendship issues, medical, mental health/wellbeing, safeguarding concerns (various forms of abuse or neglect), sexual harassment, and additional supports for educational needs. For many of these categories there are also subcategories.

Leadership and members of the Student Support Team (SST) and Child Protection Team (CPT) will receive reports and follow up as necessary.



Definition of Safeguarding Terms

Child Protection/Student Safeguarding is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm.

Child Protection Policy/Student Safeguarding Policy is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility seriously.

Child Protection Concerns/ Student Safeguarding Concerns include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

Child Abuse - According to the World Health Organization, child abuse constitutes "all forms of physical and/or emotional ill-treatment including verbal abuse, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

Most child abuse is inflicted by someone the child knows, respects or trusts. International school communities have unique characteristics of which school personnel must be aware in terms of the individuals who are around our children. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimization they might have experienced.

Contextual Safeguarding is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities. It recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and considers interventions to change the systems or social conditions of the environments in which abuse has occurred.

Types of Abuse (including Signs)

To increase Seisen International School's community awareness, this document focuses on six main categories of abuse and provides basic information about the physical and behavioral signs associated with each type defined below.

1. **Emotional Abuse**
Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children and verbal abuse. Some level of emotional abuse is involved in all types of ill-treatment of a child though it may also occur alone.

Signs of Emotional Abuse:

- Physical, mental and emotional development is delayed
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior
- Persistent tiredness

2. **Neglect**

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development. It may involve: medical needs unattended, lack of supervision, inadequate nutrition, etc.

Signs of Neglect:

- Inappropriate dress
- Consistent hunger
- Fatigue or listlessness
- Self-destructive
- Extreme loneliness
- Extreme need for affection
- Insecure attachment issues
- Poor personal hygiene
- Frequent lateness or non-attendance at school

- Low self-esteem
- Mood disorder issues (e.g depression, anxiety, etc)
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

3. Physical Abuse

Physical abuse is the physical hurting / harming of a child or young person on purpose. Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. Physical restraint of a child or restraining a child in locked rooms, or other physical spaces is also considered physical abuse.

Signs of Physical Abuse:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away
- Mental health issues / difficulties / challenges

(These signs could also indicate harm to self, such as cutting and suicide ideation.)

4. Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening or whether they perceive themselves as victims or not. The activities may involve physical contact, including penetrative, non-penetrative acts, sexual intercourse without consent. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of Sexual Abuse:

- Age inappropriate sexualized behavior or language
- Pain or irritation to the genital area

- Atypical vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- Fear of people or places
- Regressive behaviors, bedwetting or stranger anxiety
- Excessive masturbation
- Sexually proactive
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult
- Refusal to continue with school or usual social activities
- Mental health issues / difficulties / challenges

5. Child Exploitation

Child exploitation refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of grooming, manipulation, misuse, abuse, victimization, oppression or ill-treatment.

There are two recognized forms of child exploitation:

1) **Sexual Exploitation** is the abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the exploitation of another as well as personal sexual gratification.

   Examples: Child prostitution, trafficking of children for sexual abuse and exploitation, child pornography, sexual slavery.

2) **Commercial / Economic Exploitation** of a child refers to the use of the child in work or other activities for the benefit of others. Commercial sexual exploitation of children is one of the worst forms of child labour and a modern form of slavery. Sexually exploited children are often treated as criminals. As defined in the declaration of the First World Congress against Commercial Sexual exploitation of Children, held in Stockholm in 1996, commercial sexual exploitation of children is sexual abuse by an adult accompanied by remuneration in cash or in kind to the child or third person(s), the commitments made in Stockholm were reaffirmed in Yokohama, Japan, in 2001 at the Second World Congress.

   This includes, but is not limited to, child labor. Economic exploitation implies the idea of a certain gain or profit through the production, distribution and consumption of goods and services. This material interest has an impact on the economy of a certain unit, be it the State, the community or the family. Examples: Child domestic work, child soldiers and the recruitment and involvement of children in armed conflict, child bondage, the use of

children from criminal activities including the sale and distribution of narcotics, the involvement of children in any harmful or hazardous work.

6. Child-on-Child Harm / Abuse

Child-on-Child Harm / Abuse is any form of physical, sexual, emotional or financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child-on-child harm / abuse can take various forms, including: bullying (including cyber-bullying), sexual harassment, harmful sexual behaviour, child sexual exploitation, child sexual abuse material, abuse in intimate relationships, domestic violence, initiation/hazing, physical abuse, gang/group violence, and/or gender- based violence.

Online Child-on-Child Harm / Abuse is any form of abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child-on-child grooming, threatening language delivered via online means, the distribution of sexualised content including Artificial Intelligence (AI) generated content, and harassment.

Signs of Child-on-Child Abuse:

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected
- Physical injuries
- Experiencing difficulties with mental health and/or emotional wellbeing
- Becoming withdrawn and/or shy
- Experiencing headaches, stomach aches, anxiety and/panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- Broader changes in behavior including alcohol or substance misuse
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- Abusive behavior towards others.
- Mental health issues / difficulties / challenges

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behavior that children present will depend on their particular circumstances. Rather than checking behavior against a list, staff are trained to be alert to behavior that might cause concerns, to think about what the behavior might signify, to encourage children to share with them any underlying reasons for their behavior, and, where and when appropriate, to engage with their parents/carers so that the cause(s) of their behavior can be investigated.

The power dynamic that can exist between children is also very important when identifying and responding to their behavior: in cases of child-on-child abuse, a power imbalance may exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Long-Term Impact of Unmitigated Child Abuse

The impact of child abuse can persist for a lifetime after the abuse has been committed. While many victims of abuse are resilient and are able to continue to have fulfilling lives, the impact of child abuse can persist for a lifetime. This is especially challenging for those whose abuse was long-term and unmitigated. Much research has established the relationship between long-term child abuse and life-time health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.

The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the target's/ survivor's and can affect the target's/survivor's ability to function as a human being in daily life. Abuse can challenge the self-value, self-esteem, and sense of worth of its targets, rendering some, but not all, hopeless, helpless and unable to live a complete life.

Long-Term Impact of Unmitigated Child Abuse:

- Poor educational achievement
- Concentration/ Focusing Issues
- Inability to complete responsibilities
- Inability to live according to plan/ability
- Inability to care for self
- Inability to coexist, cooperate or work with others
- Lack of self-confidence, Inability to express love/or accept love
- Prone to addiction
- Inability to lead a family
- Constant health problems
- Prone to mental health problems
- Low self-esteem
- Prone to depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations
- Self--injurious behavior
- Suicidal Ideation
- Mental health issues / difficulties / challenges

Early Warning Signs in Perpetrators

Signs of Perpetrators (Students)

- Uses force and coercion in social situations
- Requires secrecy in relationships
- Unusual interest in sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehavior when told to stop
- Unusual intensity when discussing sex and sexuality

- Socializes with children much younger

Signs of Perpetrators (Adults)

- Has “favorite” student or child
- Attempts to find ways to be alone with children
- Inappropriate language, jokes and discussions about students/children
- Sexualized talk in the presence of students/children
- Gives private gifts or has private chats on social media/internet

Signs of Perpetrators (Parent/Guardians)

- Shows little concern for the child
- Appears unable to recognize physical or emotional distress in the child
- Denies that any problems exist at home or school, or blames the child for the problems
- Constantly blames, belittles or berates the child and describes the child with negative terms
- Uses any form of physical discipline
- Demands an inappropriate level of physical or academic performance
- Severely limits the child's contact with others
- Offers conflicting or unconvincing explanations for a child's injuries or no explanation at all

Code of Conduct for all Faculty, Staff, and Volunteers

Purpose of the Code of Conduct

Seisen International School's Code of Conduct provides clear expectations to all employees, and volunteers who represent the school and who interact with students (including externally hired coaches and teaching assistants employed by parents for students with special needs) in both a direct and /or unsupervised capacity.

Seisen International School is committed to the safety and protection of all Seisen International School's students. This Code of Conduct applies to all employees and volunteers who represent the school and who interact with our students in both a direct and/or unsupervised capacity. This Code of Conduct applies to both the public and private conduct of those acting on behalf of Seisen International School. We must at all times be aware of the responsibilities that accompany our work in both our professional and private life.

We should be aware of our own and other persons' vulnerability, especially when working alone with students, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes speech or gestures as well as physical contact that exploits, abuses or harasses and encompasses any unwanted physical touch that is initiated by the adult and not the child.

We must always intervene when there is evidence of, or there is reasonable cause to suspect, that students are being abused in any way. Suspected abuse or neglect must be reported to the school counselor or division principal who in turn report to the Head of School.

Consequences of Failure to Comply with the Code of Conduct

Failure to comply with the Seisen International School Code of Conduct may result in any or all of the following, dependent on the seriousness of compliance failure:

1. Official reprimand recorded and placed in employee's file
2. Suspension with pay until an official investigation has been conducted
3. Immediate dismissal

Explicit Guidelines

The following explicit guidelines must be adhered to as an employee of Seisen International School:

1. **Communication with Students**

   (For the purpose of this Code of Conduct, electronic communication and social media encompass software, applications (including those running on mobile devices including but not limited to laptops and iPads), AI, email and websites, which enable users to interact, create and exchange information online including online shopping, Zoom, Line, Google Meet,texting, personal social media and personal text. Other examples include

,but are not limited, to sites such as Facebook, X, LinkedIn, Flickr, YouTube, SnapChat, TikTok, Instagram.)

As digital citizens, faculty and staff are expected to model the required behavior we expect to see online of our students.

General Communication

1. Maintaining professional boundaries in all forms of communication, technology-related or not, is vital to maintaining appropriate professional relationships with students. Faculty and staff at Seisen International School, when communicating with students electronically, only communicate with students through school email accounts or school sanctioned platforms such as ManageBac, Google Classroom or SeeSaw. There is to be no exchange of private texts, private phone calls, personal email addresses, social media or photos of a personal nature with students.
2. Professional and courteous language is to be used at all times. Professional "sign off" on emails at all times, e.g., no use of first names of the teacher, no terms of endearment, nicknames etc.
3. Faculty and staff must maintain a professional distance from students by communicating electronically at appropriate times of the day. Unless in an emergency situation, faculty and staff must refrain from
    i. Corresponding with students after 7 pm in ES and 8 pm in MS and HS. Faculty and staff should also not engage in communication with students regarding Google Doc and ManageBac notifications after these times.
    ii. Corresponding with students on Sundays unless in relation to a service event or a school-sponsored event on that day
    iii. Corresponding with students during holidays

    In case of an emergency situation or a situation of concern, the division principal must be copied on all correspondence.
4. Principals must be informed of the intention to correspond and the actual correspondence with parents in regards to concerns raised about the physical and /or emotional well-being of the student.

2. Social Media

1. Facebook, Instagram, Twitter, TikTok are not school-sanctioned communication tools for students and teachers or staff. Teachers cannot be "friends" with students on Facebook or follow each other on Instagram or other social media platforms
2. Former students must have graduated High School before a friend request, made by the graduated student, can be accepted by the teacher.
3. Students' images cannot be posted on private accounts and professional blogs of teachers or staff (even if the images are from a school event).
4. Faculty and staff are expected to monitor all content they or others post to their social media accounts and are expected to remove anything that is inappropriate, critical of the school or could be construed as being critical of the school.
5. While Faculty and Staff cannot prevent students from following public X feeds or Instagram accounts, teachers should not follow students back.

6. Faculty and Staff are highly encouraged to keep all non School related Social Media private.

3. Guardianship

1. Teachers or staff cannot act as legal guardians of students unless in extenuating circumstances, and only then in prior consultation with, and approval of, the Head of School.
2. Teachers or staff cannot visit a student's home without the parent(s) being present.
3. No sleepovers are allowed at a teacher's home or on the school premises. Teachers cannot attend a sleepover at a student's home.
4. No private parties with students at teacher's homes. (Team dinners at restaurants need approval of the division principal.)
5. Romantic/sexual relationships between faculty and graduates/former students are considered unethical and prohibited.

4. Day to Day Interactions

1. Physical contact with a student can be misconstrued both by the recipient and those observing, and should occur only when completely non sexual and otherwise appropriate, and never in private. E.g. High fives, hand shakes, hugs when initiated by students
2. One-on-one meetings with a student must be held in a public area; in a room where the interaction can be (or is being) observed (blinds cannot be drawn); or in a room with the door left open, and another staff member is notified about the meeting.
3. Counselors are able to meet students individually in a private space or the counseling office (usually the door is closed for confidentiality but blinds are not drawn and the interaction can be observed).
4. Students are never to be left unsupervised during the school day. After school students who miss the school bus or who have parents who are late collecting them after school must also be supervised.
5. Teachers must seek permission from their division principal to meet with students if outside of school hours of 8am-4pm Monday through Friday or Saturday classes/extra help. An administrator must be on site for Saturday classes to take place.
6. Professional language and cultural sensitivity to be displayed at all times.
7. Elementary students need to change for an event in the homeroom of the female elementary teacher or in the changing room of the gym.
8. PSPE classes take place in the Elementary class with two adults (teacher/counselor/school nurse) present for classes dealing with human growth and development.
9. ES Safeguarding classes take place in the classroom or in assemblies with two adults present.
10. KG PSPE classes dealing with safeguarding take place with a counselor and a teacher present.

5. Field Trips

1. Permission slips must be distributed and accounted for in the case of all field trips including Day Trips. In KG and ES a year long field trip permission slip is collected at the beginning of the year.
2. Consistent attendance taking must be conducted.
3. Overnight trips should have daily communication from chaperones to division principal, parents and Head of School.
4. Male chaperones cannot enter hotel rooms of students, female chaperones can enter rooms in pairs.
5. Immediate reporting of disciplinary, and or health and safety issues that occur on the trip to the division principal and the Head of School.
6. Consumption of alcohol AND use of drugs or tobacco by chaperones or students on the trip are strictly prohibited.

6. Use of Alcohol, Tobacco Products and/or Drugs

Faculty and staff at Seisen International School are expected to respect the laws of Japan pertaining to the consumption of alcohol, tobacco and drugs. Consumption of alcohol at school-sponsored events is restricted to the explicit permission of the Head of School. Alcohol cannot be consumed or stored in the classrooms at any time. Staff parties are restricted to designated areas and designated times by the Head of School. (for example the teachers' cafeteria and larger parties in the main cafeteria). The entire Seisen International School campus is a non-smoking environment. At no time can an adult employed by Seisen International School purchase for, or share/supply a student with any alcohol, tobacco or drug product.

7. Use of Electronic Devices and Computers

At no time can an adult employed by Seisen International School use a school computer / an electronic device owned by the school or devices privately owned by the teacher and used in school to view, download, store, or distribute / share pornographic material of any nature.

Intimate Care Practice

Good Practice Checklist for Early Years Staff: Intimate care can be defined as any care that involves washing, touching or carrying out an agreed procedure to intimate personal areas in order to care for another person. Intimate care tasks are associated with bodily functions, body products and personal hygiene that may involve direct or indirect contact with, or exposure of the genitals. All intimate care is provided in a manner so as to maintain the child or young person's dignity and confidence. The child or young person is cared for in a way that avoids distress, embarrassment or pain.

For entry into Seisen's Kindergarten 3-6 yr. old program, it is an expectation that all students are toilet trained and are able to go to the toilet independently. In the case where a student is not toilet trained or has regressed teachers should inform the principal and parents immediately. Faculty need to work in partnership with the child or young person's parents or carers to discuss their needs as to when the student can reintegrate into the regular school routine. The Buttercup

students are not expected to be toilet trained when joining our school but the same procedures and care will be followed when they start their toilet training.

- When a child needs help toileting or has had an accident, teachers should alert another staff member that they are with a child.
- Always where possible, keep the toilet doors open and remain visible.
- Ensure the child's dignity at all times; they should be appropriately covered if possible.
- Reassure the child and tell them what you plan to do. Listen to the child's wishes.
- If the child is distressed or protesting, stop the care immediately and inform the parents later.
- Encourage the student to be independent and to do as much as they can by themselves e.g. 'Can you take toilet paper and wipe your bottom?'.
- If possible, especially in the case where a child has been sick/had an accident, use gloves and an apron when trying to clean the child. Ask for additional support (i.e school nurse, cleaners and/or other members of staff) if need be.
- Send the soiled clothes home in double plastic bags. Spare clothes can be found in the child's own cubby.
- In the case where a child/children are in a cubicle or bathroom with a closed or locked door, knock to inform the child that you are there. Ask the child to dress themselves and to open the door. In the case that the child refuses, ask them to explain why. If the child is not speaking, explain that you will have to call someone to open the door to check on their well-being.
- Only one student is permitted to use a cubicle/ toilet with a closed door.
- Cameras, iPhones and recording devices should never be taken into bathroom areas.
- Wherever possible, staff should care for a child of the same gender.
- Class teachers or learning assistants take charge of the intimate care needs for children in their Kindergarten classes.
- Teachers should inform parents about the care that was administered by adding a note to the soiled clothing being returned home with the child, speaking to the parents at pick-up time or emailing or phoning the parents directly to explain the incident.

School Nurse: The school nurses have an infirmary where they receive students, staff and parents. For confidentiality reasons they may close the door and curtain. The school nurses have the right to administer medication and treatments with the approval of parents/guardians. This may necessitate touching body parts of students (such as administering creams, ice packs) or asking students to undress to show injured or affected body parts. In this case the nurses always ask the students' permission and explain what they will do before doing so. The parents are also always informed by the nurse that this has occurred.

Sleeping Policy for 2 Year and 3 Year Olds' Nap Time

Young children have individual sleep and rest requirements. Teachers must ensure a safe, secure and comforting sleep environment for all children. Sleeping children must be carefully monitored at all times. Teachers need to:

- Prepare a safe sleeping environment.
- Ensure that any potential dangers such as cords or strings, heaters and electrical appliances are out of students' reach.
- Ensure sufficient lighting for the teacher to observe children sleeping and enable children who are resting to undertake quiet activities.
- Ensure sleeping mats are clean and in good repair.
- Monitor room temperature to ensure maximum comfort for children.
- Ensure blankets have no strings or attachments that could harm a child.
- Ensure students are dressed in clothing appropriate to the season.
- Ensure students visit the bathroom and wash their hands before sleeping or resting.
- Provide soothing music and sit beside the children to encourage them to relax.
- Sit near children to encourage them to relax and settle. Teachers may tap or rub students' backs.
- Ensure that sleeping children are carefully monitored. All sleeping and resting children must be within teachers' hearing and sight range and be closely observed.
- Teachers should check children every 10 minutes and record their observations on the *Sleeping Chart here.* Teachers should walk around and place their hand on the child's back to ensure they are breathing.
- Teachers must monitor a child's breathing and the color of their skin,
- Ensure children sleeping or resting have their faces uncovered at all times.
- Check inside children's mouths to ensure there is no food present.
- Children must lie on their backs or side, where teachers can always see their faces. This should be documented on the sleeping chart as "R " for the right side, " L" for the left side, "B" for sleeping on their back.
- Ensure students keep their shoes on during naptime in case of an emergency evacuation.

Student Safeguarding during Online Learning Conditions

"Seisen International School, a Catholic international school, educates future world citizens to become men and women for others and with others, in the spirit of Jesus Christ.

Seisen International School's mission is to provide a safe environment in order to empower each student, through shared responsibility, creativity, and human interdependence, to develop their unique talents and to become competent and compassionate players in our global society, capable of empowering others and of bringing hope and peace to our ever-changing world."

In a situation where we need to activate our Online Learning Contingency Plan, a "safe environment" also encompasses the online learning environment we are providing for our students.

Seisen International School's mission, in accordance with and support of the UN Declaration of the Rights of the Child (1990), the recommendations based on the International Task Force on

Child Protection (2015), and also in conjunction with Japanese laws regarding Child Protection, defines the term “child” as students under the age of 18. However, due to our position of trust in the lives of our students, Seisen International School acknowledges that a student at Seisen is considered under our duty of care until the time of their graduation, irrespective of the age of the student.

During circumstances where we need to activate our Online Learning Contingency Plan, the Code of Conduct which a Seisen International School Employee signs at the start of the year remains binding.

The essential components of our Student Safeguarding Policy are as follows:

1. A Code of Conduct that guides interactions between adults and students at Seisen International School
2. Guidelines on recognizing, responding to, and reporting allegations and suspicions of child abuse and neglect at Seisen International School
3. Guidelines on screening and selecting staff, faculty and volunteers at Seisen International School
4. Training and education about child sexual abuse prevention
5. Ensuring safe environments and practices
6. Connecting to local authority and resources via the protocols established by the Japan Council of International Schools

The following components are of specific importance when classroom instruction goes online: #1, #2, #5, #6.
It is the professional obligation of Seisen International School Employees to review these components should our Online Learning Contingency Plan be activated.
In addition, the following needs to be taken into consideration:

For Teachers:

1) Treat the virtual classroom as a professional space on Seisen International School's campus. Any recordings or "live" classes on Zoom or other online platforms should take place in a professional manner - professional dress, appropriate location (not bedrooms or bathrooms), an awareness of what the students may see in the background. When possible an appropriate virtual background can be used by a student who has no other area apart from their bedroom to use their computer. Avoid introducing family members or friends that may be present during your recording.

2) At no point should a faculty member agree to hold a one-to-one session or indeed small group session offline, for example at a coffee shop, student's home or teacher's home. In KG and ES, a parent must present for any online one-to-one meeting platform. In MS and HS, permission should be sought from the Division Principal and the session recorded with one-to-one online sessions. However, holding such sessions if at all possible should be avoided if non-essential. In learning support sessions, the Principal needs to be notified of the continuance of what would be considered the regular ongoing sessions within the designated timetable.

3) Should you have concerns about a student's well being, please report to the Division Principal and the Division Counselor immediately. **A phone call is appropriate, as emails may not be seen for a few hours. Documentation of the event/concern should follow as soon as possible within 24 hours to Miyako Line as our Child Protection Officer.** If we need to act, the sooner we know if a child is at risk the better.

4) If a student is not attending/engaging in online learning, KG and ES should email the parents and copy the Division Principal on the email; MS and HS should email the student, the parents, and copy the Division Principal. If there is no response in KG and ES, the teacher calls the parent. In MS and HS, the MS or HS admin team calls the parent.

For Counselors:

All counseling interactions must be in adherence to the Seisen International School Student Safeguarding Policy and in line with ethical counseling practices.

Meeting with a school counselor is a right and a resource available to all students at Seisen International School.The same rules of parental consent that apply on Seisen International School's physical campus will apply for any online counseling sessions on our virtual campus.

The same boundaries that take place at school with counseling stand for online counseling. Sessions are confidential, not recorded by video or audio by either party, and the following limits of confidentiality remain: What is shared between the student and counselor can remain between the student and counselor unless:

a) the student gives permission to the counselor to share with another trusted adult,
b) the student is being harmed by someone (or a threat of harm is disclosed)
c) the student is harming or threatening to harm herself or himself.
d) The student is harming or threatening to harm others

In these cases, the counselor must report to the CPO and Head of School and then follow school protocols for reporting.

1) Counseling sessions should continue online as per previous on campus practice. Postponement should be avoided to prevent escalation of initial reasons for referral. If the family returns to their home country which is different to the country to where the student is schooled, consideration should be given to outsourcing to a professional service in that country. This is dependent upon the initial reason for referral and the practicality of time differences.
2) Parents should be informed of the continuation of counseling. Confirmation should be sought to continue online.
3) If a child is in crisis, accessible support networks, such as some help lines such as at Tokyo English Life Line and mental health providers on the school approved referral list can be contacted. In certain circumstances parents/guardians may search for an alternative mental health provider outside the provided referral list if there is an issue of accessibility or to meet other needs of the student/family such as language or the need of another mental health specialist. However, required school re-entry documentation/assessment

from this mental health provider that is outside the referral list are subject to the approval of the school. This documentation may be provided in English or Japanese.

4) To maintain the safety of both the student and counselor, counselors will continue to take notes of counseling sessions and will provide a log to the Division Principal and Head of School of day and time that the counseling session took place, the grade and initials of the student, and a very brief description of the issue- i.e., “friendship issues” or “time management”.

Acknowledgement of Safeguarding Policy and Code of Conduct

I, _____ acknowledge that I have read and that I understand Seisen International School's Handbook on Student Safeguarding and its Code of Conduct and I agree that in the course of my association with Seisen International School, I must follow the Code of Conduct and I must never:

- Hit, physically assault, or physically or verbally or psychologically abuse students. Any physical contact with students should be gentle and non sexual in nature.
- Act in ways towards students that - also from a psychological point of view- may have a negative effect on their development, including their social and rational development.
- Engage in sexual activity or have sexual relations / romatic relationship with a student irrespective of the definition of the age of majority or the way in which consent is legally defined in different countries - believing that a student is older, than s/he in fact is, cannot be considered an acceptable defense.
- Have relations with a student that can be in any way considered exploitation, maltreatment or abuse.
- Act in ways that may be abusive or put a student at risk of exploitation, grooming, maltreatment or abuse.
- Use language, make suggestions or offer advice that is inappropriate, offensive or abusive.
- Behave in a manner that is inappropriate or sexually provocative.
- Establish or engage in continuous contact with students using online personal communication / social media / AI not sanctioned by the school.
- Do things that are of intimate care for students that they can do for themselves.
- Give money or goods or benefits to a student without your division principal being aware of this.
- Offer transport in a car to a student without expressed parental/Senior Leadership Team permission or in case of emergency.

- Condone or participate in behavior by students that is illegal, abusive or endangers their safety.
- Act in ways intended to shame, humiliate, belittle or degrade students or otherwise perpetrate any form of emotional / psychological abuse.
- Discriminate against, show differential treatment towards or favor particular students to the exclusion of others.

I acknowledge that I must comply with the mandatory reporting regulations of Seisen International School and report any concerns, suspicions, or certainties about possible abuse or maltreatment of a student in accordance with the general procedures of Seisen International School's Student Safeguarding Policy.

I acknowledge that I will cooperate fully in any investigation of abuse of students.

I understand that any action inconsistent with Seisen International School's Code of Conduct or failure to take action mandated by the Code of Conduct may result in disciplinary action including termination of contract.

Name: _____

Signature : _____

Date : _____

Safe Recruitment Practices at Seisen International School

Aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.

Seisen International School will:

1. Perform 'live contact' (phone, face to face) reference checks of at least 2 references
2. Perform one reference check from direct supervisor of candidate (minimum level of Assistant Principal)
3. Contact all references through business email / business phone numbers
4. Verify credentials
5. Conduct internet checks of all prospective employees
6. Require Police background checks
7. Review and update recruitment practices as per ITFCP recommendations/ requirements

Referees will always be asked specific questions about:

- the candidate's suitability for working with children and young people;
- any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children or otherwise;
- any formal capability matters or issues that have been raised; and the candidate's suitability for this post.
- any concerns about the candidate working unattended with children.
- any of the candidate's colleagues, students or parents expressing such concerns.
- whether the referee would rehire the candidate (Why or why not according to the response received).

Seisen International School will always verify the identity of referees by using only business email addresses and telephone numbers, unless retired, in which case personal numbers will be checked using online directory services and other available professional sources. A detailed written note will be kept of such exchanges using a school template for this purpose.

Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Safeguarding Training

Seisen International School is committed to required annual general in-house training for all faculty and staff in student safeguarding with a review of the code of conduct, how to handle a disclosure and scenarios. Other avenues of training may be online or in person training via a recommended facilitator. Training of designated faculty for specific roles in the Student Safeguarding Team is a priority.

Management of an Allegation against an Adult abusing a Student

Based on resources from the International Taskforce on Child Protection and the Safeguarding Unit (Farrer & Co):

Guiding Principles

We are duty bound:

1. To keep children safe and act in their best interests. This takes precedence over all other duties and includes providing support for all children affected; ensuring the continuity of education and delivery of services to children; ensuring that the best interests of the child are the primary consideration in decision-making; where possible, taking into account the victim's wishes and feelings when making decisions, while recognising that the ultimate decision lies with adults; working with the parents unless to do so would jeopardize the welfare of a child; and working across agency and institutional boundaries to protect children.
2. To ensure that the rights of the alleged perpetrator are upheld (including their employment and privacy rights) and that the principles of natural justice are followed. These principles require schools to provide alleged perpetrators with notice of the allegation and an opportunity to respond.
3. To adhere to the law and mandatory reporting obligations: ensuring that local and international legal obligations are complied with; allegations are reported promptly to relevant external agencies; and that the school's immediate actions protect as far as possible the integrity of any future criminal investigation.

An allegation is any concern that an adult working in a school has:

a) Harmed or abused a child, including physical, emotional, psychological or sexual harm or abuse, exploitation, and neglect.
b) Behaved in a way that could constitute a criminal offense towards or related to a child or children
c) Behaved in a way that indicates they are not suitable to work with children.

An allegation can also related to an adult's behavior outside of work if they:

a) Have behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child.
b) Have as a parent or carer, become subject to child protection procedures.
c) Are closely associated with someone in their personal lives who may present a risk of harm to child / children for whom the adult is responsible in their employment/ volunteering.

Low level concerns about adults in school should be reported to the CPO, Principal, or Head of School. A low level concern about an adult in school is any concern- no matter how small, and even no more than a nagging doubt- that an adult may have acted in a manner which:

a) Is not consistent with the school's Code of Conduct, and / or
b) Relates to their conduct outside of work, which even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children

Allegations Management Team (AMT):

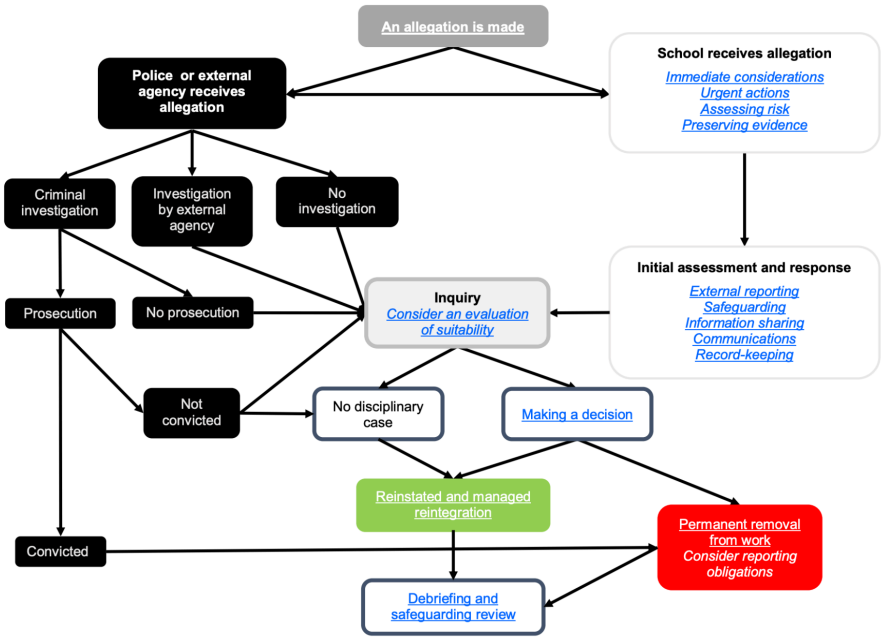
1. *Child Protection Officer
2. Assistant Child Protection Officer
3. *Head of School
4. Board Representative in charge of Safeguarding Issues
5. *Division Principal of student (s) involved
6. Business Manager (acting as community liaison)
7. Legal Adviser

8. Public Relations and Creative Media Coordinator (only should the need arise for media statements etc)

** is eligible to be appointed as the Response Team Leader*

Should any of the above members of the AMT be the subject of the allegation / or there is a conflict of interest, the AMT would reconfigure to allow for a substitute to take the place of the person involved in the allegation investigation / with a conflict of interest.
The roles and responsibilities of each member of the team will be clarified and documented as part of the process of the documentation of each individual case.

The international protocol for managing allegations of child abuse by educators and other adults - developed by the International Taskforce on Child Protection and the Safeguarding Unit (Farrer & Co) to address the challenges faced by international schools when managing an allegation of abuse will be used as a guide to managing an allegation. Developed from multiple perspectives, in consultation with a broad range of professionals, this protocol is intended to help international school leaders navigate the complexities of responding to abuse in culturally, linguistically, and legally diverse communities.



All allegations will be taken seriously and investigated.

The following actions will be taken in the event of an allegation against an adult working in the school:

1) Disclosure / Concern lodged with the Head of School / Principal following the mandatory guidelines of SIS.
2) Core AMT formed and reasonable cause addressed.
3) The AMT will then assess and assure short-term safety for the child to the best of their abilities, and if applicable by law, inform local Japanese authorities including the appropriate Child and Family Support Center, Tokyo Metropolitan Child Guidance Center, and/or local police. Parents informed unless to do so would put the child at further risk.
4) Teacher / employee will be informed of the allegation and given an opportunity to respond. Depending on the severity of the allegation, the teacher or employee may be placed on leave while further investigations are taking place.
5) If the allegation is found to be false, the school will offer support and counseling to the accused. If found to be true, the matter will be dealt with by the authorities.
6) Employment and embassy organizations may be called upon to partner with the school in response to suspected or confirmed cases of child abuse.

Safeguarding Concerns Reporting Policy

Seisen International School is committed to the highest standards of openness, integrity and accountability when working with our students, faculty and staff. All persons working for, or with, Seisen International School, must feel safe and supported in order to express their concerns.

The professional expectation of Seisen International School of all its faculty and staff is for them to express any concerns that they may have with regards to the conduct of any individuals in contact with our students.

This policy document is intended to encourage and enable our staff to raise their concerns and to do so without fear of victimization or discrimination. It does not replace the Complaints Procedure or the Safeguarding Policy. The concern may relate to something that is happening or has happened in the past.

This policy aims to:

- Encourage adults working for or within the school to feel confident in raising concerns
- Provide a process by which concerns can be raised and dealt with
- Receive feedback on the process (where appropriate)
- Provide a means by which staff can receive support where concerns have been raised

What does the Safeguarding Concerns Reporting Policy cover?

This policy is designed to cover concerns that faculty / staff have about the conduct of individuals in a position of trust within the school which could be detrimental to the safety or wellbeing of students and where faculty / staff, for whatever reason, feel unable to raise them under the school's standard student safeguarding procedures around dealing with such allegations. It would include issues about:

- Unprofessional behavior on or off campus, including online.
- Bullying
- Any form of abuse (physical, sexual, emotional or neglect)
- Name calling
- Personal contact with children and young people which is contrary to Seisen International School's policies and codes of conduct
- Any form of racial abuse / gender discrimination/ sexual discrimination
- Inappropriate sexualised behavior
- Knowledge about an individual's personal circumstances which may indicate they could be a risk to children or unsuitable to work with children

Please be mindful that these are examples of concerns, and are not exhaustive.

Safeguarding against Harassment or Victimization

Seisen International School is committed to professional standards and to supporting staff and parents. It is recognised that the decision to report a concern is a difficult one to make. Harassment or victimization will not be tolerated and the school will take appropriate action in order to protect the person raising the concern when they are acting in good faith.

Confidentiality

All concerns will be treated in confidence, however, there may be a need for the whistleblower to give evidence e.g. if they have witnessed a crime or in regard to disciplinary procedures if this is the outcome.

Anonymous Allegations

This policy encourages faculty/staff /parents to raise concerns to be identified in doing so as part of their professional role/responsibility. However, anonymous allegations will be investigated as thoroughly as possible.

False Allegations

If staff raise a concern in good faith which is not confirmed by an investigation, no action will be taken. However, if a concern is raised maliciously, disciplinary action may be taken. If a parent raises a concern maliciously, that concern may be reported to outside authorities.

Child Protection Laws in Japan

- **Child Welfare Act (Act. No 164 of 1947)**

  Japanese (updated 2020)
  English translation (translated March 31, 2021)

- **Child Abuse Prevention and Treatment Act (Act No. 82 of 2000)**
  Japanese (updated 2020)
  English translation (translated March 31, 2021)

- **Act for the Promotion of Measures to Prevent Bullying (Act No. 71 of 2013)**
  Japanese
  English translation (translated March 9, 2021)

- **Act on Regulation and Punishment of Acts Related to Child Prostitution and Child Pornography, and the Protection of Children (Act No. 52 of 1999)**
  Japanese (updated 2014)
  English translation (translated October 22, 2015)
  Overview of Japanese Laws related to Shared Child Images (Seisen)

- **Act on Prevention of Damage by Provision of Private Sexual Image Records (Act No. 126 of 2014)**
  Japanese
  Overview of Revenge Porn Prevention Act (Library of Congress)

- **Penal Code (Act No. 45 of 1907)**
  Japanese (updated 2017)
  English translation (translated October 31, 2017)

- **Amendments of the Relevant Laws**
  Outline of the Act Partially Amending the Child Welfare Act and Other Legislation (English & Japanese)
  Comparison of New and Old Provisions for Amendments of Relevant Laws (Japanese only)
    - pp 1-13: Amendments to Child Welfare Act (Act No. 164 of 1947)

- pp 20-26: Amendments to Child Abuse Prevention and Treatment (Act No. 82 of 2000)
- pp 27-28: Amendments to the Act on the Prevention of Spousal Violence and the Protection of Victims (Act No. 31 of 2001)
- pp 29-30: Amendments to the Juveniles Act (Act No. 168 of 1948)

United Nations Convention on the Rights of the Child: Selected Articles

Article 1 (Definition of the child)
The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination)
The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child)
The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 19 (Protection from all forms of violence)
Children have the right to be protected from being hurt and mistreated, physically or mentally.

Review of Student Safeguarding Handbook

Seisen International School is committed to a yearly review of Student Safeguarding practices and policy to determine effectiveness and relevance. Input from faculty and staff will be welcome.



Seisen International School

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Learning to Love, Loving to Learn.