DIS DAEGU INTERNATIONAL SCHOOL

Child Safeguarding

DAEGU INTERNATIONAL SCHOOL

22, PALGONG-RO 50-GIL, DONG-GU, DAEGU, KOREA
WWW.DIS.SC.KR

Daegu International School
Child Safeguarding Policy

Reviewed annually. Last updated 11/18/2025

Child abuse and neglect are of growing concern in schools throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education, and their academic, social/emotional, physical, and individual development.

Schools fill a special societal role as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Faculty and school staff, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection. As such, faculty and school staff have a *professional* and *ethical* obligation to identify children who are in need of help and protection. Faculty and school staff are responsible to take steps in order to ensure that the child and his/her family make use of services needed to remedy any situation that constitutes child abuse or neglect.

All faculty and staff employed by Daegu International School must report suspected incidences of child abuse or neglect whenever the faculty and staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect. Reporting and follow up of all suspected incidences of child abuse and/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 the appropriate child protection department, and local authorities, including the police.

The DIS Child Safeguarding Policy is based within the framework of international law, and is anchored in the United Nations Convention on the Rights of the Child, of which the Republic of Korea is a signatory. Equally, the Korean law enacted on January 23, 2013 reinforces the power of the previously established acts "Korean Child Welfare Act," "Domestic Violence Prevention and Victim Protection Act," and the "Protection of Children and Juveniles from Sexual Abuse Act" to protect children. To this end the *National Child Protection Agency (*http://korea1391.go.kr/new/page/eng/about_us.php) was established to guarantee this law.

Daegu International School recognizes that many children who experience abuse or neglect are also affected by trauma. DIS commits to a trauma-informed approach to child safeguarding. This means that staff understand how trauma can impact a child's safety, learning, emotions, and behavior. Our safeguarding practice seeks to reduce harm, avoid retraumatization, and provide children with voice, choice, and empowerment in the process of seeking safety and support.

The school will also provide annual training for all faculty and staff, and will make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, Daegu International School will conduct an

investigation following the school's policies and procedures.

● This policy is endorsed by the school, Daegu International School, and the Board of Trustees.

Definition of Key Terms

Definitions of abuse are complex and can vary across various cultures. DIS defines abuse and neglect in accordance with international standards, including the UN Convention on the Rights of the Child.

Physical Abuse is any intentional physical injury to a child. Physical harm may also be caused when someone fabricates the symptoms of, or deliberately induces, illness in a child.
Possible indicators of physical abuse:

- Unexplained injuries, such as bruises, fractures or burns
- Injuries inconsistent with information offered by the child

Neglect is the failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter, hygiene or medical care where there is an ability to do so; or failure to provide adequate child supervision, resulting in threatened harm to the child's health, safety, and/or wellbeing.
Possible indicators for neglect:

- Poor growth or weight gain or being overweight
- Poor hygiene
- Lack of clothing or supplies to meet physical needs
- Taking food or money without permission
- Hiding food for later
- Poor record of school attendance
- Lack of appropriate attention for medical, dental or psychological concerns or lack of necessary follow-up care
- Left in the care of paid carers for extended periods of time without parental supervision
- Parental/Carer alcohol, substance use, domestic violence or mental illness concerns

Emotional Abuse is the persistent emotional maltreatment of a child which impacts their emotional development. Emotionally abusive acts can include the restriction of movement, degradation, humiliation, bullying (including cyber-bullying), and threatening, scaring, discriminating against, ridiculing or other non-physical forms of hostile or rejecting treatment towards a child.
Possible indicators of emotional abuse:

- Delayed or inappropriate emotional development
- Loss of self-confidence or self-esteem

- Social withdrawal or a loss of interest or enthusiasm
- Depression
- Avoidance of certain situations, such as refusing to go to school or ride the bus
- Desperately seeks affection
- A decrease in school performance or loss of interest in school
- Loss of previously acquired developmental skills

Sexual Abuse involves forcing, coercing or enticing a child to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.
Possible indicators of sexual abuse:

- Sexual behavior or knowledge that's inappropriate for the child's age
- Pregnancy or a sexually transmitted infection
- Blood in the child's underwear
- Statements that he or she was sexually abused
- Inappropriate sexual contact with other children

Grooming is a pattern of behavior designed to increase opportunities for sexual assault, minimize victim resistance, and reduce the likelihood that the victim will disclose the abuse. Perpetrators often target significant adults and the environment as well as the victim to gradually gain their trust, desensitize them, sexualize the relationship with the child and maintain secrecy and control. Grooming may occur in person or online.
Possible indicators of grooming:

- Being very secretive about how they're spending their time, including when online
- Having an older boyfriend or girlfriend
- Having money or new things like clothes and mobile phones that they can't or won't explain
- Underage drinking or drug taking
- Spending more or less time online or on their devices

Child Exploitation is the abuse of a child where some form of remuneration is involved or whereby the perpetrators benefit in some manner – monetarily, socially, or politically. Exploitation constitutes a form of coercion and violence, detrimental to the child's physical and mental health, development, and education.

Sexual Exploitation is any actual or attempted abuse of a position of vulnerability, differential of power, or trust, for sexual purposes, including, but not limited to, threatening or profiting monetarily, socially or politically from the sexual exploitation of another.

Peer-on-Peer Abuse is any form of physical, sexual, emotional or financial abuse, and coercive control, exercised between students and within student relationships.

Prevention/Education Behavior Expectations of Adults at DIS

All adults who come onto the DIS campus, or work with our students in any capacity (including virtually and off campus), are held to high behavioral expectations to reduce harm to children and promote safeguarding. Adults are informed and agree to a code of conduct which ensures positive, safe and healthy interactions with DIS students.

Faculty & Staff Education
DIS has a plan to detail the training for new faculty, returning faculty, staff, and others who work or volunteer at the school.

Parent Education
Training for parents will be offered each year to include information on child safeguarding and protection, adolescent development, and social emotional wellbeing.

Student Education
Students will participate in yearly education lessons about the prevention and identification of child abuse/neglect, online safety lessons, safe and unsafe touches, and identifying trusted adults on campus and at home.

Designated Safeguarding School Leaders

Head of School	Scott Jolly	scjolly@dis.sc.kr
Secondary Principal	Aaron Willette	awillette@dis.sc.kr
Elementary Principal	Steve Vis	svis@dis.sc.kr
Social Emotional Counselor	Corrine Spaeth	cspaeth@dis.sc.kr
Office Manager	Jimin Park	jiminpark@dis.sc.kr
Nurse	Becky Kim	bkim930@dis.sc.kr

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 safeguarding policies and procedures.

Throughout the reporting and responding steps, the Designated Safeguarding Leaders will support students, staff, and parents to the best of their abilities by:

- Taking all concerns, reports, and disclosures seriously.
- Listening calmly, validating the child's experience, and reassuring the child that disclosing was the right choice.
- Avoiding leading questions, judgment, or repeated requests for the child to retell their experience, in order to reduce retraumatization.
- Offering children, when age-appropriate, choices (such as who they would like present during conversations) to support their sense of control and safety.
- Carefully following policies and procedures.
- Ensuring regular communication between school and home to keep all parties informed of the process.
- Ensuring secure and comprehensive documentation.
- Maintaining confidentiality as indicated and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Making referrals to outside agencies, trauma-informed counseling, or other avenues of support and protection as appropriate.
- Ensuring that our approach to safeguarding remains child-centered, trauma-informed, and in the best interests of the child.

Report Disclosure or Concern

Mandatory Reporting

By policy and local mandates, all DIS employees, contracted staff and volunteers have a duty to report, without undue delay, a suspected safeguarding concern or disclosure. This may take the form of observing an indicator of abuse, receiving a disclosure or allegation of abuse, and/or having knowledge which causes them to believe harm to a child will or has taken place.

What to Report

A reportable concern is one in which there is an indication of harm or a threat of harm to a student. "Harm" can be defined as physical, sexual, or emotional abuse, neglect, exploitation, self-harm, bullying, or harassment. This may include illegal behavior (such as sexual abuse) or inappropriate behavior (such as misconduct, as outlined in our DIS Code of Conduct)

A report of harm that falls within the scope of safeguarding will engage the Designated Safeguarding Response personnel in a collaborative response, as outlined in the DIS Reporting Flow Chart.

Establish Reasonable Cause & Ensure Safety

Members of the safeguarding team will assess if the concern falls within the scope of safeguarding and there is reasonable cause to proceed. The team will then assess and assure short-term safety for the child to the best of their abilities, and if applicable by law, inform local Korean authorities including the appropriate National Child Protection Agency, and/or local police.

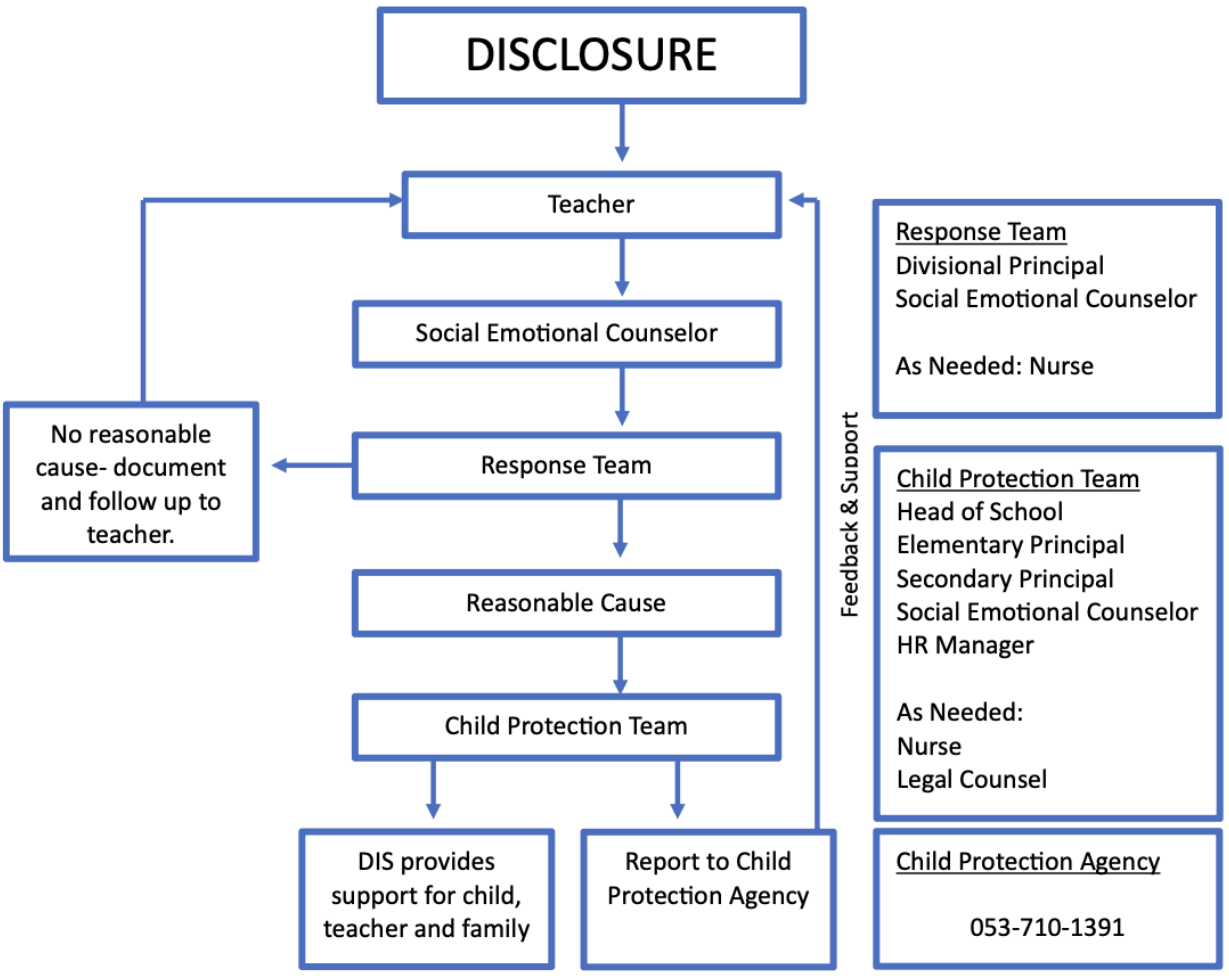
Develop Response Plan

The safeguarding team will undertake an exploration process of the disclosure or concern by gathering information and facts pertaining to the report received, and documenting all communication and findings. This exploration process and subsequent documentation will be undertaken in a timely manner, without undue delay. In cases where allegations involve educators or other adults in the school community, the safeguarding team will follow guidance from *Managing Allegations of Child Abuse by Educators and Other Adults – A Protocol for International Schools*. This protocol is grounded in international safeguarding best practices and provides clear steps for managing concerns in a way that prioritizes child safety, fairness, and accountability.

Based on the exploration, a response plan is formed, implemented, and documented. The response plan may consist of, but is not limited to, the following:

- Contact local Korean authorities including the appropriate National Child Protection Agency, and/or local police.
- Make outside referrals for parenting support and education.
- Create a safety contract with students and/or parents/guardians.
- Connect the student and family to trauma-informed counseling or psychological support.
- Develop a safety plan in collaboration with the student (when age-appropriate) to empower their sense of control and security.
- Ensure that the child's educational environment is adjusted, when needed, to reduce triggers and support emotional regulation.
- Limit repetitive retelling of traumatic experiences by coordinating communication among staff and agencies, ensuring the child's story is collected once and shared appropriately.
- Monitor and follow up with the student and family to ensure the response plan continues to meet their needs.

DIS Reporting Flow Chart



Note: The school may contact the authorities after the initial investigation if warranted. Any documents collected during the internal information-gathering process may be handed over to the authorities. It is the school's leadership team that assumes responsibility for the information-gathering process. In the event that the abuse or neglect allegation involves a staff or faculty member of DIS, the administration will follow school policy pursuant to ethical professional behavior.

Emergency Information

- Daegu Child Protection Agency 053-422-1391
- Child Protection Hotline 112
- Suicide Prevention Hotline (24 hours) 1577-0199
- Youth counseling service (24hrs) 1388
- Sexual Abuse or Domestic violence for Women (24hours) National:1366
- School violence 117

Safe Haven Statement

Daegu International School (DIS) provides a *Safe Haven* system to ensure that every student has access to a trusted adult or safe space whenever they feel unsafe, overwhelmed, or in need of immediate support. Safe Haven adults, including teachers, counselors, school nurse, administrators, and other trained staff, offer a calm, confidential, and non-judgmental environment where students can seek help at any time. DIS staff will respond with empathy, ensure safety, and share information only with those who need to know in order to protect and support the student. Students will never be disciplined for seeking help. While confidentiality is respected, Safe Haven adults follow Korean child-protection laws and report any concerns of harm or abuse to designated safeguarding staff or authorities. The Safe Haven system reflects DIS's commitment to creating a safe, caring, and supportive community where every student feels protected, heard, and valued.