



Safeguarding and Child Protection Policy

Korea International School is committed to the health, safety, and wellbeing of its community.

Mission Statement

The mission of Korea International School is to inspire students with a passion for learning, and to cultivate the competence, self-assurance, initiative, and creativity necessary for success in the global community.

Our Core Values from a Safeguarding View:

We at KIS believe that all children have the right to:

- **Adaptability:** grow up in a safe secure and caring environment so they may flourish
- **Integrity:** be listened to and be heard; be protected from harm including neglect, abuse and/or exploitation
- **Balance in Life:** be appropriately supported and challenged, and have their mental, physical, social and emotional wellbeing be seen a priority by adults in the community
- **Global Citizenship:** be valued in terms of their language, culture, religion, sexual orientation, and ethnic background
- **Empowerment:** be treated as unique individuals, who should be consulted and involved on issues that affect them

Purpose/Philosophy Statement

At Korea International School (KIS), we aim to ensure that all children are able to grow, develop and learn in a safe and caring environment. This *Safeguarding and Child Protection Policy* has been developed to provide a formal guide to staff, students and families in matters related to the health, safety, wellbeing and care of all children in our school.

This policy and accompanying procedures are based on the United Nations Convention on the Rights of the Child, local, national and international laws and provide the framework for this policy and guide our best practices in securing a safe environment for our students.

Values Statement

Safeguarding is a broad term used to describe the philosophies, policies, standards, guidelines and procedures used to protect children from both intentional and unintentional harm. The need for safeguarding in international schools has become increasingly necessary as awareness of child abuse and neglect continues to grow. We aim to protect every child's human rights and to foster optimal academic, physical, emotional, and social development and wellbeing.

Providing a safe and secure environment in which students can grow and develop is the top priority for KIS. A copy of the *KIS Safeguarding and Child Protection Policy* can be found on the school's website, accessible to all KIS and community stakeholders.

This document supports Article 3.1 of the UN Convention on the Rights of the Child which states that, *"in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, **the best interests of the child shall be a primary consideration.** We are committed to prevent child abuse and protect children within our community."*

This document sets out to outline the actions that will be taken to ensure that all students are protected from all forms of abuse. Under a duty of care expectation, all staff at Korea International School are mandated to report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect. This will be reported to a member of the school's Designated Safeguarding Response Team.

As mandatory reporters, school members will conduct an inquiry of all cases of suspected child abuse or neglect while keeping the child's best interests at heart. The case will be reported to the and/or the local authorities as required.

Safeguarding and child protection is a collective responsibility of *all* adults in our community.

Definition of Key Terms¹

Definitions of abuse are complex and can vary across various cultures. KIS 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

¹Adapted from National Society for the Prevention of Cruelty to Children (nspcc.org.uk)

- 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.

School Violence is any action committed against students inside or outside of school premises resulting in a physical or mental injury, or damage to property through a battery, assault, confinement, threat, kidnapping, abduction, defamation, insult, extortion, coercion, forced errant, sexual violence, bullying, cyberbullying, or with obscene or violent information via an information or communications network.

Possible indicators of abuse in parental/caregiver behavior:

- Shows little concern for the child
- Appears unable to recognize physical or emotional distress in the child
- Blames the child for the problems
- Constantly belittles or berates the child, and describes the child with negative terms, such as "worthless" or "evil"
- Expects the child to provide him or her with attention and care and seems jealous of other family members getting attention from the child
- Uses harsh 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
- Has conditional or limited access to basic necessities such as food/clothing/shelter

Factors that may increase risk of abuse/neglect:

- An individual's history of being abused or neglected as a child
- Physical or mental illness, such as depression or post-traumatic stress disorder (PTSD)
- Family crisis or stress, including domestic violence and other marital conflicts, or single parenting
- A child in the family who is developmentally or physically disabled
- Financial stress, unemployment or poverty
- Social or extended family isolation
- Poor understanding of child development and parenting skills
- Alcohol, drugs or other substance abuse

Long-Term Implications

Some children are very resilient and show little effects from child abuse, particularly those with a strong support network and are able to adapt and cope with adverse experiences. For many others, however, child abuse may result in physical, behavioral, emotional or mental health issues, which may persist into adulthood.

Physical issues

- Premature death
- Physical disabilities
- Learning disabilities
- Substance abuse
- Health problems, such as heart disease, immune disorders, chronic lung disease and cancer

Behavioral issues

- Delinquent or violent behavior
- Abuse of others
- Withdrawal
- Suicide attempts or self-injury
- High-risk sexual behaviors or teen pregnancy
- Problems in school or not finishing high school
- Limited social and relationship skills
- Problems with work or staying employed

Emotional issues

- Low self-esteem
- Difficulty establishing or maintaining relationships
- Challenges with intimacy and trust
- An unhealthy view of parenthood
- Inability to cope with stress and frustrations
- An acceptance that violence is a normal part of relationships

Mental health disorders

- Eating disorders
- Personality disorders
- Behavior disorders
- Depression
- Anxiety disorders
- Post-traumatic stress disorder (PTSD)
- Sleep disturbances
- Attachment disorders

Prevention/Education

Behavior Expectations of Adults at KIS

All adults who come onto the KIS campuses, 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 KIS students.

Faculty & Staff Education

KIS has a comprehensive annual plan to detail the training for new faculty, returning faculty, staff, and others who work or volunteer at the school. This plan includes training related to

health & safety, safeguarding & child protection, technology, teaching & learning, mandatory education, and staff wellness.

- Induction Program - All new staff will review the school's *Code of Conduct and Behavior Expectations of Working with Students*, followed by a question and answer session with the DSL. All new staff will get a tour of the school campuses, highlighting the locations of adult washrooms, change rooms and showers.
- Annual Program - At minimum, once session informing staff about the laws on prevention and reporting of child abuse, how to report suspected child abuse/neglect, child protection procedures for each specific campus

Parent Education

- At least 1 hour of training for parents will be offered each year to include, but not limited to: UN Rights of the Child, how to nurture your child, positive discipline techniques, identifying and prevention child abuse/neglect

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

KIS Assistant Headmaster	Jeff Shin	
KIS School Director	Michelle Quirin	michelle.quirin@kis.or.kr
KIS Business Director	Dan Choi	dan@kis.or.kr
KIS Designated Safeguarding Coordinator/Lead (DSL)	Renee Brossman	renee.brossman@kis.or.kr

Designated Safeguarding Deputies (DSD)

Seoul Campus	Becki Majors	becki.majors@kis.or.kr
Pangyo Campus ES	Kelli Sureck	kelli.sureck@kis.or.kr
Pangyo Campus MS	Monisha Agarwal	monisha.agarwal@kis.or.kr
Pangyo Campus HS	Jennifer Dorn	jennifer.dorn@kis.or.kr
Pangyo Campus HS	Ronnie Charrier	ronald.charrier@kis.or.kr
Business Office	Claire Cho	khcho@kis.or.kr
Pangyo Campus	Emily Evans	emily.evans@kis.or.kr

Mandated Local Authorities

Local Police OR

National Child Protection Agency (NCPA)

Campus	Who to contact	Reasons	Contact	KIS Contact Person
Pangyo Campus	Police contacted first	All CP concerns	112	Ms. Claire Cho
Seoul Campus	Police contacted first	All CP Concerns	112	Mr. Don Kim

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.

The six key stages of the KIS reporting and responding procedures are:

1. Report Disclosure/Concern
2. Establish Reasonable Cause
3. Ensure Safety
4. Explore Further Actions Needed
5. Develop Response Plan
6. Follow-Up

Throughout the six reporting and responding steps, Designated Safeguarding Lead, Deputies and divisional counselors and/or administration will support students, staff, and parents to the best of their abilities by:

- Taking all concerns, reports, and disclosures seriously
- 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, counseling or other avenues of support and protection as appropriate
- Ensuring that our approach to safeguarding remains child-centered and in the best interests of the child

Step 1: Report Disclosure or Concern

Mandatory Reporting

By policy and local mandates, all KIS 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 *KIS Code of Conduct and Behavior Expectations of Working with Students*).

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 *KIS Reporting Flow Chart*.

Examples of reportable safeguarding concerns include the following:

- A MS student is overheard telling a friend they are living alone after their parents have been out of town on an extended vacation.
- A young child has been identified as having unexplained bruises or markings that are inconsistent with normal falls.
- A teacher is seen connecting with their HS students using KakaoTalk.
- A student tells a trusted adult that he was inappropriately touched by his older relative when he was younger.
- A teacher drives a student home after a school event without parental or school permission.
- A teacher reports to you that students have told her a young person was sexually assaulted at a party but the person isn't a student at KIS.
- A teacher notices symmetrical cuts on a student's hand and wrist and when approached, the student covers it up with their sleeve.
- A young child is playing with characters in an overtly sexualized manner, which is noted as unusual for this aged child.

When to Report / Handling a Disclosure

To support adults receiving reports directly from a child about themselves or another person, here are some guiding principles:

- **Use active listening:** It takes courage for a child to make a disclosure or report about themselves or a peer, and they need to feel believed and heard.
- **Be aware of your response:** Do not over- or underreact. Be aware of your facial expressions, gestures, and tone of voice, as the child will be sensitive to your reaction.
- **Give praise:** Assure the child that they are doing the right thing by disclosing the information. In cases of abuse, let them know it was not their fault.
- **Be non-judgemental:** Notice your words and body language and try not to pass judgment.
- **Do not correct language:** When describing abuse or other violations, children may not use the correct terminology. Ask for clarification if you don't understand, but do not correct any language or euphemisms they may use.
- **Make accurate promises.** Promise the child you will take the report seriously by telling the right school employees who can help. Let the child know that you will tell another adult who is trained to help and what *may* occur after that to help reduce their fears. Avoid telling the child anything that you do not know with certainty, like the outcome.
- **Protect the privacy of the child:** Respect the child's need for privacy and confidentiality. Ensure that no other children are around to hear the conversation, Do not share the information with colleagues unless asked to do so. Follow the KIS reporting procedures when taking action.

To Whom to Report

After a report or disclosure has been made to you, or you wish to make one based on personal concerns, you should report the disclosure or concern to one of the Designated Safeguarding Response team members listed below.

- Designated Safeguarding Lead
- Designated Safeguarding Deputy
- The Divisional Counselor
- The Divisional Administrator
- (KIS student/family member) Trusted School Adult

Community members may choose to report verbally or in writing to the staff member of their choice. KIS staff members will report any concerns or disclosures they receive through the school's child protection monitoring system "CPOMS" through the link found on the school's employee portal page, KIS HOME under "Safeguarding".

Step 2: Establish Reasonable Cause

Members of the safeguarding team will assess if the concern falls within the scope of safeguarding and there is reasonable cause to proceed.

Next, a Safeguarding Response Team (SRT) of at least three KIS staff members will be formed. At a minimum, the SRT will consist of the Safeguarding Lead, a Counselor and an Administrator. Other individuals such as the School Director, Designated Safeguarding Deputy, teacher, and School Nurse may also serve on the SRT, as applicable.

In the event that the allegation is against an employee of the school the SRT will consist of at least three KIS staff members: Designated Safeguarding Coordinator, Divisional Administrator, HR Director or School Director, as applicable.

In the event that the allegation is against an employee or the family member of an employee, who would normally be part of the SRT, the other team members will ask the individual to recuse him/herself, and request another Designated Safeguarding Deputy to join the SRT.

Step 3: Ensure Safety

The SRT 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.

Step 4: Explore Further Actions Necessary

The SRT will then 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.

Step 5: Develop Response Plan

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

- Outside referrals for parenting support and education
- Safety contract with student and/or parents/guardians

Step 6: Follow-Up

All cases will be part of an annual audit with the Safeguarding Response Team to ensure fidelity to the policies and procedures, and provide the team with learning opportunities for improvement throughout the six steps of reporting and responding.

School Responsibilities

School Leadership:

- Follow and document safer recruitment hiring practices in all areas of the school to ensure all adults are safe to work with children, following the *KIS Safe Recruitment Policy and Procedures*;
- Maintain a safeguarding budget to include the recruitment, hiring and training of designated safeguarding personnel across all divisions of the school;
- Ensure all staff are annually and regularly trained in safeguarding practices best suited to their role;

- Ensure all staff acknowledge, sign and abide by the *Code of Conduct and Expectations of Working with Students OR Code of Conduct and Expectations for Service Providers, Contractors and Volunteers*;
- Appropriately manage and follow up on any concerns or allegations regarding the safety of a child, reporting to the National Child Protection Agency or police and regional Office of Education when abuse/neglect is suspected;
- Ensure a copy of this policy is shared directly with all stakeholders through the school's website;
- Ensure policy is reviewed and translated into Korean, annually, by the members of the Safeguarding Team including the School Director, DSL, DSD's, counselors, school psychologist, nurses, and business staff;
- Create an effective and confidential School Violence Exclusive Unit Committee to review any concerns of school violence;
- Report any suspected concerns of abuse or neglect of any child to a Designated Safeguarding staff member as soon as possible, using the "CPOMS" link found in KISHOME under the Safeguarding section.

School Staff:

- Create a culture in which students are able to identify abuse and neglect, share their concerns openly and know they will be listened to;
- Acknowledge, sign, and abide by the *Code of Conduct and Expectations of Working with Students OR Code of Conduct and Expectations for Service Providers, Contractors and Volunteers*;
- Report any suspected concerns of abuse or neglect of any child to a Designated Safeguarding staff member as soon as possible, using the "CPOMS" link found in KISHOME under the Safeguarding section;
- In the case of an unreported absence of a student that is more than three days, school staff will report to DSL/DSD so a home visit may be made.

Safeguarding Lead and Deputy:

- Facilitate and document annual training for all adults
- Ensure role responsibilities are met ([DSL](#) Role & [DSD](#) Role Descriptions)
- Appropriately manage and follow up on any concerns or allegations regarding the safety of a child;
- Conduct a home visit to check the health and safety of students who have an unreported absence that last more than three days;
- Follow the *KIS Reporting Flowchart*, creating a response team when necessary to determine best actions;
- Respond to each case with sensitivity and confidentiality;
- Closely monitor cases to ensure the best outcome for the safety of the whole school community;
- Ensure that support and intervention is given to all parties involved;
- Report to police or the National Child Protection Agency when child abuse/neglect is suspected, with assistance from school's business staff as needed;

- Work with external agencies, as needed, for further community support or education;
- Gather and review data for purposes of intervention and practice;
- Consult and collaborate with all staff members to advocate and inform of safeguarding best practices.

Parent/Caregivers:

Enrolling at KIS, families will be informed of the policy and agree to uphold the values and practices to keep their child safe from harm.

- Recognize and respect the rights of the child
- Provide a safe physical and emotional environment for the children in the home;
- Ensure adequate care for health, nutrition, positive discipline strategies, clear boundaries and healthy communication;
- Take an active interest in each child and listen to their concerns;
- Report, or help their child report, concerns of abuse or neglect of any child promptly to the school;
- Communicate honestly and work closely with the school to address any harm or risk of harm that involves themselves or their child.

Students:

- Recognize the rights of each individual and respect self and others;
- Report concerns of child abuse, child neglect or peer on peer abuse to a trusted adult, at school or at home;
- Take responsibility for keeping self and others safe;
- Actively participate and engage in all curriculum related to child abuse and neglect and learn/practice ways to keep safe.

Information sharing, data protection, and record-keeping

The reporting and response procedures will be accompanied by secure documentation throughout the process. This documentation will be initiated by the appropriate Divisional Counselor and/or the Safeguarding Lead/Deputy, and will be maintained in a confidential manner.

The documentation will clearly outline the nature of the concern, the steps of the exploration process, the response plan, implementation of the response plan, and any audit/review results.

The Safeguarding Coordinator 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.

When responding to concern(s) or allegation(s) of child abuse and/or neglect, the school will:

- Always consider carefully how to share information about the concern(s) or allegation(s) with the student(s) affected, their parents, staff and other students and individuals on a need to know basis;

- Record the information that is necessary for the school to respond to the concern(s) or allegation(s) and safeguard everyone involved;
- Entrust the Designated Safeguarding Response Team to securely house all documentation concerning safeguarding concerns/allegations separately from academic records;
- Keep a record of the legal purposes for sharing the information with any third party, including relevant authorities, and ensure that the third party has agreed to handle the information securely and to only use it for the agreed legal purpose;
- In any event where it is necessary, record, share information and protect data in consultation with the child protection agency, the police or other relevant agencies;
- Be mindful of and act in accordance with its safeguarding and data protection duties.

Refer to the following document for further guidance: NSPCC Child Protection Records

Whistleblowing

Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers in the school community. A 'whistleblower' is a person who raises a concern about anything they witness or become aware of which is seen to be inappropriate, negligent, illegal or in any way putting the health and safety of school community members at risk, in particular, students. The 'whistleblower' would see this concern as genuine and would raise the concern in good faith. This does not include complaints about working conditions or other personal grievances. If staff are uncertain about whether their concerns fall under the 'whistleblower' category, they should check with the DSL, Principal, or School Director.

All adults have a responsibility to raise concerns if they relate to child protection and the safety of the students. If an adult has a concern that is beyond the scope of a line manager, they should report immediately to the DSL, Principal, or School Director. The concern should be raised as quickly as possible.

Dealing with a Concern Raised by a Whistleblower

The DSL, Principal, or School Director should arrange a meeting with the 'whistleblower' as soon as possible after the concern is brought to their attention. This person should record the concerns and follow up as required. Recorded concerns and all related documentation will be kept in a confidential file indefinitely. If the person who is responsible for compiling the file leaves the school, he/she is required to pass on the files to the person taking over or to the DSL.

The DSL, Principal, or School Director will do their best to ensure the identity of the whistleblower will remain confidential. It is often not possible to maintain confidentiality, and if this is the case, it will be explained to the 'whistleblower'. The 'whistleblower' will be informed of the outcome of the investigation as appropriate.

If the complaint or reported concern is proved to be unfounded, no action will be taken against the 'whistleblower' if the concern was raised in good faith. If an employee misuses this policy by making malicious or repeated complaints that are unsubstantiated, disciplinary action may be taken against them.

Concerns Raised against School Director

If a 'whistleblower' concern is raised regarding the School Director, the whistleblower should report the matter to the Assistant Headmaster who holds responsibility for safeguarding/child protection and the same procedures are followed.

Self Reporting

If a member of staff has a personal difficulty (such as medical, mental, emotional, physical) which could impact on their ability to carry out their job responsibilities or could potentially put the health, safety and wellbeing of students at risk, they have a responsibility to inform their supervisor, DSL, or Principal so that support can be provided and necessary measures taken. While such reporting will remain confidential in most situations, this cannot be guaranteed where personal difficulties raise welfare or safety concerns of others.

Support for 'Whistleblowers' and 'Self Reporters'

The school recognizes that it may be stressful and challenging to raise these concerns to a member of the leadership team and will offer support to the whistleblower.

Allegations Against Staff or Other Adults

Suspicious and allegations of child abuse/neglect by academic staff, non-academic staff, contracted staff, service providers, volunteers, or visitors will be responded to in a manner which best ensures the student's immediate and long-term safety. For guidance on handling allegations of abuse made against academic or other staff see "[Keeping Children Safe in Education](#)"- Part Four

If an allegation is made against an adult or an adult has put a student at risk, or acted inappropriately, this will be managed by the DSL or DSD. If the allegation is made against a staff member, it will be managed by the divisional Principal and School Director in consultation with DSL. All allegations will be taken seriously and treated without favoritism or prejudice.

If the school determines that teaching staff, non-teaching staff, contracted staff, service providers, volunteers, or visitors have directly or indirectly participated in any form of abuse or neglect toward or against a student, the individual will face discipline. Disciplinary action could include suspension or dismissal of an employee, termination of a contract or volunteer privileges, and notification to local authorities, and/or appropriate consulate. If there is insufficient evidence to pursue a criminal prosecution, then a school disciplinary inquiry may still be undertaken to assess the suitability of this individual to work with students.

All concerns regarding the suitability of any person to work with students will be based on facts. Allegations will be treated in a confidential manner and the rights of adults will be respected. Written records of concerns will be kept and stored securely with the DSL.

Safeguarding in Off Campus Trips & Activities

KIS has continued to create procedures to assess risk and safeguard students during off campus activities and school trips. Each school trip and/or activity will have a designated safeguarding person assigned to receive reports of abuse/neglect or safety concerns and will respond in consultation with the school's Designated Safeguarding Response Team. The Applied Coordinator and Associate Principal of Activities and Athletics are responsible for the development, implementation, and regular review of risk management policy and standard operating procedures for outdoor learning and off-campus activities.

Related topics below are regularly reviewed by the school and are important aspects in consideration of further safeguarding of our community.

- Reporting Flow Chart (See below)
- DSL Role & DSD Role
- Mental Health Crisis Response and Intervention
 - Suicide/Self-Harm Risk Protocol
 - Safety Plan
 - Student Crisis Intervention Parent Conference
 - Mental Health Resources
 - Student Re-entry Conference Form
 - Notice of Release/Consent to Request Confidential Information
- Acceptable Use Policy
- Peer-on-Peer Abuse Prevention Policy
- Clinic Policy
- Code of Conduct and Expectations for Working with Students
- Code of Conduct for Students in Handbooks per division
 - Elementary School, Seoul
 - Elementary School, Pangyo
 - Middle School
 - High School
- Digital Media and Communication Policy
 - Parental consent
 - Student consent
 - Social Media Guidelines for Staff
- Emergency Call Tree
- Safety Manual
- Facility Use
- Pandemic Management (updated regularly)
 - Guidelines for Families
- Procedures for Signing and Filing the Adult Code of Conduct
- Safe Recruitment
 - Educare for Recruiters
 - Background Check Policy
- Safeguarding Disclosure and Concern Report for KIS staff
- Safety Manual (Critical Incident Management Plan)

- Emergency Procedure
- Fire Alarm / Emergency Evacuation
- Earthquake Procedures
- Evacuation / Relocation
- Lockdown
- Lockout
- Intruder
- Medical Emergencies
- Missing / Lost Student
- Runaway Student
- Blackout / Extended Power Loss
- Poisoning
- Student Support Services Process Manual
- Trips & Activities Standard Operating Procedures
 - Acknowledgement of Risk Form for Pre Visit to Adventurous / Remote Locations
 - Trip Accident, Incident & Near Miss Report
- Virtual Learning (updated regularly)k
 - Seoul Campus
 - Elementary School
 - Secondary School
- Volunteer & Contractor Policy
 - Volunteer & Contractor Application Form
 - Volunteer & Contractor Code of Conduct and Expectations
- KIS Wellbeing Charter