



CHINESE
INTERNATIONAL
SCHOOL MANILA

Child Protection Policy

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CISM GUIDING PHILOSOPHIES & VALUES

Vision

In pursuit of academic excellence to nurture global citizens

Mission Statement

Educate. Engage. Empower.

Core Values

- be the Change that you seek;
- uphold Integrity at all times;
- provide Service to make a difference;
- lead a Meaningful life.

Philosophy

We believe that students work in partnership with their teachers and their families to become:

- curious, lifelong learners;
- analytical, critical, reflective, collaborative and creative thinkers and doers;
- bilingual with a multicultural perspective;
- effective, open-minded and confident communicators;
- I.C.T. literate and apply I.C.T. responsibly and ethically in our interconnected and virtual world;
- respectful and appreciative of diverse beliefs, views, ideologies, values, experiences, traditions and cultures;
- proactive, determined risk takers in the face of change;
- compassionate individuals who conserve, sustain and safeguard our environment and ecosystem.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

CISM CHILD PROTECTION PHILOSOPHY

Chinese International School Manila is steadfast in providing a learning environment where students feel safe and protected. It is our commitment to ensure that the best interest of our students shall be the paramount consideration in all decisions and actions involving them. The safety and well-being of our learners are as much important as our pursuit of academic excellence, because we believe that optimal learning happens when the environment is conducive to a child's progress and development.

This policy and the guidelines herein are developed in accordance to the following:

United Nations Convention on the Rights of the Child

Article 19: Protection from Abuse and Neglect

“The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.”

The Philippine Child and Youth Welfare Code

Article 3: Rights of the Child (8)

“Every child has the right to protection against exploitation, improper influences, hazards, and other conditions or circumstances prejudicial to their physical, mental, emotional, social and moral development.”

Furthermore, pursuant to **Article XV, Section 3 [2] of the 1987 Constitution of the Republic of the Philippines**, the State shall defend:

“The right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development”

This policy aims to provide clear direction to CISM's faculty, staff and families in matters relating to the welfare, safety and protection of children in attendance at our school.

There are four main elements to our child protection policy:

- We establish and maintain a safe environment that nurtures global citizens
- We develop and implement procedures aligned with international standards, laws and regulations for identifying and reporting cases, or suspected cases of child abuse
- We practice a recruitment process that ensures the suitability of faculty and staff to work with children
- We educate, engage and empower our students with skills needed to keep them safe

DEFINITION OF TERMS

A. Child

1. a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger (Unicef Convention on the Rights of a Child, Article 1)
2. those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition (RA 7610)
3. students who may be eighteen (18) years of age or older but are enrolled at CISM

B. Child Maltreatment

According to World Health Organization, “Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity.” The four subtypes within this broad definition are:

1. Physical Abuse: is deliberately hurting a child which may or may not cause bruises, broken bones, burns or cuts. This includes, but is not limited to:

- kicking
- burning, scalding
- hitting, punching
- biting
- shaking
- suffocating the child
- corporal punishment
- assault

POSSIBLE INDICATORS OF PHYSICAL ABUSE:

- unexplained bruises, welts, burns, cuts or fractures on any part of the body
- injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
- injuries inconsistent with the information given by the child or guardian
- injuries on protected surfaces or on thighs, calves, cheeks, neck, back, earlobes, and other areas of soft tissue of the body.
- injuries that regularly appear after absence or vacation
- fear or anxiety towards a person, place or event
- extreme aggression or withdrawal
- patterned injuries

2. Neglect and Negligent Treatment: is the failure of a parent or other person with responsibility over the child to provide for basic physical, medical or psychological needs to the degree that the child's health, safety and well-being are threatened with harm. This includes, but is not limited to:

Physical neglect

- failure to provide adequate food, shelter, or clothing
- failure to provide proper adult guardianship such as leaving children unsupervised at home

Medical neglect

- failure to provide necessary medical or mental health care or treatment

Emotional neglect

- inattention to a child's emotional needs
- failure to provide psychological care

3. Emotional Abuse: is a behavior that subjects a child to psychological or emotional abuse or injury. This includes, but is not limited to:

- insults, severe humiliation
- belittling, put downs
- harmful threats
- verbal assault
- excessive teasing
- inappropriate criticism.

POSSIBLE INDICATORS OF NEGLECT:

- poor hygiene, dirty skin or body odour
- unattended physical or medical problems
- child comment or report that no one is home to provide care
- frequent tardy or absence from school
- frequent illness or infections
- parents are uninterested in child's school life
- parents do not respond to repeated communication from school
- child does not want to go home
- parents cannot be reached in case of emergency
- both parents or legal guardians are away from the child for more than 24 hours without appropriate provision for the child's care, and a temporary guardian named.

POSSIBLE INDICATORS OF EMOTIONAL ABUSE:

- withdrawal, social isolation
- anxiety
- depression, low self-esteem
- aggressive behavior
- mental or emotional developmental lags
- signs of delayed speech or sudden speech disorder
- fear or phobias
- sudden under-achievement
- lack of focus
- lying
- attention-seeking behavior
- self-destructive behavior such as self-harm, suicide threat or attempt, use of alcohol or drugs
- psychosomatic complaints
- prolonged vomiting or diarrhea

4. Sexual Abuse: is any act whereby an adult or a more powerful person involves a child in a sexual activity. It can be consensual or not, and the abused children may not perceive themselves as victims. This includes, but is not limited to:

- penetrative or non-penetrative acts, sexual intercourse, anal or oral sex
- production or viewing of pornographic material or any sexual act
- touching of genitals or breasts
- showing of private parts by an adult
- encouraging children to behave in sexually inappropriate ways
- developmentally inappropriate conversations about sexual content

POSSIBLE INDICATORS OF SEXUAL ABUSE:

- pain, irritation, physical trauma or bleeding in the genital or anal areas
- inappropriate sexualized behavior or language
- fear of a particular adult or place
- stomach pains
- difficulty in walking or sitting
- unusually quiet or withdrawn
- unusually aggressive
- unusual relationship patterns
- urinary tract infections
- fear of bathrooms

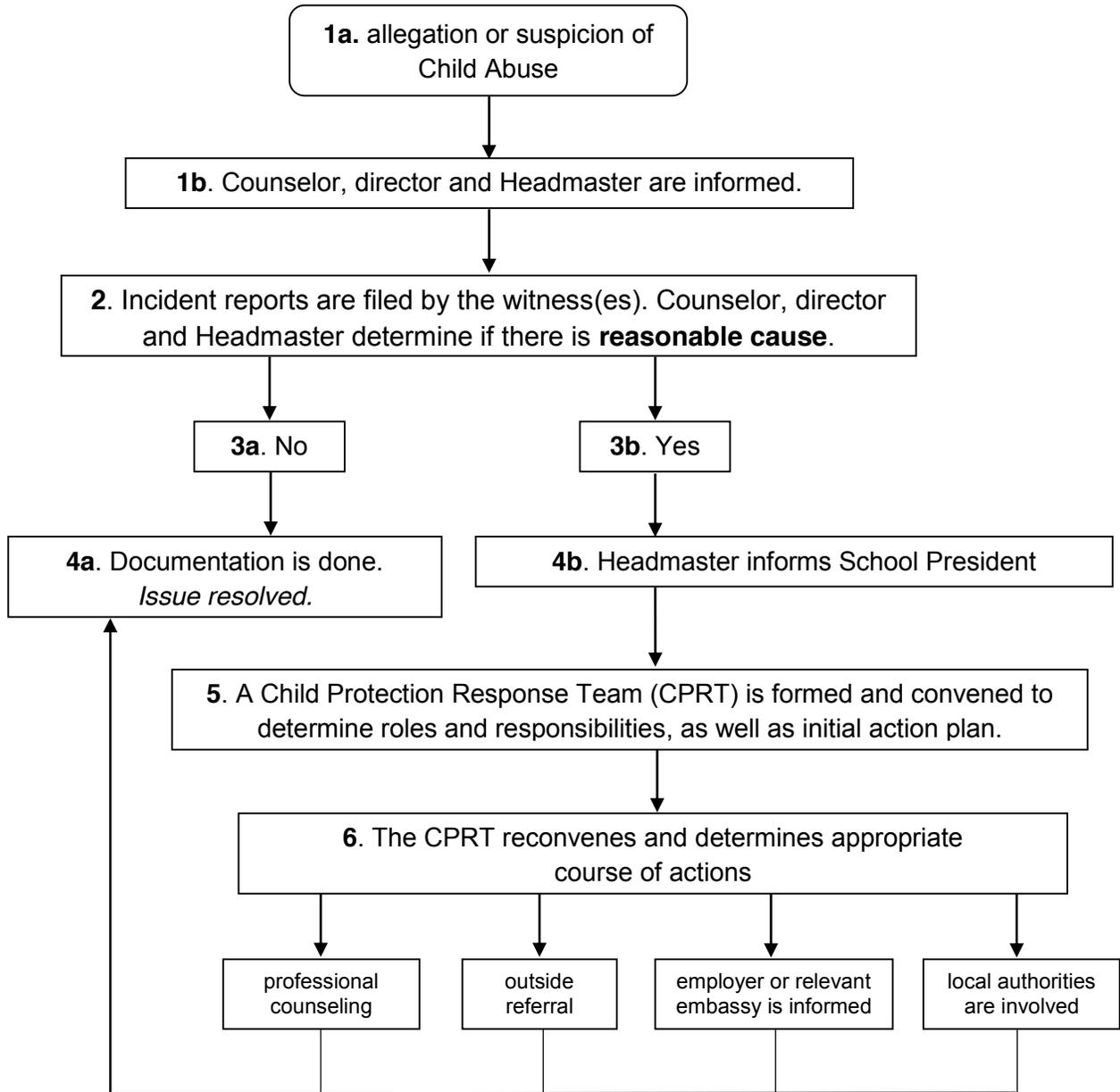
Possible indicators cited across all forms of child maltreatment, in and of themselves, do not constitute child abuse or neglect. However, these may warrant a referral to the appropriate authorities for investigation.

At CISM, all faculty, staff and administrators are mandated to act if they have reasonable cause for concern about a child's welfare. All CISM employees are required to report suspicion or incidence of abuse or neglect within 24 hours of the initial concern. At that point, the CISM DISCLOSURE PROCEDURE FOR CHILD ABUSE is followed.

At CISM, we pledge to nurture a culture of care in which the pursuit of excellence is as paramount as the safety and well-being of our learners



DISCLOSURE PROCEDURE FLOWCHART for CHILD ABUSE



DISCLOSURE PROCEDURE EXPLAINED

Step 1a

An allegation or suspicion of any form of child maltreatment is reported to a faculty, staff or administrator. Allegation or suspicion may also come from a faculty, staff or administrator.

Step 1b

The faculty or staff reports the allegation or suspicion to the guidance counselor, director concerned (EY/ES or MS/HS) and the Headmaster within 24 hours of the initial concern.

Step 2

The guidance counselor, director concerned and/or Headmaster gather information about the reported incident and determine if there is **reasonable cause**.

All actions taken will be documented factually and conducted with confidentiality. The following procedure is recommended:

- Incident reports are filed by the witness(es) or the person who made the allegation or suspicion.
- Interview of staff members, as necessary, is conducted and documented.
- Student's school history is reviewed by a school personnel.
- Status of case is reviewed and reasonable cause is determined.

Step 3a-4a

No reasonable cause is determined. If further information is not needed, documentation is done and the process ends.

Step 3b-4b

Reasonable cause is determined and further information is needed. The Headmaster informs the School President.

Step 5

A Child Protection Response Team (CPRT) is formed and convened to determine roles and responsibilities, as well as initial action plan.

Members of the team may include three or more of the following people:

- guidance counselor
- Deputy Director
- Director (EY/ES or MS/HS)
- Headmaster
- school attorney
- Head of Operations and Security
- and/or other members as deemed necessary

Initial actions that may take place are:

- meeting with the child's parents/guardians to present the school's concerns
- discussions between the child and counselor to gain more information
- in-class observations of the child by the counselor, director or headmaster
- referral to external professional counseling
- consult with and/or report to local authorities

Step 6

Once more information is gathered, the CPRT reconvenes and determines action plans based on the information gathered.

Actions that may take place are:

- in-school counseling
 - student relationship with peers
 - parenting skills related to discipline or neglect
 - student-parent relationships
 - mental health issues such as depression, low self-esteem, anxiety, grief/loss
- outside referral
 - mental health issues such as depression, psychosis, dissociation, suicidal ideation
- report to employer/embassy/consulate
 - when families do not stop the abuse or concerns remain about the safety of the child
- report to local authorities
 - severe and ongoing physical abuse or neglect
 - sexual abuse
 - incest

Following a report and/or substantiated case of child abuse or neglect, the school counselor will maintain contact with the child and family, and outside therapist if there are any, to provide support and guidance as appropriate.

All documentations of the investigation are kept confidential, and records sent to schools or outside parties will be flagged to let the receiver know that information contained is confidential.

GUIDELINES FOR DOCUMENTATION

All documentations of the investigation adhere to the following guidelines:

- accurate and up to date
- includes the name and title of the person writing incident report or notes
- dated and filed in chronological order
- reports are factual and where possible, using the child's own words
- includes all correspondences through emails, letters, and notes
- includes all actions taken and all future actions
- kept separate from the child's school records
- files are kept in a secure cabinet in the counselor/Headmaster's Office; PowerSchool is marked that a child protection file exists

RECRUITMENT

CISM requires locally hired staff to submit documentation that includes NBI clearance. Regardless of hiring locally or internationally, applicants are interviewed face to face and are required to submit multiple references.

CHILD PROTECTION POLICY IMPLEMENTATION AND REVIEW

All teachers, librarian and counsellors complete an in-service training on the concepts and practices of child protection and on the School's policies and procedures for dealing with cases of abuse.

At the start of the school year, all parents are invited to a school orientation that includes school policies such as Child Protection Policy. Parents who join the school mid-year are also given a separate orientation.

The Child Protection Policy is presented to students together with the Behavior for Learning Policy at the start of the school year.

The Academic Honesty policy will be reviewed every two years by the Directors (EY/ES and MS/HS), faculty representatives from Early Years, Elementary School, Middle School and High School, the Guidance Counselor, and Headmaster for approval of the Board of Trustees, for implementation during the following school year. This policy may also be reviewed immediately preceding an update of international regulations, policies and procedures pertaining to child protection.

The next review period is scheduled for SY 2018 - 2019.

RESOURCES

The following documents have served as references in the writing of this policy:

- Child Protection, Shanghai American School
- Child Protection in Schools, DepEd PowerPoint presentation
- Child Protection Policies and Procedures Toolkit, UNICEF
- Child Protection Policy, International School Manila
- Child Protection Policy, Marymount International School, Paris
- Definitions of Child Abuse and Neglect, Child Welfare Information Gateway
- Preventing Child Maltreatment: a guide to taking action and generating evidence, WHO
- http://www.who.int/topics/child_abuse/en/
- <https://www.childwelfare.gov>