



CHILD PROTECTION HANDBOOK

Dominican International School

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1. PROFESSIONAL RELATIONSHIPS WITH STUDENTS

a) Professional Boundaries with Students

Teachers should be aware of their own and other people's vulnerability, especially when working alone with students, and be particularly aware that they are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. Avoid any covert or overt sexual behaviour with those for whom teachers and staff have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. The school has to provide a safe environment for students.

Teachers must show prudent discretion before touching another person, especially students, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration.

Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a student are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.

Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to students. Teachers and staff should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.

Solicitation of a sexual or romantic relationship with a student will lead to formal probation and the possible termination of the teacher/staff member's contract, even if the relationship is not ultimately consummated. DIS may call for formal probation or even immediate termination of the individual's contract if s/he has engaged in deliberate or repeated acts that can be reasonably interpreted as soliciting a sexual or romantic relationship.

Prohibited acts include, but are not limited to:

- i. Communications tending to show that the faculty/staff member solicited a romantic relationship with the student
- ii. Making inappropriate comments about a student's body
- iii. Making sexually demeaning comments to a student
- iv. Making comments about a student's potential sexual performance
- v. Requesting details of a student's sexual history
- vi. Requesting a date
- vii. Engaging in conversations regarding the sexual problems, preferences, or fantasies of either party
- viii. Inappropriate hugging, kissing or excessive touching
- ix. Suggesting that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage
- x. Providing the student with drugs or alcohol

Educators should take care to avoid situations in which professional boundaries become poorly defined. Inviting students to your home, meeting them for social activities that are not school-sponsored, or developing personal relationships with them can create the perception of inappropriate conduct.

The provisions of this policy apply regardless of the sexual orientation of the parties involved.

b) Online Contact with Students

Educators are held to the same standards of conduct in their use of electronic media and social networking as for any other public communication. All communications with students or minors, whether electronic or face to face, should be professional and appropriate.

2. GENERAL PRINCIPLES OF DISCIPLINE

(Adopted from the Education Act and Government Regulations).

1. The Purpose and Principles of School Rules

- ✓ To provide teachers with measures for student guidance and discipline
- ✓ To provide good discipline, based on the Dominican philosophy of education
- ✓ To provide good discipline based on professional competence and quality of education through the legitimate, reasonable, and parallel aims of education
- ✓ To achieve positive objectives.

2. Legal Definitions of key words

Discipline: Teachers' actions which are required to modify students' behavior.

Disciplinary action:

Teachers should, in order to reduce abuse, violation of the students' rights, or disadvantaging students, implement various strategies to legally reprimand/disciplined students. These strategies shall **not** include

- ✓ unlawful disciplinary action, including corporal punishment
- ✓ defamation
- ✓ blatant insults
- ✓ intimidation and/or physical and psychological abuse.

(A) Physical Disciplinary Action:

Teachers are **not** allowed to

- ✓ order the students themselves, or a third party to make forcible contact with a student's body
- ✓ order the student to assume or maintain painful or humiliating body positions
- ✓ make contact with a student's body with the objective of inflicting pain
- ✓ perform any acts of physical or mental violation

3. Non-Teaching Educators

Non-teaching educators are permitted to act in accordance with the Education Act and related provisions in the basic law, safeguarding students' right to education, privacy, and personal development, and maintain campus safety and teaching order.

3. GUIDANCE AND DISCIPLINE

1. Objectives of student guidance and discipline

(a) Deal with unacceptable behavior by

- ✓ minimizing students' bad behavior and habits,
- ✓ promoting physical and psychological development of students,
- ✓ stimulating individual potential,
- ✓ cultivating sound character,
- ✓ avoiding bullying

(b) Cultivate students' good self-esteem and respect for others.

(c) Maintain campus safety.

(d) Maintain teaching order, ensure good classroom management and orderly school activities.

2. Inculcating a Culture of Fairness

Student guidance and disciplinary action should not differ from one student to the next, without legitimate reasons. However, the following should be considered:

- ✓ Motive and intention of the action.
- ✓ Intention of behavior and behavior possibly caused by a situation.
- ✓ Violation of obligation levels, health risks or harm.
- ✓ The student's personality traits, physical and mental health, living conditions and family circumstances.
- ✓ The student's conduct, knowledge level and daily performance.
- ✓ The student's attitude.

3. Teachers who guide and discipline students, have to judge the seriousness of violations and act in accordance with the following principles:

- a. Reprimand/disciplinary action should contribute to reaching the objectives of discipline.
- b. Where there is a choice of ways to scold/discipline a student, educators should choose the one(s) that would impact in the least negative way, on the rights and interests of the student.
- c. Reprimand/disciplinary action should not be harmful. Balance of the harshness of the reprimand/disciplinary action and its impact, with the purpose of the reprimand/disciplinary action, should be maintained.

4. Fundamental considerations for student guidance and discipline

The following are fundamental considerations for student guidance and discipline:

- (a) Respect the student's
 - ✓ right to learn
 - ✓ right to education
 - ✓ right to privacy
 - ✓ personal development.
- (b) Guidance and discipline methods should be considered, taking into account individual differences regarding the mental and physical development of students.
- (c) Develop students' self-awareness, self-reflection, and self-control.
- (d) Students showing improved behavior should be recognized, encouraged, and praised.
- (e) Teachers should encourage positive thinking and problem solving. Furthermore, educators should develop students' ability to deal with setbacks, and instill perseverance.
- (f) Entire classes should not be disciplined because of errors of individuals or a minority of students in a class.
- (g) According the relevant law, a student may not be completely deprived of the right to education, therefore students cannot be sent out of a classroom without an alternative option, alternatives would be, for example: being sent to the Prefect of Discipline, Guidance Office, or the library to do work.
- (h) Teachers should not violate the students' right to property (such as imposing fines) as a means of guidance and discipline. However, students are permitted to be asked for compensation, according to the law on public property, for damage to the property of others or the school.

5. Disciplinary action and the due process of law

When teachers disciplined them, students should have the opportunity to make appropriate statements. The description of appropriate penalties for violations of school rules, reasons for sanctions and means of disciplinary action should be explained. Teachers have to explain the procedures precisely, if so requested by the student's parent(s)/guardian(s).

6. Open information and communication channels to students and guardians

Students and guardians should be informed about the student guidance/discipline system, school rules, and policies.

7. Personal or family data protection

Teachers obtaining personal or family information for students' guidance and discipline, shall not leak the information or make the information public.

Classroom Management and Beyond

1. Student counseling

Through communication, interviews, or other appropriate means, teachers who provide students with life counseling, are allowed to keep records if necessary. To assess special students' physical and mental status, when there is a need for professional help, teachers should approach the Guidance Counselor.

2. Dealing with students who have low academic achievement

Teachers should understand/recognize the reasons which cause a student's low academic achievements (for example, poor learning ability; low motivation and interest; invalid learning methodology; poor time management; bad habits) and make effective use of counseling and discipline as a remedy for causes, and not to give penalties.

3. School and Class rules:

- a. Rules should be adopted by the entire Faculty and Staff.
- b. School/class rules, or the resolutions of other class meetings should not result in a student being given a fine or be subjected to any other infringement of property rights.
- c. Students should not be deprived of their right to privacy and development. The learning of self-management skills should be encouraged.
- d. New or changed restrictions on student dress and appearance, will be done in consultation with the faculty and staff plus student representatives, to create a transparent and democratic process of change.

4. General measures of discipline:

- a. Appropriate, positive control measures.
- b. Oral warning and correction.
- c. Written apology or introspection.
- d. Daily scrutinizing of performance records.
- e. Inform parent(s)/guardian(s), ask for cooperation.
- f. Completion of incomplete work – with or without teacher supervision.
- g. Increase work appropriately.
- h. Public service requirements, such as cleaning tasks and gardening tasks, can be requested after school for disciplinary purposes, but parents must be informed and be in agreement before the tasks are performed.
- i. Cancel participation in activities.
- j. With parents'/guardians' permission, students may be instructed to attend after-school programs, or counseling courses.
- k. Ask students to sit quietly and reflect on the offence.
- l. A student may be required to stand and reflect, but for no more than one lesson period at a time, and no more than two hours a day (during class time, inside the classroom only).
- m. Remove the student from others by seating him/her a distance away from other students in the classroom for no more than two classes.

5. Physical restraint to prevent danger to others is allowed when students cannot be stopped, without the necessary preventative measures, in the following cases:

- a. Attacking teachers or others, damaging school property or other items, or when there is a danger of attack.
- b. Suicide or self-inflicted harm, or when there is a danger of suicide or self-inflicted harm.
- c. Other existing threats, endangering campus safety or the life, health, freedom, or property of others.

6. Calling in the assistance of a Prefect of Discipline or Guidance Office

When a teacher needs to discipline a student, because it is an urgent matter where the incident is clearly obstructing the execution of field activities, the teacher may use physical restraint to prevent danger to others if necessary and request the assistance of the Prefect of Discipline or Guidance Office, who will then lead the student away from the scene.

The Prefect of Discipline or Guidance Office, where necessary, will assist students in transition situations, counseling him/her, assessing the student's physical or mental state.

7. The support of parents/ guardians

In cases of a student's gross misconduct the Prefect of Discipline or Guidance Office has to require that parent(s)/guardian(s) come to the school to assist the staff. The parent(s)/guardian(s) have the responsibility to cooperate with the school when counseling and disciplining the student. At DIS we regard a child's education as a parent-school partnership. In the case of gross misconduct which disrupts the learning environment and/or school operation, parents have to cooperate. In cases where the parent(s)/guardian of the student refuses to communicate with/have a conference with the Discipline Office, teachers and Principal, it could lead to probation, out-of-school suspension and eventual permanent change to an alternative learning environment.

8. Searching students' bodies and personal belongings

To safeguard the right to privacy and personality development of the students, students' bodies and personal belongings (i.e., school satchels, bags, handbags), shall not be searched with the exception of the following reasons:

- ✓ to avoid subversive materials that can do harm to teachers, staff, students, or school property
- ✓ evidence shows that a student is involved in/ about to commit a crime
- ✓ s/he carries prohibited items

9. Campus security checks

To maintain campus safety, security checks can be done by the Prefect of Discipline.

- a. When general security checks are executed, at least 2 staff members/teachers, including the homeroom teacher, should be present. Parents should be informed before the event, except in an emergency where the parents cannot be reached.
- b. The Discipline Office can perform security checks of individual students, if there is enough reason to believe that they are in possession of illegal or harmful goods/objects. The Discipline Office accompanied by two staff members/teachers will perform a security check which may include searching satchels, bags and handbags, and/or students' private space such as drawers, lockers, or cabinets.

10. Dealing with illegal goods/objects

Teachers finding students carrying or using one or more of the following illegal items:

- a. guns, ammunition, knives and other weapons
 - b. narcotics and related equipment for administration thereof,
- should inform the school as soon as possible, and notify the police immediately through the school authorities.

When the teacher finds that students carry or use one of the following prohibited items, the teacher should take temporary custody and/or hand the student over to the school and the parents should be informed. If necessary, the items in question should be handed over to the parents for removal from the school:

- a. Chemicals or other hazardous materials.
- b. Obscene or violent materials in books and pictures, on videos, CDs, and USB, or other data storage devices.
- c. Alcohol, tobacco, betel nuts or substances which would inhibit students' health.
- d. Other prohibited items, according to the school rules.

When teachers/staff have temporary custody of students' items, they should take proper care not to damage it. Parents/guardians should be informed. If the items are not claimed within a period fixed in the notice, the school does not have the responsibility of taking care of those items, and the items could be removed by the police or destroyed.

11. Improper enforcement of discipline or illegal disciplinary action

When improper enforcement of discipline occurs, the teacher in question will be given a warning, notice or other penalty by the Directress/Principal. Should the act of illegal disciplinary action be serious, the teacher's performance appraisal and renewal of his/her contract will be scrutinized.

4. BULLYING POLICY AND PROCEDURES

a) POLICY

1. Definition and Scope of Bullying

Bullying or harassment is any gesture, or written, verbal, graphic, or physical act, including electronically transmitted acts - i.e., cyber-bullying, through the use of the Internet, cell phones, or any other electronic devices, that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress. It may be motivated either by bias, or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a student/ school staff member/volunteer/contractor's imminent safety or over-all well-being may be at issue.

2. Cyberbullying

Bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through telephone texts, text messages, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes **repetitively sending, posting, or sharing negative, harmful, false, or mean content about someone else**. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior when it can be classified as defamation. Defamation is a criminal offense under R.O.C. law.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

Cyberbullying can be:

Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for students experiencing cyberbullying to find relief.

Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions and other areas of life.

Hard to Notice – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.

3. Sexual Harassment

Sexual harassment is unwanted, uninvited sexual attention. It may involve remarks, gestures or actions of a sexual nature that make a person feel unsafe or uncomfortable, including electronically transmitted acts - i.e., cyber-bullying, through the use of internet, cell phone, or any other electronic device. It creates an intimidating, hostile or offensive learning environment. It may include (but is not limited to):

- unwanted, unwelcome physical contact like touching or patting;
- rude jokes or suggestive remarks of a sexual nature;
- demeaning nicknames like chick, sexy, stud or babe;
- cat calls, rating or embarrassing whistles;
- insulting remarks about sexual orientation;
- sexually insulting remarks about race, gender, ability or class;
- bragging about sexual prowess for others to hear/ see on an Internet site;
- stalking
- degrading jokes, insistent requests for dates, catcalls that cause embarrassment, intimidating remarks or gestures – all of these can be harassing.

4. Stalking

Stalking is a criminal activity consisting of the repeated following and harassing of another person. Stalking is a distinctive form of criminal activity composed of a series of actions that taken individually might constitute legal behavior, but when these actions are coupled with an intent to instill fear or injury, however, they may constitute a pattern of behavior that is illegal.

Examples of stalking:

- ✓ showing up at a student or teacher's home or classroom/office unannounced or uninvited;
- ✓ sending unwanted text messages, letters, emails and voicemails;
- ✓ leaving unwanted items or gifts;
- ✓ constantly calling and hanging up;
- ✓ using social networking sites and technology to track their victim;
- ✓ spreading rumors via the internet or word of mouth;
- ✓ making unwanted phone calls to the victim;
- ✓ waiting at places where the victim goes;
- ✓ using other people as resources to investigate the victim's life, for example, looking at the victim's Facebook page through someone else's page or befriending the victim's friends in order to get more information about him/her;
- ✓ damaging the victim's property;
- ✓ continuous and repeated false accusations.

Types of stalking

a) Students stalking students:

Students stalking students shall be regarded as bullying and the procedure set out in this document shall be followed.

b) Adults stalking students:

If a DIS employee stalks a student, the school shall follow the same procedure as for child abuse.

The scope of this policy includes the prohibition of every form of bullying, harassment /sexual harassment, and cyber-bullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyber-bullying/ harassment/ sexual harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school program.

5. Behavior Standards

Students are expected to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school faculty and staff, volunteers, and contractors.

Standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, parents, and community members.

The best discipline for aggressive behavior is designed to support students in taking responsibility for their actions, develop empathy, and teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students are required to apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

6. Bystander Behavior

Since bystander support of bullying and harassment can encourage these behaviors, both active and passive support for acts of harassment or bullying is strictly prohibited. The faculty and staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; nor to walk away from these acts when they see them, but to constructively attempt to stop them, if possible to report them to the designated authority; and to reach out in friendship to the target.

Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

7. Consequences and Appropriate Remedial Actions

Consequences and appropriate remedial actions for a student or faculty/staff member who engages in one or more acts of bullying or harassment/ sexual harassment may range from positive behavioral interventions up to and including suspension or being asked to find a permanent alternative learning environment, in the case of a student, or suspension/ termination of contract in the case of an employee.

Consequences for a student who commits an act of bullying or harassment/ sexual harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the DIS School Board's approved code of student conduct.

Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

8. Reporting Incidents of Bullying

Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The Principal and/or the Prefect of Discipline will be responsible for receiving complaints alleging bullying. All school employees are required to report incidents of bullying/harassment/sexual harassment to the Principal or Prefect of Discipline. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act of bullying/harassment which can also be to Homeroom Teachers, or subject teachers or the School Administration. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The Principal and/or the Prefect of Discipline will be responsible for determining whether an alleged act constitutes bullying/harassment / sexual harassment. In so doing, Principal and/or the Prefect of Discipline will conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved will receive written notice from the school on the outcome of the investigation and will be requested to attend the initial meeting. Attendees at this meeting include the Principal, Prefect of Discipline, homeroom teacher, subject teacher(s), parent(s)/guardian, and the School Counselor.

Reprisal or retaliation against any person who reports an act of bullying or harassment/sexual harassment or cooperates in an investigation is strictly prohibited. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation will be determined by the Principal and/or the Prefect of Discipline after consideration of the nature, severity, and circumstances of the act.

9. False Accusations

The DIS School Board prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or being instructed to find another permanent learning environment.

b) PROCEDURES TO FOLLOW IN THE EVENT OF INCIDENT(S) OF BULLYING

Scenario 1: The teacher deals with the incident

A student complains about an incident, it does not sound serious and the homeroom/subject teacher deals with the problem on the spot. It does not warrant a yellow card.

Procedure: Fill in the form "Bullying Incident Notice". Email or hand the form to the Prefect of Discipline to keep on file. The reason is that teachers are not always aware of other, similar incidents happening in someone else's class or on the playground. Should this scenario repeat itself, the Prefect of Discipline has evidence that this is a problem that repeats itself.

Scenario 2: Yellow Card

A student complains about an incident, there is clear evidence of verbal/physical abuse, but it is not a serious incident and the homeroom/subject teacher deals with the problem on the spot.

Procedure: Issue a yellow card to the perpetrator and write a detailed description on the back. Send the perpetrator to the Prefect of Discipline.

Scenario 3: Serious Harm

Repeated harassment or serious bullying/harassment (for example: a physical attack, repeated derogatory remarks, cyber-bullying, sexual harassment) takes place.

Procedure:

1. Report the Incident

The teacher reports the incident to the Prefect of Discipline in person, and completes sections 1 and 2 of the Bullying Report.

2. Crisis Management Team Meeting

a) The Prefect of Discipline convenes a meeting with a Crisis Management Team (CMT), comprising the Principal, Homeroom Teacher, Parent(s) /Guardian, Prefect of Discipline, Counselor, subject teacher(s) if s/he was a witness to, or informed about the incident. In case of an incident where serious bodily harm/ serious emotional harm had been done, a Police Officer and an independent Psychologist should be present.

b) The CMT will investigate and evaluate the incident(s) and meet within three days of the incident/complaint taking place.

c) The CTM hold an initial meeting. They record their findings and decisions in section 3 of the Bullying Report. The case is referred to the Counseling Team.

d) The School Administration informs the perpetrator and the victim about their decision(s).

e) If the perpetrator or the victim disagrees with the decision, s/he has three days to ask for a reinvestigation in writing.

f) In a very serious and confirmed case of bullying, where the Police and an independent psychologist are present, it should be reported to the government after the investigation.

3. Counseling Team Meeting

The Counseling Team includes the Principal, School Psychologists, Prefect of Discipline, homeroom teacher and parent(s)/guardian. They decide what measures to take that will

a) discipline the student for the misdemeanor and

b) improve the student's behavior.

The School Administration informs the student and parent(s) guardian of the decision taken by the Counseling Team.

A) If the Student Needs Psychological Assessment and Professional Counseling

The School psychologist asks the parent(s) /guardian for permission to transfer the documents to a counseling center/ hospital/ professional psychologist.

B) The School Deals with the Case

a) If the bullying incident was very serious, but the perpetrator is not referred for professional intervention, the school has to release the counseling report to the Department of Education.

b) Should the school decide to instruct the parents to find the student a permanent alternative learning environment/ not allow him/her to return during the next school year, a copy of the Bullying Report should be made available to the next school.

c) If the Counseling Team decides that the incident was not serious enough for outside intervention, they will decide on suitable remedial/ disciplinary action measures. The School Psychologist and Prefect of Discipline will deal with the procedure, as they see fitting.

The School Psychologist or Prefect of Discipline completes sections 4 and 5 of the Bullying Report.

4. Final Feedback

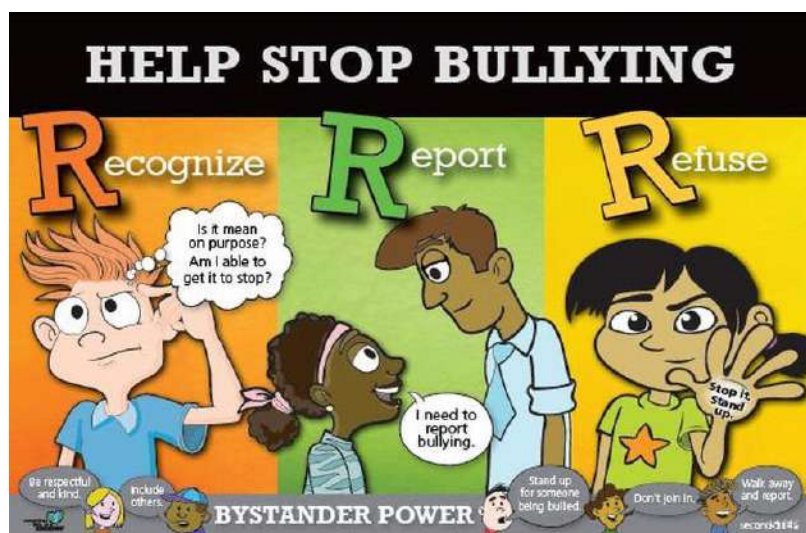
All attendants at the initial meeting (the Principal, Homeroom Teacher, Parent(s) /Guardian, Prefect of Discipline, Counselor, subject teacher(s) if s/he was a witness to, or reported the incident, attend a meeting convened by the Prefect of Discipline. The purpose of this meeting is to close the case.

The Chairperson will choose a taker of the minutes, who completes section 6 of the Bullying Report.

a) Section 7 of the Bullying Report is meant for a final summary, whatever the outcome of the case had been.

b) Should the perpetrator behave normally again and there is clear evidence of an improved attitude, s/he will no longer be listed as a student with behavioral problems.

Note: A template for documents pertaining to bullying should be obtained from the Prefect(s) of Discipline. (See Addendum)



5. CHILD ABUSE AND PROTECTION

Faculty members and staff must intervene when there is evidence of, or there is reasonable cause to suspect that children are being abused in any way. Suspected abuse or neglect must be reported to the Principal/Vice-principal as described in the Child Protection Policy of the school.

Definitions of Child Abuse

a) Physical abuse

Any non-accidental physical injury to the child and can include striking, kicking, burning, biting shaking, drowning, suffocating, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness or any action that results in a physical impairment of the child.

b) Neglect

Neglect is a lack: of action, emotion or basic needs. It is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's emotional needs.

Abandonment - In general, it is considered abandonment of the child when the parent's identity or whereabouts are unknown, the child has been left by the parent in circumstances in which the child suffers serious harm, or the parent has failed to maintain contact with the child or to provide reasonable support for a specified period of time.

c) Sexual Abuse

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities (for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours.

Teachers and staff should be aware of their 'duty of care' which precludes developing a sexual relationship with or grooming of a child. A sexual relationship between an adult and a child will always be wrong, unequal and unacceptable.

d) Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorizing a child.

Dominican International School recognizes that the safety, welfare and care of our students are paramount. We are therefore committed to the highest standards in protecting and safeguarding the students entrusted to our care at all times.

We will ensure that arrangements are in place for:

- all reasonable measures to be taken to minimize the risks of harm to our students' welfare;
- all appropriate actions to be taken to address concerns about the welfare of a student, or students, working to agreed local policies and procedures in full partnership with government agencies;
- all persons working at this school to be made aware of this policy.

We recognize that some students may be the victims of neglect, physical, sexual or emotional abuse. Teachers and staff of the school will often, by virtue of their day to day contact and knowledge of the students, be well placed to identify such abuse and offer support to students in need.

In order to protect our students, we aim to:

- Create an atmosphere where all our students can feel secure, valued and listened to
- Recognize signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse
- Monitor and support students at risk
- Raise students' awareness, build confidence and skills
- Work closely with parents/guardians and support external agencies
- Ensure that all adults within our school who have access to students have been checked as to their suitability

DIS will support all students by:

- Encouraging self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all government support services involved in the safeguarding of students
- Notifying the appropriate government agency as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

1. The Role of all Teachers and Staff:

All teachers and staff have a duty to safeguard students. This policy outlines how teachers and staff can meet this duty.

Teachers and staff are

- a) trained and aware of potential indicators of abuse
- b) open to hearing concerns from students and others, without seeking to investigate these concerns
- c) informed on how to report any concerns to the Principal/Vice-principal
- d) informed on how to report any concerns relating to teachers/ staff to the Principal/Vice-principal

Always

- Report to the Principal/ Vice-principal; as soon as you have a concern.
- Record information verbatim using the actual words of the student and noting any questions the student raises.
- Note dates, times, who was present, positions in the room, anything factual about the student's appearance.
- Pass these notes to the Principal together with the incident report
- If possible, use a silent witness.

Never

- Ask leading questions.
- Ask the child to write down their account.
- Investigate with, or without, others.

- Take photographs of marks.
- Attempt any medical judgement
- Arrange a medical examination
- Tape/video record an interview
- Ask a child to remove any clothing.

Faculty and staff should always be aware of their own vulnerability at this point and should take steps to minimize risk to themselves whilst supporting the child.

DIS recognizes that all matters relating to Child Protection are confidential. The Principal will disclose any information about a student to other members of staff on a need to know basis only.

2. Supporting Teachers/Staff

The school recognizes that teachers/staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. By providing an opportunity to talk through their anxieties with a designated senior person (for example one of the Dominican Sisters, the School Counsellor, a Priest), DIS will support teachers/staff as appropriate.

The School Counsellor is responsible for:

- a. Keeping written records of all concerns about a child even if there appears to be no need to make an immediate referral
- b. Ensuring that all such records are kept confidentially and securely and are separate from student records
- c. Ensuring that an indication of further record-keeping is marked on the student's records
- d. Liaison and joint working with the principal, government agencies and legal advisors.

3. Reporting Procedure

1. All concerns must be passed to the Principal/Vice-principal who will seek advice/make a judgement as to whether a referral to a government agency is necessary, or if there is the need for any other action to be taken.
2. If a disclosure is made or a teacher/ member of staff has reason to believe abuse has occurred, an incident report should be written as soon as possible and passed to the Principal/Vice-principal.
3. Any anecdotal notes should be signed, dated and securely attached to the incident report.
4. All teachers and staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes and records onto the Principal/Vice-principal.



4. Procedure

The school adheres to the Taipei City Government and the Taiwan government procedures. Translated copies of these are kept by the Prefect of Discipline and must be the subject of training and be available to all staff, school administration and governors.

Step1: Complete and Incident Report Form and report the incident to the Principal/Vice-principal immediately

Step 2: Once they have been informed, a member of the school's Administration will report the incident through the following website within 24 hours, and the social workers will get involved and help:

<https://ecare.mohw.gov.tw/>

information that the school needs to provide is:

- a. the student's name,
- b. the student's address (where they can visit/find him/her),
- c. a contact number (of the student / the parent/guardian who is not the one doing violence to the student, or of someone who knows the student or the family's situation best)
- d. the student's date of birth
- e. the student's R.O.C. ID number (if s/he has one)

If the student needs immediate help, one of the school's designated teachers could call a social worker at (02) 2361-5295 ext. 226. There is a 24-hour service.

The following are the classifications of reporting to the government.

Classified	Situations	Report to Government
A	1. near to death 2. more than 10 people (or above) involved 3. majority damage of properties 4. criminal issues 5. media interest and might be discussed in public	In 12 hours
B	1. people injured 2. gang issues 3. damage of property 4. violation of the law	In 24 hours
C	1. injured slightly 2. negative feedback delay in dealing with cases 3. civil issues	filed

The Child Protection Committee should ensure that the following reporting and recording procedures are maintained:

- ✓ An incident report form is kept safe with a case report
- ✓ Student school record – a record must be kept for future reference
- ✓ Parents /guardians will be made aware of the school policy through published information and in initial meetings with parents /guardians of new students
- ✓ Parents /guardians will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between DIS and the government agency concerned with the case. It will be made clear that this is a legal obligation and not a personal decision.
- ✓ A copy of this policy is available to all parents/guardians and students.

5. Teacher/Staff allegations

1. All child protection allegations relating to teachers/staff must be reported immediately and directly to the Principal/Vice-principal without informing the subject of the concern/allegation. The Principal/Vice-principal will seek advice/make a judgement as to whether a referral to a government agency is necessary, or if there is the need for any other action to be taken. This could be done with the assistance of an attorney.
2. The full evidence will be made available to the member of staff subject of the allegation as soon as it is agreed appropriate within the on-going needs of any investigation. The Police, or other government agency will participate in this decision. Alternatively, the evidence will be made clear during any disciplinary process pertaining to the allegation(s).
3. In some cases, it may be necessary for the teacher/staff member to be suspended while an investigation is carried out.
4. It must be recognized that any decision to suspend a teacher/member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt.

Students cannot be expected to raise concerns in an environment where teachers/ staff fail to report concerns to the Principal/Vice-principal. All teachers and staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Teachers/staff must not be afraid of retribution if they raise concerns. Teachers/staff should be made aware that incidents should be reported to the Principal/Vice-Principal regardless of the position of the alleged perpetrator in the school.

6. Procedure for investigating Teacher/Staff allegations

The Principal and Vice-principal establish a Child Protection Review Panel

- a) The Principal decides in consultation with members of the Administration who will be panel members. She appoints a Chairperson. All panel members should be independent from the case.
- b) The teacher(s)/staff who raised the concerns are interviewed individually
- c) The Panel can call further witnesses at their discretion (but not the child or the accused)

- d) One of the panel members has the task to take minutes. S/he has to circulate the minutes as soon as possible after the panel meeting.
- e) The Chairperson writes a report.
- f) The employee will be provided with a copy of the Chairperson's report and invited to a meeting
- g) Any other evidence will be presented at the first meeting with the panel
- h) The employee will be invited to submit evidence and/or a written statement which should be received by the Principal at least 2 calendar days before the meeting.

Meeting Procedure

The Chairperson will introduce those present and explain the process that will be undertaken:

- I. The Chairperson will present the evidence and all panel members may answer questions from the investigation.
- II. The teacher/staff member will be able to ask questions about the evidence
- III. The teacher/staff member will respond to the evidence, present his/her case and answer questions.
- IV. The Child Protection Review Panel will be able to ask questions of the teacher/staff member about his/her response.
- V. The Chairperson will summarize the evidence from both parties
- VI. Meticulous minutes of the meeting must be circulated and signed by every member of the panel and the person who is interviewed
- VII. The Chairperson should allow reasonable requests for adjournments made by any party
- VIII. The members of the panel will be given the opportunity to question all those involved at any stage

Follow-up Meeting

The Principal calls a panel meeting within the next two working days. At this meeting the panel discusses all the evidence and makes a decision how to proceed.

The following actions could be taken:

- Immediate dismissal
- Probation
- No renewal of the employee's contract



For immediate and serious cases, the following reporting classifications will be followed:

Regardless whether the teacher who is accused of wrongdoing is a local or foreign teacher, the following classifications of reporting to the government should be used once the Principal has established that there is proof of wrongdoing:

Classified	Situations	Report to Government
A	1. near death 2. more than 10 people (or above) involved 3. major damage of property 4. criminal issues 5. media interest and might be discussed in public	In 12 hours
B	1. people injured 2. gang issues 3. damage of property 4. violation of the law	In 24 hours
C	1. injured slightly 2. negative feedback delay in dealing with cases 3. civil issues	filed

6. Teaching and Learning

The School will raise students' awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others.

The school will promote child support services through display of contact information for government child protection agencies such as Children.org.tw, or dialling 113 that will direct a child to a professional social worker.

The Child Welfare League Foundation has a Children's Hotline: 0800-003-123 (Monday through Friday, 4:30-7:30 pm)

7. Training

All teachers/staff will receive training on child protection procedures and will receive updates and refreshers every year.

8. Safer Recruitment and Selection

Safe recruitment practice includes scrutinizing applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history. It also includes undertaking appropriate checks before appointing a teacher/staff member. A criminal clearance certificate will be asked as a prerequisite to appointing a teacher. If a teacher has been an expatriate for more than two years, criminal clearance certificates from the candidate's country of residence and native country are required.

9. Parent involvement

If a school investigation or any other evidence shows that a parent abuses his/her child, the school reserves the right not to allow the parent to be involved in any committees, school events, school trips, or any other school affairs.

A teacher is legally responsible, in accordance with the doctrine “in loco parentis” for injury or death of students under her/his custodial care during the entire period. Never leave the students unattended/ unsupervised, including recess and lunch time.



Name:

Capacity:

Date:

1. Who is Involved? Please give the names of all the people involved in the incident(s)	Perpetrator(s): Victim(s): Witness(es):
2. Description Please describe the incident(s) that you want to report.	Date: Time: Description of the incident(s):
3. Minutes of the Initial Meeting Crisis Management Team: Principal, Homeroom Teacher, Parent(s) /Guardian, Prefect of Discipline, Counselor, subject teacher(s) if appropriate. In case of a serious incident where bodily harm/ serious emotional harm has been done, a Police Officer and an independent Psychologist should be present	Chair: Attendants: Time: Venue: Decisions:
4. Minutes of the Counseling Team Meeting	Chair: Attendants: Time: Venue:

	Decisions:
5. Counselor's Summary	Counseling procedure:
6. Final Feedback All the attendees at the Initial Meeting are required to be present.	Chair: Attendants: Time: Venue: Decisions : 1. 2. 3. 4.
7. Closing the Case:	Final Summary:

Signed on (date): _____

Principal: _____

Prefect of Discipline: _____

School Counselor: _____

Homeroom Teacher: _____

Parent/Guardian: _____