



CANADIAN INTERNATIONAL SCHOOL SYSTEM

CHILD PROTECTION HANDBOOK



AN IMPORTANT NOTE FOR PARENTS REGARDING CHILD PROTECTION

Dear Parents,

The Canadian International School System (CISS) is committed to promoting the safety and well-being of all our students. As such, the Canadian International School System has adopted a Child Protection Policy to provide guidance to our staff and families on matters related to the care, safety, and health of our students.

The CISS Child Protection Policy follows the 2016 Vietnamese Children's Law (adopted by the National Assembly of the Socialist Republic of Vietnam on April 05, 2016) and the United Nations Convention on the Rights of the Child (UNCRC) (1989) of which Vietnam is a signatory. Children's law and policy are very important to our school's policy, so we would like to highlight them for you:

Vietnamese Children's Law (2016):

These following actions are strictly prohibited:

- ✿ Deprivation of children's right to live.
- ✿ Child abandonment, neglect, trafficking, kidnap, fraudulent exchange or capture.
- ✿ Sexual abuse, violence, abuse or child exploitation.
- ✿ Preventing children from exercising their rights and obligations.

The United Nations Convention on the Rights of the Child:

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.

Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

The Canadian International School System endorses this policy. We value our partnership with parents in providing a safe and supportive environment conducive to growing and learning, free from child abuse and neglect and bullying and ensuring a child's rights are respected.

By enrolling your child at Canadian International School System, which includes Summer Camp Programs, you agree to abide by the Children's Law and our Child Protection Policy. CISS Child Protection Policy defines the standards by which all CISS students should be treated by the individuals that care for them at school and at home at all times. Child protection and well-being is the responsibility of all members of the community, thus parents are encouraged to report any suspicion of child abuse and neglect of any of our students by contacting the division counselor.

As part of our Child Protection Program and our overall curriculum, Canadian International School System will provide the following:

- ✿ Age-appropriate lessons for students at all grade levels to help them understand their personal safety, personal rights
- ✿ Information to parents to help you better understand our Child Protection Policy and Child Protection Program
- ✿ Annual training to all staff to recognize and report issues of child abuse and child neglect

Thank you for your support with this initiative and we will answer any questions you may have.

Sincerely,

The Canadian International School System

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CANADIAN INTERNATIONAL SCHOOL SYSTEM CHILD PROTECTION POLICY STATEMENT

Child abuse and neglect are concerns throughout the world. The Canadian International School System (CISS) takes the protection of children with utmost seriousness. We aim to remedy child welfare concerns before they become child protection issues. As child abuse is a violation of a child's human rights and an obstacle to the child's education as well as to their physical, emotional, and social development, CISS always abides by the laws and the United Nations Convention on the Rights of the Child. Research supports the effectiveness of prevention as a primary means of ensuring the safety and security of children, and CISS is committed to prevention through a variety of means. However, there are circumstances where means of prevention are not sufficient and the commission of abuse and neglect takes place. In these circumstances, CISS and families will collaborate with local agencies and local authorities for the best solution.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff (both teaching and non-teaching) employed at CISS must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and following up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Ho Chi Minh City, to the appropriate child protection agency in the home country, and/or to local authorities.

CISS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, CISS will share this policy with all prospective students and families, will communicate this policy annually to students, will provide annual training for all staff, will make every effort to implement hiring practices to ensure the safety of children, and will review this policy annually for compliance and effectiveness. In the case of a staff member reported as an alleged offender, CISS will conduct a full investigation following a carefully designed course of due process in compliance with the laws, keeping the safety of the child as its highest priority.

CISS is also concerned about the welfare of students with regards to peer-on-peer abuse. Peer-on-peer abuse is any form of physical, sexual, emotional or financial abuse, or coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. Peer-on-peer abuse can take various forms. Bullying behaviour is one form of peer on peer abuse. As such, CISS has a formalized Bullying Prevention and Intervention Policy.

** "Child / Children" in CISS Child Protection Policy includes children those who are under 16 years old (Article 1 – Children's Law, No. 102 / 2016 / QH13 dated on April 5, 2016) and juveniles who are under 18 years old (Article 21 – Civil Code 2015, No. 91 / 2015 / QH13 dated on November 24, 2015).*

** "Child Protection" means taking appropriate measures to ensure the safety and well-being of children; preventing and handling the cases of child abuse and neglect; supporting children with special needs. (Article 4 – Children's Law, No. 102 / 2016 / QH13 dated on April 5, 2016).*

STRUCTURE OF CHILD PROTECTION PROGRAM AT CISS

The Child Protection Program at CISS consists of three important components.

1. Preventative Program - Our preventative program consists of two aspects

a) The Curriculum which will be delivered to all students at CISS from Pre-K to Grade 12. This curriculum enables students to learn how to protect themselves, and identify and safely report cases of abuse and neglect. CISS has enacted a Child Protection curriculum for all grade levels, key teaching points are as follows:

CVK (Integrated Lessons)	<ul style="list-style-type: none">● Safe and Unsafe Touch.● Telling a Trusted Adult.
Grades K-2	<ul style="list-style-type: none">● Safe and Unsafe Touch.● Safe and Unsafe Situations.● Telling a Trusted Adult.
Grades 3-5	<ul style="list-style-type: none">● Touching Rules Revisited.● Telling a Trusted Adult Revisited.● Identifying Abuse and Neglect.
Grades 6-8	<ul style="list-style-type: none">● Safe and Unsafe Situations.● Identifying Abuse and Neglect Revisited.● Internet Safety.● To Whom and How to Report an Issue.● Conflict Resolution.
Grades 9-12	<ul style="list-style-type: none">● Healthy and Unhealthy Relationships.● Internet Safety Revisited.● Refusal Skills and Assertiveness.● Identifying Risks.● Safety Plans.

STRUCTURE OF CHILD PROTECTION PROGRAM AT CISS

b) The training for all CISS staff in recognition and response to abuse and neglect. CISS Staff Training provides Child Protection training each year to all members of staff, including:

- The training of new staff.
- Maintenance training for returning staff.
- And, supplemental training for all staff throughout the year.

Training is appropriately differentiated to maximize relevance and effectiveness between staff groupings. Training serves primarily to educate staff on signs and symptoms of abuse and neglect, how to best receive student disclosures, and how to go about reporting concerns.

2. Child Protection Management Team (CPMT)

The CISS CPMT will oversee the school's Child Protection Policy and ensure its components are implemented and followed throughout the school. The CPMT will assist with staff training and will work with all staff and departments to ensure the safety of all students at CISS.

3. The Response Team

The Response Team consists of the division Counselor, and the division Principal. The Response Team will investigate all cases and keep all written documents involving the cases in a secure confidential and locked file cabinet, and decide on an action plan. When warranted, the Response Team will collaborate with local government/ local authorities.

DEFINITIONS AND INDICATORS OF ABUSE

Definitions of abuse are complex and must be sensitive to cultural perspectives toward child-rearing behaviors, gender and role responsibilities and expectations. Child abuse is a form of maltreatment of a child and it can have serious and long-lasting effects on children. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. The five types of abuse are physical abuse, emotional abuse, sexual abuse (including sexual exploitation), neglect, and commercial exploitation.

PHYSICAL ABUSE:

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. There is rarely one sign to look out for that will prove that a child is being physically abused, but if a child often has injuries, there seems to be a pattern, or the explanation given by the child / parent does not match the injury then this should be investigated further.

Possible indicators of physical abuse:

- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen;
- Respiratory problems from drowning, suffocation or poisoning;
- Untreated or inadequately treated injuries;
- Bruising which looks like hand or finger marks or caused by an instrument;
- Cigarette burns, human bites; or scarring, scalds and burns.

DEFINITIONS AND INDICATORS OF ABUSE

EMOTIONAL ABUSE:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved or inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Signs of emotional abuse tend to be behavioural rather than physical (see below).

Possible behavioral indicators of emotional abuse:

- Children behave aggressively or be disruptive, act out, demand attention and require more discipline than other children;
- Become angry or disinterested and / or show little creativity;
- Seem frightened of certain adults;
- Become sad, withdrawn or depressed;
- Have trouble sleeping;
- Become sexually active at a young age;
- Exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children;
- Refuse to change for gym or participate in physical activities;
- Develop eating disorders;
- Self-harm;
- Refuse to attend school or run away from home;
- Lack confidence or have low self-esteem; or
- Use drugs or alcohol.

DEFINITIONS AND INDICATORS OF ABUSE

SEXUAL ABUSE:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts such as and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images or sexual videos (sexual exploitation), watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by anyone regardless of gender or age.

Possible indicators of sexual abuse:

- Sexual knowledge, behavior or use of language not appropriate to age level.
- Unusual interpersonal relationship patterns or interpretation of appropriate physical boundaries.
- Venereal disease in a child of any age.
- Evidence of physical trauma or bleeding to the oral, genital, or anus areas.
- Difficulty in walking or sitting.
- Reluctance to change into physical education clothes, fear of bathrooms.
- Child running away from home and not giving any specific complaints.
- Not wanting to be alone with an individual.
- Pregnancy, especially at a young age.
- Extremely protective parenting.
- Presentation of emotional abuse may be an indicator of sexual abuse.

DEFINITIONS AND INDICATORS OF ABUSE

NEGLECT :

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers and any care-giver under 16); or ensure access to appropriate medical care or treatment. Neglect may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible indicators of neglect:

- The child seems underweight or is very small for their age, or their weight deteriorates;
- The child seems very overweight for their age;
- They are inadequately clothed, with inadequate protection from the weather;
- They are often absent from school for no apparent reason; or
- Persistently arrives late: or
- They are regularly left alone without adequate supervision and / or with a supervisor under 16, or in charge of supervising other younger children.
- Child is unwashed or hungry.
- Parents are uninterested in the child's emotional, social, or academic development.
- Parents do not respond to repeated communications from the school.
- Parents cannot be reached in the case of an emergency.
Child's medical and mental health needs are persistently not being met over time.

**Behavioral and physical indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral.*

DEFINITIONS AND INDICATORS OF ABUSE

FINANCIAL EXPLOITATION:

Financial exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into an activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial or other advantage of the perpetrator or facilitator and / or (c) through violence or the threat of violence. The victim may have been exploited even if the activity appears consensual. Financial exploitation does not always involve physical contact; it can also occur through the use of technology.

Possible indicators of financial exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in financial exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

WHAT SHOULD HAPPEN WHEN A TEACHER / STAFF MEMBER HAS A REASONABLE CAUSE TO BELIEVE SOME FORM(S) OF ABUSE / NEGLECT IS TAKING PLACE?

The possible indicators of abuse and neglect identified in the CISS Child Protection and Well-being Handbook will be used by the staff member as a guideline for reporting to the administration and the guidance counselor who will determine if the case needs further attention. A staff member is obligated to report any case where s/he has reasonable cause to believe that a child has suffered abuse or neglect. Staff will adhere to the following sequence of instructions to report a disclosure:

- Staff becomes aware of the concern regarding child abuse or neglect. Staff **immediately** submits an "Employee Report of Child Protection Concerns" form to the Division Principal or to another administrator or the division Guidance Counselor if unavailable.
- Concern is investigated and severity is determined within 48 hours.
- If an investigation does not substantiate abuse or neglect, the guidance counselor works with the student and stakeholders to address and resolve concern.
- If an investigation does substantiate abuse and / or neglect, the Response Team will develop a plan of action and possibly involve local government / local authorities.

CHILD PROTECTION STAFF DISCLOSURE FLOW CHART

Staff becomes aware of the concern



Staff immediately submits an “Employee Report of Child Protection Concerns” to the Divisional Principal or to another administrator or the divisional Guidance Counselor if unavailable



Concern is investigated and severity is determined within 48 hours



If an investigation does not substantiate abuse, the school counselor will work, with the student and stakeholders to address and resolve the concern



If an investigation does not substantiate abuse, the Response Team will develop a plan of action

DEFINITION AND TYPES OF BULLYING

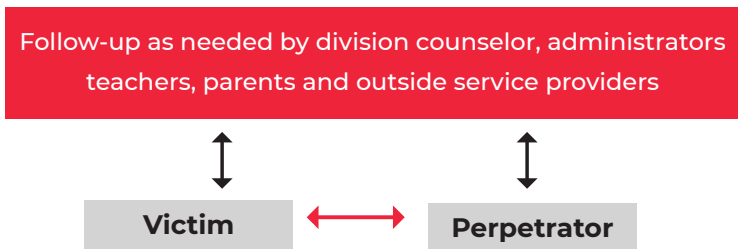
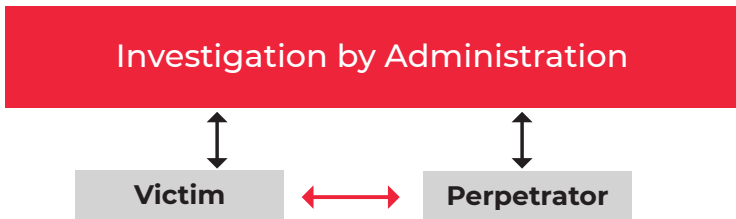
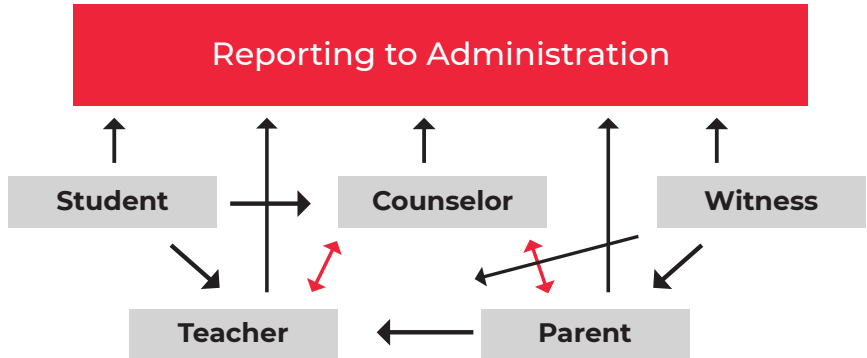
DEFINITION OF BULLYING:

- Behavior is repeated.
- Behaviour is intended by the student to cause harm, fear or distress to another individual.
- Behaviour is intended by the student to cause or create a negative environment at the school for another individual.
- Behaviour is discriminatory and thus occurs when there is a power imbalance based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, nationality, sexual orientation, family circumstances, gender, gender identity, gender expression or race.

Types of Bullying:

- Physical bullying can include hitting, kicking, tripping, pinching and pushing or damaging property.
- Verbal bullying can include teasing, insults, homophobic or racist comments, name-calling.
- Social bullying can include lying, spreading rumors, embarrassing others, humiliating others, encouraging others to exclude someone, and damaging someone's reputation.
- Cyberbullying can include using phones, computers and / or social media as a tool to bully someone according to the definition of bullying listed above. Common social media platforms today include Facebook, Youtube, Instagram, and Twitter. Examples of cyberbullying are sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.

BULLYING PROTOCOL FLOWCHART (REPORTING, INVESTIGATION, FOLLOW-UP)



**All cases will be monitored, investigated, documented and kept confidential.*

**Any documentation regarding child protection cases will be kept in a secure confidential and locked file cabinet.*

**All suspected cases will be investigated to ensure the safety of the child. CISS staff are protected from any consequences that might arise out of a false report made in good conscience.*

**In cases that require CISS to report to local Vietnamese government authorities, the reporting will always take place by the School's Guidance Counselor and the Administrator to the appropriate Vietnamese government authorities. Where necessary translation will be a part of the process.*

**In the event that the abuse or neglect allegation involves a CISS staff member, the School will follow board policy pursuant to ethical professional behavior.*

** Both the terms "Child Protection" and "Child Welfare" appear in CISS Child Protection materials. Please note that these terms are distinct from one-another.*

**Child Protection refers to both the prevention and resolution of harmful situations that involve the inherent power-differential between an adult and a child. Most often the adult is a parent or caregiver of the child.*

**Child Welfare refers to the prevention and resolution of harmful situations that do not involve a power-differential, for example situations that occur between children of a similar age, as well as the efforts to ensure general well-being of children. Some cases of Child Welfare will be referred to outside resources. For example, extreme bullying and/or cyber bullying and mental health issues such as depression, psychosis, dissociation, suicide ideation.*



CANADIAN INTERNATIONAL SCHOOL SYSTEM

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