

Child Safety Policy

Version	3.0
Policy number	6220
Short description	A policy to provide guidelines regarding how HOPE is committed to providing an environment where all children can learn and grow in safety and security, and are actively protected from all types of harm, regardless of ethnicity, gender, disability or social position.
Relevant to	All employees, volunteers, external service providers, parents, students and visitors
Authority	This Policy has been approved by the Board
Responsible officer	Director and Child Safety Coordinator
Responsible office	Director, Principals, Deputies and Management
Date introduced	01/2016
Date(s) modified	03/2017, 6/2019
Next scheduled review date	5/2020
Related documents	Child Safety Reporting Form Staff Code of Conduct Volunteer and External Service Provider Code of Conduct Decision Making Tree for Initial Assessment of a Child Safety Report Family Needs Assessment Tool
Related policies	Postvention Support Guidelines and Documentation HOPE Crisis Care and Counseling

INTRODUCTION

The Bible maintains that children are a gift from God, they are a blessing, and that they should be treated with special care and protection. As a Christian school, HOPE International School is committed to providing an environment where all children can learn and grow in safety and security, and are actively protected from all types of harm, regardless of ethnicity, gender, disability, or social position.

HOPE International School believes that its duty of care to children, to some extent, extends beyond the immediate school jurisdiction. Thus HOPE seeks to respond by identifying and responding in an appropriate manner when it is made aware of child abuse, or suspects that harm to a child is occurring outside of the school.

The school also recognizes its responsibility to staff, teachers, volunteers and other employees to provide a safe working atmosphere where they are equipped to fulfill this responsibility, and where they are protected from unnecessary risk or false allegations.

POLICY STATEMENTS

HOPE International School commits to educate all staff, volunteers and students about child harm in order to promote child safety throughout the school community.

HOPE International School will provide procedures and systems for responding to concerns or allegations of child harm in order to create an open and aware environment where concerns for the wellbeing and rights of children can be raised in a respectful, fair and lawful manner.

All HOPE International School Staff must undergo a recruitment process to assess their suitability to teach or serve at HOPE and to have contact with children. Even if the role does not involve the person working directly with children, HOPE International School recognizes that any role in the school gives staff access to children and will screen all potential staff recognizing this fact.

All staff, volunteers and external service providers are required to read, sign and adhere to the HOPE International School Code of Conduct.

HOPE International School is committed to the reporting of, assessment of and response to Child Safety Concerns. All Child Safety Concerns received, regardless of their level of seriousness, credibility or validity, are reported to the Director for assessment by the Hope Child Safety Team.

HOPE international School does not employ anyone with a prior conviction or history of perpetrating child sexual abuse or related offenses at any time during his or her adult life. Accurate employment references will be provided to other organizations regarding offenders.

HOPE International School will provide support to those affected by a child safety report.

This policy applies to:

1. All HOPE International School staff
2. All parents, volunteers, external service providers and visitors who may have contact with children in the HOPE International School setting.

Signed

Date.....

Policy Review Date.....

HOPE International School Child Safety Policy

1. DEFINITIONS

1.1 Personnel, Children and Response

- *Child:*
Any person under the age of 18 years.
- *Student:*
Any person currently enrolled at HOPE International School.
- *Staff:*
Any person employed by HOPE International School. This includes expatriate teaching staff, administrative staff, teaching assistants, guards and cleaners.
- *Volunteer:*
Any person who assists in any capacity at HOPE International School.
- *Parent/Guardian/BoardingGuardian:*
Any person who has a child under their care enrolled at HOPE International School.
- *Victim:*
A person who has suffered harm.
- *Respondent:*
Any person, adult or child, who has been reported to have caused harm to a person, usually a child in the context of child safety.
- *Response:*
An established process which is initiated in response to any allegation or report of harmful behavior toward a child. A response has 3 purposes:
 - a) Assess the Safety of Children
 - b) Determine if any personnel has engaged in misconduct towards children
 - c) Identify where there have been organizational failures

1.2 Definitions of Harm/Abuse and Misconduct

1.2.1 Harm:

Children or students can be harmed both physically and emotionally. The immediate and long-term effects can be disastrous for the individual child, their family and the community.

'Abuse', 'neglect' and 'maltreatment' are generic terms used to describe situations where a child or student may need protection from harm. Child abuse is an act or omission by an adult that endangers or impairs a child's physical or emotional health and development.

From a Child Safety perspective, use of the term 'harm' instead of 'abuse', 'neglect' and 'maltreatment' helps to focus on the effects on the child rather than the actions of the adult. This distinction becomes important when undertaking an assessment of the child or student's ongoing safety and well-being.

1.2.1.1 Physical Harm:

Refers to a situation in which a child or student suffers or is likely to suffer significant harm from an injury or pattern of injuries inflicted by a student or child's parent/caregiver or any other person. This may include, but is not limited to, injuries that are caused by excessive discipline, severe beatings or shaking, bruising, lacerations or welts, burns, fractures or dislocation, attempted strangulation and female genital mutilation.

1.2.1.2 Emotional Harm:

Refers to a situation in which the behavior by a parent or caregiver damages a child's confidence resulting in significant emotional disturbance or trauma. Although it is possible for 'one-off' incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or caregiver behavior that is instrumental in defining the consequences for the child. This can include a range of behaviors such as, but is not limited to, extreme criticism, excessive demands on a child's performance, withholding affection, exposure to domestic violence, intimidation or threatening behavior.

Spiritual harm, included as part of emotional harm, may result from a system or person in authority who tries to control, manipulate or dominate a child in the form of fear, coercion or intimidation. Patterns of harmful behavior may involve using Scripture to control or manipulate a child, to protect the offender, or to manage the child for the convenience of the adult.

1.2.1.3 Neglect:

Refers to a situation in which an adult fails to provide a child with the basic elements needed for his or her proper growth and development, such as food, clothing, shelter, education, medical and dental care and adequate supervision.

1.2.1.4 Sexual Harm:

Refers to a situation where there is any sexual activity with a child perpetrated by another child or adult. It can include, but is not limited to, indecent exposure, obscene communication, sending sexually explicit messages, showing or providing pornography, voyeurism, solicitation to sexual activity, touching private body parts or clothing, fondling, statutory rape, rape, oral and anal sex, or incest. This also includes producing, viewing or owning child pornography.

1.2.1.5 Child-to-Child Harm:

Includes all types of harm as defined above that occurs between children rather than between a child and an adult. If children are engaging in abnormal sexual behavior the incident will be assessed on a case by case basis.

1.2.1.6 Self-harm:

Refers to the direct and deliberate act of harming one's body without the conscious intention to die. Self-harm may result in death as it is a risk factor for suicide and also for complications resulting from self-harming behavior, e.g. infection.

1.2.1.7 Significant Harm:

Refers to any detrimental effect of a significant nature on a child's physical, psychological or emotional well-being. What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstratively adverse impact on the child's safety, welfare or well-being. "Risk of significant harm" is when it is assessed that a child is highly likely to experience significant harm in their current circumstances.

1.2.1.8 Cumulative Harm:

Cumulative harm is defined as harm experienced by a child as a result of a series or pattern of harmful events and experiences that may have occurred in the past or are ongoing. So while each individual harm incident may appear minor, the accumulation of these incidents may represent significant harm.

Although the legal definition of child abuse refers to actions against individuals under the age of 18, the school will protect the rights and safety of students who are over the age of 18. All policies apply to currently enrolled students.

1.2.2 MISCONDUCT.

These terms are used to determine inappropriate conduct by school personnel.

1.2.2.1 Misconduct (involving a child):

- Action or inaction of any 'personnel' which causes a child(ren) to suffer or be at risk of significant harm
- Serious or persistent breach of HOPE International School Child Safety Codes of Conduct

- Failure to report a Child Safety Concern
- Failure to cooperate with a Child Safety Assessment
- Serious breach of confidentiality of a Child Safety issue
- Knowingly misleading a Child Safety Inquiry
- Lying or withholding information into a Child Safety Inquiry

1.2.2.2 Serious Misconduct (involving a child):

1.2.2.2.1 Sexual misconduct committed against, with or in the presence of a child, including grooming of a child.

The term 'sexual misconduct' includes sexual offenses.

Sexual offenses:

Encompasses all criminal offenses involving any sexual elements that are committed against, with or in the presence of a child. These offenses include, but are not limited to, the following:

- indecent assault
- sexual assault
- aggravated sexual assault
- sexual intercourse and attempted sexual intercourse
- possession/ dissemination/ production/ downloading of child pornography or child abuse material
- using children to produce pornography
- grooming or procuring children under the age of 18 years for unlawful sexual activity

Sexual misconduct:

The term 'sexual misconduct' includes conduct that does not necessarily equate to a criminal offense (for example, criminal proceedings may not have been commenced or proceeded to a finding of guilt by a court). There are three categories of sexual misconduct:

- **Crossing professional boundaries:**

Sexual misconduct includes behavior that can reasonably be construed as involving an inappropriate and overly personal or intimate relationship with, conduct towards or focus on a child, or a group of children.

Persistent less serious breaches of professional standards in this area, or a single serious crossing of the boundaries by an employee, may constitute sexual misconduct, particularly if the member of personnel either knew, or ought to have known, that their behavior was unacceptable.

- **Grooming behavior:**

Where there is evidence of a pattern of conduct that is consistent with grooming the alleged victim for sexual activity and there is no other reasonable explanation for it. The types of behaviors that may lead to such a conclusion include, but are not limited to, the following:

- Persuading a child or group of children that they have a 'special' relationship, for example by spending inappropriate special time with a child, inappropriately giving gifts, inappropriately showing special favors to them but not to other children; inappropriately allowing the child to overstep rules, and/or asking the child to keep this relationship to themselves.
- Testing boundaries, such as: undressing in front of a child, encouraging inappropriate physical contact (even where it is not overtly sexual), talking about sex, and/or "accidental" intimate touching.
- Inappropriately extending a relationship outside of work (except where it may be appropriate - for example where there was a pre-existing friendship with the child's family or as part of normal social interactions in the community).
- Inappropriate personal communication (including emails, telephone calls, text messaging, social media and web forums) that explores sexual feelings or intimate personal feelings with a child.
- An adult requesting that a child keep any aspect of their relationship secret or using tactics to keep any aspect of the relationship secret, as this would generally increase the likelihood that grooming is occurring.

- **Sexually explicit comments and other overtly sexual behavior:**

Sexual misconduct includes a broad range of sexual behavior with or towards children. While it is not possible to provide a complete and definitive list of unacceptable sexual conduct involving children, the following types of behavior give strong guidance:

- sexual behavior with or towards a child (including sexual exhibitionism)
- inappropriate conversations of a sexual nature
- comments that express a desire to act in a sexual manner
- unwarranted and inappropriate touching involving a child
- personal correspondence and communications (including emails, social media and web forums) with a child or young person in relation

to the adult's romantic, intimate or sexual feelings for a child or young person

- exposure of children and young people to sexual behavior of others, including display of pornography
- watching children undress in circumstances where supervision is not required and it is clearly inappropriate.

1.2.2.2 Action that causes serious physical harm of a child

This includes any act by which a person intentionally inflicts unjustified use of physical force against a child, or if a person causes a child to reasonably fear that unjustified force will be used against them. Even if a person who inflicts, or causes the fear of, physical harm does not intend to inflict the harm or cause the fear, they may still have committed harm if they acted recklessly (i.e. the person ought to have known that their actions would cause physical harm or the fear of such harm).

Serious physical harm can include hitting, pushing, shoving, throwing objects, or making threats to physically harm a child.

The context in which the physical force was used against a child will determine whether it constitutes serious physical harm. For example, action causing serious physical harm has not taken place where there is use of reasonable force in the following situations:

- actions for the reasonable discipline, management or care of children
- exercising appropriate control over a child
- disarming a child or young person seeking to harm themselves or others
- separating children or young people who are fighting
- moving a child or young person out of harm's way
- restraining a child or young person from causing intentional damage to property
- self-defense or the defense of others.

Action causing physical harm is *not serious* where:

- it only involves minor force; and
- it did not and was not ever likely to result in serious injury.

Action causing physical harm *is serious* where:

- it results in the child being injured, beyond a minor type of injury like a minor scratch, bruise or graze
- it had the potential to result in a serious injury
- the injury suffered may be minor, but the assault is associated with aggravating circumstances (in this regard, aggravating circumstances might include associated

inhumane or demeaning behavior by the adult, for example kicking a child or grabbing a child around the neck).

Generally, behavior that may not meet the standard of a serious physical harm does not become a serious physical harm by means of it being repeated. The only exception to this is where HOPE International School has developed legitimate concerns for the safety of a child or children and intervened with a member of personnel (e.g. warnings, counseling etc.) and the behavior is repeated.

2. PREVENTION PROCEDURES

This Child Safety Policy utilizes multifaceted prevention strategies to promote child safety, incorporating current child safety practices including screening, training and adherence to the relevant code of conduct. These strategies aim to increase awareness and accountability while setting clear boundaries and promoting an organizational culture that encourages the reporting of Child Safety concerns.

2.1 Screening

All HOPE International School staff must undergo a recruitment process to assess their suitability to teach or serve at HOPE International School and to have contact with children. Even if the job does not involve the person working directly with children, HOPE International School considers the access to children that the job provides. There is a small minority of individuals who target organizations so that they can gain access to children in order to abuse them. They will look for organizations that have weak recruitment systems or where standards are not consistently applied and adhered to. Therefore, HOPE International School will ensure that the following recruitment procedures have been fulfilled.

2.1.1 Screening of Staff

- Written and complete application forms which include specific history of employment or volunteer work with children and questions related to child safety and protection.
- Written application will also include questions regarding any charge or conviction or any previous cause for concern regarding their conduct with children, including any allegations made against them or reported to the local social services department or police.
- Submission and checking of at least three references.
- A Google and Social Media search completed as part of the pre-interview screening process
- Interviews conducted by two or more people, following a standard interview format and containing a set of standard child safety questions.
- Current Working with Children or Police background check.

- Signed copy indicating that they have read and support the HOPE International School Child Safety Policy.
- Signed copy indicating that they have read and are committed to following the HOPE International School Staff Code of Conduct and Lifestyle Statement
- Identification of and support for vulnerable families - A 'Student Application' completed prior to interview for each child of a new teaching family joining HOPE International School.

The school reserves the right to terminate the hiring process or withdraw a contract offer for any applicant found to be deceitful in the application process or in violation of appropriate standards of conduct.

The school does not employ anyone with a prior conviction for or history of perpetrating child sexual abuse or related offenses at any time during his or her adult life. Accurate employment references will be provided to other organizations regarding offenders.

2.1.2 Screening of Volunteers

People who are volunteering on a recurring basis, or attending overnight excursions (e.g. Camp Week) will be asked to provide a criminal background check and complete a Volunteer Application Form.

2.1.3 Screening of External Service Providers

All people providing a service external to school provided activities (e.g. Hagar Employees, Educational Consultants, Private Music Lessons) will be expected to complete the External Service Provider Application Form and provide a criminal background check.

2.2 Training

HOPE International School will ensure that annual child safety training is conducted for all staff, students, volunteers, parents and external service providers. The elements will include but not be limited to:

- foundational principles of Child Safety
- awareness of child sex offender behaviours
- awareness of factors that put children at risk
- recognizing harm and indicators of harm as explained in HOPE's Child Safety policy
- identification and prevention of harm between children
- how to respond to a disclosure by a child
- how to report safety concerns

- explanation of the roles and responsibilities of personnel under this policy
- Child Safety Inquiry guidelines
- disciplinary outcomes for Misconduct Involving a Child
- understanding of the HOPE International School Child Safety Policy and relevant Code of Conduct

HOPE International School will coordinate the Child Safety training for each of the following groups:

2.2.1 Training for Staff

Training will occur each year during the HOPE Orientation Program in August for all staff. A second training will also occur for expatriate staff each January for any staff members whose employment begins at this point, or who missed the August training. Periodic training will also occur throughout the school year on relevant child safety issues.

2.2.2 Training for Volunteers

People who are volunteering on a recurring basis or attending overnight excursions (e.g. Camp Week) will be asked to read, sign and adhere to the HOPE International School Volunteer Code of Conduct and will be required to complete a short child safety training program which outlines basic child safety principles.

2.2.3 Training for External Service Providers

All people providing a service external to school provided activities (e.g. Educational Consultants, Clubs, Private Music Lessons) will be expected to annually read, sign and adhere to the HOPE International School Code of Conduct and complete a short child safety training program which outlines basic child safety principles.

2.2.4 Orientation to Child Safety for Parents

HOPE International School provides annual parent information sessions which will include, but not be limited to:

- training in protective behaviours for children
- recognizing harm and indicators of harm
- how to report safety concerns

Detailed hand out material reflecting the content of the child safety lessons taught to the students and relevant details of the Child Safety Policy will be given to parents. Age appropriate materials for parents to use in teaching child safety principles to their children may be checked out from the library on each campus.

2.2.5 Training for Students

HOPE International School provides age appropriate annual Child Safety training as a part of the Primary curriculum.

Elements will include but not be limited to:

- training for children in protective behaviours
- how to report an incident
- explanation of the roles and responsibilities of students under this policy

2.3 Code of Conduct

All personnel, volunteers and external service providers are expected to read, sign and adhere to the appropriate HOPE International School Code of Conduct.

2.4 HOPE International School Child Safety Team

The HOPE International School Child Safety Team will be coordinated by the Child Safety Coordinator, and be comprised of a mix of gender and be represented by members of the following departments:

- Administration
- Teaching Staff
- Counseling Staff

All members of the team will be encouraged to attend CSPN (Child Safety and Protection Network) or other appropriate training to keep up to date with current best practice in this area.

The responsibilities of the HOPE Child Safety Team members are to:

- Promote and model appropriate behavior towards children
- Encourage education and awareness of Child Safety
- Create and/or review Child Safety Policy
- Report all Child Safety Concerns made known to them, no matter of the perceived seriousness or credibility of the report, to the HOPE International School Director
- Keep HOPE staff accountable in their interactions with children
- Treat all issues associated with Child Safety Inquires sensitively
- Disclose any conflict of interest during Child Safety Inquiries
- Seek assistance if any Child Safety matter causes them personally any stress or anxiety
- Seek assistance for other members of staff if any Child Safety matter causes them any stress or anxiety
- Cooperate with and prioritize any Child Safety Inquiry

3. RESPONSE PROCEDURES

HOPE International School is committed to the reporting of, assessment of and response to Child Safety Concerns. All Child Safety Concerns received, regardless of their level of seriousness, credibility or validity, are reported to the Director for assessment by the Hope Child Safety Team. The aim of a Child Safety Inquiry is:

- ensure an immediate safety response that protects a child from further harm
- to determine if a child is at risk of or has suffered significant harm, and to create an appropriate Safety Plan to minimize the risk of future harm
- to determine if any HOPE personnel, whether by action or inaction, caused a child to suffer significant harm, placed a child at risk of significant harm, or breached a Child Safety Code of Conduct;
- create an adequate record of the inquiry, lessons learned and subsequent action plans and safety plans to protect the school from any further challenge.

3.1 Reporting of Child Safety Concerns

3.1.1 Obligation to Report

Staff will show discretion in dealing with student issues, erring on the side of caution. However, whenever there is cause to suspect a child is at risk of or has suffered significant harm, harassment or neglect, all school staff, volunteers and students are required to report their suspicions to the Director within 24 hours.

Reports can be made using the Child Safety Reporting Form available on the school website or downloaded from the school intranet and sent to director@hope.edu.kh. If the Director is unavailable, the report must go to the appropriate Primary or Secondary Principal. If the report involves the Director, the report must be sent to the Board Chairperson, boardchair@hope.edu.kh.

Any person observing suspicious behavior or an indicator of harm or receiving a disclosure or allegation or any person who has knowledge which gives reason to suspect harm may not take any other action than submitting a report form; they shall not perform any preliminary investigation or interviews. Even if there is reason to doubt a report, the person reporting must communicate the information accurately, completely, and immediately. Staff who have knowledge of violations, but neglect to report them may be subject to disciplinary action.

3.1.2 Safety in Reporting and Responding

The school is committed to protecting each person involved in a response as well as the objectivity and fairness of the process. Assistance will be provided for reluctant and/or scared reporters. Support will be offered to victims and respondents during the response process. The school will provide immediate safety and appropriate care for students determined to be victims of significant harm.

Safety measures will be taken within the school's jurisdiction and resources to ensure the safety of a child and that of other children in the home for situations in which the parents or other family members in the home have allegedly harmed a child in the home.

In cases of alleged harm, the school will follow protocols for preventing the respondent from confronting their victim or requiring children to meet with their respondent. Respondents who are non-family members will not be allowed to meet with the victim during the response.

The school is committed to an unbiased stance throughout the processing of reports and will include an objective advisor when needed at the expense of the school.

The school is committed to secure record-keeping of all reports, investigations and recommendations regardless of the conclusions reached of people involved.

3.2 Responding and Reporting Self-harm

During their schooling, some students may be at risk of harming themselves. This harm may occur with or without suicidal intent; or may be symptomatic of, or associated with, a known medical condition or intellectual disability.

3.2.1 Self-harm with suicidal intent

Threats of self harm by a student should be taken seriously and reported to the Director and the Child safety Team immediately. It is much safer to be cautious and act on the concern, than to do nothing.

A staff member who becomes aware of, or suspects, a student is experiencing significant psychological distress, should consult the Child Safety Team for further advice and report the information to the Director.

In the case of an acutely distressed student, the immediate safety of the child is paramount. A staff member should ensure the immediate safety of the student, arrange for an adult to be with the student at all times and then report concerns to the Director and the Child Safety Team. Staff members should note, that while it is important to support a student, they should be careful not to substitute support for professional help.

Following a report, a member of the Student Support Team will meet with the distressed student, on the day of the report, to conduct an initial assessment and determine an appropriate course of action. The Director, or the school counselor

under the direction of the Director, will notify the student's parents and make arrangements for access to professional assistance, if appropriate.

3.2.2 Self-harm without suicidal intent

Not all cases of self-harm relate to suicidal intent. Students may engage in a variety of high risk behaviours, such as alcohol/substance abuse; drug-taking; unsafe promiscuity; cutting/burning oneself.

All staff are expected to act to prevent all high risk behaviours occurring within the school, and support any other interventions undertaken to reduce the risk of such behaviours occurring outside the school.

Staff who are aware that a student is engaging in, or is at risk of engaging in, high risk activities should consult with the Child Safety Team for further advice and report their concerns to the Director.

Following a report, the Director will consult with the Child Safety team and Student Support Team to determine what course of action should occur. Possible actions include:

- contacting parents
- contacting mission agencies or other responsible organisations
- arranging professional assistance
- consulting with the local NGO's with expertise in the area of child safety
- contacting the police, where appropriate



3.3 Initial Assessment

An Initial Assessment is initiated when a Child Safety Report is received. The aim of the Initial Assessment is;

- to determine whether the report concerns a child or personnel under the care or authority of HOPE International School
- if the reported concerns warrant further inquiry to establish whether a child has been harmed or is at risk of being harmed
- to establish if a member of personnel has engaged in Misconduct (involving a child).

Cases deemed to be a high risk will be identified as requiring a 'Child Safety Assessment'. Some Child Safety reports may be resolved at this stage with an appropriate Safety Plan as required.

HOPE International School will respond to every report of harm to a child in a timely manner. The HOPE Child Safety Team meets each 3 weeks to review reports and if a report is deemed more serious, an emergency meeting will be convened

The HOPE Child Safety Team will analyze the report and gather related information, particularly indicators of repeated harm to the child, escalating risk of harm and protective factors that mitigate the risk of harm to children.

To assist in reports which are deemed more serious, the “Decision Making Tree for Initial Assessment of Child Safety Report” will be completed by the HOPE Child Safety Team.

The HOPE Child Safety Team, based on the Initial Assessment, and in consultation with other agencies, will determine whether or not to initiate a Child Safety Assessment. When the Initial Assessment indicates that the report does not warrant a Child Safety Assessment, then the HOPE Child Safety Team may advise the Director to go ahead with a Staff Misconduct Assessment and/or Implementation Plan.

The Initial Assessment will be completed by the HOPE Child Safety Team within the next scheduled meeting period (within 3 weeks).

3.4 Child Safety Assessment

A Child Safety Inquiry Team will be arranged by the HOPE Child Safety Team and in consultation with the Director in order to conduct a Child Safety Assessment. This purposeful process of gathering information on the child, parent, family, and their environmental context is to determine the probability and the degree to which the child may be at risk of significant harm.

This assessment will guide a Safety Plan, stipulating any intervention that is required to provide immediate and/or long-term safety for the child.

At the beginning of the Child Safety Assessment, the Director will notify the following;

- the Board Chair that a Child Safety Report has been made, an Initial Assessment has been completed and a Child Safety Assessment is being initiated
- the appropriate mission(s) or organization(s)
- the parents of the alleged victim

3.4.1 Child Safety Inquiry Team

A Child Safety Inquiry Team will be composed of three people representing both genders, including an administrator and at least one suitably qualified (e.g CSPN or other recognised agency) trained advisor. Translators will be used when possible if the victim or respondent is not comfortable using English.

The leader of the Child Safety Inquiry Team, and at least one other member of the team, will be suitably(e.g. CSPN or other recognised agency) trained. A trained advisor, not affiliated with HOPE International School, must either be on the inquiry team or engaged to review both the process and findings.

When assessing an alleged abuse by an adult staff member (current or historic), an independent advisor must be on the inquiry team.

The Director may appoint additional responders to supplement the team's expertise. The Child Safety Inquiry team may also determine that an assessment goes beyond the expertise of their team and can seek additional expertise to effectively address the needs of the Inquiry.

The HOPE School counselors, Director, and Board Chair cannot be appointed to a Child Safety Inquiry Team.

All the costs of the inquiry will be covered by HOPE International School.

3.4.2 Child Safety Assessment Principles

The Child Safety Inquiry Team will be guided by the following principles. These principles also apply to child-to-child cases.

- Priority will be given to providing immediate safety for children. The nature of the report may necessitate that an employee be put on a paid leave of absence or a student be temporarily removed from the school premises. Every effort will be made to provide appropriate support for the respondent, the victim, and any other children in the victim's home during the inquiry process.
- Every effort will be made to prevent the respondent from confronting the child and the child will not be required to confront the respondent.
- The assessment will include the following interviews as a minimum:
 - Victim(s)
 - Respondent
 - Known witnesses
 - Those persons whom the alleged victim and/or respondent indicates are witnesses or can contribute to the response.
- Standard interview protocols will be used for each interview, including child-to-child cases. All interviews will be conducted in person by two interviewers, one who is a suitably trained (CSPN or other recognised organisation) interviewer and one who is the same gender as the victim.
- Every effort will be made to protect the privacy of all the parties involved in any report. If the alleged perpetrator and/or victim is a child under the age of 13, then

the Inquiry Team will normally notify the parents or guardians of the student or child that an inquiry is being conducted.

- The Inquiry Team will maintain a neutral stance toward the innocence or responsibility of the respondent until the inquiry process has been concluded.
- The Inquiry Team will maintain a climate of belief, meaning that harm could have taken place.
- The inquiry will not allow for mediation.
- Due diligence is exercised in determining if there are additional victims.

3.4.3 Child Safety Assessment Outcome

The Child Safety Inquiry Team will submit a written, internal Statement of Findings and recommended Safety Plan to the HOPE International School Director.

The following are possible outcomes for a Child Safety Assessment:

- If the Child Safety Assessment determines that there is inconclusive evidence that the alleged harm occurred, then the Director shall inform all individuals who were affected by the report that no further action will be taken
- If the Child Safety Assessment determines that the report of child-to-child inappropriate behavior is reliable, then the Director in consultation with the HOPE Child Safety Team, will establish a safety plan to reduce the risk of harm to children.
- If the Child Safety Assessment indicates that the report of harm committed by a student appears to be reliable and credible, then the Director, in consultation with the Child Safety Inquiry Team, shall determine a safety plan on a case-by-case basis, taking into account such factors as age, seriousness of the harm, acknowledgment of responsibility and effective treatment. Sexual cases in this category may result in immediate termination of enrollment of the offender in order to protect other students.
- If the Child Safety Assessment indicates that the report of harm committed by the child of an employee will result in a mandatory safety plan, taking into account such factors as age, seriousness of the offense, acknowledgment of responsibility and effective treatment. Failure to implement the plan will result in the termination or nonrenewal of the employee's contract. Sexual abuse cases committed by the child of an employee may result in immediate termination of enrollment.

- If the Child Safety Assessment indicates that the report of child abuse by an employee or volunteer appears to be reliable and credible, then the Director will initiate a Misconduct Assessment. The Director will notify the parents or guardians of all children who are respondents and/or victims that there will be a misconduct assessment.

3.5. Misconduct 'Involving a Child' Assessment

If any member of staff is deemed to have caused a child significant harm, is at risk of causing a child significant harm, and/or is suspected to have breached the HOPE International School Child Safety Policy, the HOPE Child Safety Team will coordinate a Misconduct 'Involving a Child' Assessment.

The team conducting the Misconduct Assessment may or may not be the same team that has conducted the Child Safety Assessment. The leader of the Misconduct Inquiry Team and at least one other member of the team will be suitably (CSPN or other recognised agency) trained. A suitably trained (CSPN or other recognised agency) advisor, not affiliated with HOPE International School, must be on the inquiry team.

The aim of this inquiry is to make an informed finding if the conduct meets the criteria of 'Misconduct Involving a Child' and/or 'Serious Misconduct Involving a Child' and determine if any disciplinary action is required. The probability that the conduct occurred, the nature of the conduct itself, the context in which it occurred and the harm or risk of harm to the child(ren) will be considered in order to make a finding.

Misconduct Assessments will be guided by the same principles at the Child Safety Assessments.

- The assessment will include the following interviews as a minimum:
 - Victim(s)
 - Respondent
 - Known witnesses
 - Those persons whom the alleged victim and/or respondent indicates are witnesses or can contribute to the response.
- Standard interview protocols will be used for each interview. All interviews will be conducted in person by two interviewers, one who is a suitably trained (CSPN or other recognised agency) interviewer, and one who is the same gender as the victim.

During a Misconduct Assessment, the staff member involved may be placed on administrative leave. This leave will entail ceasing all activities that are associated with

HOPE International School. This includes the staff member remaining physically off campus. The HOPE Child Safety team will set up support for the respondent and their family.

During the Misconduct Assessment, at least two notices will be given to the respondent: an initial notice regarding the allegations and an outcome notice.

The findings of 'Misconduct Involving a Child' and/or 'Serious Misconduct Involving a Child' will be determined as follows:

- confirmed
- not confirmed but at high risk of causing significant harm to children
- not confirmed.

There will be disciplinary consequences for any personnel who have been found to have met the criteria of 'Misconduct Involving a Child' or are found to be 'at high risk of causing significant harm to children' which may include termination of employment.

If the Inquiry results in a finding of 'Serious Misconduct Involving a Child', this will result in the termination of employment of the offender rather than the opportunity to resign (where legally allowed), without the option for future service at HOPE International School. The Director will report these cases to local authorities and embassies in Cambodia, to their certification agency and appropriate government agency in their passport country. Furthermore, the Director may inform the school community and other schools in Cambodia.

If any misconduct not involving children is discovered during a Child Safety Inquiry and/or a Misconduct Involving Children Inquiry, it will be reported to the Director.

3.6. Implementation of Outcomes of a Child Safety Inquiry

Once a Child Safety Inquiry (which may also be accompanied by a Misconduct Involving a Child Inquiry) is concluded by the Child Safety Inquiry Team, the implementation of outcomes may include:

3.6.1 Child Safety Inquiry Outcomes and Safety & Action Plan

All Outcome Reports and Safety and Action Plans are prepared by the Child Safety Inquiry Team and approved by the HOPE School Director.

3.6.2 Communication of Outcomes and Safety & Action Plan

Letters informing all relevant parties of the approved outcome of an inquiry will be sent by the HOPE International School Director to each relevant party and supporting missions or organizations. Normally, this includes the respondent(s), the victim(s), the child's parents or guardian, the Director, and Board Chair. If a

parent or guardian cannot read English, then this document will be translated into the appropriate language. This may also be communicated to the offender's home church and appropriate government agencies in Cambodia and the offender's passport country. This document will be retained in the permanent, confidential child abuse files in the Director's office.

Outcome letters may include:

- a brief, factual statement of whether or not the allegation was substantiated
- a brief statement of selected parts of the Safety Plan that is being implemented, and/or
- discipline for staff misconduct.

The Director may also authorize a community announcement.

3.6.3 Record Keeping

All initial reports, interviews, outcome reports, and safety plans related to child safety inquiries, regardless of the conclusions reached, are secured in the confidential child safety files in the Director's office. Documents of unsubstantiated cases are also retained for the following reasons:

- Record that the report was unsubstantiated if the same report is made again.
- Keep the information gathered in such cases where there is insufficient information to reach a conclusion because new information may be obtained in the future.
- If inappropriate behavior or abuse re-occurs it will not be necessary to repeat that part of the response process.

3.6.4 Responsibility for Implementation of Outcomes and the Child Safety Plan

In consultation with the Director and other relevant parties, the HOPE Child Safety Team will oversee the implementation of the outcomes, Child Safety Plan and Administrative Disciplinary Outcomes.

3.7 Follow Up and Support

The Director, in consultation with the Child Safety Team, will offer appropriate follow-up care for the victim(s), the families of the victim(s), and the respondent. This could include retreats, mentoring, and/or counseling. HOPE International School may offer to pay for all or part of these services, as long as they are provided by certified professionals.

Normally, these follow-up services would be offered in the spirit of compassion so outsourced service providers would not be required to provide progress reports.

School counselors cannot meet with sexual offenders. Victims of sexual abuse will be referred to appropriately qualified and experienced outside counselors.

The Director, in consultation with the Child Safety Inquiry Team, will release appropriate information to the affected community. Crisis response group counseling may also be offered to the community when appropriate.

Finally, the Director will meet with the Child Safety Inquiry Team and the HOPE Child Safety Team to review the child safety policies and procedures after each Child Safety Inquiry.

TABLE OF AMENDMENTS

Version number	Date	Short description of amendment
3	6/2019	New definitions,
3	11/2019	Table of amendments added, version and format, include link to specific forms