

Policy # 1.1

Cross Reference: CCS Values, Counselling Policy, Behaviour Management Policy
Revised: Oct 2018, Nov 2019, Sept 2020, Jan 2022, June 2023, July 2024

Canggu Community School



Child Safeguarding and Protection Policy

CCS Mission Statement:

The mission of CCS is to empower all students as balanced, respectful and engaged global citizens who achieve their full potential as lifelong learners.

Designated Child Protection Officers:

Head of School
Counsellor (Y10-Y13)
Counsellor (EY-Y9)
Primary Principal
Secondary Principal

Date adopted: November 2018

Reviewed: June 2023

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CHILD SAFEGUARDING AND PROTECTION POLICY

UN Convention on the Rights of the Child

The foundation of the Child Safeguarding and Protection Policy at Canggü Community School is based on the United Nations Convention on the Rights of the Child, created in 1989. This document, comprising 54 articles, addresses the needs, protection, and rights of children worldwide and has been signed by over 150 countries, including the Republic of Indonesia. It recognizes that for the full and harmonious development of their personality, children should grow up in a family environment, in an atmosphere of happiness, love, and understanding. In line with the CIS Code of Ethics and CCS's mission and core values, Canggü Community School has adopted a Child Safeguarding and Protection Policy to guide our staff, families, and community members in matters related to the health, safety, and care of children.

I. Statement of Intent

Providing a safe and secure community for our children and the adults who work with them is of the utmost importance at Canggü Community School (CCS). The purpose of the following document is to provide structures and procedures in ways to prevent our children and faculty from being in unfavorable situations and ways to proceed if a person's safety and/or well being is at risk. All CCS staff are responsible for the care of children according to Indonesian Law.

This safeguarding policy seeks to protect the student, the family and the CCS community. All community members have a right to feel safe and protected, regardless of age, gender, race, culture, sexual orientation, or disability.

CCS endorses the Convention on the Rights of the Child of which the host Country, Indonesia, is a signatory, and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives.

There are three main elements to CCS's child protection agreement:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection concerns).
3. **SUPPORT** (counselling and guidance is available to students who are or may have been at risk of harm and/or their families whenever support is deemed beneficial). Any suspected abuse or neglect of children must be reported. Reporting is required for any suspicion that a child is being maltreated due to physical, emotional, sexual abuse or the child is being neglected. The confidentiality of the student and his or her family will be protected to the extent appropriate.

II. Definitions

Child Protection Officer: Person authorized by CCS to oversee matters related to child protection. This includes school Counsellor, Head of School, and Principals.

Duty of Care: Child abuse and neglect are of concern in schools throughout the world. Child abuse and neglect are violations of a child's human rights. CCS has a responsibility to protect children. As educators, we observe and interact with children over time on a daily basis, we are in a position to identify children who need help and protection. In some cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Jakarta, to the appropriate child protection agency in the home country, and/or to the local authorities.

Abuse will be defined as an action, which causes or has the risk of causing significant harm (this can be physical, emotional, or sexual). Due to our diverse community at CCS, we define abuse by using the World Health Organization's definition of abuse and neglect (https://www.who.int/health-topics/violence-against-children#tab=tab_2)

Neglect will be defined as an absence of an action, which puts a child at risk of significant physical, emotional, or sexual harm. Neglect includes an absence of adequate food and nutrition, hygiene, appropriate medical care, sleep, motorbike safety, or reasonable expectations and support regarding substance abuses. Neglect also includes a lack of adult supervision at home. Note that CCS parents and caregivers must provide direct communication in case of parent absences and a clearly nominated guardian.

Bullying

Suspected abuse can be based on professional judgment, child behavioral symptoms (extremes of sadness, anger, fear, fantasy play involving abuse scenarios, visible distress when parents are about to be contacted, sexual knowledge inappropriate to their age), or child physical symptoms (unexplained bruises, unexplained fractures, unexplained marks). A further list of possible indicators are in the appendix of this policy.

Reported abuse is when a student or an adult directly reports that abusive behavior is occurring.

Witnessed abuse is abuse that is directly observed by staff.

Child and Student in this policy shall refer to any child or student at CCS, whether registered as a CCS student, visiting student, or temporary visitor.

III. Prevention

Recruitment

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. At CCS, we ensure the practice of safe recruitment by checking and recording the suitability of staff.

Before any staff member is hired, the following should take place:

- Professional Staff are to be interviewed before being appointed and are given the opportunity to disclose any information that would give concern if they were to work in a school environment.
- Up to date police records from a teacher's most recent country/countries of employment should be received and checked by the school. Police records/background checks must cover the previous 5 calendar years.
- Teachers must submit a comprehensive health check including HIV and drug checks.
- Direct contact (written, Skype, or telephone) should be made with the staff member's previous schools to ascertain whether there were any concerns of a safety nature with children.
- The Staff Handbook should include guidelines regarding appropriate behavior around students, in addition to guidelines regarding how to report abuse.
- When hiring local Indonesian faculty, a police clearance is required and references should be checked by administration.
- All CCS staff on campus must complete a police background check and clearance. External providers of After School Activities must also provide a police background check.

Training

CCS is committed to the systematic training of all staff in safeguarding students. Training includes structured professional development for all staff and the regular availability of support by administration and experienced colleagues. All staff (faculty, administrative, support, kitchen, and Yayasan) receive training on an annual basis. CCS Child Protection Officers will receive further training through attendance at Council of International Schools Child Protection Workshops. CCS is a <https://childsafeguarding.com/> recognized organization.

Training is conducted in Bahasa Indonesian for Indonesian staff members and auxiliary staff. In general, trainings are conducted with full groups at the start of each academic year and are led by the Counsellor and/or Human Resources Officer. Training videos are available in order to provide timely training for staff joining CCS throughout the year, or if in-person trainings are not feasible.

Commitment to Safeguarding - Child Self-advocacy

As part of our commitment to safeguarding the welfare of all our students, we will promote the rights of a child to be listened to and to be taken seriously so that each child is able to express her/his views, thoughts and concerns.

CCS supports development of student self-advocacy through structured PSHE (Personal, Social, Health Education) curriculum, Counsellor-led workshops, and other curricular and extra-curricular opportunities to promote understanding the rights of a child, confident communication, and self-advocacy.

IV. Protection

Professional staff at CCS, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection. As such, educators have a professional, legal, 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.

CCS Mandatory Reporting

Sexual exploitation of youth

Sexual assault

Sexual harassment

Bullying (including cyberbullying, or exclusion)

Illegal drugs use, illegal use of regulated drugs and other harmful substances

Abandonment

Abuse (verbal or physical)

Deprived of Education

Neglect

Criminal Activities

Possess or given weapons or other dangerous objects

Kidnapped, abducted or subject to human trafficking

In immediate danger to their lives, bodies or freedom

Left with an inappropriate caretaker

Member of the community has a communicable disease

Parents out of Bali

If both parents are planning to be out of Bali, a guardian must be appointed. It is essential that the School is informed, in writing, of the dates that you will be away, your contact details during this period and the guardian's name, address and telephone numbers. **All enrolled students at CCS must reside with a legal guardian.**

Code of Conduct

All adults working at CCS should ensure that boundaries and relationships between adults and children are healthy and transparent. All members of staff are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions or bring the school into disrepute. The same professional standards will be applied regardless of gender or sexuality.

The purpose of this code of conduct is to protect students as well as all community members. If you feel that a student has misunderstood anything you have said or done you should report this to administration. **Further guidance to teachers, staff, and all adults is provided in Appendix 3.**

Professional Boundaries

- Staff should not use aggressive language, body posture or physical contact, which is intended to intimidate a student.
- Staff will not use inappropriate language, including racist, homophobic, ageist, or sexist expressions.
- Staff should not make comments of a personal nature about the physical characteristics of those they interact with.
- Staff should not be connected on Social Media with any current CCS students.

Visitors Code of Conduct including Parents, Guardians, FoCCS, and Community Members

- Teachers have a special duty of care that cannot be transferred to others. Visitors must be respectful of teacher's responsibilities.
- Visitors must treat all students and staff with respect and dignity.
- All information gained through being a visitor at this school should be handled with care. For example, it is inappropriate to discuss or disclose personal information about students, staff or students' parents/guardians to others.
- Immediately report any problems to the appropriate school Principal.
- Avoid taking photos that include student faces and may not post or utilize photos without approval.
- Visitors cannot be alone with individual or small groups of children unless prior, specific approval from administration. Visitors presenting workshops or other student sessions must be supervised by CCS staff members.
- The written CCS Visitors Code of Conduct will be shared with all community members annually and available in both English and Indonesian.

Student Code of Conduct

- Be respectful of all members of the school community. Every student, teacher and member of staff has the right to feel safe and comfortable at school.
- Never engage in any intentional physical contact which may hurt another student or member of the school community, which includes pushing, hitting, grabbing etc.
- Do not engage in behaviour which emotionally hurts another, or intended to demean them, which includes teasing, name calling, exclusion, and any racial or sexual comments. See Anti-Bullying section of CCS Counseling Policy.
- Comments or communications that are written or conducted via the internet are also considered to be subject to the previous agreement above.
- Students must be aware of and follow the [CCS Behavior Policy](#) and [Technology Acceptable Use Policy](#)
- **Student Activities Off Campus:** All CCS students are expected to hold

themselves to the CCS values and conduct themselves well outside of school. CCS is responsible for ensuring all students feel safe and cared for while at school. Major and Serious/illegal behaviour incidents which occur outside of school times or off campus, which involve one or more CCS students, will be subject to the same disciplinary consequences as on campus.

Out of School/ After School Activities / EOTC

Particular care should be taken when supervising students in less formal situations, such as in extra-curricular activities. The standards of professional conduct are no different out of school or after school and may need to be emphasized to everyone involved (including staff, students and parents) to avoid misunderstandings. If you are found alone with a student outside of school, you should let administration know immediately. If, under any circumstances, you are unable to find a student a safe means home, communicate directly with administration immediately.

Providers of After School Activities, whether CCS staff or outside providers, should be trained in standards of professional conduct as well as submit police background checks.

When students go off CCS Campus for trips or Education Outside the Classroom (EOTC), CCS makes every effort to use reputable and established providers. We endeavor to build lasting relationships with providers in order to ensure consistency of expectations. Providers or trip organizers are expected to ensure all adults who have significant contact with children must have completed police background checks. In order to ensure the safety of children, CCS has established teacher-student ratios for all off campus trips. All EOTC trips include CCS faculty members who are trained in our child protection policies.

Child Safeguarding in the Online Learning Context

Online learning provides unique challenges in terms of child safeguarding. CCS teachers continue to follow safeguarding practices within the online context, including a duty to report suspected child protection issues. The following are guidelines specific to online learning:

- Synchronized lessons using Google Meets (or similar) are recorded and stored by CCS. No other recording is allowed without prior permission.
- All synchronized lessons use a "closed system" through Google Meets. Teachers use their established Meet links which require all participants to use CCS gmail accounts. Meets do not begin until the teacher is in the meeting room. Any outside guests must be approved or invited by the teacher.
- Screenshotting or sharing videos without consent.
- All staff and students should follow the established dress code.
- Guidelines are shared with teachers and students recording appropriate online etiquette including location (eg. sitting at a desk or table), background, dress code, etc.
- Parents, Students, and teachers are informed of how to access a safeguarding officer in the online context.

Physical Contact

- Any form of punishment that involves physical contact with a child is prohibited. This includes any sort of physical response to misbehaviour such as grabbing, pushing, hitting etc.
- Any form of punishment that may be seen as demeaning is also prohibited, including humiliating a student in front of their peers, making them feel inferior, anguish or fear.
- Report any physical contact with a student that may be misconstrued immediately to a Designated Child Protection Officer, who will record the incident.

V. Disclosures and Allegations

Handling Student Disclosures

In student interviews, it is vital not to lead the student into giving answers nor to rush the disclosure. Disclosures should occur at the student's pace and must be student-led. See the Appendix for guidance on non-leading disclosure questions.

Handling Allegations or Suspicion of Abuse or Neglect

All witnessed, suspected or alleged violations of the Child Protection Policy will be immediately reported to the Designated Child Protection Officer (Head of School, Principals and School Counsellor) who will record and act on these in a confidential manner in accordance with the Child Protection Policy and the best interests of the child.

Reports are best made in person, though reports can also be made via email. Suspected, reported, or witnessed abuse is information that is strictly confidential and only shared with the Child Protection Officers.

Teachers and Support Staff are not to contact parents directly about their concerns without prior discussion and consent from the Child Protection Officers.

Investigations

When an allegation of abuse or neglect is reported by a student, a parent, or by a member of staff, an investigation must be initiated by a Child Protection Officer. CCS Designated Child Protection Officers include: Counsellor, Head of School, Secondary Principal, Primary Principal.

The Child Protection Team must identify whether the allegations are substantiated by conducting an interview with the student involved and gathering information from others, as necessary. If the Child Protection Team deems that the information gathered suggests reasonable cause to suspect neglect or abuse, the Child

Protection Team will discuss the concerns and the next steps. Further investigation may be needed and may include parents or outside resources. A plan of action will be developed which may include individual counselling, family counselling, contact with consulates, and/or police intervention.

CCS actively seeks and develops connections with local organizations/individuals working in the field of child protection and safeguarding. This includes in the areas of prevention, investigation, law enforcement, and follow up.

Internal to the School

If the allegation is against a member of staff, the Child Protection Officer will interview the student involved whilst the Principal will meet with the staff concerned. The student's parents will be informed immediately. The staff member will be isolated from the school with no access allowed to the school, pending investigation. In light of the evidence, the Head of School will take appropriate action. This could include a verbal warning, a formal warning, dismissal, or reinstatement. If there is support for the allegations and the member of staff is found to be guilty of gross wrong-doing, the alleged offending employee will be reported to the embassy or consulate of their home country, local authorities, and/or the Indonesian Ministry of Education. If the allegation is made against the Principal, then the matter will be investigated by the Yayasan. The Counsellor will meet with the student and continue to provide support, as deemed appropriate. All reports or other actions will be kept confidential.

If an allegation is made against a former employee, CCS will refer the investigation to the relevant embassy.

Communication with parents

There is a commitment to work in partnership with parents or guardians and in most situations it may be appropriate to discuss initial concerns with them.

However, there may be circumstances where the Child Protection Officer will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child or an adult at increased risk of significant harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations

Responsibility of the School

When a student, parent, or staff member has a child safety concern it is our policy that the concern is brought to our child protection team (counsellor, principal, head of school) in a timely manner. The child protection team will meet to review and respond to the concern within 24 hours. The child protection team will discuss the report to see if there is reasonable cause to be concerned. If there appears to be reasonable cause to be concerned, the child protection team will assist in setting up a response team, usually led by the counsellor who normally works with the

student, to undertake an initial assessment to establish whether the student is in need of support.

To assess the initial concern, it may be necessary to collect additional information:

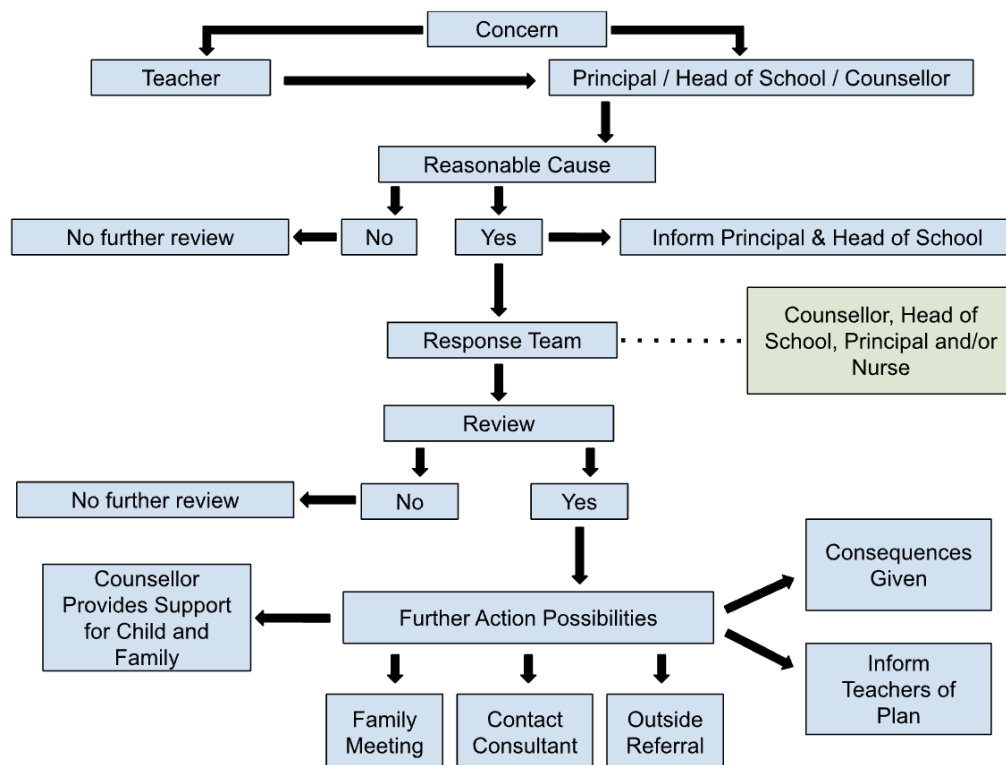
- Identify any missing information (date, time, location etc.), going back to the original reporter and see if he/she has anything more to add to their report. If CCTV footage needs to be viewed it is reviewed only by the child protection team to ensure adherence to privacy laws.
- If there were other witnesses to an incident, these witnesses should also be asked to make written statements.
- A search of the database should be made to see if there have been any other Reports.
- Talking with teachers who interact with the student on a regular basis.
- If the incident suggests that a member of staff, coach or contractor is involved, the Head of School should be alerted. Any disciplinary matters relating to a breach in the Code of Conduct will be dealt with by the Head of School.

Based on the data collected, the child protection team will make an assessment as to the level of risk to the child's wellbeing and agree to a strategy for working with the student and family.

Process Diagram:

In this diagram, "Disclosure" may be a direct disclosure by a student or any reported or suspect abuse or neglect, as disclosed by any community member to a CCS teacher or staff member.

Response to Concerns Related to Bullying, Counselling & Child Safeguarding



VII. Support

Children who are being abused may not be forthcoming about the abuse, either because it has become normalized, or because they are afraid. In some of these cases, it may be useful to seriously consider the child's behavior as a possible indication that they may be victims of abuse, and proceed with interventions. Behaviors which are red flags include self-harm (especially cutting on the inside of one's thighs), disassociation, eating disorders, suicidal ideation, anger outbursts, and/or distractibility. Especially because abuse or neglect is so disempowering, interventions should include the student whenever possible. Regular contact with the student before, during, and after interventions is vital for the student to feel heard, attended to, and supported.

In cases of suspected or confirmed child abuse or neglect, ongoing counseling support for the student is imperative, in addition to opening a dialogue with the parents. During meetings with parents, the counsellor should present the school's

concerns, assess the parents' willingness to make positive changes, explore areas where change will result in safety, establish goals for change, set strategies for change, explore the student's and the family's support system, make referrals, offer/require outside support services, and set dates for counsellor check-ins to assess ongoing safety. It is expected that parents will follow through with all recommendations for outside services. In specific cases, students may be asked to take a leave of absence if and when the students wellness is at risk.

Additionally, the counsellor will provide resource materials and strategies for teachers, if appropriate, and will debrief administrators on progress.

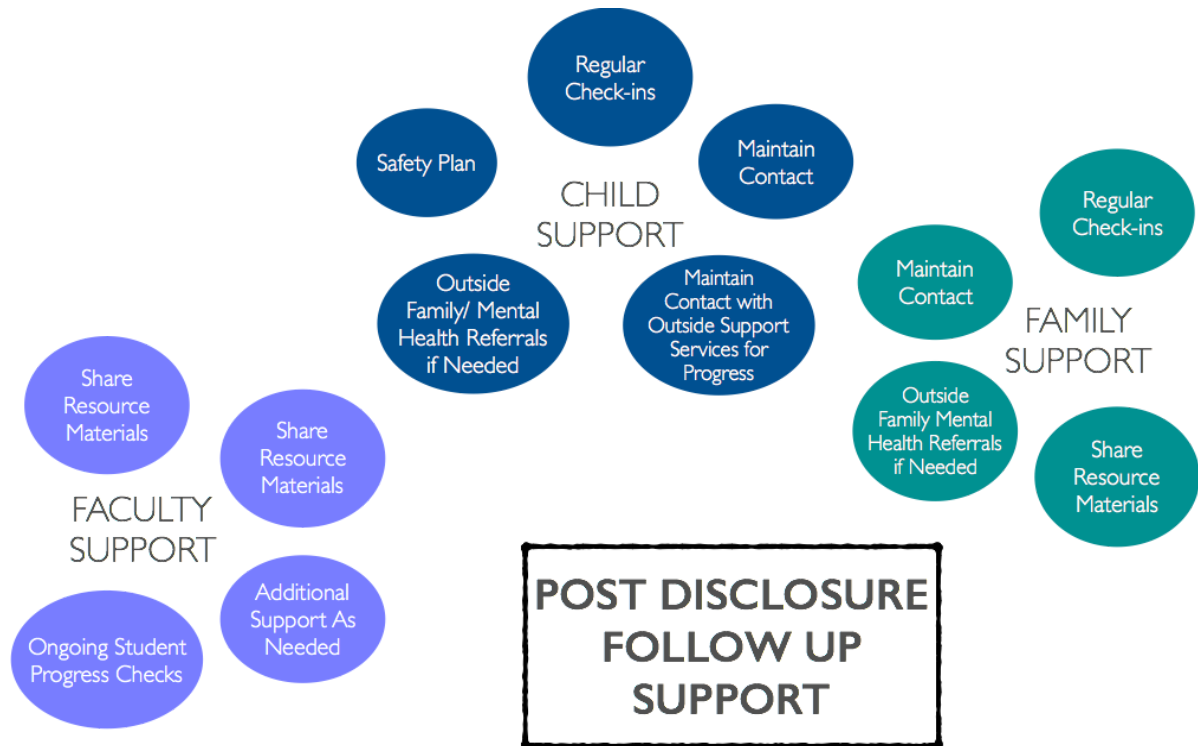
CCS reserves the right to deny access to individuals who have previously disrupted the environment at school. This can include parents, students, and community members who are not following school policy and procedures.

Required Outside Support

At times the school may require a student to receive specified support prior to returning to school or in order to maintain attendance at CCS. This may include outside support from a licensed psychiatrist in order to ensure the student's safety and well-being. If a family refuses or fails to provide the specified support, the student may be dismissed from CCS temporarily or permanently.

Confidentiality

All documentation of the investigation will be kept in the locked child protection file that only Designated Child Protection Officers have access to. Confidential records may only be released with parental consent except in cases where the parent is the suspected perpetrator. If the School believes the child continues to be at risk. In these cases, CCS has the responsibility to relay potential safety concerns to the child's future school.



Appendix 1: Possible Indicators of Abuse

POSSIBLE INDICATORS OF PHYSICAL ABUSE

- Unexplained bruises and welts on any part of the body, black eyes, or broken bones
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand) Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back, or buttocks
- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained laceration, abrasions, or fractures
- Seems frightened of the caregiver and protests or cries when it's time to go home
- Shrinks at the approach of adults
- Abuses animals or pets

POSSIBLE INDICATORS OF SEXUAL ABUSE

- Sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in a child of any age

- Evidence of physical trauma or bleeding in the oral, genital, or anal areas
- Difficulty in walking or sitting
- Suddenly refuses to change into PE clothes, or to participate in physical activities, or exhibits fear of bathrooms
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting
- Attaches very quickly to strangers or new adults in their environment

POSSIBLE INDICATORS OF NEGLECT OR EMOTIONAL ABUSE

- Child is consistently dirty and has severe body odor or hungry.
- Child comes to school feeling hungry.
- Parents are uninterested in child's academic performance.
- Parents do not respond to repeated communications from the school.
- Child does not want to go home.
- Both parents or legal guardians are absent from Bali for any period of 24 hours or greater, without appropriate provision made for child's care, and a temporary guardian named.
- Parents can not be reached in the case of emergency.
- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Abuses alcohol or other drugs
- States that there is no one at home to provide care

Appendix 2: Further Guidance for Teachers, Staff, and Adults

Teaching Materials

The use of books or films of an explicit or sensitive nature, particularly with language or sexual behaviour, should be carefully considered before it is used. If there is any doubt, seek the advice of administration.

One to One Situations

- Meeting a student one to one creates a situation where teachers are vulnerable to allegations of misconduct. Teachers need to recognise this possibility and plan meetings accordingly.
- Under no circumstances should private meetings be arranged off the school site without the prior written approval of the Head of School.
- Avoid meeting students individually in remote areas of the school.
- In individual meetings, teachers should leave the door open, avoid physical contact, and inform administration or the Counsellor if they feel there were any misunderstandings.
- Staff should avoid asking questions that may be considered personal or private.

Comments and discussions with/about students

- Comments with sexual overtones must be avoided when speaking with students, or about students.
- It is unacceptable to encourage the use of sexual comments, or comments with sexual overtones, amongst students.
- It is recognized that within a teacher's professional pastoral responsibilities it may be necessary to discuss sensitive topics with students. Staff should be judicious when approaching such topics with students.
- The persistent, hurtful use of sarcastic, demeaning or insensitive comments towards, or about, pupils is unacceptable.

Infatuations and crushes

Occasionally a student may become infatuated with a member of staff. Such situations should be handled with professionalism and sensitivity. Staff avoid encouraging the infatuation and making jokes about it. The advice of a senior colleague may be sought.

Online Communication and Social Media

- Use official CCS email accounts when communicating directly with a student. All communications must be school related as personal messages could easily be misunderstood by students.
- It is advisable to avoid using, or recommending the use of, unregulated social networking or online forums. Use due diligence when choosing to use any form of online interaction.
- Be mindful of group communication and ensuring professional boundaries are maintained when using WhatsApp or similar digital communication tools on trips.
- All professional staff have a responsibility to report concerns about the professional conduct of colleagues whose behaviour might harm a child. Any concerns that are raised will be listened to fairly and equally with all allegations taken very seriously.
- Photographing students is discouraged, especially by non-community members. Social media posts including student images must be on official CCS accounts.
- CCS community members are active users of social media. Parents should be made aware of the issues related to posting to social media images of other children.

Appendix 3: Non-Leading Questions

NON-LEADING DISCLOSURE QUESTIONS

What was going on right before this happened to you?

Where did this happen?

Tell me what happened to you?

When did this happen?

How long has this been going on?



Who did this?

CCS Roles and Objectives:

