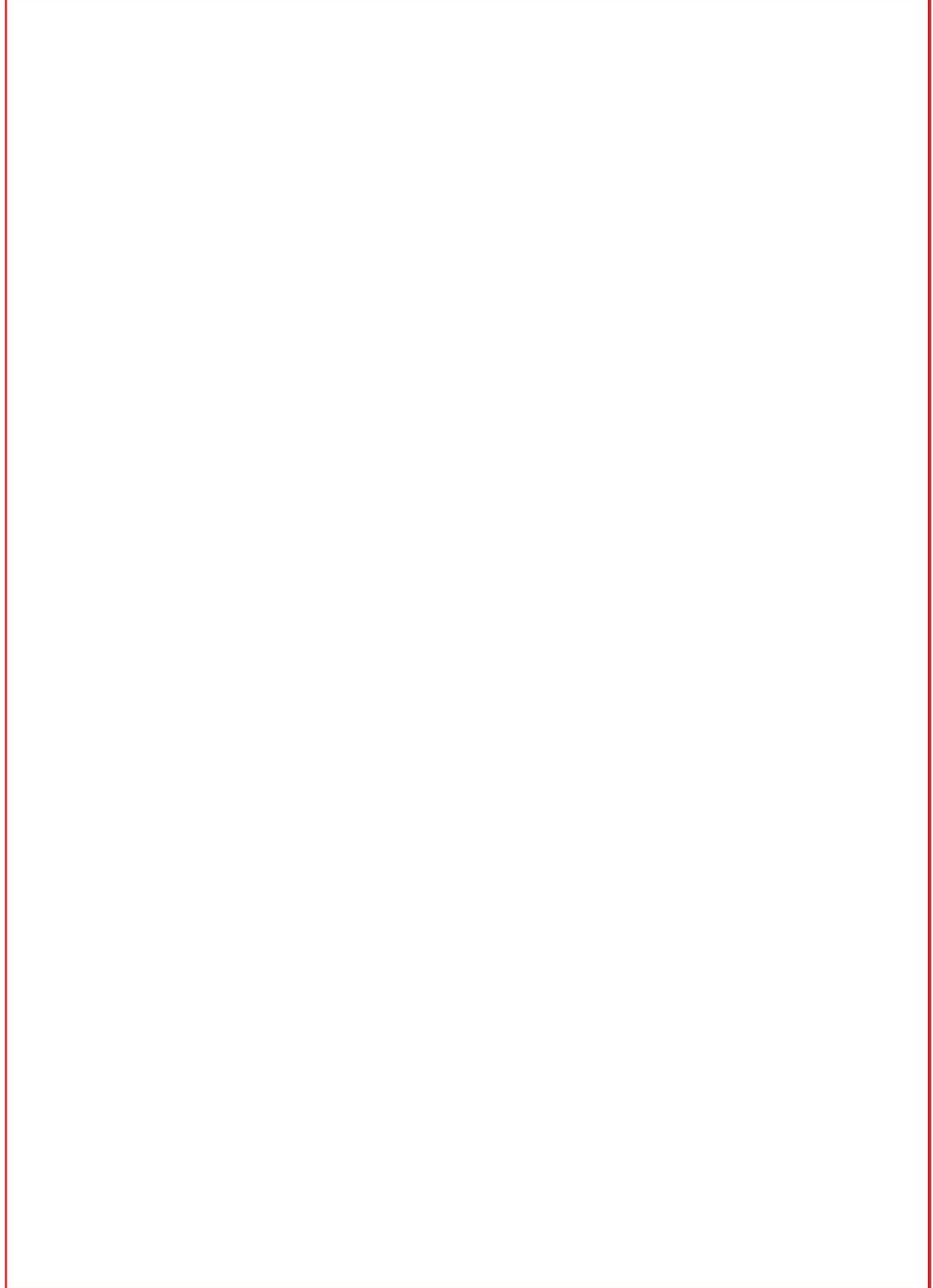




CHILD PROTECTION HANDBOOK

► Canadian International School System ◀





AN IMPORTANT NOTE FOR PARENTS REGARDING CHILD PROTECTION (2019 - 2020)

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 5, 2016) and the United Nations Convention on the Rights of the Child of which Vietnam is a signatory. Vietnamese Children’s Law and the Convention inform our school’s policy. Here are some key points:

Vietnamese Children’s Law (2016)

The following actions are strictly prohibited:

- Deprivation of a child’s right to live.
- Child abandonment, neglect, trafficking, kidnapping, fraudulent exchange or capture.
- Sexual abuse, violence, abuse or child exploitation.
- Preventing a child 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 ensuring a child's rights are respected.

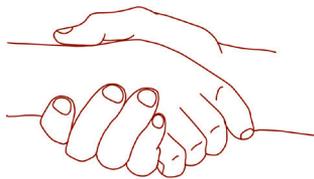
By enrolling your child in the Canadian International School System, which includes Summer Camp Programs, you agree to abide by Vietnamese Children's Law and our CISS Child Protection Policy. The CISS Child Protection Policy defines the standards by which all CISS students should be treated by the individuals that care for them at school and at home at all times.

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

- Age-appropriate lessons for students at all grade levels to help them understand their personal safety, personal needs, and their personal rights.
- Information to parents to help you better understand our Child Protection Policy and Child Protection Program.
- Annual training for 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.

The Canadian International School System



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THE CANADIAN INTERNATIONAL SCHOOL SYSTEM

CHILD PROTECTION POLICY STATEMENT

Child abuse and neglect are concerns throughout the world. The Canadian International School System (CISS) treats 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, the schools of CISS and families will collaborate with local agencies and local authorities for the best solutions.

Schools play 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 from school. 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.

** “Child/ Children” in the CISS Child Protection Policy includes children who are under 16 years of age (Article 1 – Children’s Law, No. 102/2016/QH13 dated on April 5, 2016) and juveniles who are under 18 years of age (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 four important components.

1) Preventative Program - Our preventative program will consist 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, 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.
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Grades K-2	<ul style="list-style-type: none">▪ Safe and Unsafe Touch.▪ Safe and Unsafe Situations.▪ Telling a Trusted Adult.
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Grades 3-5	<ul style="list-style-type: none">▪ Touching Rules Revisited.▪ Telling a trusted adult revisited.▪ Identifying Abuse and Neglect.
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Grades 6-8	<ul style="list-style-type: none">▪ Safe and Unsafe Situations.▪ Identifying Abuse and Neglect revisited.▪ Internet Safety.▪ Who and how to report an issue.▪ Conflict resolution.
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Grades 9-12

- Healthy and Unhealthy Relationships.
- Internet Safety Revisited.
- Refusal Skills and Assertiveness.
- Identifying Risks.
- Safety Plans.

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:

1. The training of new staff.
2. Training for returning staff.
3. 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 first responder (School personnel to whom a disclosure is made), the division Counselor, and the Principal. The Response Team will investigate all cases and keep all 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 outside agencies/ authorities.

DEFINITION AND INDICATORS OF ABUSE

Definitions of abuse are complex and must be sensitive to cultural perspectives toward child-rearing behaviours, 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.

PHYSICAL ABUSE is:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- Creating a substantial risk of physical harm to a child's bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- Assaulting or criminally mistreating a child as defined by either the criminal code or the child school policy; and/or
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible indicators of physical abuse:

- Unexplained bruises and welts on any part of the body.
- Bruises of different ages (various colours).
- 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 of feet, 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.
- Presentation of emotional abuse may be an indicator of physical abuse.

EMOTIONAL ABUSE

Emotional Abuse is the ongoing emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse is maltreatment that results in impaired psychological growth and development. It involves words, actions, and indifference. Abusers constantly reject, ignore, belittle, dominate, and criticize the victims. This form of abuse may occur with or without physical abuse, but there is often overlap. The child will be publicly humiliated or physically threatened. Family members will have unrealistic expectations of the child.

Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.

Children who are emotionally abused are usually suffering another type of abuse or neglect at the same time - but this isn't always the case.

Possible indicators of emotional abuse

- Bed-wetting or bed soiling that has no medical cause.
- Frequent psychosomatic complaints (eg. headaches, nausea, abdominal pains).
- Prolonged vomiting or diarrhea.
- Has not attained significant developmental milestones.
- Dressed differently from other children in the family.
- Has deprived physical living conditions compared with other children in the family.
- Symptoms of depression, anxiety, withdrawal or aggression.
- Displays attention seeking behaviour or destructive behaviour (self-harming, suicide attempts).
- When at play, behaviour may model or copy negative behaviour and language used at home.

SEXUAL ABUSE

Sexual abuse is committing or allowing to be committed any sexual offense against a child as defined in either the criminal code of the host country or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious.

The planning, referred to as grooming, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behaviour of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so it is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so they tend to love their offenders and often present themselves as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Possible indicators of sexual abuse

- Sexual knowledge, behaviour 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 anal areas.
- Difficulty in walking or sitting.
- Reluctance to change into physical education (PE) 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.

DEFINITION AND INDICATORS OF NEGLECT

NEGLECT may be

- Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision - this would include failure to provide proper adult guardianship, such as leaving children unsupervised at home for any extended period of time or leaving the children at home for any extended period of time under the supervision of another child under the age of 16); and/or
- Medical (e.g., failure to provide necessary medical or mental health treatment); and/or
- Emotional (e.g., a pattern of actions, such as inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc.).

Possible indicators of neglect

- Child is unwashed or hungry.
- Parents are uninterested in child's emotional, social, or academic development.
- Parents do not respond to repeated communications from the school.
- Child does not want to go home.
- Parent is not present or available to child for a sustained period of time.
- Parents cannot be reached in the case of an emergency.
- Presentation of emotional abuse may be an indicator of neglect.
- Lack of adequate adult supervision.
- Child's medical needs not being met over time.

**Behavioural indicators in and of themselves do not constitute abuse or neglect.*

Together with other indicators, such as family dynamics, a referral may be warranted.

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

The possible indicators of abuse and neglect identified in the CISS Child Protection Handbook will be used by staff members 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:

- 1) Staff becomes aware of the concern regarding child abuse or neglect.
- 2) Staff **immediately** submits an "Employee Report of Child Protection Concerns" form to the Divisional Principal or to another administrator or the divisional Guidance Counselor if unavailable.
- 3) Concern is investigated and severity is determined within 48 hours.
- 4) If an investigation does not substantiate abuse or neglect, the school counselor works with the student and stakeholders to address and resolve the concern.
- 5) 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 FLOWCHART

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 substantiate abuse, the Response Team will develop a plan of action.

**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.*

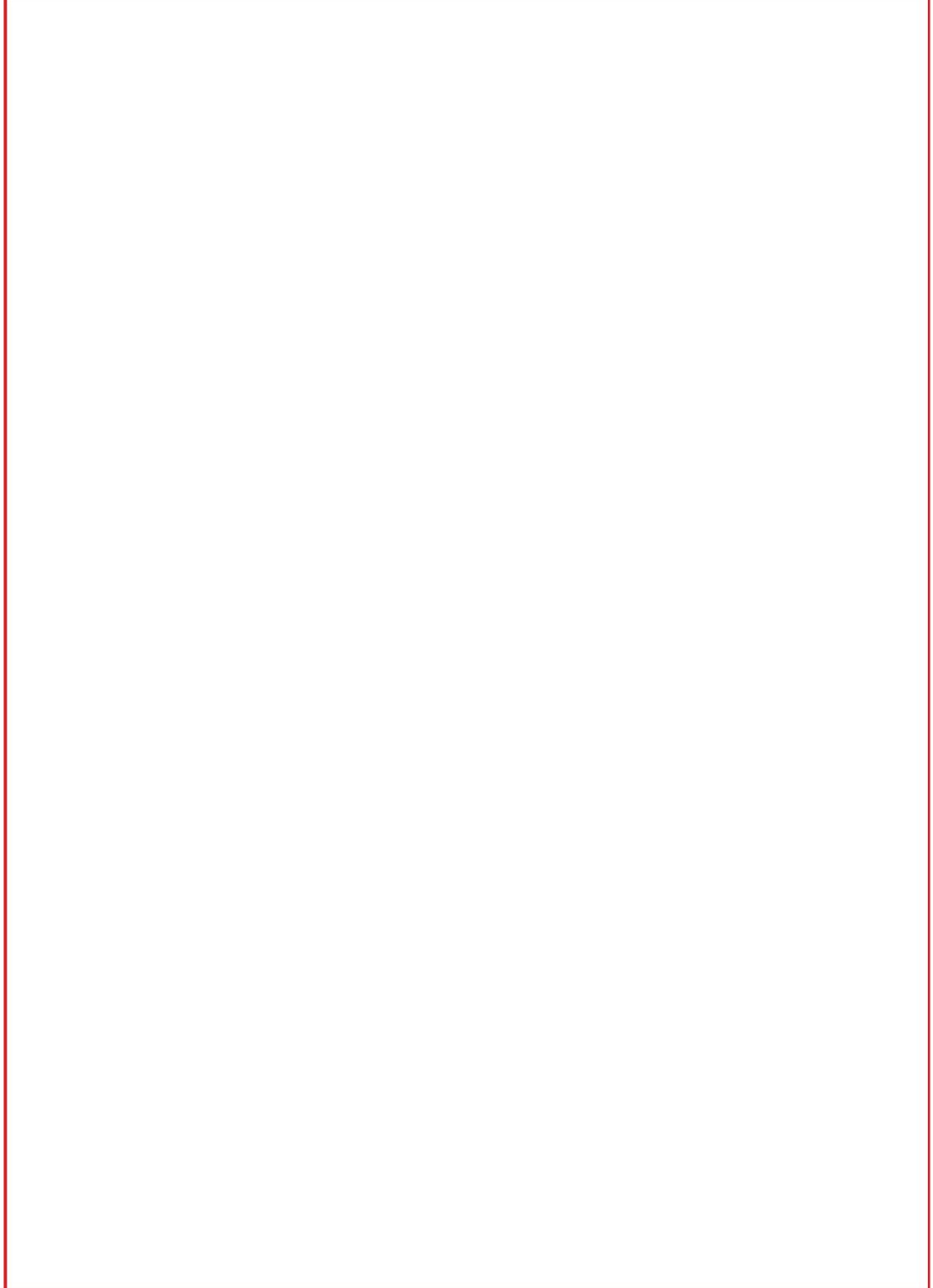
**In cases that require CISS to report to local Vietnamese government authorities, the reporting will always take place by the School's Guidance Counselor and the Administrator to the appropriate Vietnamese government authorities. Where necessary translation will be a part of the process.*

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

** Both the terms "Child Protection" and "Child Welfare" appear in the 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 the 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

Phu My Hung Campus: Nos. 07 & 86 Road 23, Phu My Hung, Tan Phu Ward,
District 7, Ho Chi Minh City, Vietnam

Admissions: (028) 54 123 456 - 54 113 123 - 54 123 028

Academic Services: (028) 54 123 444

E-mail: CIS & BCIS: enquiry@cis.edu.vn - CVK: cvk@cvk.edu.vn

Website: CIS & BCIS: www.cis.edu.vn - CVK: cvk.edu.vn

Binh Chanh Campus: Residential Quarter 13C, Nguyen Van Linh Avenue,
Phong Phú Commune, Binh Chanh District, HCMC, Vietnam

Admissions: (028) 376 12345

E-mail: CVK Binh Chanh: cvk@cvk.edu.vn - AES: tuyensinh@aesvietnam.edu.vn

Website: CVK Binh Chanh: www.cvk.edu.vn - AES: www.aesvietnam.edu.vn