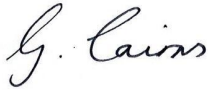


St Joseph's Institution International School

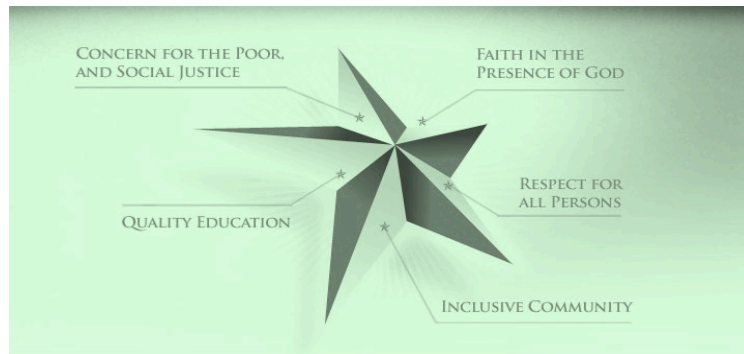
*Enabling youth to learn and to learn how to live, empowering
them to become people of integrity and people for others.*



Safeguarding and Child Protection Policy and Procedures

Policy Written:	August 2018
Policy Reviewed:	August 2018, 2019, 2020, 2021, 2022, 2023, November 2024, August 2025
Date of Next Review:	September 2026
Revised By:	Jasmine Sabharwal (Assistant Principal) & Sahana Fried (Assistant Principal)
Signed By:	 Gary Cairns, Head of School
Signed By:	Mr Seow Koh Han, Lead Board Representative

This policy is written in the spirit of putting into practice our Lasallian core values



Rationale of Safeguarding and Child Protection Policy

At St Joseph's Institution International School Malaysia (SJIIS), we recognise our duty and responsibility to protect and safeguard the interests of all children. The school recognises that effective Safeguarding & Child Protection practice requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in recognising and responding to Child Protection situations.

This policy provides the basis for good practice within the school for Safeguarding & Child Protection work, and provides a framework to ensure that all practice in the area of Safeguarding & Child Protection is consistent and will enable every child to be healthy and stay safe. It also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are fully met.

The welfare of the child is paramount, and as such this policy will be reviewed on an annual basis and following case by case self-evaluation.

This policy is directly informed by the following documents:

[Children Safe in Education 2025](#)

[Malaysia Child Act 2001.pdf](#)

Malaysian Law

There are three main laws that cover child abuse in Malaysia: The Penal Code, the [Sexual Offences Against Children Act 2017](#), and the [Child Act 2001](#). Malaysia's legislation regards the definition of a child in civil law to be a person below 18 years of age. Please note that for the purposes of Safeguarding and Child Protection, all persons undertaking activity as a student within SJIIS are classified as a child. The age of criminal responsibility in Malaysia is 10. This is stated in statute under Section 82 of Malaysian Penal Code and Article 2 of the Child Act 2001.

Child Act 2001

A PROTECTIVE ENVIRONMENT FOR CHILDREN

Malaysia enacted the Child Act 2001 [Act 611] to fulfil its obligation under the Convention on the Rights of the Child (CRC). Act 611 repealed the Juvenile Courts Act 1947 [Act 90], the Women and Girls Protection Act 1973 [Act 106] and the Child Protection Act 1991 [Act 468].

Act 611's preamble provides that every child is entitled to protection and assistance in all circumstances without regard to distinction of any kind, such as race, colour, sex, language, religion, social origin or physical, mental or emotional disabilities or any status. The provisions of Act 611 are based on the four core principles of the CRC that is, non-discrimination, best interest of the child, the right to life, survival and development and respect for the views of the child.

In 2001, the Act also established the National Council for the Protection of Children, which advises the Government on child protection issues while the National Advisory and Consultative Council for Children acts as a national focal point for children's wellbeing and development.

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Act 611 also requires the setting up of Child Protection Teams and Child Activity Centres at both state and district levels. Aimed at mobilising community participation in the implementation of preventive and rehabilitative programs, these initiatives are targeted for children at risk or children vulnerable to all forms of abuse and exploitation.

In terms of administration of juvenile justice, Act 611 provides for a procedure before the Court for Children which is child-friendly taking into account the mental and emotional maturity of a child.

Terminology and Definitions:

Safeguarding: The process of protecting children from abuse or neglect, preventing impairment of their health and development and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

Abuse: A violation of an individual's human and civil rights by any other person or persons.

Child Abuse: 'Any act of commission or commission by a parent or guardian... (or any other person) ... which would endanger or impair the child's physical or emotional wellbeing or that are judged by a mixture of community values and professionals to be inappropriate.'

Categories of Abuse: Physical Abuse; Neglect; Sexual Abuse; Emotional and Psychological Abuse.

Significant risk of harm: 'significant risk of harm' is the threshold which justifies compulsory intervention in the best interests of the child.

Best Interests of the Child: The principle, 'in the best interests of the child' guides International policies and service provision for children and young persons, including the area of Safeguarding & Child Protection.

Key Roles and Responsibilities

Child abuse occurs in all communities regardless of: the gender of the child or perpetrator, wealth, religion, culture or ethnicity. Schools as institutions working with children and young people, become more attractive to those who wish to exploit or abuse children. All members of the school community have a duty to safeguard and promote the welfare of children. All members of the school community must model appropriate and healthy relationships with children.

The Board of Governors

The Board of Governors will approve this policy at each annual review (September) in line with updates to Keeping Children Safe in Education 2025, ensuring it complies with the law and holding the Head of School and Senior Leadership team to account for its implementation.

The Board of Governors will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full Board of Governors. This is always a different person from the Lead DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head of School, where appropriate.

All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with this policy, the Whistleblowing Policy and in line with the Code of Conduct for staff.

Lead Board Representative: Mr. Seow Koh Han

All governors will read Keeping [Children Safe in Education 2025](#)

The Senior Leadership Team

The Senior Leadership Team is responsible for formulating and implementing policy and procedures which:

- This policy, and all related Safeguarding Policies and procedures, are implemented and followed by all SJIIS staff.
- Prevent unsuitable people from working with children and young people i.e. safe recruitment procedures and single central vetting records (See [Safer Recruitment](#) Policy).
- Promote safe practices and challenge poor and unsafe practices in the whole school context (See [Staff Code of Conduct](#)).

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- Identify and support a Designated Safeguarding Lead (Lead DSL) who is a member of the senior leadership team.
- Lead a team which identifies instances where there are grounds for concern about a child's welfare and initiate appropriate action/intervention to keep them safe.
- Contribute to effective partnership working between all those involved with providing services for children.

The Lead DSL will ensure:

At SJIS the Lead Designated Safeguarding Lead (Lead DSL) is Jasmine Sabharwal, Sahana Fried (DSL) for ES safeguarding concern, Samar Haouas (EY DSL), Joe Bently (Co-curricular DSL).

This team forms the Safeguarding Committee who meet to discuss issues that have arisen and to keep procedures and policies updated.

The Lead DSL is responsible for the schools' approach to:

- Policy
- Practice
- Procedures
- Professional development
- Maintaining confidentiality of all records

The DSL team will:

- Meet on a fortnightly basis or more if required and the Lead DSL will keep confidential notes from these meetings.
- Act as a first point of contact for staff on issues of safeguarding and child protection.
- Fully investigate any reported safeguarding concerns in line with the school's procedures.
- Inform the Deputy Principal / Head of School of all suspicions of Grooming, Abuse or Domestic Violence and wherever they feel the Staff Code of Conduct is not being followed.
- Ensure implementation of this policy, and related procedures, and advise staff when there are changes to policy and/or procedures.
- Ensure effective induction for new SJIS staff.
- Provide regular training and updates for all staff; including maintaining a log of attendance for this and responding to the school's emerging needs.
- Be alert to changes in legislation, developing advice from Child Protection Organisations and developments in society and technology; ensuring all of these are shared with staff.
- Ensure review of this policy. Reviewing at least annually, on issue of new advice / legislation and after any serious safeguarding incident to ensure it is still robust and fit for purpose.
- Speak with parents, where necessary and appropriate, when issues relating to Safeguarding, Child Protection and student welfare have been raised.
- On admission of a new student, request any existing information relating to Child Protection from the previous school
- Consider, when a student is moving school, if it would be appropriate to share information with their future school related to Child Protection.
- Maintain effective reporting and recording systems for all safeguarding issues which are manageable, confidential, enable clear communication and are not 'person dependent'.

The DSLs are appropriately trained and act in the absence of the Lead DSL, carrying out the functions necessary to ensure the ongoing safety and protection of all students.

All Staff will:

- Be committed to the expectation that the welfare and wellbeing of SJIS students is a joint and collective responsibility and of paramount importance. See Staff Code of Conduct policy
- Maintain and demonstrate an attitude of "it can happen here".
- Recognise their position of influence and 'perceived power' in their role as a member of staff.
- Be student-centred in their practice; always acting in the best interests of the student at all times.
- Recognise and understand that behaviour can be a student's way of communicating distress and changes to behaviour may be an indicator of abuse.

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- Be vigilant to Safeguarding related issues; not hesitating to report something which makes them feel uncomfortable and trusting their instincts.
- Engage with all Safeguarding training.
- Have a firm understanding of the four main categories of abuse; neglect, emotional abuse, sexual abuse, physical abuse.
- Have an understanding that there are other ways in which children can be abused such as; Online Bullying, Child Sexual Exploitation, Child Criminal Exploitation, Female Genital Mutilation, Honour Based Violence, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage.
- Have an understanding about self-harm and how this can be recognised and should be dealt with.
- Have an understanding of mental health in children and how to recognise signs of mental ill health.
- Have an understanding that poor / non-attendance can be a sign of abuse.
- Ensure they are familiar with the guidelines and procedures detailed in this policy and all related SJIS International policies listed at the end of this policy.
- Follow the guidelines and procedures detailed in this policy, and all related SJIS International policies, and recommended documentation. See list at end of this policy.

Contextual Safeguarding

It is important that when dealing with any sensitive issue the context of the situation is taken into account. A holistic view should be taken to ensure wider environmental factors are considered which may be a threat to safety and welfare of children. Any indicators that fall within what is normally acceptable parenting behaviour, within a Malaysian context, should not be ignored but staff should be mindful of the context.

Establishing a Culture of Safety and Trust

SJIS recognises that curriculum has an important role to play in the safeguarding of children. Through regular and effective PSHE, specific units of work in a range of subjects, Unity Week, assemblies, workshops and class / form tutor time, the following areas are addressed:

- Student self-esteem, mental health and wellbeing, physical health (health care, hygiene and diet)
- Aspects of risk and managing risk; including self-protection strategies and generally 'Keeping Safe'.
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and with staff.
- Acceptable and expected Peer – Peer behaviour.
- Confidentiality and privacy awareness.
- Online safety.
- Relationships education.
- Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Keeping Children Safe in Education 2025 states:

“Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”

Prevention awareness

Prevention is better than having to respond to actual abuse or malpractice. The school should actively engage in reflective practices with all staff to safeguard children, to identify vulnerabilities in current practices, and to learn from experiences.

Key areas of reflection:

Reflective questions might be: How effective are our current practices, policies and procedures in the following areas? How does our school culture help or hinder Safeguarding & Child Protection in the following areas?

6 Stages of Effective Child Protection in Schools

1. Prevention

Staff and managers create an environment where children's rights are respected and abuse prevented. (Policies such as recruitment, anti-bullying, staff conduct, parental conduct, etc. A policy review system is in place)

2. Awareness and Sensitization

Ensure all staff, students and parents are aware of the problem of child abuse, sexual exploitation and risks to children, aware of the procedure and duties to provide a safety net for children.

3. Reporting

Everyone in the school must be clear about their duty to report malpractice/indications of abuse without delay.

4. Monitoring

A single point of contact for all Safeguarding & Child Protection concerns to gain an overview of emerging patterns.

5. Responding

The school has a clear protocol for responding to child safety concerns and actual abuse, appropriate personnel and structures in place.

6. Follow up

The school provides support where needed and an opportunity to learn, reflect, develop and review.

Grooming Behaviours In Abusers

In the event of physical abuse, emotional abuse or neglect the abuse is often perpetrated as part of a bullying or neglectful organisation or family culture. Physical abuse in particular is usually triggered by anger, frustration or other high expressed emotion. Typically the event is not premeditated or planned. Sexual abuse is different.

Whilst sexual abuse can be opportunistic, it most commonly requires planning and intent. The process of preparing a child for sexual exploitation is called grooming. Grooming behaviours function to elicit trust from the child whilst creating a climate within the organisation which reduces the abusers chances of detection or being reported. Grooming behaviours also often create a climate which makes it harder for the victim to report when they want the abuse to stop (either through guilt, shame, threats, menaces, blackmail, loss of relationship etc.) Sexual abuse requires far more secrecy than other forms of child abuse, so is often more difficult to notice and report for colleagues and victims.

Where there are situations of sexual abuse between children, similar behaviours and patterns can be found. Abuse is more likely to occur during unstructured and unsupervised periods and areas, such as bathrooms, toilets, bedrooms, bedtimes, play times, during times and in areas when staff are distracted or busy, during staff meetings or when all or the majority of staff/adults are unavailable.

Grooming Of Organisations

In sexual abuse cases the behaviour of the abuser tends to be more secretive and insidious in nature. Typically an abuser will 'groom' the child(ren) and the organisation over a period of time. Often when paedophilia or abuse is exposed it is often a member of staff who has been considered beyond reproach which makes it harder for colleagues and victims to report. The grooming of organisations often involves the abuser in fostering personal friendships with key people. This strategy serves as a self-protection mechanism for the abuser, making it harder for people to raise concerns. Grooming behaviours with children often involves the adult developing a 'special' relationship with a child. This relationship gradually changes in nature as the adult elicits trust or fear in the child which prevents them from telling. Sometimes the nature of the attention is enjoyed by the child creating confusion

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around intimacy and boundaries.

Warning Signs:

- Staff members spending more time with one particular child.
- Spending excessive time with a particular child.
- Staff who have developed a 'special' relationship with one particular child.
- Secretive behaviours e.g. walks, meetings, out of hours, private classrooms / offices etc.
- Staff who buy gifts for a particular child to the exclusion of others.
- Inviting children to staff homes / spending the night (unauthorised or regularly).
- Mildly convincing reasons for inviting children to staff home e.g. help with tuition.
- Child's demeanour changes in the presence of a particular adult.
- A child receiving different treatment to other children.
- Intimate touch or body language
- Intimate words used by adult or child toward each other or in conversation with others
- Children bragging about or name calling about a particular adult.
- Leaving notes or drawing for others to see. (attempts at whistleblowing)

In terms of staff protection if a circumstance arises where a child is visiting your home in circumstances that could appear odd to an objective outside observer – seek authorisation and permission first.

Abuse Awareness - Malaysian Context

Malaysia has in recent years taken significant steps to modernise their National Child Protection agenda. Significantly in 1994 Malaysia signed up to the UN Convention for the Rights of the Child. The intention to strengthen its child protection infrastructure was brought another step forward with Laws of Malaysia Act 611 Children Act 2001. The act consolidated and amended the laws relating to care and protection of children. As a result Child protection teams have been established nationally and regionally. Each Region has a 'Protector' appointed to advise and report on child protection concerns.

The new act states: 'We recognise that the country's vision of a fully developed nation is one where social justice and moral, ethical and spiritual developments are just as important as economic development in creating a civil Malaysian society which is united, progressive, peaceful, caring, just and humane': 'Recognizing that a child is not only a crucial component of such a society but also the key to its survival, development and prosperity:

There is no provision to report all incidents of physical abuse to the Police but there is a responsibility to report criminal assaults. As an International School physical abuse will be considered and dealt with through child protection procedures. The police will be informed if injuries are witnessed that are beyond what an objective person would consider acceptable for parental physical chastisement.

School staff are forbidden to physically chastise a child as it contravenes boundaries of acceptable practice and goes against professional and ethical codes of conduct.

All instances of sexual abuse will be reported to the Protector.

In an International context sexual abuse in some cultures has additional layers of impact and consequence for the victim. The stigmatisation of not being a virgin for example in some cultures will have a greater impact culturally on the family, marriage prospects for the child, family reputation etc. than for similar cases in the West. This can make reporting and disclosure of abuse more difficult and potentially more secretive. Decision making around such situations should be done in close co-operation with the parents or guardians of a child alongside a clear understanding of the child's wishes in the matter.

Abuse awareness - An International School context

Staff are often more transient and international than most mainstream national schools which makes recruitment and reference checking more difficult. This creates a potential vulnerability in the safeguarding systems.

Several countries do not provide police checking services and other countries only provide domestic checks. This

Safeguarding and Child Protection Policy and Procedures

means that abusive staff members can potentially move to another school with relative impunity creating another vulnerability for future schools. Our responsibility to check new staff and report abuse helps protect our own and future children.

International school communities tend to have more families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient life-style then increases the risk to international school students who tend not to have access to consistent outside resources, and therefore cannot get help.

As an International School we have a responsibility to ensure our child protection and safeguarding policies and procedures are as robust as we can make them.

Guiding Principles

Dealing with Safeguarding & Child Protection issues requires some guiding principles. Cases are invariably different and each case is unique. Even the best and most thorough guidance cannot legislate for the individual circumstances of every case. For this reason guiding principles assist the process of thinking and decision making when considering good safeguarding choices.

Confidentiality

Due to the sensitive nature of child welfare for staff, students and stakeholders confidentiality must be maintained. Those involved in investigations or procedures should be kept to a minimum. People with support roles should be those who are not connected to the case or the investigation. Staff supporting individual children do not need to know and should not seek to know intimate details of the case. In some cases key staff may be called upon to provide extra support to a child in their role as a caring adult. If a child makes a disclosure they need to be informed clearly who information will be passed to. Clear guidelines on confidentiality versus duty to report are essential for all staff in the event of a disclosure of abuse.

Protection

The emphasis in all investigations and actions is the protection of the child. The child needs to be protected from further potential abuse and measures taken to safeguard the child e.g. suspension of staff, restriction of visitor access to school etc. Staff, students and parents should understand this type of action as a protective measure and not a disciplinary measure or assumption of guilt. A clear and fair process also aims to protect the staff member by ensuring an objective investigation is carried out and a fair process followed. Trust in the system is highly important as a protective factor because a system that is perceived as unfair or punitive will affect people's willingness to report and create its own vulnerabilities.

Best interests of the child

In child welfare cases there are often several stakeholders with conflicting priorities. Decisions and processes should at all times be conducted with the best interests of the child in mind.

Child Centred planning

Planning and processes need to be child centred at all times. The child's wishes need to be taken into consideration and their welfare must be considered paramount throughout the process.

Accountability and responsibility

A whole school approach is essential for effective Safeguarding & Child Protection. Everyone is accountable and responsible for reporting, safe practice, safeguarding, reflecting, etc. Roles and responsibilities will differ at various points of the process. Good governance is required and clear transparent processes are essential.

PREVENTATIVE MEASURES

Dissemination / Awareness-raising

Safeguarding & Child Protection training will be mandatory staff training. All staff, children and parents need to be made aware of the Safeguarding & Child Protection Policy and where to find it. Safeguarding & Child Protection Information should be displayed in a clear format using words and imagery which is understandable to all stakeholders.

All staff are trained in how to log concerns/incidents on the CPOMS in iSAMS.

New staff receive Safeguarding & Child Protection training during their Induction Programme. Safeguarding & Child Protection training should include all staff members who have contact with children ideally including Security, Maintenance, Food Services etc.

To help ensure accountability all current staff, volunteers and internship students should be given a personal copy of the Safeguarding & Child Protection Policy, which they must sign to acknowledge having read. This information is on a centralised safeguarding document.

An anonymous system of reporting to the Lead DSL is available for students, parents and staff in the school using a form and letter box in the ES/HS offices.

Safeguarding posters are displayed around school with important contact numbers for staff and students and includes:

- Child-line 15999
- Befrienders KL 03-76272929 (24hours)
- Buddybear 1800-18-2327

Students of all ages and all phases of the school need an awareness of child welfare and personal safety delivered through PSHE/Character and Wellbeing classes and tutor time. The [Bring Your Own Device policy](#) encourages awareness for students, staff and parents.

RECRUITMENT AND SELECTION

Recruitment and selection of staff and others must reflect SJIS's commitment to safeguard children by ensuring checks and procedures are in place to screen out anyone who may be unsuitable to work with children. As per the [Safer Recruitment policy](#), this should include:

- following up references with phone calls
- accounting for gaps in employment history and not employing people who cannot account for gaps
- requesting a police check from staff who come from countries who can provide checks
- ensuring staff sign to acknowledge reading the Safeguarding & Child Protection Policy prior to working with students
- ensure new staff receive Safeguarding & Child Protection training prior to working with students

BUILDING CHILD SAFEGUARDING INTO MANAGEMENT SYSTEMS AND PROCESSES

The Safeguarding & Child Protection Policy must be incorporated into all existing systems and processes that have any bearing on the safeguarding of children so that an environment is established where the rights of children are respected and where abuse in any form is not tolerated.

The Safeguarding & Child Protection Policy should be reflected in all human resource and management arrangements that define or determine how staff and other representatives carry out their work, including job descriptions, performance management systems, behaviour management procedures and staff disciplinary procedures.

Children and their parents are made aware of the systems that exist to raise a concern or a complaint with the Safeguarding policy available on the school website and safeguarding training sessions and posters for parents and students (through PSHE/Character and Wellbeing/posters in school and assemblies). Should a

Safeguarding and Child Protection Policy and Procedures

parent complaint be raised linked to child protection, this will be investigated as per this policy.

Where SJHIS is responsible for providing activities or services for children, pre-planning will ensure risks are identified and plans in place to manage those risks. When SJHIS uses external agencies e.g. field trips, we will carry out due diligence to ensure the organisation concerned is qualified to the level required for their activities

Engagement with children and their carers for the purposes of marketing should not exploit the child or carer, nor increase their vulnerability, or place them at risk.

All activities, especially activities involving staff, visitors or parents having direct contact with individuals or groups of children must be assessed to make sure that any child safeguarding risks are identified and adequate controls developed.

LEARNING AND DEVELOPMENT

Staff, parents and students should be supported to develop child safeguarding skills, knowledge and experience appropriate to their role in the organisation. Safeguarding & Child Protection awareness training should be mandatory induction training and mandatory refresher training for all staff.

INFORMATION AND COMMUNICATION TECHNOLOGIES

Guidance is required which governs the appropriate use of information and communication technologies such as the internet, websites, social networking sites, AI, etc. to ensure that children are not put at risk and aware of the risks. This guidance should cover staff and children who utilise the technologies. Awareness of cybercrime and online safety measures implemented where children have access to information technologies for staff and children.

Ensure vigilance and consistency in dorms and all other areas of school regarding access to books, magazines, films and materials, (hard copies or online) that are reasonably considered to be harmful, pornographic or beyond the child's age and stage of development.

AUDIT AND REVIEW

Each department should review their policies following Safeguarding & Child Protection training to ensure they reflect current guidance. Policy review should occur on a minimum 3 yearly cycle.

CREATING A PROTECTIVE ENVIRONMENT

The creation of a protective environment requires the commitment of every staff member, parent and partner. It is not the job of one person or a select group of people.

STAFF PROTECTION

A common concern for staff is the fear of being subject to a false allegation. For this reason it is especially important that staff have trust in the system that not only takes measures to protect children but also protects staff by responding fairly and objectively to concerns that are raised.

A thorough investigation aims to screen out false allegations by cross checking witness accounts, times, dates and staff / student movements. Often false allegations lose credibility due to lack of a cohesive timeline. This is generally not true of real issues.

Staff vulnerability

Several staff who have found themselves in difficult situations in other organisations have often allowed themselves to be compromised by either placing themselves at risk or through a degree of naivety.

Awareness of personal and professional boundaries is a good start as well as being aware of what might be a situation that could be misconstrued by others. It is a good idea to be aware of grooming behaviours so that these

situations and boundary transgressions can be proactively avoided.

The following are some key areas taken from the [Staff Code of Conduct](#).

- Plan and organise the work and the workplace so as to minimise risks
- As far as possible, be visible in working with children

In general it is inappropriate to:

- Spend excessive time alone with children away from others.
- Take children to your home, especially where they will be alone with you.
- Buy gifts for a child to the exclusion of others.
- Use mobile phones in school.
- Any photos taken for Seesaw purposes should be deleted from teachers' devices.

Staff and others must never:

- Hit or otherwise physically assault or physically abuse children.
- Develop physical / sexual relationships with children.
- Develop relationships with children which could in any way be deemed exploitative or abusive.
- Act in ways that may be abusive or may place a child at risk of abuse.

Staff and others must avoid actions or behaviour that could be construed as poor practice or potentially abusive. For example, they should never:

- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive.
- Behave physically in a manner or dress in a manner which is inappropriate or sexually provocative.
- Have a child/children with whom they are working to stay overnight at their home unsupervised or without permission.
- Sleep in the same room or bed as a child with whom they are working.
- Do things for children of a personal nature that they can do for themselves.
- Condone, or participate in, behaviour of children which is illegal, unsafe or abusive.
- Tell racist, sexist or other discriminatory jokes.
- Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse, discriminate against, show differential treatment towards, or favour particular children to the exclusion of others.

If you find yourself in a position where you will potentially leave yourself vulnerable, protect yourself by ensuring you notify a Senior Staff member and get permission.

Note: In an International School it is normal and acceptable for staff children to play socially together, have playdates and sleepovers with their friends. This should be encouraged as part of the child's normal social development. There is a significant difference between what can reasonably be seen as social interaction between children and families and situations that compromise a professional boundary (See [Staff Code of Conduct](#)).

Child Protection Procedure

Safeguarding & Child Protection Reporting Process

If you have cause to suspect abuse or have any other Child Protection or Safeguarding concerns all staff, students, parents or other stakeholders have a duty to report without delay. Furthermore if you observe an indicator of abuse, receive a disclosure of abuse or an allegation of abuse or if you have knowledge which causes you to believe harm may be occurring you have a duty to report to the Lead DSL without delay. If you receive information which is 'child protection' in nature but you doubt its credibility you still have a duty to report, accurately, completely and without delay. Staff who knowingly withhold information related to child safety may face disciplinary action.

Disclosure of abuse perpetrated outside of school

If a member of staff suspects a child has been abused or neglected by someone outside of school, the following procedures should be implemented:

Safeguarding and Child Protection Policy and Procedures

- i. SJIS staff will report concerns immediately to the Designated Safeguarding Lead (Jasmine Sabharwal). They will be required to record observations that will contribute to the [Record of Child Protection](#) Concern. Form 1 can be found in both ES and HS school offices. The Lead DSL records all information and is responsible for keeping all records and evidence safe. (CPOMS)
- ii. In the event of suspected sexual abuse happening, it is a requirement for the school to contact the Child Protection and Service (CPS) or the Police. For cases happening within the context of the family, the family should not be alerted to the allegations being made and the report can either be made with the police or CPS. For sexual abuse cases happening outside the context of the family, the family should be informed of the incident and a report needs to be made to the CPS/Police. The school should record any disclosure factually. Note - The 'paramountcy principle' supports agencies making decisions in the best interests of the child, and this may mean not disclosing information to parents.
- iii. In the event of other forms of abuse, the Lead DSL will be committed to taking action and arranging consultation with the Head of School. In collaboration with the Head of School, when deemed appropriate after further investigation, the Lead DSL will inform the Child Protection Service. The Lead DSL will keep the teacher, and School Counsellor up to date with developments on a 'need to know' basis.
- iv. If there are obvious signs of harm, the student will be taken to the School Nurse immediately. If the student is in need of urgent medical attention, he/she should be taken to the hospital. If it is not possible or advisable to obtain parent consent the CPS should be contacted for consultation. Where we suspect the abuse has occurred or is about to occur and the child is unsafe and in imminent risk of further harm, we are committed to reporting the matter to the Child Protection Service Helpline or the Police.
- v. Where we suspect that the abuse has been perpetrated by someone close to the family or within the family network, the Lead DSL or a designated member of staff (probably the School Counsellor) will contact the family and discuss ways on how the student could be kept safe and managed more appropriately. Full consideration as to whether contact with the immediate family would increase the risk of harm should be given.

Disclosure of alleged abuse perpetrated by a staff member

If staff, parents or a student believes that a member of staff has behaved inappropriately with a student within or out of the school the following steps should be taken:

- i. Meeting with Student/Alleged Victim - With the Safeguarding Committee present, the Lead DSL or Head of School will communicate with the student/s directly. If there is more than one student who has been a victim of abuse, the students will be interviewed individually. A summary of what was learned from investigations will be made by the Lead DSL and uploaded onto CPOMS as a Safeguarding Concern. Care will be taken to ensure that visibility is limited to not include the staff member against whom allegations have been made.
- ii. The Lead DSL/Head of School will coordinate interviews with any bystanders/witnesses and notes will be uploaded to CPOMS as a Safeguarding Concern.
- iii. Meeting with Accused Staff Member - The accused staff member will be requested to attend a meeting with the Head of School and Lead DSL and questioned regarding the accusations being made. The meeting will be documented. Notes from this meeting will be recorded and uploaded to CPOMS as a Safeguarding Concern.
- iv. Contacting Parent/Caregivers- Parents/Caregivers of the student/s being questioned will be contacted by telephone by the Head of School or Lead DSL and informed of the meetings that took place. The alleged victim's parents will be invited into school to discuss the issue face to face.
- v. Consultation with the Head of School. Consideration will be given as to whether that member of staff should face suspension pending further investigations.
- vi. Communication with Child Protection Agency - The Head of School will report the matter to the Child Protection Services Helpline or the police after careful consideration of the seriousness of the offence is given. Parents of student victims will be made aware of their right to do this also. The Head of School/Lead DSL will keep those directly concerned with the case up to date with developments.
- vii. Counselling - With permission from parents/caregivers, student victims and suspected staff members will be offered in-school counselling. Off-campus professional counselling contact details will also be offered.

Disclosure of Abuse by Another Student

Safeguarding and Child Protection Policy and Procedures

If a student in the school is suspected of abusing another student, the following steps should all take place within the school day.

- i. Initial Record of Concern - The adult who has suspicions of a student being abused by another child, or is approached directly by a student/s about being abused, completes a written statement, and hands it to the Lead DSL to be uploaded to CPOMS. Head of Year/class teacher should be informed.
- ii. Meeting with Victim/s – The Head of School will meet with the victim directly. In the case of more than one victim, students will be interviewed individually and a summary of what was learned from investigations will be made.
- iii. Meeting with Bystanders - The Lead DSL and/or Head of School will communicate with possible witnesses individually about the alleged abuse that has occurred.
- iv. Meeting with Accused Student/s – The Lead DSL or Head of School will communicate with the student accused of causing abuse to a fellow student or students. If there is more than one student who has taken part in an incident involving the abuse of other students, the students accused will be met individually. The student may request for parents to attend the meeting. Notes from this meeting will be recorded and coordinated by the Lead DSL and then logged on iSams.
- v. Consultation - There will be consultation and agreement between the Lead DSL and Head of School.
- vi. Parents of Accused Student/s Contacted – If abuse by student/s proves to be beyond doubt, the student/s are collected from wherever they are on the school campus and asked to bring their bags to the school office. The parents / caregivers of student/s accused of abuse towards another student/s will be telephoned to attend a meeting with the Head of School before being asked to take their child/children home for the rest of the day. An offer of counselling for their child will be made.
- vii. Parents of Victims Contacted – Parents/Caregivers of the student/s who were abused will be contacted by telephone by the Head of School and informed of the meetings that took place. The course of action will be explained regarding the student/s who carried out the abuse on their child and an offer of counselling for their child made.
- viii. Action - The Head of School will be committed to taking action and proportionate responses in accordance with the schools behaviour for learning policy. In extreme cases, expulsions will be considered. Further consequences including an apology letter to victim/s and exclusion from upcoming events will be considered.
- ix. Communication with Child Protection Agency - The Head of School may report the matter to the Child Protection Service Helpline at 1800 777 0000 (office hours) or the police after careful consideration of the seriousness of the offence is given. Parents of student victims will be made aware of their right to do this also.

Training

What	Who	When
Level 1 safeguarding	New staff	Annual Induction Week
Level 2 safeguarding	HoY, APs	Term 2 (January) As and when staff need it
Level 3 safeguarding	Lead DSL, DSL's and Safeguarding Committee	Term 1 (September) As and when staff need it
Safer recruitment	Assistant Principals, Deputy Principals, Head of School & HR	As and when needed to update training (Term 1 generally)

All training should be revised every three years.

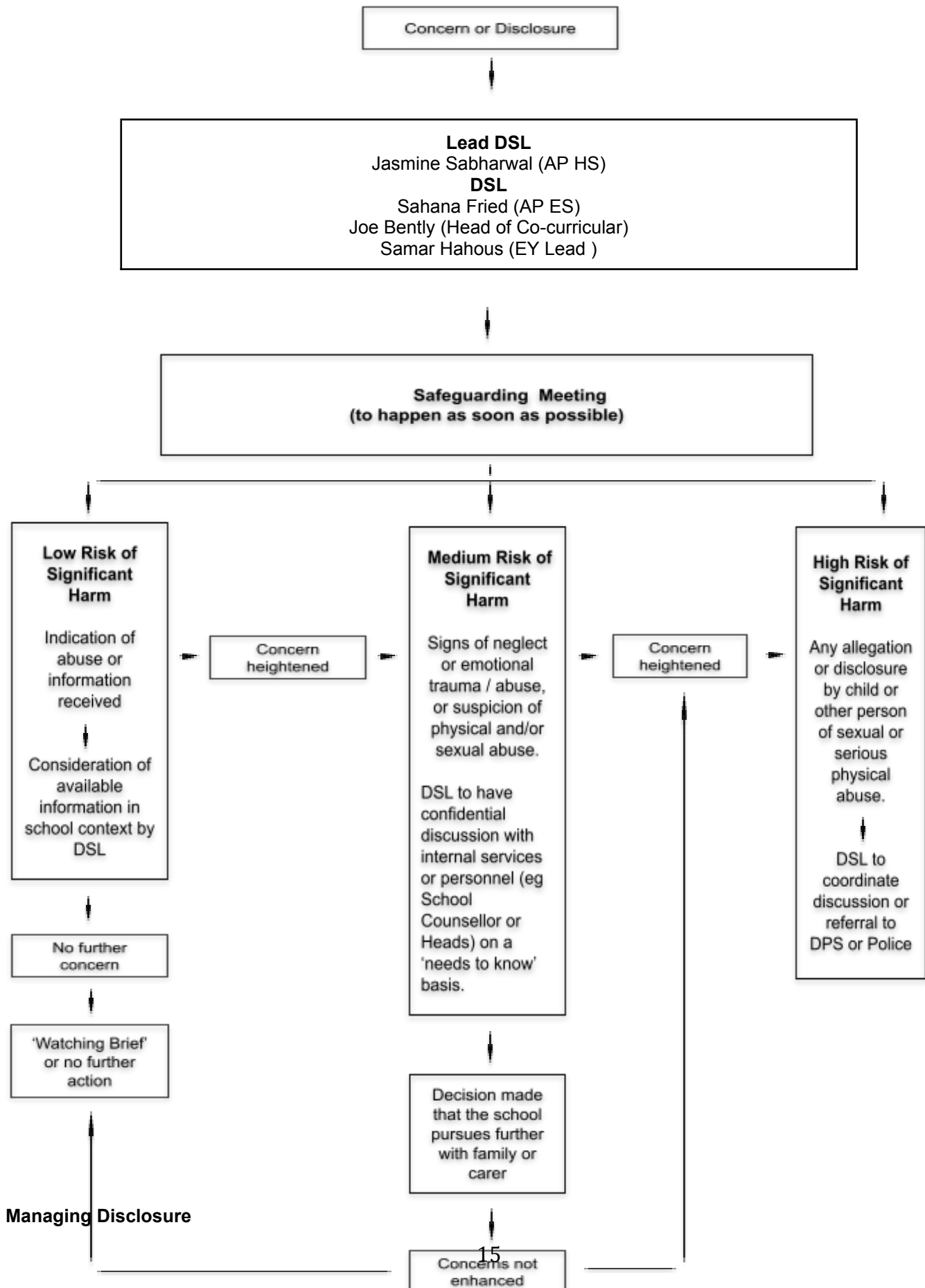
Other policies /documents relevant and to be read in conjunction with this Policy:

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Allegations of abuse against staff Policy	Safer Recruitment Policy
School Attendance Policy (Student)	Bring Your Own Device (BYOD) Policy (HS)
Staff Code of Conduct	First Aid Policy Policy
Anti-bullying Policy, including Cyber-bullying	Health and Safety Policy
Acceptable Use for staff Policy	Staff Handbook ES and HS
Acceptable Use for HS Student Policy	Whistleblowing Policy
Acceptable Use for ES Student Policy	Toileting and Intimate Care Policy
Special Educational Needs Policy	Suicide and Accidental Death Policy

Child Protection Process Chart

Child Protection Process at SJI International School



Safeguarding and Child Protection Policy and Procedures

The disclosure of child abuse by a child to an adult is likely to be one of the hardest conversations that all parties will face. It is essential that we show empathy and professionalism in our approach to managing such conversations, mindful that what is said and what is recorded could influence criminal proceedings at a later date.

The following professional guidelines protect both the child and the person who is receiving the disclosure:

- i. No Promise of Confidentiality - Staff should never give students or adults an absolute guarantee of confidentiality but must ensure that the information is disclosed only to the people who need to know.
- ii. Listen Without Judgement - Listen, allow the pupil to finish without directly questioning, leading or stopping them. On no account should a pupil be asked to demonstrate the abuse. Let them tell you what they want to and no more. They may need to disclose to a social worker, police officer or other specialist later and too much detail now may interfere with later investigation.
- iii. Take Notes - Write down notes, including date and time of the interview and sign. Record as much as you can remember, as soon as possible (preferably immediately) afterwards, using the pupils' own words and log the concern on iSams. Then speak to the Lead DSL for the school.
- iv. Empathy - Remember that it may be very traumatic for a pupil to recall and describe events.
- v. Next Steps - When the pupil has finished, make sure they feel secure and explain what you are going to do next.
- vi. Professional - stay calm and convey this through word and action; reassure the child or young person that you are taking what they have to say seriously.

Record Keeping

Initial concerns or issues will be logged on the CPOMS system. All members of academic staff will be able to use CPOMS to log concerns. The DSL will have access to all concerns within the ES and HS. When recording safeguarding concerns, teachers should select on CPOMS either the ES safeguarding visibility group or the HS safeguarding visibility group. The ES safeguarding visibility group will consist of the ES DSL and the trained ES staff member(s) that will support and form the ES safeguarding committee. The HS safeguarding visibility group will consist of the HS DSL and the trained HS staff member(s) that will support and form the HS safeguarding committee.

All records of Safeguarding & Child Protection allegations, suspicions, or disclosures are centrally kept by the Lead DSL on iSams.

Guidance:

- a) Keep notes of any concerns, giving the issues, dates etc, but be discreet whilst talking to the student - they may find note taking at the time disconcerting.
- b) Keep all notes factual.
- c) Do not read your summary back to the victim as this can repeat the trauma.
- d) If you have a discussion with a child, keep a record of timing, setting, personnel present, what was said and any action taken/not taken.
- e) Keep a record of any subsequent events.

Intimate Care Procedures

If a young child needs the assistance of an adult to change their underwear or remove their underclothes due to wetting themselves or to investigate an injury, it must be done in the presence of another adult as detailed in the [Intimate Care Policy](#).

Concerns about a member of Staff

Staff should acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Staff may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues, or may fear subsequent harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need staff to safeguard their

Safeguarding and Child Protection Policy and Procedures

welfare in good faith. Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.

a) Reasons for sharing a concern

- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

b) What stops people from sharing a concern

- Fear of starting a chain of events which spirals out of control.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

c) How to raise a concern

- Staff should voice concerns, suspicions or uneasiness as soon as they can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning and why, ensuring they are acting in good faith and not with malicious intent.
- Inform the Deputy Principals.
- Make sure they get a satisfactory response from the Deputy Principal. If not go to the Head of School, if still not satisfied with the response go to the Chair of the Board.
- Ideally, put their concerns in writing, outlining the background and history, giving names, dates and places wherever they can.
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

d) What happens next?

- Staff should be given information on the nature and progress of any enquiries.
- The school has a responsibility to protect staff from subsequent harassment or victimisation.
- No action will be taken against staff if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

e) Self-Reporting

- There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Sports clubs and extracurricular activities

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements. Paid and volunteer staff running sports clubs and extracurricular activities are trained in their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

Extended School and Off-Site Arrangements

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Safe Recruitment Policy and Professional Charter.

- We will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Registers will include arrival and departure times.

Safeguarding and Child Protection Policy and Procedures

- Our team members will record any unusual events on the accident/incident form on our concern forms.
- Written consent from a parent or guardian will be obtained for every child attending our activities.
- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff / outside providers should not be alone in a closed room with a child.
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in both attitude language and actions.

OPERATIONAL INFORMATION FOR FAMILIES ABSENCE FROM KUALA LUMPUR

As part of our [SJIS Community Charter](#) it states that parents are required to inform the school of up to date contact details.

Temporary guardians

When both parents are to be out of Kuala Lumpur at the same time, temporary guardianship must be assigned to a designated responsible adult, and it is essential that the school is informed via email of the name and contact details of the designated guardian. This is to ensure that the school is able to contact the appropriate guardian in the case of an emergency. It is strongly recommended that in such cases a letter of guardianship be given to the temporary guardian stating that they are authorised to make decisions on behalf of the absent parents.

Long term guardians

A long term guardian is considered to be a person with delegated parental responsibility. It is expected that if both parents are unable to permanently reside in Malaysia, the appointed guardian is an immediate member of the family. In exceptional circumstances, the school may accept a guardian who is an immediate friend of the family or employee who is deemed by parents to be capable of delegated parental responsibilities. Approval of such circumstances are at the sole discretion of the Head of School.

School Culture

An additional significant factor in promoting a safe environment is the School culture. SJIS already has stated and well publicised core values and these need to be embodied and lived in order to promote a culture which safeguards children.

The core values are:

Faith, Service & Community.

A safe school culture is one which is based on:

- A common goal / mission
- Respectfulness
- Trustworthiness
- Openness / transparency / honesty
- Safety for all
- Personal and Organisational Responsibility
- Personal and Organisational Accountability
- Morality
- Inclusiveness and Collaborative practices
- Fairness and Justice
- Responsiveness (as opposed to reactive)
- Objectivity

The school needs opportunities to reflect as a group in order to refresh and remind the community of its key values

and school culture.

Monitoring and Evaluation

This policy will be reviewed on the basis of experience and formally evaluated on an annual basis. The procedures contained within this policy will be monitored regularly and professional evaluation of how child safety issues are addressed in school e.g. Curriculum reviews of PSHE; quality of related Assemblies etc.

Resources / Further Information

- The UN Convention on the Rights of the Child – Unicef UK
- Unicef CEE / CIS – Child Protection
- The Child Protection System in England
 - [The Children Act 1989](#) (and [2004](#) amendment), which provides a framework for the care and protection of children
 - [Statutory guidance](#) on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
 - [Statutory framework](#) for the Early Years Foundation Stage.
 - [Keeping Children Safe in Education 2024](#)

- Social Services Department

1) Selangor

Tingkat 2, Bangunan Darul Ehsan,
No.3, Jalan Indah, Seksyen 14, 40000 Shah Alam
Person to contact: Mr. Zuhami
Contact no.: 03-5510 0929
Email: zuhami@jkm.gov.my

2) Kuala Lumpur

Tingkat 9, Grand Seasons Avenue,
No 72, Jalan Pahang, 53000 Kuala Lumpur
Person to contact: Ms. Wan Noraidah
Contact no.: 03-2612 4000
Email: wannoraidah@jkm.gov.my

3) Social Service Department (Head Office) for child protection

Children's Department
Aras 12
No. 55 Persiaran Perdana
Presint 4, 62100 Putrajaya
Person to contact: Ms. Rozita binti Ibrahim
Contact No. 03-83232277
Email: rozita_ibrahim@jkm.gov.my

- Royal Malaysia Police
 - If you suspect that a child is being harmed, reporting your suspicions may protect the child and obtain help for the family. Please call **15999** with the following information:
 - Address or location where the child is being abused or neglected
 - Type of abuse or facts of the case
 - Identity of the abuser or any information related to the abuser
 - *From this information, the Agency will then redirect us to the correct police division which deals with Child Protection issues in our area.*

School Referrals

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Helper	Description	Number
Police		999
Private Ambulance (Emergency Services)		Gleneagles - 03- 41413018 KPJ Ampang Putri 03- 42702500 First Ambulance- 1300881919 UMMC - 03-7949 4422 Thomson Hospital Kota Damansara (Emergency Hotline) - 03-6287-1999
St. John's Ambulance	https://sjam.org.my/contact/	03-9285-1576
The Befrienders Kuala Lumpur	24 hr crisis line https://www.befrienders.org.my/	03-7956-8145 03-76272929
Women's Aid Organisation	Provides free shelter, counselling, and crisis support to women and children who experience abuse. http://www.wao.org.my/	+603 3000 8858 +6018 988 8058
Malaysian Mental Health Association	Offer a variety of services. http://mmha.org.my/about-us/who-we-are/	(TTDI): +603-27806803/+6017-6133039 (PJ): +603-7772 2899/+6011-33388567
One Stop Crisis Centre	Medical services at the OSCC are free for survivors of domestic violence and sexual violence. http://www.osccmy.org/	
Department of Social Welfare	https://www.schoolmalaysia.com/resources/govn_social_welfare.php https://www.jkm.gov.my/jkm/index.php?r=portal/index&id=YWpnMS_tLRm1RdzVNUTM1NVpZWnd4dz09	Selangor 03-5510 1400/ 03-5545 5598 MyGCC -603 - 8000 8000
The Mind Faculty	A private mental health clinic providing a broad range of services. https://www.themindfaculty.com/	03-6203-0359 / 03 6203 0733
Oasis Place	Private clinic offering psychologists, therapy (speech, language, music), and assessment of special educational needs http://oasisplace.com.my/	03-2276-9111/ 010 900 9673

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Lighthouse Psychological Wellbeing Centre	A private mental health clinic providing a range of services http://lighthousepsych.com/	03-7880-2255
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Appendix 1	Types of Abuse
Appendix 2	Myths and realities of child abuse
Appendix 3	Psychological First Aid/Crisis Helplines Resource Sheet

Appendix 1

TYPES OF ABUSE

Abuse Further Defined – Abuse Myths And Realities

The following section aims to provide more detailed information regarding behavioural indicators of abuse in relation to the different types of abuse. It should be noted that children respond to abuse in different ways so the guidance should not be seen as exhaustive or behaviours belonging exclusively to one form of abuse.

Note: *Behavioural indicators in themselves do not constitute abuse or neglect. There can for example be several explanations why a child is avoiding class which are not abuse related. Being aware of indicators along with other factors can contribute significantly toward understanding a child's distress and ultimately safeguarding the child.*

Indicators are Indicators and not concrete proof of abuse or neglect. Staff observation and reporting helps the Safe School Coordinator and Safe School Committee 'see the bigger picture' which help identify patterns which indicate the potential frequency and seriousness of abuse. This information also helps inform our responses aimed at protecting children.

Categories of Child Abuse and their Signs/Symptoms

There are four main areas of Child Abuse. It should be recognised that the following suggested signs of abuse may also be a symptom of another problem.

Neglect - Further Defined:

Failure to provide for a child's basic needs within their environment ie food, shelter, warmth, clothing, age appropriate supervision.

Physical neglect (e.g., failure to provide necessary food, warmth, clothing or shelter)

Lack of appropriate supervision, failure to provide proper adult guardianship such as leaving young children unsupervised at home for any extended period of time.

Medical (e.g., failure to provide necessary medical or mental health treatment, neglecting to follow through with prescribed courses of medication).

Emotional neglect e.g. inattention to a child's emotional needs, failure to provide psychological care (attention, appropriate hugs, physical contact, etc.), or permitting the child to use alcohol or other drugs.

Indicators Of Neglect

- Child is unwashed or hungry
- Child's clothes are too small, not fit for purpose
- Poor personal hygiene,
- Over filling plates when eating
- Stealing others property
- Tired looking, physically small, 'Organic or non-organic failure to thrive'
- Parents / carers are uninterested in child's academic performance
- Low energy and motivation
- Parents / carers do not respond to repeated communications from the school
- Child does not want to go home
- Parents / carers cannot be reached in the case of emergency
- Little future ambition (focussing on daily survival)
- Children coming ill prepared for school.
- Children left at home for long periods of time (time varies depending upon age)
- Parents failing to notify school of their absences

Emotional Abuse - Further Defined:

- Treating a child / person in a way which deliberately undermines their confidence, self-esteem, self-worth.
- Stigmatizing, discriminating or humiliating a child based on their age, gender, sexual orientation, race, language, physicality, intellect.
- Name calling, humiliation, sarcasm directed at the child
- Parents or teachers swing between being overprotective and over punitive (inconsistent caregiving, teaching approaches)
- Parental interference in school life (As opposed to supporting school life)
- Humiliation by adult in front of other children
- Overly negative attitude toward child from parents, staff or carers – only noticing the child's deficits and unable to notice positive aspects of the child.
- Threatening love or care withdrawal as a punishment
- Using put downs, threats or other verbal or written means to undermine the person's emotional security and psychological well being
- Verbal abuse, harassment, menaces, threats and humiliation.
- Refusing to acknowledge the presence of a child – deliberate ignoring.
- Invasion of privacy or personal space for no specific reason (menace, annoyance).
- Witnessing of domestic violence between parents or carers.
- Overworking a child.
- Emotional bullying.

Indicators Of Psychological/ Emotional Abuse

- Child is quiet or withdrawn.
- Socially isolated avoids interactions within the community.
- Child appears depressed
- Loss of appetite
- Sudden loss of motivation for school or activities
- Mood swings
- Changes in behaviour
- Angry outbursts
- Tearful
- Avoids eye contact
- Unwillingness to try new things
- Avoidance of people, places, situations.
- Sleep problems
- Signs of anxiety.
- Obsessions or phobias
- Attention needing behaviours
- Tiredness
- Seeking inappropriate relationships

Physical Abuse - Further Defined:

- 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.
- Creating a substantial risk of physical harm to a child's bodily functioning.
- 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.
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy.
- Exposing the child to toxic, injurious or corrosive substances.
- 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
- Failing to take reasonable steps to prevent the occurrence of any of the above.
- Assault or injuries sustained during involvement in domestic violence between parents or carers.
- Physical bullying.

Indicators Of Physical Abuse

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- 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, 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 lacerations, abrasions, or fractures
- Bruising around the neck and throat
- Finger-tip bruising
- Injuries sustained after an absence from school.
- Broken bones, bruises in unusual places, twist injuries (younger children)

Please note some physical disciplining of children is used in Malaysia. Parents are likely to be charged with child abuse if the child is significantly injured as a result of excessive force. At SJIS the physical disciplining of students is never acceptable.

Sexual Abuse Further Defined:

- Committing or allowing to be committed any sexual offence against a child as defined in either the criminal code of the host country or school policy.
- Intentionally touching either directly or through clothing, the genitals, anus or breasts of a child for other than hygiene, medical or child care purposes.
- Sexual acts that are reasonably considered beyond the age, physical development or understanding of the child.
- Sexual acts perpetrated by a person in a position of trust regardless of consent.
- Sexual acts perpetrated against another in the manner of bullying.
- A person being intimidated into performing a sexual act.
- Sexual harassment.

Indicators Of Sexual Abuse

- Sexual behaviour or use language not appropriate to age level
- Unusual interpersonal relationship patterns (e.g. too close physically or emotionally)
- Sexually Transmitted 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
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home, school, dorm and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy
- Extremely protective parenting
- Refusing to eat certain foods or eat in front of people
- Promiscuity or touch aversion
- Sexual touching from child / different sexual boundaries
- Adults feel sexually uncomfortable with child's behaviour or language
- Personal hygiene issues.
- Dressing down.
- Socially guarded, withdrawn, self-protecting.
- Not wanting to be alone.
- Non age appropriate sexual knowledge or behaviour
- Sexual play or language
- Abrupt behaviour changes

Refer to the [Healthy Sexual Behaviour](#) doc for more guidance.

Signs & Symptoms of Female Genital Mutilation (FGM)

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Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. Safeguarding and Child Protection Policy Amended November 2018-19 FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- mother or a sister who has undergone FGM
- girls who are withdrawn from Personal, Social, Health Education/Character and Wellbeing
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and even looking uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems. frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Appendix 2

Myths And Realities Of Child Abuse (Source: Save The Children)

Myth: *Child abuse is carried out by strangers.*

Fact: Research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child. E.g. parents, babysitters, teachers, family friends, carers.

Myth: *Learning about child protection is harmful to your children.*

Fact: Research indicates that developmentally appropriate education makes children more confident and able to respond better to dangerous situations.

Myth: *Abuse/ Self Protection education is sex education-*

Fact: It is more about learning personal safety which prepares students to develop skills and attitudes to keep themselves safe from bullying, harassment and other forms of exploitation.

Myth: *Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.*

Fact: The reality is that there no excuse for child abuse! No culture supports harming children.

Myth: *Child abuse is a result of poverty and happens in low socio-economic circumstances.*

Fact: Research indicates that child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society.

Myth: *children do not sexually abuse other children*

Fact: Abuse happens between children. The likelihood is increased in emotionally impoverished environments where children are more likely to resort to self-soothing (sexual behaviour), sexual intimidation or harassment of others or engage in power dynamics such as the bullying of others. (Low adult to child ratios increase the likelihood of these behaviours occurring due to lack of available nurturing attention and supervision)

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Myth: International Schools do not have to report abuse to local authorities.

Fact: International schools are bound by the laws of the host country and as such international schools must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect; there are cases now pending where schools are facing legal action in regard to non-reporting. International Schools have a responsibility to protect their own children as well as to take measures to prevent future abuses. For this reason if a staff member is found to have abused a child they will be reported to the CIS and possibly their consulate to prevent abuse of further children.