



CHILD PROTECTION HANDBOOK

For Teachers and Administration

Content Warning: This document describes child abuse and neglect.



NOTE: This document is an extract of the full child protection handbook and does not include the individual lesson plans and resources shared with our teachers and administrators.



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The Scope and Sequence for Personal Safety

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Definition of Terms

Child Protection is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document the term “child protection” applies to protection of children in international schools. Please note that this definition also includes harm to self.

Child Protection Policy is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility seriously. This handbook considers that schools will provide appropriate child safety classes supported with a well-defined curriculum to increase children’s ability to understand abuse prevention.

Child protection concerns include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

Child Abuse

According to the World Health Organization, child abuse constitutes “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

Most child abuse is inflicted by someone the child knows, respects or trusts. International school communities have unique characteristics of which school personnel must be aware in terms of the individuals who are around our children. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimization they might have experienced.

To increase BFS community's awareness, this Handbook focuses on four main categories of abuse and provides basic information about the physical and behavioral signs associated with each type.

Physical Abuse

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or burning by scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as, cutting and suicide ideation).



Signs of physical abuse

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Signs of emotional abuse

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior
- Persistent tiredness
- Lying

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in



commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse

- Pain or irritation to the genital area
- Vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- STDs
- Fear of people or places
- Aggression
- Regressive behaviors, bedwetting or stranger anxiety
- Excessive masturbation
- Sexually provocative
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Refusal to continue with school or usual social activities
- Age inappropriate sexualized behavior or language

Neglect

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Some indicators of neglect

- Medical needs unattended
- Lack of supervision
- Consistent hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Fatigue or listlessness
- Self-destructive
- Extreme loneliness
- Extreme need for affection
- Failure to grow
- Poor personal hygiene
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

Signs of Offenders

- Has "favorite" student or child



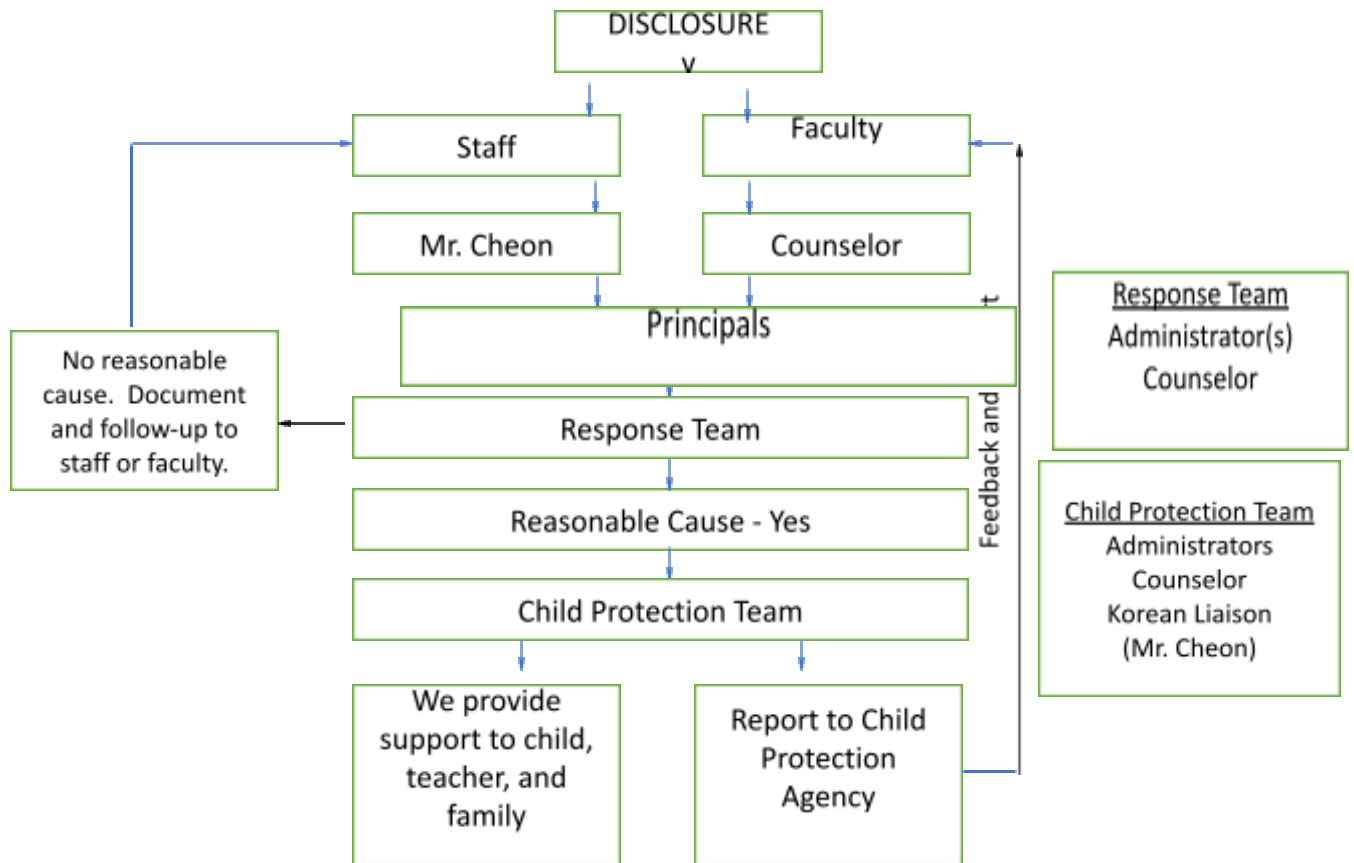
- Attempts to find ways to be alone with children
- Inappropriate language, jokes and discussions about students/children
- Sexualized talk in the presence of students/children
- Gives private gifts or has private chats on facebook/internet

Reporting Guidelines

It is obligatory for faculty, staff, and administrators to report incidents of physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately or within the next school day, to a school counselor who, in turn, shall inform the principal. You will need to either send or follow-up with a brief written report including what happened, when it happened, who was involved, and where and when it was reported. Korean staff are trained in reporting procedures through childsafeguarding.com and will report to the designated office person (Mr. Cheon as of 2021), who will then report to the principal. The principal will meet with the school admin and the counselor to determine the next steps. Students may report incidents about themselves or another student. A report should be made in both cases. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a school counselor. The counselor shall gather information and provide all written documentation received including the date, person or persons involved, and any additional relevant information. The counselor will report the incident to an administrator, who will convene the response team. If there is reasonable cause to believe child abuse has occurred, the Principal shall follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions.

Such actions include, but are not limited to, one or more of the following:

- Conference with students involved
- Parent notification
- Meeting with parents
- Meeting with others pertinent to the case, including the alleged perpetrator(s)
- Offering counseling support
- Reporting to child protection services. Teachers and school officials are mandatory reporters under Korean Law. The hotline number to be used for reporting purposes is 112.
- Legal action and prosecution by the authorities
- Suspension or termination of employment (if a school employee)



When you hear a disclosure, the most important thing is to write it down.

Write down:

- The name of the person
- Who was involved
- What happened
- Where it happened
- When it happened
- How it happened

Remember to review the guidelines in the section “How to Handle a Disclosure” of the Child Protection Handbook on what you should or should not say.



Code of Conduct

As a measure of prevention and setting clear expectations BFS has implemented a Code of Conduct to be agreed to and signed by all school personnel who are part of the school community.

Busan Foreign School is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of BFS can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other people's vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at BFS.

We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. BFS personnel and volunteers are prohibited at all times from physically disciplining a child.

Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and civil authorities as described in the Child Protection Policy of the school.

Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Staff members and volunteers should not accept gifts from, or give gifts to children.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between BFS parents, administration, teachers, personnel, volunteers, and minors:



- Communication between BFS (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
- Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

Protect Yourself as a Teacher

It is your responsibility to set and respect boundaries. When a child attempts to involve an adult in inappropriate behavior, the adult must reject the overture.

- Avoid situations in which you are alone with a child. This includes not transporting youngsters alone in your car.
- When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.
- The privacy of children in situations such as toileting, showering and changing clothes should be respected. When it is necessary to supervise children in these situations, at least two adults should be present and intrude only to the extent that the health and safety of the children require.
- Adult volunteers should preserve their own privacy in these situations also. Avoid touching areas that are normally covered by swimming suits; breasts, buttocks, and groin. When hugging is appropriate, hug from the side over the shoulders, not from the front. Sexual jokes, comments of a sexual nature, kissing, sensual massages or sexual gestures are not appropriate behavior for an adult staff member or volunteer.
- When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.
- Revealing personal information about one's sex life by an adult volunteer or staff member is never appropriate.
- Do not use corporal punishment in any form.
- It is the adult's responsibility to set and respect boundaries.

How to Handle a Disclosure

What to do and say when someone tells you about a child protection concern

General guidelines

- Reassure the person that he/she was right to raise the concern.
- Create trust with the complainant but do **NOT** promise to keep secrets.
- Take what they say seriously, even if it appears hard to believe.



- Address health and protection needs or contact authorities if this is urgently required.

Gather information on the case

- You are not expected to investigate the case but gather basic information about what may have taken place.
- Record the actual words used as soon as possible, if not immediately.
- Avoid asking too many questions: ask only the number of questions required to gain a clear understanding of the complaint.
- Avoid asking “why” and “how” something took place.
- Establish and record details of all those who may be at risk.

Address issues of confidentiality.

- Explain that information will only be shared with people who need to know.
- Explain that it is in the best interest of the individual disclosing that the concern is reported.

Explain to the complainant what will happen next.

- Explain that the concern will be reported.
- Inform him/her that you will provide feedback on what happens.

Report as per the reporting procedure. 2.

Guidelines when a child tells you he/she has been abused in addition to points listed in the general guidelines above

- React calmly, do not panic.
- Assure them that they are not to blame for the abuse.
- Be aware that the child may have been threatened. Never push for information, repeatedly ask the same question, or ask leading questions. For example, say, “Then what happened”, don’t say “Did he touch your leg?”
- Do not fill in words, finish sentences, or make assumptions.
- Don’t seek help while the child is talking to you.

Things to say

- Repeat the last few words of the child in a questioning manner. “I believe you.”
- “I am going to try to help you.”
- “I am glad you told me.”
- “You are not to blame.”

Things NOT to say

- “You should have told someone before.”
- “I can’t believe it. I’m shocked.”
- “I won’t tell anyone else.”
- “Why? How?”



Acknowledgement of Code of Conduct for Signature

I promise to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children and youth participating in BFS programs.

I WILL:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children and/or youth at school activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations of BFS and with the BFS policy to report suspected child abuse.
- Cooperate fully in any investigation of abuse of children and/or youth.

I WILL NOT:

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Give a child who is not my own a ride home alone.
- Accept gifts from or give gifts to children or youth without the knowledge of their parents or guardians.
- Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business.
- Use profanity in the presence of children and/or youth at any time.

I understand that as a person working with and/or providing services to children and youth under the auspices of BFS, I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from BFS.

Name: _____

Signature Date: _____



The Scope and Sequence & Lesson Plans for Personal Safety Curriculum

The Scope and Sequence for Personal Safety

TAKEN AND ADAPTED FROM THE CHILD PROTECTION HANDBOOK: ASSOCIATION INTERNATIONAL SCHOOLS IN AFRICA

The scope and sequence and lesson plan concept is organized in the following framework:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Kindergarten	Identifying safe touch	Identifying unsafe touch	Touching Rule	Safety Steps	What to do if someone breaks the Touching Rule
Grade 1	Identifying safe and unsafe	The Touching Rule	Whom to tell	Safety Steps	Using the Touching Rule and Safety Steps
Grade 2	Identifying safe/unsafe touch	Identifying unwanted touch	Touching Rule and Safety Steps (including peers)	Whom to tell and assertiveness	Secrets about touching
Grade 3	Identifying safe, unsafe, unwanted touch	The Touching Rule and Safety Steps	Telling touching secrets (whom to tell and how)	Learning to be assertive - Stand Up for Yourself!	
Grade 4	Identify safe, unsafe, unwanted touch	Review The Touching Rule and Safety Steps	Assertiveness skills	Whom to tell, why it's important, whom to trust, who can help	
Grade 5	Identify safe/unsafe situations and unwanted touch	Review Touching Rule and Safety Steps	Whom to tell, why it's important, whom to trust, who can help	Relationships and assertiveness	Secrets and responsibilities (promises)