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Attribution

Thank you to UWC Dilijan for creating the template for our Child Safeguard Policy. It has been altered to suit the needs of UWC ISAK Japan.

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Policy Statement

Keeping children safe is everyone's responsibility at UWC ISAK Japan. In keeping with the mission and values of the UWC movement, we believe that every child and young person, regardless of age, has at all times and in all situations a right to feel safe and protected.

We are committed to safeguarding processes which include

- protecting students from abuse and neglect,
- preventing risk of harm to children's health or development, and
- ensuring children grow up with the provision of safe and supportive care.

Purpose

UWC ISAK JAPAN expects all individuals and groups affiliated with the school community to act with integrity and to take responsibility for keeping students safe. Whether staff/faculty member, a service or activity partner, a volunteer, recent alum, contractor, guest, parent or visitor, it is our expectation that all will support our students and act with their wellbeing in mind at all times. This policy guides how we do so.

Scope

This policy applies to all students of the School (even if they are legally adults) as well as any children living on or visiting the School.

Procedure

Introduction

At UWC ISAK JAPAN we expect our community to be honest and act with integrity; to be compassionate and morally responsible; and to help other people. We believe that every child and young person, regardless of age, has at all times and in all situations a right to feel safe and protected. UWC ISAK JAPAN expects all individuals and groups affiliated with the school community to act with integrity and to take responsibility for keeping students safe.

We know that learners need a secure and supported environment in which to learn and our safeguarding policies and procedures are designed to do so. They encompass: student wellbeing; bullying; harassment and discrimination; use of physical intervention / safe handling; meeting the individual physical, psychological or medical needs of students; drug and substance misuse; educational visits; relationships and sexuality education; online safety; the welfare of residential students and learners on school expeditions; as well as safe staff/faculty selection processes.

The UWC ISAK JAPAN Child Safeguarding Policy is aligned with the UWC Safeguarding Standards and the recommendations of the International Task Force on Child Protection that has set the standards for safeguarding in schools worldwide.

The aim of the safeguarding approach as set out in this document is for the risk to be reduced as far as reasonably possible, in a manner consistent with the educational objectives of the UWC Movement (of personal trust and responsibility, student autonomy, independence and service as well as personal warmth, which are essential to a UWC education).

This policy is binding for all who have contact with the school community, including staff, service and activity partners, volunteers, associated agencies, recent alum, contractors, guests, parents and visitors. In keeping with this expectation, applicants for positions at the School must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

Safeguarding is not a task that falls on some individuals. All members of our School community have a duty to safeguard our students and be aware that incidents can happen at any time and anywhere.

Any such policy is only as good as the staff who operate it and who are likely to become aware of issues. At UWC ISAK JAPAN we expect all staff to take every opportunity to share concerns in the interests of students. Early recognition of potential problems is of the essence, as prevention is better than cure.

This policy is connected to the following:

- a) Staff/faculty Handbook
- b) [Student Code of Conduct and Student Disciplinary Procedure](#)
- c) [Candidate Recruitment Policy](#)

- d) Recruitment Policy and Protocols
- e) [Student Check in Policy and Procedures](#)
- f) [Peer on Peer Abuse Policy](#)
- g) Confidentiality Policy
- h) Anti-Bullying Policy

These policies together form the “suite” of UWC ISAK JAPAN Child Safeguarding Policies and need to be available to the members of our community via our website. They are reviewed annually and presented to the Board for approval.

Definitions

The following definitions are provided to ensure clarity and consistency:

Child

While the United Nations Convention on the Rights of the Child defines a child as persons under the age of 18 years, at UWC ISAK JAPAN, we define child as any student of the School, or child visitor to the school. We recognise that some members of our school community are more vulnerable than others due to their personal circumstances. We need to remember that there are children both resident on and who visit the campus. All the processes established to protect students must be applied equally to younger children who are, in some ways, even more vulnerable.

Safeguarding

Is not just about protecting students from deliberate harm. It is linked to welfare and is what we do for all children. Safeguarding involves the process of protecting children from abuse and neglect, preventing harm to children’s health or development, ensuring children grow up with the provision of safe and effective care.

Child protection

Is part of the safeguarding process. It focuses on protecting individual children where there are concerns about abuse or neglect. This includes child protection procedures which detail how to respond to concerns about a child.

Child abuse

Is a serious and complex problem that may occur in the lives of children and young people. It is the term used to describe different types of maltreatment inflicted on a child or young person. Child Abuse includes non-accidental physical injury, neglect, sexual abuse and emotional or psychological abuse. In its most serious forms, abuse can lead to death or developmental harm to the physical or emotional wellbeing of a child or young person.

Peer-on-peer abuse

While often associated with adults, we need to remember that children can commit abuse on their own peers.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:

- conveying to a child that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another
- It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child to participate in sexual activities whether the child is aware or not of what is happening. Minors/children/students cannot consent to any sexual actions with adults even if they appear to do so. It does not necessarily involve a high level of violence.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts (such as masturbation, kissing, rubbing and touching outside of clothing). They may also include non-contact activities such as encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, whether online or offline. Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children (peer-on-peer).

Neglect

Neglect is the persistent failure to meet a child's basic and/or physical needs, likely to result in serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment),
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate care-givers),
- ensure access to appropriate medical care treatment,

neglect or being unresponsive to a child's basic emotional needs.

Roles

The following individuals have safeguarding-specific roles.

Nominated Safeguarding Board Member, Paul Mcinerney

The Board as part of their due diligence, carry out an annual review of the School, and safeguarding policy and procedures are part of this review. The Board is responsible for:

1. Reviewing the procedures for and the efficiency with which safeguarding duties have been discharged. It is not sufficient that there is a Child Safeguard Policy and the Nominated Safeguarding Lead Board Member should satisfy him/herself/themselves it is being applied in practice.
2. Ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
3. Approving amendments to safeguarding arrangements in the light of the changing regulations and/or recommended best practice.

The Safeguarding Board Member should be a person familiar with safeguarding issues and fully aware of the importance of confidentiality in this connection. The DSL should, in consultation with the Head, keep the Safeguarding Board Member informed of any serious safeguarding issue that arises.

- Contact details: Email: paul@mcinerney.tv
- Reports to the Chair of the Board
- Responsibilities:
 - Receives regular report - number and types of cases
 - Support the School Safeguarding Lead and Head of School with implementation of the Safeguarding Policy
 - Budget for any Child Safeguarding needs or requirements needs e.g.: training
 - Oversee and hold the school accountable for carrying out Child Safeguarding Policy

Head of School, Roderick Jemison

- Contact details: Roderick.jemison@uwcisak.jp
- Reports to the Board
- Responsibilities:
 - Initiate the creation of the School Child Safeguarding Committee
 - Continue the process of adoption of the Child Safeguarding Policy.
 - Provide resources for the annual Safeguarding budget.
 - In conjunction with the board members, ensure the safeguarding policy is reviewed annually for effectiveness and for compliance with latest legislation, or updated sooner where necessary.

Designated Safeguarding Lead (DSL), Laura Jones- Earwood

- Contact details: Laura.earwood@uwcisak.jp
- Reports to the Head of School
- Responsibilities:
 - Provides advice and support for staff on child welfare and safeguarding
 - Coordinates 'support team' following allegations or disclosures of abuse
 - Responds to disclosures of abuse
 - Maintains records ensuring confidential storage and transfer of information as required
 - Manages the referral and support process
 - Keeps their line manager informed of all significant safeguarding matters
 - Raises matters of safeguarding matters generally
 - Supports the implementation of Japanese policies and procedures and liaising with Japanese Child Protection Services
 - Supports the implementation of the life skills curriculum around safeguarding and Child protection

Deputy Designated Safeguarding (DDSL) Lead, Pierre Lacoste

- Contact details: Pierre.Lacoste@uwcisak.jp
- Reports to the Designated Safeguarding Lead (DSL)
- Responsibilities:
 - The Deputy DSL is appropriately trained to the same level as the DSL. In the absence of the Designated Person, the Deputy carries out the functions necessary to ensure the ongoing safety and protection of the students.
 - In the event of a long-term absence of the DSL, the Deputy will assume all of the functions above.

Counsellors, Monna McDiarmid

- Contact details: Monna.Mcdiarmid@uwcisak.jp
- Reports to Designated Safeguarding Lead
- Responsibilities:
 - Member of student support team
 - Provides counselling support and guidance following referral from the Designated Lead
 - Offers advice and sessions where needed or anticipated

School Doctor, Dr. Ueno

- Reports to Designated Safeguarding Lead
- Responsibilities:
 - Member of Multi disciplinary team as needed

Multi-disciplinary Team

- Reports to the Designated Safeguarding Lead. May involve the School Senior Doctor, the counsellor, house mentors, advisor, external support agencies or anyone else as deemed necessary in the best interests of the child.
- Responsibilities:
 - To support any student affected and help the School deal with the issue in a professional manner.
 - To inform Crisis management Team when needed

Best Practices

Visitors to UWC ISAK Japan are often struck by the familiarity and even closeness that exists between many adults and students, which is part of the UWC spirit and which can improve the quality of living and learning in our community.

The use of first names between staff and students is accepted common practice. We seek clarity of preferred names and pronunciation with all members of our School community. Some students and staff may initially experience discomfort with this and we show sensitivity to this. When in doubt, seek consent.

With so many people living and working so far from home, an atmosphere of being a community/family is appreciated by many. This is the reason for the residential experience, offering opportunities for living and learning together whether it is sharing a advisory meal, a Project Week trip, a class, etcetera. At UWC you find fewer boundaries between students and adults than at many other academic institutions. For this reason, we should be especially vigilant about appropriate parameters and clearly agreed-upon forms of communication between adults and students. What follows is a summary of guidance tips:

- One-to-one tutorials should always take place in full view of others. This would typically be in a room where student and adult can be clearly seen through a window or open door. Staff/faculty are strongly advised not to be in a room one-to-one with a student unless necessary professional circumstances apply. *If this situation does arise staff/faculty are asked to inform the DSL.*
- Apart from House Mentors, staff should never conduct one-to-one tutorials or meetings in their homes. Members of staff/faculty are, however, most welcome and to invite groups of three or more students into their homes for scheduled activities (for example, for advisory groups). House Mentors may well have students coming to see them in their home individually, in which cases it is preferable to have a friend with them or to have another adult somewhere in their housing. It is accepted that this is not always possible. *If this situation does arise staff/faculty are asked to inform the DSL.*
- Students should not be visiting staff/faculty accommodation after Check-In except in case of an emergency. Members of staff/faculty may not host students overnight.
- Members of staff/faculty should be wary of conveying individual students in their cars. *If this situation does arise staff/faculty are asked to inform the DSL.* Exceptions to this would apply to staff driving students in an emergency situation.
- Where physical contact is needed with individuals, they should do so only in full view of others and in accordance with their particular professional guidance.
- No inappropriate touching or unnecessary physical contact should be made with students. Whilst a friendly hug or tap on the shoulder in full view of others is acceptable, excessive handling, cuddling or kissing (for example) are not. Staff/faculty members should never initiate hugs (or physical contact (although they can reciprocate a hug) without first establishing consent with the student.
- Staff should never be alone with students in secluded areas unless they have been searching for the student.

- Staff should never engage in rough, physical or sexually provocative games with students.
- Sexually suggestive remarks should never be made by staff in the presence of students.
- Staff should never share sleeping accommodation with students (e.g. On Project Week, OED trips).
- Unless there are exceptional, urgent circumstances, electronic communication with students should always be made via School systems (email, Hangouts, ManageBac and so on). No member of staff should be connected with students via social networks such as Facebook until after the student has graduated from UWC ISAK Japan.
- If a member of staff feels that they may have overstepped that fine line between good staff-student relationships and inappropriate behaviour (for example a comment that might be misconstrued), this should be reported to the DSL/DDSL as soon as possible.
- For staff on residential duties or supervising trips, they should only enter student bedrooms after having knocked on the door and announced their presence. At night they should only enter student bedrooms when needed to conduct their duties, including for disciplinary or safety reasons.

Specific advice for recent alumni

Recent alumni working at UWC ISAK Japan are usually closer in age to the students than regular staff and as such may have a more casual relationship with students which can be a useful bridge and a welcome addition to the range of student support networks at the School. At the same time, this can create difficulties for them in terms of managing a professional relationship. In order not only to safeguard students, but also to prevent recent alum putting themselves into situations which can be misconstrued, recent alums should:

- Be aware of cultural differences in their interactions.
- Not socialise with students in student rooms and limit their interaction to communal areas.
- While recent alums normally are of legal age and therefore can legally drink alcohol, like all UWC ISAK Japan staff/faculty, they should never do so with students.
- Not befriend students on social media whilst at the School. Once they have finished their internship they may do so.
- Be fully conversant with the Student Code of Conduct. A consequence of this is that they should cooperate with the School in implementing it and be ready to challenge inappropriate student behaviour.
- Whether staying on or off campus, recent alum should never have students visiting them in their rooms individually
- Not give students lifts in their vehicle or get a taxi with an individual student alone. Like for all other staff, in an emergency situation this may not apply.
- Attend and participate proactively in events on and off campus such as co-curricular activities, shows and so on.

- Respect the confidentiality of any professional meeting or discussion so that they are treated as staff and can engage with staff professionally. Breaking confidentiality may cause a disciplinary procedure and could cause the termination of the internship.
- Should not indulge in horseplay or any game which could be construed as sexual contact.
- Be cognisant with this Policy and report to the House Mentors any concerns they may have about the wellbeing or behaviour of any student/s. In case of serious concerns, they should report to the DSL/DDSL immediately.
- We strongly caution alums not to have sexual or romantic relations with faculty/staff members as this could be deemed a dismissible offence for both parties.

Safe Recruitment and Employment Practices

UWC ISAK Japan will take all reasonable and practical steps to ensure that school staff/faculty (including part-time staff, temporary and supply staff, and visiting staff such as musicians and sports coaches) are subject to child protection checks before starting work.

All board members, volunteers and contractors working regularly during term-time are also subject to the relevant checks. The School shall maintain a central Register of Safeguarding Checks in which all the information, self-declaration forms and confirmatory documentation is stored. In the event of any persons visiting the campus to carry out work where a child protection check has not been carried out, then they must be accompanied at all times by a member of UWC ISAK Japan staff/faculty, which for this purposes includes Niitsugumi, Hokushin Pump and Matsuzawa Kogyo or other entities with which UWC ISAK Japan has a direct contractual relationship and have complied with the conditions of the following paragraph.

In the event of an entity having a contract which requires them to enter the Campus for any purpose, then, unless the person entering is accompanied at all times as provided in the preceding paragraph, they shall not enter unless the terms of the Safeguarding and Contractors Policy have been complied with.

School Visitors

In the event of students showing visitors around, there shall be at least two students at any time and the students shall be made aware that they are to remain together. A Visitor guideline and Code of Conduct will be produced in English and Japanese and visitors will have to read it and sign in to campus stating that they will comply with it.

Induction and Training of Staff/faculty

Every new member of the staff/faculty, including part-timers, voluntary, peripatetic and temporary staff working in the School will receive appropriate induction training on their responsibilities in being alert to the signs of abuse (including bullying) and neglect and on the procedures for recording and referring any concerns to the DSL/DDSL. Therefore, training in safeguarding will be mandatory during the induction process and include:

- a) Reading a copy of this Policy and signing safeguard training Log.
- b) Ensuring that all staff are aware of the identity of the DSL and DDSL, how the contact and in what cases should they be contacted.
- c) Explaining the way in which disclosures and other student protection issues should be addressed.
- d) A promotion of the awareness of the need to be alert to any indication of safeguarding issues and how to respond to them.
- e) An introduction to the Staff/Faculty code of conduct in the Staff/Faculty Handbook.

Physical Environment and Safeguarding

The school must be a safe place for all students. This covers all aspects of school Health & Safety including fire safety and crisis management, medical concerns, resource use. Please also note the following key points:

1. Doors should have clear glass windows, any film or blinds must still allow occupants to be visible from outside the room. On occasions where the physical environment does not allow for this, the meeting should be declared/documentated in advance and/or the door kept open. In circumstances where privacy is important, such as counselling, the orientation of the room to the window should provide for discretion without compromising safeguarding standards.
2. Bathrooms for adult use are available in KAC. Adults must not use the same bathrooms as students. In cases where it is necessary to enter a student allocated bathroom, such as to attend to a behavioural or health and safety issue, leave the door open and announce your reason for entering the space as a warning to other students using the bathroom. Where possible in such situations avoid being alone.
3. If adults are in a one to one situation with students in a room, (e.g in boarding, on expeditions or trips) ensure the door remains open, or move to a more public space where possible/appropriate.
4. Adults should avoid entering student bedrooms. For Residential Team members in cases where entering the bedroom is necessary such as to attend to unwell student or at check in when a student has already gone to sleep, adults should knock on the door, state who you are and the reason for entering the room and ask for permission to enter. As best practise try to have another student with you so that you are not alone with a student while in their bedroom.
5. Adults should avoid entering the student houses after curfew. In cases where entering a student house after curfew is necessary, adults should be accompanied where possible and should clearly state the purpose of the visit before entering.
6. Adults should not allow students into their homes for socialising. As a residential campus there may be occasions where students enter faculty/staff housing eg advisory or emergencies etc, there should always be more than one student present. The meeting should also be declared/documentated in advance eg advisory time slot. In the event that a

teacher finds themselves at home with one student they should immediately inform the DSL and where possible find an alternative location.

7. Adults may take students off campus for scheduled events such as advisory outings etc. Any off-campus trip should be declared/documentated in advance, there should always be more than one student present.

8. In the event that an adult is invited into the common area of a student residences for a social occasion, ensure the student has informed the other members of the house in advance, declare the purpose of the visit upon entering, remain only in common areas of the residence.

9. In the event that an adult takes a walk with a student ensure you remain on the path, where possible avoid walking alone with a student and declare the activity in advance.

Promoting awareness of safeguarding issues

The School curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our students. All residential/teaching faculty play a vital role in this process, helping to ensure that all students relate well to one another and feel safe and comfortable within the School. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our students on issues relating to health, safety and wellbeing.

All School staff have an important role in ensuring that students always adhere to the standards of behaviour set out in the Student Code of Conduct and in reinforcing our Peer on Peer Abuse Policy (1.0). If there are concerns about a student which fall short of requiring action under this code, such concerns should be shared using the student of concern document or by contacting the student support team directly support.team@uwcisak.jp. The DSL must consider ways in which to ensure that the students are aware of ways in which they should report any matter that causes them concern. This should include ensuring that the issue is addressed regularly during student meetings and may include the use of different resources (online and offline) to ensure students know that any safeguarding issue is always treated seriously.

Support to students

The School supports students in the following ways:

1. Employment of a full-time Counsellor who is trained. An on-call counsellor is available 24/7 in case of emergencies, the counsellor can be contacted via the on duty residential team.
2. Training is provided to Residential Assistants specifically covering the importance of offering support to vulnerable students. They are trained and supported by the Counsellor and residential staff.
3. House Mentor receive specific training to be particularly aware of safeguarding issues.
4. All School staff/faculty receive specific training in handling disclosures following this Policy.

5. UWC ISAK Japan notice boards will display advice on where students can seek help and state clearly who to contact.
6. The School works continually on promoting a trusting and open relationship between staff/faculty and students, with the staff/faculty expected to remain open and aware of safeguarding issues.
7. Advisory groups are small by design and offer a key student-staff/faculty relationship that can facilitate disclosures.
8. The House Mentors and counsellors provide sessions for all students on emotional life skills including decision-making, consent and communication.

Peer on peer abuse

Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying),¹ relationship abuse,² domestic violence,³ child sexual exploitation,⁴ youth and serious youth violence,⁵ harmful sexual behaviour,⁶ and/or gender-based violence.⁷

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, sexual bullying in schools and other settings can result in the sexual exploitation of children by their peers. For 16 and 17 year olds who are in abusive relationships, what may appear to be a case of domestic violence may also involve sexual exploitation. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer-on-peer abuse therefore needs to consider the range of possible types of peer-on-peer abuse set out above and capture the full context of children's experiences.⁸ This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity.

More details can be located in the [Peer on Peer abuse policy](#)

Procedures for Dealing with a Safeguarding Allegation or Concern

¹ Please see the School's anti-bullying policy

² <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

³ This type of abuse relates to abuse between children aged 16 and 17 who are or have been intimate partners or family members. The abuse includes but is not limited to psychological, physical, sexual, financial and emotional

⁴ This is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or children (under the age of 18) into sexual activity (a) in exchange for something the child/children need(s) or want(s), and/or (b) for the financial advantage or increased status of the individual responsible for/facilitating the abuse. The child/children may have been sexually exploited even if the sexual activity appears consensual. [CSE] does not always involve physical contact; it can also occur through the use of technology

⁵ See definition on page 4

⁶ This is any sexual behaviour by a child or child which is outside of developmentally "normative" parameters. This can (but does not always) include abusive behaviour such as sexual assaults

⁷ The term "gender-based violence" refers to violence that is directed against one gender as a result of their gender or that affects one gender disproportionately

⁸ Carlene Firmin and George Curtis, MsUnderstood Partnership (2015), Practitioner Briefing #1: What is peer-on-peer abuse? (MSU 2015)

Every member of staff, including part-timers, temporary, visiting, permanent contract and volunteer staff (including recent alum) working in the School (including staff employed by outsourced suppliers) is required to report instances of actual or suspected child abuse and/or neglect to:

- a) the Designated Safeguarding Lead (DSL), unless
- f) the allegation or concern affects the DSL or DDSL, in which case it should be addressed to the Head of School.
- g) If the allegation or concern affects the Head of School, it should be addressed to the Safeguarding Lead Governor.

How to conduct the disclosure meeting

If a member of staff is approached by any student and told of any allegation of abuse and/or neglect, this is normally an act of considerable trust and speaks highly of the relationship the staff member has with the student concerned. Staff should follow the School Policy on Interviewing Students. Some guidelines to be followed are:

1. Make no promise of confidentiality. If the student requests confidentiality, they should be told that anything said would be treated as confidential as far as possible but that the student must be aware that if there was anything to suggest that that student or another was at risk then the information would have to be shared on a minimum basis so that action could be taken to protect all involved.
2. Listen seriously and calmly. Provide reassurance that what is being said is important and is being listened to and, if necessary, will be acted upon.
3. Let the student tell you in his or her own words what they want to speak about. In particular, be very careful not to probe or put words in to the student's mouth. Limit questioning to the minimum necessary for clarification.
4. Do not ask leading questions. Questions which can be answered "yes" or "no":
 - a. "Did he hit you?" is bad!
 - b. "What happened next?" is good!
5. Be cautious about note-taking. Contemporaneous notes taken during an interview are hugely important evidentially and a support for recollection. Always request permission to make a note explaining that it is to help make sure you can remember important details and emphasize that they will be stored securely. There are some situations that are so delicate that taking notes may not be appropriate; in this situation, make a full note -including time and date of the meeting specifying starting and end time- as soon as you part from the student. Strive to quote actual words used differentiating what was said and focus on the factual. If possible, the note should be made on the File Report Form (Appendix X) but if none is easily available then the note may be made on any paper.

Whether information which raises safeguarding concerns comes to you from a student or

any other means, you should report it directly and without delay to the DSL providing the original of any File Report Form or other document. Please do keep a copy for your own records and store it securely.

Please do not use email to make a report, as it is not a secure means of communication and there is no guarantee that the recipient will read the email. The member of staff should inform the DSL immediately.

In borderline cases or where any person is not sure if the matter should be considered a safeguarding issue, the matter should initially be raised informally with the DSL/DDSL.

The need for immediate action

It is vitally important that students receive the right help at the right time to address risks and prevent issues escalating. Early signs of abuse and neglect should be acted upon without delay and clear records kept. Information must be shared quickly, and inaction challenged.

Throughout the process the views of the student/s should be listened to and concerns should be reassessed when situations do not improve. There is a need to differentiate between the safeguarding of students who have suffered or are likely to suffer significant harm and those who need additional support. Although decisions to seek support for a student would normally be taken in consultation with the parents and the student/s, there is no consent required where there are reasonable grounds to believe that the student is at risk of significant harm.

Examples where UWC ISAK Japan would not need consent from the student and/or parents to take action:

1. A serious allegation is made against a staff member or other adult, or
2. There is reasonable cause to suspect a child or student is suffering, or is likely to suffer significant harm, or
3. It appears that a criminal offence may have been committed,

The Head of School (or in his/her/their absence the Deputy Head) shall be informed immediately. The Head will decide, in consultation with the DSL/DDSL, immediately and in any event within 24 hours, whether the allegations shall be reported to the Japanese Police or any other relevant Japanese authority.

Allegations against students

Where an allegation is made of abuse by one or more students against another and there is

a reasonable cause to suspect that a student or students is/are suffering or are likely to suffer significant harm, the DSL will regard all the students as being at risk. For example, a bullying incident should be treated as a safeguarding concern when there is “reasonable cause to suspect that a child is suffering or likely to suffer significant harm”. Where there is no reason to suspect or fear significant harm, the Anti-Bullying Policy should be consulted.

Allegations or concerns about School Staff

Any concerns about the behaviour of any School staff towards a student should be discussed with the DSL or DDSL as soon as possible.

Any allegations of abuse and/or neglect must be reported to the DSL/DDSL immediately and, in any event, within 24 hours.

Historical allegations

Any kind of historical allegations against a member of staff, a volunteer, a board member, a student, a parent or any other person connected to the School to the DSL will be considered by the DSL/DDSL in consultation with the Head in order to decide how they will be handled.

Extremism

UWC ISAK Japan is committed to the tolerant acceptance of the views of others and there is no place in our community for any attempt to persuade others to be involved in any kind of activity which replaces a commitment to peace and good will between different groups with extremist and violent views.

Although by its nature the UWC movement is unlikely to attract those who wish to unduly influence others, all staff should be aware of the risks. As with managing other safeguarding risks, staff should be alert to changes in student’s behaviour which could indicate that they may need help and/or protection. Staff should use their professional judgement in identifying children who might be at risk of being unduly influences and act proportionately in consultation with the DSL/DDSL.

Protocol for Following up on Allegations and Concerns

Recording of Safeguarding Issues

The DSL will keep a record of all matters referred as safeguarding issues in a confidential file which will record the outcome of the investigation indicating whether:

- a) The allegation was established (there was sufficient evidence to prove it),
- b) Unresolved (insufficient evidence either to prove it or disprove it),
- c) False (sufficient evidence to disprove it), or
- d) Malicious (sufficient evidence to disprove it and show that there has been a deliberate act to deceive).

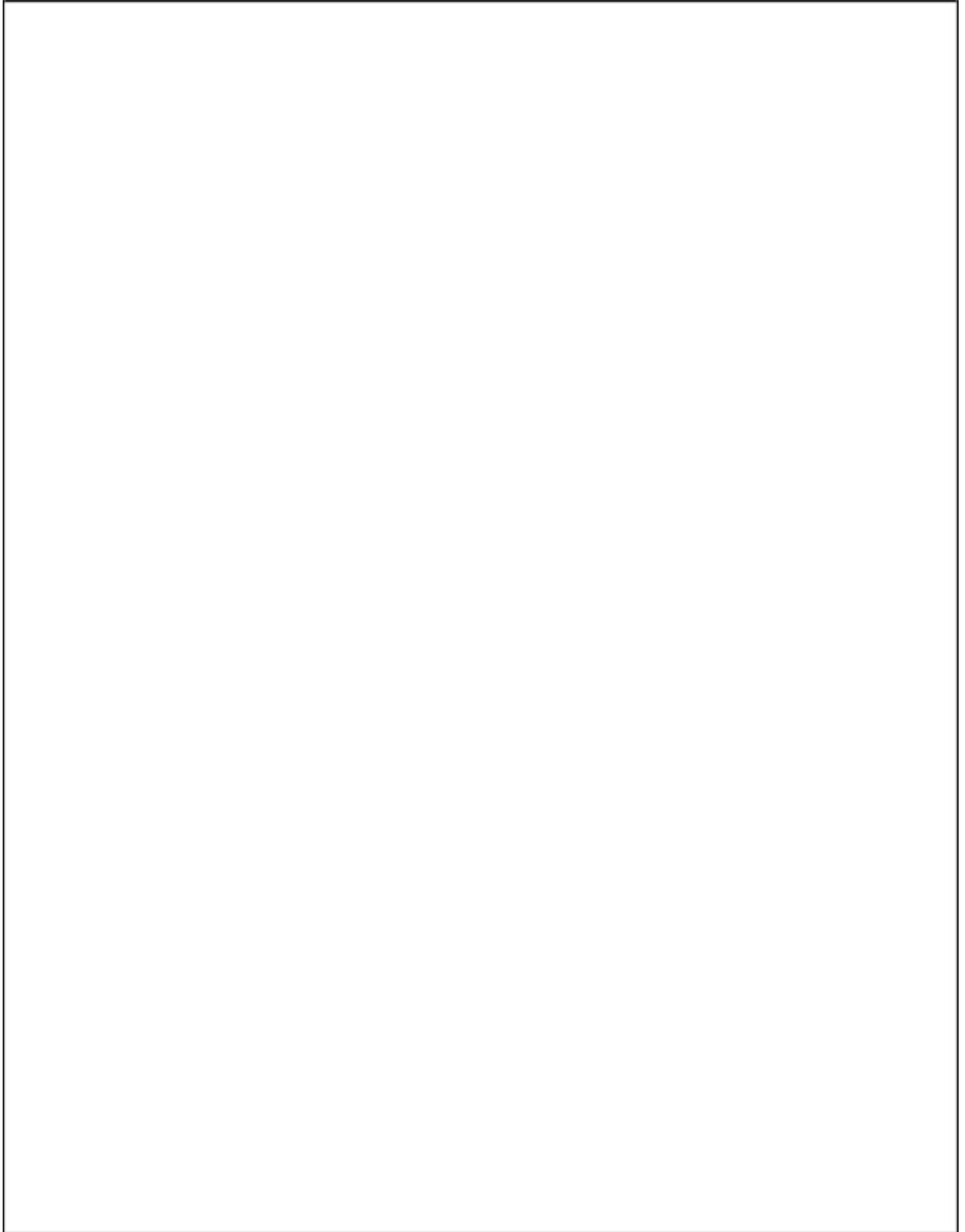
A written record will be made of the decision and retained on the individual's personnel file clearly noting in cases c) and d) that the allegations have been disproved. The reason for retention of disproved allegations is to ensure that the file contains information which negates any rumour or query concerning the matter.

Safeguarding Incident or Concern Report Form 1

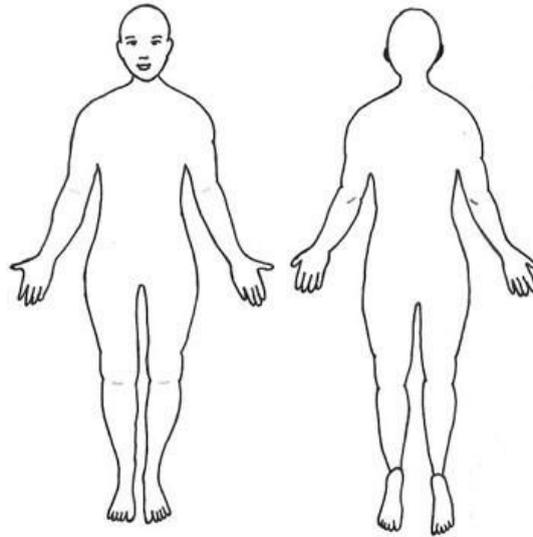
This form is to be used to record any incident or circumstances that cause concern that there is or may be a safeguarding issue. In case of doubt, it is better to report even if you think it is not serious enough. If it concerns you, report it. The DSL/DDSL may have other information you are not aware of that may make the matter more significant than it seems.

This form is to be printed and completed in hard copy by the adult who is the first point of contact by child.

Name of Student	
House	
Name of House Mentor/ Advisor	
Date and time of concern	
<p>Your account of the concern: <i>(what was said, observed, reported and by who. Please quote the child's exact words and avoid interpretations)</i></p>	



Additional information: (*context of concern / disclosure / Details of any physical signs - do not take photos*)



Indicate any markings on body outline

Your response: (*what did you do / say following the concern*)

Your name	
Your position in the School	
Date time of this recording	
Form 1 passed to DSL:	Yes / No
Date and time of meeting arranged to discuss Form 1 with DSL:	
Signature	

Safeguarding Incident or Concern Report Form 2

To be completed by DSL or DDSL after Form 1 has been submitted.

Child's name	
Date of birth	
House/Class/Activity	
House Mentor Teacher Advisor	
Nationality	
Any disability?	
Religion?	

Record of initial discussion		
	Date of referral	Reported by
Who has this information been shared with? (Circle all that apply)		
Head of School / Japanese Authorities / Safeguarding Lead Board Member / Others		

Initial action points	Agreed timeline	Action by
<p>Report on action taken</p> <p>Including professional agencies known to be involved with the family, the extent to which both the child and the family are aware of the steps already taken, if parents have been informed then times and dates and a record of the meeting.</p>		
	Date	Action by
Further action points	Date	Action by

This confidential document needs to be safely secured and kept with the initial *Safeguarding Incident or Concern Report Form 1*.

Signature

Date

Protocol for action when dealing with allegations or concerns about staff

The Head, in consultation with the DSL and DDSL, shall take such steps set out below as are relevant and appropriate:

1. Action in respect of a staff member: This will include considering whether the staff member should be suspended. If a suspension is deemed necessary pending an investigation of a safeguarding issue,
2. The staff member will be asked to leave and remain away from the School campus whilst the matter is investigated and resolved.
3. Involvement of Japanese authorities: If the matter concerns Japanese law the Japanese Police and/or Child Protection Authorities be informed.
4. The reasons and justification for the suspension will be recorded and the staff member informed of them in writing.
5. Where a member of the staff resides on campus, suitable arrangements must be put in place for alternative accommodation away from children at the expense of the School.
6. The matter will be dealt with in accordance with the Disciplinary Procedure Policy.

Sharing of information

During the course of any investigation, the Head, in consultation with the Senior Management Team, will decide what information should be given to parents, staff and other students and how press queries are to be dealt with.

If an investigation leads to the dismissal or resignation prior to dismissal of a member of staff, the Head shall consider whether, and if so, how, steps should be taken to protect children from any risk to them that it is judged that the staff member may offer in the future. This could include making a referral to organisations such as UWC or CIS, as well as relevant national organisations (for example, the Disclosure and Barring in the UK).

Protocol for action when dealing with allegations or concerns about students

In the case of allegations or concerns about potential abuse by a student, the matter will be dealt with under the Student Code of Conduct and will include immediate consideration of whether the student concerned, or any other student is at risk and what actions to be taken to address that risk.

It is extremely important that, whatever the nature of the allegation, the student's best interests must be protected as far as possible bearing in mind the need to protect other students. The School must continue to act as any parent would in such circumstances and ensure that any students who are involved will receive support and care including, if necessary, legal support.

This policy has been approved by the Board