

Faith International Academy of Davao City Safeguarding Policy

Purpose:

Faith International Academy (FIA) is committed to respecting and protecting every child entrusted to the school. The purpose of this Safeguarding Policy is to ensure that FIA is a safe environment for children and a place where adults act in ways that are above reproach. This safeguarding policy will provide FIA with guidelines on:

- responding to complaints
- intervening in cases involving child harm and potential harm to children at FIA
- interviewing those involved, and
- dealing with the conduct of all people involved.

FIA has made a commitment to abide by local law and embrace the principles of the United Nations Convention on the Rights of the Child.

FIA is a member of the Child Safety & Protection Network (CSPN). CSPN is a collaborative network of organizations intentionally and strategically addressing the issues of child protection.

Biblical Foundations:

From the Old Testament to the New, the Bible clearly states the responsibilities parents have for the training and care of their children. Similarly, penalties are harsh for those who would injure or rob a child of their childhood.

Proverbs 22:6 Train up a child in the way he should go; even when he is old he will not depart from it.

Matthew 18:5,6 “Whoever receives one such child in my name receives me, but whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea.

Within the Christian School we recognize a taking on of these responsibilities and our safeguarding policies seek to provide a mechanism by which we can properly do this.

1 Corinthians 13:4-7 Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things.

Definitions:

Child abuse is any action by another person, adult or child, that causes significant harm to a child. The World Health Organization states, “Child maltreatment is the abuse and neglect

that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results 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. Exposure to intimate partner violence is also sometimes included as a form of child maltreatment."

Although the legal definition of child abuse refers to actions against individuals under the age of 18, FIA will also protect the rights and safety of students who are over the age of 18. All policies apply to currently enrolled students.

Child-to-Child Cases: Child to child situations will be responded to on a case-by-case basis. The following factors will be considered in the response: difference in age, responsibility, trust, power, development, awareness or understanding.

Types of Abuse:

1. Physical Abuse

Physical abuse is the inflicting of non-accidental physical trauma either by direct contact or indirect contact, such as through the use of an instrument, with the conscious or subconscious intention of hurting, controlling, or subduing a person(s) for purposes other than prescribed medical needs or non-excessive discipline, or keeping a child safe. Such acts may include, but are not limited to, the following: slapping, punching, beating, kicking, biting, shaking, burning, holding underwater, pulling hair, or holding against one's will.

2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It can include acts of commission and/or acts of omission and can be written, verbal, or online. This includes, but is not limited to: ridicule, teasing, yelling at, scapegoating, humiliating, deliberately excluding a child, belittling a child in front of others, or spiritually manipulating behaviors.

3. Sexual Abuse

Sexual abuse is the involvement of a child in sexual activity with an adult or another child which uses physical and/or emotional sexual stimuli or acts with or without consent. This can happen in person, on the phone, or online. Sexual abuse includes but is not limited to:

- a. Verbal: Remarks which include sexual threats, solicitation, sexually explicit language, or any verbal expression with the intent to arouse, stimulate, or humiliate.
- b. Visual: Indecent exposure, showing or taking suggestive pictures, pornographic material of breasts and/or genitals, or the showing of unclothed persons, any sexual activity or simulated sexual activity such as masturbation or intercourse, peeping, leering, or staring.
- c. Physical: Physical contact (or penetration by penis, fingers, or any other body part or object) with a person's clothed or unclothed genitals, pubic area,

buttocks, or in the case of a female, breast, or causing a child to perform any of these acts: masturbation in front of or to the child, rubbing, holding, or kissing for the purpose of sexual gratification or stimulation.

- d. Grooming: Intentionally connecting over time on an emotional level with a child, and possibly even the family, in order to gain trust and lower the child's inhibitions with the purpose of sexually harming, abusing or exploiting the child.

4. Neglect

Harm or significant risk of harm to a child or children caused by a significant and unreasonable failure to provide a child with basic needs of food, clothing, warmth and shelter, safe living conditions, emotional and physical security and protection, medical and dental care, cleanliness and education which are reasonably available, and appropriate supervision by the parents and guardians. To be considered neglect the failure to provide these needs must also cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral, or social development.

Preventative Measures

Personnel

The school will appoint a suitably qualified Safeguarding Lead who shall be responsible for the keeping of records, facilitating training of other staff and volunteers and heading up the Safeguarding Team. The Safeguarding Lead will meet with the Safeguarding Team at the beginning of every school year to review the policy. Team members will also walk around campus at least once a year to look for any potential "problem areas". If any are found, recommended changes will be submitted to the Executive Team. In addition, the Safeguarding Team will meet at the beginning of the second semester. A Safeguarding Team of suitably qualified persons shall be appointed by the School Executive Team.

Screening

All FIA staff members (including paid staff) and volunteers must be screened. During the application process all educational staff will be asked about their work with children. This will include:

1. Specific history of employment or volunteer work with children, and
2. Questions related to inappropriate behavior or harm of children.

The school will collect at least two references as well as background checks for every staff and volunteer applicant for positions working with children. FIA will normally accept background checks from missionary sending agencies. If these are unavailable, the school will conduct a local background check. Volunteers who are only briefly working with

students (such as chapel speakers, classroom presenters, visitors, etc) will not need to fill out an application, but there must be a safeguarding trained FIA staff member with them while they are interacting with students.

Training:

All staff, both expatriate and national, and volunteers will receive initial safeguarding training within four months of starting work at FIA. This training will include all of the following:

1. Awareness raising: Data regarding the reality of and occurrence of child harm in the mission setting,
2. Recognizing the types of harm, how harm occurs, its behavioral and emotional indicators in children, as well as red flags,
3. School standards for adults regarding interaction with children,
4. Identifying and techniques for preventing harm between children,
5. School policies and procedures for both prevention and response,
6. Acknowledgement of cultural factors in home culture, school culture, Filipino culture, and on multicultural teams. (There may be differences between what is acceptable behavior locally or in a particular culture and what is acceptable behavior under the child protection policy), and
7. How to respond to a report of suspicion of harm.

Ongoing Training: all staff will attend continuing safeguarding training at least annually. The training will include all of the following:

1. review of safeguarding policies focusing on expected behavior with children,
2. safety measures,
3. reporting procedures, and
4. emergency protocols.

Every year, as part of the safeguarding training, all staff and volunteers will read the Code of Conduct for Safeguarding (Appendix B), and sign the Code of Conduct Acknowledgement Form (Appendix C). The Safeguarding Lead will keep attendance records for every training session of staff and volunteers.

Classroom training: the Safeguarding Team will ensure that all students are given age appropriate instruction in safeguarding at least once a year. Parents will be notified about the content before safeguarding training is given.

A list of appropriate resources shall be compiled and made available for parents to train their children in safeguarding matters.

Overnight Supervision and Child Care Guidelines

Rules for school sponsored overnight trips:

1. Written parental permission must be obtained for all overnight events.
2. Events will have at least two chaperones; co-ed events will have at least one chaperone of each gender. There should be a 1:8 ratio of chaperones to students.
3. Male and female students must sleep in separate areas.
4. Whenever possible, chaperones will not sleep in a room with students. However, in some cases an adult may need to share a room with students. In those situations there must be at least three students present.
5. When traveling for extended periods of time at night, male and female students must sit separately.

When childcare is provided at the school and/or at school events, the following conditions must be met:

1. There will always be at least two childcare workers (aged 16 and up) for each group of children, and at least two workers must not be related to each other.
2. When parents of the child care recipients are not on site, there must be at least one adult supervising childcare.
3. Each childcare worker must attend a childcare safety orientation within a year before providing childcare. The Safeguarding Lead will approve this training program and maintain training records.
4. Child care rooms must be clearly visible from the outside and unlocked (i.e. windows in doors or unobstructed windows).

RESPONSE PROCEDURES

Process for Receiving Reports:

A child's report of harm may be direct or indirect, or you may notice signs of harm. When any adult has reasonable suspicion, observes, or is given a report of harm of a child, he/she must inform the Head of School or Safeguarding lead within 24 hours, regardless of the perceived severity or validity. The information must be communicated immediately, accurately and completely, even if there is reason to doubt a report.

The FIA form for reporting concerns is included in Appendix A and it can be submitted in person or electronically to the Safeguarding Lead (safeguarding@fia.edu.ph) or the Head of School (headofschool@fia.edu.ph). All reports will be accepted, regardless of the perceived severity or the date of the suspected harm.

Receiving a Child's Report

When a child reports harm to any adult, that adult's primary responsibility is to listen. The compassion and care demonstrated by the first person to hear the child's report is one of the

key determinants of the child recovering from whatever occurred. It is important that the adult remains calm and focuses on the child's needs.

1. Treat the child with respect, without any attempt to evaluate the credibility or seriousness of the report.
2. Listen to the child without asking leading questions, and without asking the child for more details than they share voluntarily.
3. Clearly and repeatedly let the child know that it is not his/her fault.
4. Commend the courage the child has shown in sharing the information.
5. Extend care and support for the child in whatever ways possible.
6. Let the child know that he/she cannot handle this alone and will not need to either.
7. This information will be kept as confidential as possible, but the Safeguarding Lead will need to be told since he/she is the one who can best provide help.
8. Communicate that this will be taken seriously to ensure that the child and others are safe.

Confidentiality

Confidentiality is critical to protect the child(ren) harmed, the person that may have caused the harm, and the person who reported a concern and to preserve the integrity of the process. Thus the individual receiving the report should keep it confidential and only pass the information on to the Head of School and/or the Safeguarding Lead.

Initial verification process

All reports of possible harm of a child will be reviewed within 7 days. Obviously, some reports will need to be reviewed immediately. At a minimum, reports must be reviewed by the Head of School and the Safeguarding Lead and one trained consultant (CSPN trained or equivalent) from outside of the FIA community. Typically, a safeguarding team of 3-5 CSPN trained staff members and/or community members will review reports. If the Head of School is recused, the Executive Team will choose a replacement for the process. If the Safeguarding Lead is recused or will be unavailable for an extended period of time, the Head of School will choose a replacement. The Safeguarding Lead will ensure that records of all reports and reviews are kept indefinitely in a secure location.

The initial verification process will be guided by two parameters: climate of belief, meaning that the harm could have taken place, and a neutral stance toward the innocence or responsibility of the others involved.

One or more of the following actions will be taken as part of the initial review:

1. Gathering of more information, which could involve interviews and consultation with outside experts,
2. A decision to proceed to a full response process,

3. Recommending administrative action,
4. A determination that the report appears to be credible, but doesn't warrant further action at that time, or
5. A determination that the report is not credible and no further action should be taken.

The reasons for each determination must be reviewed by an outside consultant and any resulting actions must be documented. The Head of School, Safeguarding Lead and the outside consultant will make the final determination after the initial verification process (at least 2 out of the 3 must agree). If a determination to initiate a full response process or administrative action is made it must be started within 21 calendar days of the start of the initial verification process (barring extraordinary circumstances).

Full Response Process

Responses are intrinsically painful and disruptive for the affected parties, and the respondent may be removed from campus throughout the response process. Students, staff, and volunteers must cooperate in the response process and if anyone knowingly withholds information or gives untrue information, he/she will undergo disciplinary action, possibly including termination of a contract or enrollment. The respondent will be informed of the misconduct allegations, process and possible consequences if misconduct allegations are substantiated.

The longer the process takes the harder it is to maintain confidentiality and minimize others' speculation, gossip and biases. Therefore, responses should be conducted as swiftly as reasonably possible.

A respondent has the right to a support person. The support person will be privy to the same information as the respondent, including being welcome to sit-in on interviews of the respondent and the reading of the Statement of Findings (SOF) for the respondent. The support person is not an advocate and must respect confidentiality. The Safeguarding Lead will make the offer of a support person to the respondent and give final approval on who is chosen.

Regular updates of the response progress will be given to the Head of School.

Response protocols include the following:

- a. All procedures are to be consistently followed in every case.
- b. Provision will be made for the immediate safety and appropriate care for the child(ren).
- c. Reluctant or scared reporters will be allowed to have a support person to join them
- d. Confidentiality will be maintained during the process. FIA safeguarding personnel, consultants, and members of the response team will maintain the principle of need-to-know both in respect to whom they speak with and what information is shared.
- e. Support will be provided for both the child and the respondent during the process.

- f. An unbiased stance will be maintained during the process.
- g. The affected parties will be informed that the process involves response, not mediation.
- h. The credibility of the report and the reporter will be established through the formal process.
- i. The respondent may be removed from campus during the process.
- j. The respondent is forbidden from confronting the child or requiring the child to confront them. Respondents who are non-family members are not allowed to meet with the child. Failure to comply will be referred to the Administration for disciplinary action.
- k. Safety measures will be put in place to ensure the child's safety and that of other children in the home for situations in which parents or other household members have allegedly harmed a child..
- l. The same response process will be used for all cases.
- m. The Safeguarding Lead will ensure that records of all reports, responses, and findings, regardless of the conclusion reached, are kept and filed securely.

Cost of the Response

FIA will pay the direct costs of responses that are led by the school. If missions or individuals wish to send additional team members (with the approval of the FIA Safeguarding Lead), FIA will not cover any of the costs for that person. If FIA personnel participate in responses led by other organizations, it will be the responsibility of those organizations to cover all costs, unless a different agreement is made in writing by the FIA Business Administrator.

Qualifications of Response Team Members

Team members must be respected and have credibility within the FIA community and they must be trained in all FIA safeguarding policies and procedures. Outside team members must be respected within their own community. Additional qualifications are:

1. Can ask good but difficult questions
2. Good listener and able to hear tragic information
3. Analytical and thinks quickly
4. Able to make tough decisions and defend them
5. Keeps confidentiality
6. Unbiased
7. Position allows flexibility to join response team on short notice

The Safeguarding Lead determines the composition of the response team and appoints a team leader. The team includes at least three members representing both genders and, when possible, an individual of the same first language and culture of those involved. At least one member of the team must not be a member of the FIA community. The Team Leader provides a copy of the Safeguarding Policy to team members and consultants from other organizations serving on the team. The team may not include the Head of School or a relative or close friend of any of the parties involved.

Planning for the response process

1. The team reviews the initial report(s), all additional information gathered during the initial verification stage, and any other relevant documents.
2. The team develops a preliminary plan, including whether an initial notice to the affected community is needed.
3. If the Safeguarding Lead determines that a response goes beyond the expertise and experience of their response team, the school will seek additional expertise to supplement the team's expertise.

Response Process

1. Those interviewed should include the following:
 - a. Child
 - b. Respondent
 - c. Known witnesses
 - d. Those persons whom the child indicates are witnesses or can contribute to the response
 - e. Those persons whom the respondent indicates are witnesses or can contribute to the response
2. Two or more interviewers are required for all interviews. The interviews are required to be done in person (whenever possible), and must include an interviewer of the same gender as the person being interviewed.
3. Due diligence is exercised in determining if there have been additional children harmed.
4. Interviews should utilize non-leading questions and obtain behavioral information regarding:
 - a. the actions involved,
 - b. the length of time over which the potential harm occurred,
 - c. the number and frequency of incidents,
 - d. any threats or coercion used,
 - e. location in which the potential harm occurred,
 - f. others involved, and
 - g. effect on the child.
5. During the response the team shall note what information is corroborated, what is contested, and what is from a single source.
6. Interviews will be carried out and documented in writing, using the interviewee's words as much as possible. A copy of the transcript of the respondent's interview shall be made available to the respondent if requested.

Preparation of finding/conclusions

It may be concluded that no child harm happened, in which case the respondent would be exonerated. However, from this point forward the term respondent will continue to be used for simplicity.

The Statement of Findings (SOF), will be prepared by the response team. It will include a description of the behaviors in the initial report, the response process followed, a summary of the data collected, the conclusion reached, and the action plan.

The Safeguarding Lead will arrange for a trained Response Team Member (CSPN or equivalent), who was not part of the response, to review and evaluate the evidence collected and the SOF before it is finalized. The SOF must also be approved by the Head of School.

A modified SOF will be given to both the respondent and the child(ren), or their parents in the case of current reports.

The respondent has the right to identify perceived factual errors (such as dates, spellings of family names, locations, etc.), he/she cannot alter the SOF with matters of opinion. The response Team Leader will decide whether or not to accept corrections from the respondent. The respondent has the right to issue a statement of rebuttal to the SOF that will be included in the records. In the case of an accepted rebuttal, updated SOF's will be distributed.

In accordance with CSPN requirements, any staff member who has been found to have harmed a child sexually will be terminated immediately without the opportunity to resign, and will be barred from future employment or volunteering at FIA. If the adult is not a staff member, the Safeguarding Team would present recommendations to the Executive Team.

Appeals

Both the respondent and child(ren) have the right to appeal the findings of a Response to the Head of School.

Preparation of an action plan

In addition to the conclusions, recommended action steps are developed for:

1. The child(ren),
2. The respondent,
3. The families of each child, and
4. Sending agencies of the child(ren) and respondent, if applicable.

The action steps should cover all of the following that are applicable:

1. The priority of the action plan,
2. Counseling expectations or possibly even psychiatric assessment,
3. Training/mentoring necessary to resolve the unacceptable behavior,
4. Safety plans,

5. Administrative oversight of the action plan,
6. Consequences of failure to follow through on the action plan, and
7. Possible disciplinary actions by the school.

Outcome reporting system

The response team will report the individualized Statement of Findings and action steps to each person and group that an action plan is developed for and the sending agencies of both the child(ren) and the respondent.

The response team and FIA Executive Team will jointly decide if the staff and/or community should be informed of the outcome. They will also jointly decide exactly what information will be passed on and by whom.

The Safeguarding Lead will ensure that a hard copy and an electronic copy of the full findings is filed in a secure location. This will be done regardless of the response's outcome.

Reporting

If there is reason to believe that Philippine law has been broken after the completion of a response, all relevant information will be reported to the proper authorities. If there is reason to believe that the laws of the home countries of either the child or respondent have been violated, the embassy of the relevant country/ies will be informed. If an internal response is initiated, the parents of the child(ren) and mission directors will be informed and reminded not to interfere with the response process.

If a response finds that any adult has committed a serious violation of the FIA Safeguarding Policy, any professional or missionary organizations, the pastor of his/her sending churches, or licensing bodies that person is a member of will be informed of the violation in writing. The Head of School may also inform the FIA community.

Follow-up program

Crisis response group counseling may also be offered to the community when appropriate. In this case, FIA may provide the resources and cover the expenses. The school will arrange for a counselor when appropriate. If follow-up care is required outside of Davao, it will be the responsibility of the sending organization (or family) to arrange and pay for this.

FIA has the right to approve a list of counselors, psychiatrists or psychologists. The submission of written reports may be required to determine the success and completion of counseling.

Safeguarding Debrief

The Safeguarding Lead will periodically conduct debriefs with safeguarding personnel to determine the well-being of the individual, the effectiveness of the program, and/or where

improvements can be made. At a minimum, all full responses will be debriefed; FIA will review policies and procedures and make necessary changes to reduce the possibility of such an event happening again.

Acknowledgments

Individuals at several organizations were consulted in the revision of this policy. We are particularly indebted to Dalat International School, Black Forest Academy, and the Child Safety and Protection Network.

Appendix A:

Safeguarding Concern Form

Concerns, suspected harm, or disclosure of a child at risk of harm, must be reported within 24 hours to the Safeguarding Lead by FIA staff members and volunteers. Others (parents, students, community members, visitors, alumni, etc) may also use this form to report. In addition, this form can also be used to share historical allegations.

Please fill out this form to the best of your ability. If you do not know the answer to a question please just leave that section blank. Please contact FIA’s Safeguarding Lead at safeguarding@fia.edu.ph if you have any questions.

Submit this form to safeguarding@fia.edu.ph or headofschool@fia.edu.ph, or print it and deliver it in person to the Head of School or the Safeguarding Lead within 24 hours.

Date of report:	
Your name:	
Your contact details (email/phone number):	
Name of child harmed or at risk:	
Gender/Age/Grade:	
Brief description of what prompted concerns:	
Details of what was disclosed, observed or suspected:	
Are there any immediate concerns about this issue?	
Have you consulted or spoken to anyone else about this?	
Are there others that we should contact about this?	
Additional information:	

Thank you for filling out this form. Once the Safeguarding Lead receives this form he or she will contact you to acknowledge that. Please contact safeguarding@fia.edu.ph if you have any additional concerns or information.

Appendix B:

Safeguarding Code of Conduct

Biblical Foundations:

From the Old Testament to the New, the Bible clearly states the responsibilities parents have for the training and care of their children. Similarly, penalties are harsh for those who would injure or rob a child of their childhood.

Proverbs 22:6 Train up a child in the way he should go; even when he is old he will not depart from it.

*Matthew 18:5,6 “Whoever receives one such child in my name receives me, **6** but whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea.*

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Introduction

The welfare and safety of children are paramount in Faith International Academy’s policies and procedures. FIA’s intent is to provide a safe and loving environment where children are nurtured and cared for in a way that allows them to become all they are capable of being. This includes valuing them, regarding them positively, and treating them with respect and care.

Having a common set of expectations helps protect children, but can also protect the adults interacting with children. By putting these guidelines into place, an adult’s interaction with a child is less likely to be interpreted incorrectly. Adults (faculty, employees and volunteers) assume the full burden of setting and maintaining clear, appropriate boundaries in all interactions with children.

FIA also works very closely with other Christian mission agencies in both prevention and response, agreeing to use similar child harm definitions and codes of conduct. FIA has made a commitment to abide by local law. With regard to the treatment of children, where local law is more prescriptive or strict than the guidelines here, then local law must be followed.

Our intent is not to be overly prescriptive in how parents raise their children. However, these guidelines need to be succinct, clear and consistent with other networks and external bodies that are also seeking the best for children.

Being vigilant is the most effective way to prevent harm from happening to children. By vigilantly following these standards for interactions with children, we hope to protect children from harm.

This Code of Conduct includes, but is not limited to, the following expectations of staff, and we assume that each person will use good judgment in applying them.

Within the work situation

In any situation with children we should use as many of the following safeguards as possible with a minimum of at least one. This will demonstrate professionalism and wisdom resulting in healthy interactions with children and reduce risk. All interactions with children should be planned in a way that minimizes risks as far as possible.

1. Visibility

Being visible to others when working with children is wise. This can be accomplished by planning activities in areas where others are present and at a time when other activities are occurring. It can also be accomplished by installing windows in rooms occupied by children or by keeping doors open.

2. Overcoming Isolation

An adequate number of adults should supervise student events, especially overnight activities. Isolation can also be overcome by avoiding being alone with one child. For example, take two or more children to the bathroom together, rather than only one; drop off siblings last in a carpool or take your own child along when providing rides, etc.

3. Accountability

All staff are expected to interact with children in a safe, caring, and responsible manner, with a high level of accountability. All staff are responsible for giving and accepting feedback from others in order to maintain a high level of professionalism and integrity in interactions with children.

When interacting one-on-one with a child, the following procedures should be followed, as applicable:

- Always be accountable to other adults regarding your interactions with children.
- Parents and/or supervisors are to be notified beforehand about any activities with children, for example, before transporting a child, keeping a child after school, a youth activity, or when tutoring a child.
- Counseling or other necessarily confidential meetings with children should be done in a place where the adult and child are visible to others such as in an office with a window in the door and only when another adult is in close vicinity, aware that the meeting is occurring, and willing to stay in the vicinity until it is completed.
- In an emergency situation, such as needing to transport a child alone or supervise a child alone, find an additional person to be involved if at all possible, or notify whoever is available.

4. Balancing Power and Control

When interacting with children, balance the age, development, power, responsibility, trust, awareness, and/or understanding between staff and children to help to lower risk. This can be

done by such things as sending two children to the nurse or a secretary, sitting down for conversations with a child so your head levels are similar, or inviting two or more students to your classroom to work on a project, etc.

5. Supervision

Supervision also reduces risk. FIA administration and leaders should periodically and randomly inspect classrooms, offices, work areas and other areas where children and adults are together.

6. Differential Treatment

Adults should avoid favoring or showing differential treatment to particular children to the exclusion of and in the presence of others, or excluding children in a derogatory or embarrassing way in the presence of others.

Within the work situation, the family or other settings where children are present:

1. Discipline

The purpose of discipline should be to correct and teach, not to punish. The following actions may involve harm and are to be avoided: derogatory name-calling, ridicule, humiliation or shaming, publically singling out a child for negative treatment or exclusion, yelling at (loud speech that harms by bringing emotional degradation) or belittling a child or other forms of hostile or rejecting treatment. Other behaviors to be avoided include: hitting, pushing, or any behavior that assaults a child. Also avoid holding a child against his/her will outside the goals of protecting him/her from danger, providing him/her medical care or keeping him/her from harming himself/herself or others. Physical discipline by a parent of their own children, such as spanking, is not considered harm as long as it is reasonable, not done in anger, and causes no bodily injury to the child.

2. Touch

Because healthy, caring touch is valuable to children but unhealthy touch is harmful, the following guidelines apply:

- Touch should be in response to the need of the child and not the need of the adult.
- Touch should be open rather than secretive.
- Touch should be age-appropriate and generally initiated by the child rather than the adult. Resistance from the child should be respected.
- Touch should always communicate respect for the child.
- Adults should avoid doing things of a personal nature for children that they are able to do for themselves, including dressing, bathing, etc.

The following signs of affection are generally appropriate: verbal praise, side hugs, high fives or handshakes. For younger children, touching their hands, shoulders and arms, hugs, or holding them when others are present.

The following behaviors are inappropriate, or may be perceived as inappropriate, and should not be engaged in: touching buttocks, chests, genital areas, or thighs except to keep young children clean or healthy; showing affection in isolated areas or when alone with a child;

sleeping or lying on a bed with a child that is not your own; flirtatious or seductive looks; any form of affection that is unwanted by the child; sexually-suggestive or explicit language, showing sexually-suggestive pictures or videos or playing sexually-suggestive games with a child; and any behavior that could be interpreted as sexual in nature. Adults should monitor each other in the area of physical contact, helping each other by pointing out anything that could be misinterpreted.

3. Communication

Communication should always be wholesome, whether it is online, written, verbal, video, or pictures. Adults should use words to support and encourage a child such as praise, positive reinforcement, and appropriate jokes. Inappropriate communication includes the following: shaming, belittling, name calling, using harsh language that may frighten, threaten or humiliate the child, cursing, or making derogatory remarks about the child, their family, and/or their place of origin. Inappropriate communication also includes improper comments that relate to physique or body development, telling derogatory or sexual jokes, making sexually suggestive comments, telling inappropriate secrets, or discussing sexual encounters or desires with children.

Final comments:

1. Parent Involvement

Parents are responsible for knowing where their children are at all times. Therefore, parents should be informed of planned school activities (e.g. trips included in the schedule) and be expected to sign a consent form. Parents should be encouraged to make unannounced visits to program activities, when appropriate.

2. Monitoring Child-to-Child Behavior

The following actions may involve harm or inappropriate behavior of one child to another and are not to be tolerated: bullying, hazing, derogatory name-calling, ridicule or humiliation, publically singling out another child for negative treatment or exclusion, inappropriate sexual touch, inappropriate sexually explicit language, showing of sexually explicit images, hitting, slapping, pushing, holding against their will, or otherwise assaulting another child.

Appendix C:

Code of Conduct Acknowledgement Form

This acknowledgment is to be read and signed annually by all staff. It is the responsibility of the Safeguarding Lead to ensure all staff sign this form.

I acknowledge that I have read the staff code of conduct for child safety, agree to abide by it and have attended Faith International Academy's (FIA's) training in Safeguarding Awareness and Prevention.

I declare that I have not engaged in sexual abuse, physical abuse, a pattern of emotional abuse, or neglect of a child, OR if I have engaged in any of these abusive actions, they have been reported to the Safeguarding Lead and I have either successfully concluded the required follow-up or am engaged actively in it. Further, I have never been the subject of a disciplinary action, or dismissal by an employer, church, ministry, or other volunteer organization following an allegation of any such acts. Nor have I been the subject of an investigation of such acts by civil authorities, OR if I have been the subject of an allegation of such acts, regardless of the outcome of the allegation, I have notified the Head of School or the Safeguarding Lead.

I understand my responsibility to report harm and other inappropriate conduct toward a child to the Head of School or the Safeguarding Lead to implement the Safeguarding Procedures.

I understand FIA takes allegations of child harm seriously and that harm in any form will not be tolerated. I understand that FIA will cooperate with civil authorities in the investigation of any report of harm.

I have read this acknowledgement form and voluntarily sign it.

Name & Signature

Date

Note: This Code of Conduct is to be signed annually by staff and volunteers following the completion of safeguarding training.