COMPREHENSIVE CHILD PROTECTION POLICY

Effective: A.Y.2018 - 2019

TABLE OF CONTENTS

Overview 4

Vision and Mission 5

Credo 5

International Baccalaureate Mission 6

I. Child's Rights and Child Protection Policy 8

II. Child Protection Policy Statement of Department of Education 8

III. Child Protection Guidelines and Procedure 9

IV. Definition of Terms 9

V. Impact of Child Abuse 11
1. Long Term Impact of Unmitigated Child Abuse 11
2. Long Term Impact of Child Abuse 12

VI. Signs of Offenders 12
1. Students 12
2. Adults 13

VII. Roles and Responsibilities 13
1. Child Protection Team 13
2. Employees and External Clients 14
3. Parents and / or Guardians 15
4. Students 15

VIII. Prevention 16
1. Human Resource Management 16
2. Education and Training 16
2.1. Students 16
2.2. Parents 17
2.3. Employees 17

IX. Appendices
Appendix 1: Code of Conduct 18
Appendix 2: Recognizing Signs of Abuse 21
Appendix 3: How to Respond on Disclosures of Abuse 23
Appendix 4: Children's Participation 24
Appendix 5: History of the SISC Child Protection Policy 25
Appendix 6: References and Further Readings 26

X. Attachments

Attachment A: Candidate Information Sheet 27
Attachment B: List of Requirements 35
Attachment C: Faculty and Non Teaching Employees Applicant's Summary Profile 38
Attachment D: Online Background Investigation 40
Attachment E: Reference Check Guide 42

OVERVIEW

Southville International School and Colleges (SISC) is an international school recognized by the Western Association of Schools and Colleges. The SISC community has an important role to play in making its stakeholders feel safe and secure. SISC employees recognize their moral and statutory responsibility to safeguard and promote the welfare of all students with their best interests at the center of their work.

Southville International School and Colleges understands the value of providing a culture and environment within the school that will help students feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. SISC follows procedures to make sure that students receive valuable care, support, protection and justice.

Thus, SISC developed and designed the Child Protection Policy (CPP) to ensure high standards of child safety, and provide prompt and adequate assistance to a child in need of special care and protection that is appropriate and applicable in the local setting. It ensures the care, protection and well-being of its students as well as minimizes the threat of harm. SISC also supports the rights and well-being of its parents, teachers, coaches, non-teaching personnel, staff, and external clients by raising awareness through proper education and training.

VISION

Southville International School and Colleges is a global education leader recognized nationally and globally in the delivery of international education to develop lifelong learners, excellent in academics and values, and movers of society who will make a difference in the 21st century.

MISSION

Southville International School and Colleges is committed to develop lifelong learners who are equipped with the 5Cs (Competence, Character, Commitment to Achieve, Collaboration, and Creativity) through technology-enhanced educational programs to ensure student success in the 21st century.

CREDO

We believe that the child is the **most precious gift of God** to the world, therefore, he/she needs to be treated with love and respect.

We believe that the child is the **most creative person**, therefore, he/she needs to be given opportunities to explore and experience his/her world in the most stimulating way.

We believe that the child is the **most mentally craving person**, that his/her brain develops and expands the fastest during the early developmental stages, therefore, he/she needs to be provided with the most mentally-rich and challenging environment thus, developing his/her skills in Language, Math, Science, Technology, and Arts.

We believe that the child is the **most responsive person**, therefore, he/she needs to learn social and interpersonal skills necessary to be personally happy and to be able to relate effectively with others.

We believe that the child is the **hope of the nation**, therefore, the child needs to learn love for country and to be given the foundation for his/her role in its moral and economic development efforts.

We believe that the child is a **child of the world**, therefore, he/she needs to have a global perspective with an education that will enable him/her to perform effectively in the international setting.

We believe that the child is the **most precious gift of God**, therefore, he/she needs to give the fruits of his/her developed gifts to society and to his/her giver, God Almighty.

INTERNATIONAL BACCALAUREATE® (IB) MISSION

The **International Baccalaureate®** aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

"Safety and security don't just happen; they are the result of collective consensus and public investment.
We owe our children, the most vulnerable citizens in our society, a life free of violence and fear."

Nelson Mandela

I. Child's Rights

What are Child Rights?

Child Rights include:

- the right to be born and have a name.
- protection given to children to ensure a happy and healthy development without fear of harm or exploitation.
- rights that are not based on gender, religion, ethnicity, class, age, or other factors.

Why is the Child Protection Policy Important for the Institution/ School?

Reasons why the Child Protection Policy is important for the institution/ school:

- prevents incidents between employees (teacher & staff) and children and between children;
- prevents legal issues that may emerge from inappropriate behavior;
- shows commitment to keep children safe.

What should a Child Protection Policy include?

The CPP should include:

- recognition of the rights of children (go to www.unicef.org/crc)
- procedures for reporting child abuse within the institution/ school
- guideline on the use of photos and stories of children

II. Child Protection Policy of Department of Education

The Philippine Department of Education (DepEd) promotes a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse.

Thus, the provisions of the Department of Education's Order No. 40, Series of 2012 on the Child Protection Policy on Bullying and the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627, entitled An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in Their Institutions (Anti-Bullying Act of 2013) were issued and have remained in full force and effect.

III. Child Protection Guidelines and Procedures

It is every institution's (school/ organization) responsibility to do its best to protect the children within their care which, either directly or indirectly, it has moral and legal obligation to guard from both intentional and unintentional harm.

Thus, Southville International School and Colleges (SISC) enhanced these guidelines and procedures with the existing provisions from the Child Protection Policy on Bullying of the Department of Education's Order No. 40, Series of 2012, and the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627 or the Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in their Institutions (Anti-Bullying Act of 2013). Other rules and regulations were adapted from the United Nations Convention on the Rights of a Child.

The guidelines and procedures as well as their implementation in this document will serve as a learning reference tool providing detailed information on the definition of the terms, roles and responsibilities of all the stakeholders (parents, students, teachers, and staff), prevention procedures, Code of Conduct (violations included), and the possible indicators of child abuse.

IV. Definition of Terms

Bullying may be defined as deliberately hurtful behavior, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

Child is defined as anyone under the age of 18, in line with the UN Convention on the Rights of the Child (1989).

Child Abuse, according to the World Health Organization (WHO), 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."

Child prevention 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 protection is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm including 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 the students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility of care seriously.

Comprehensive Child Protection System is grounded in a child-rights framework and implemented through an inclusive and integrated set of policies, practices, and programmes at all levels, with adequate financial, physical and human resources, enforcement and accountability, and with the involvement and support of children, families, the community and civil society.

Direct Contact with Children is being in the physical presence of a child or children in the context of the institution's work, whether contact is occasional or regular, short or long term.

Emotional Abuse is the persistent emotional ill treatment of a child as to cause severe and adverse effects on the 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 are being imposed on children; cause 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.

Indirect Contact with Children is having access to information on children in the context of the institution's work, such as children's names, locations (addresses of individuals or projects), photographs and case studies.

Informed Consent is the capacity to freely give consent based on all available information, according to the age and evolving capacities of the child. For example, if you seek consent from a child regarding taking his or her photograph and using it for publicity purposes, the child is informed as to how the photograph will be used and is given the opportunity to refuse it. If a child is invited to give input into the development of a child protection policy, he or she must be made aware of the time it will take, what exactly will be involved, his or her roles and responsibilities and only then will he or she be able to give his or her "informed consent."

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.

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

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.

V. Impact of Child Abuse

1. Long term impact of unmitigated child abuse

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and lifetime health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.

The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

2. Long term impact of child abuse

- Poor educational achievement
- Inability to complete responsibilities
- Inability to live according to plan/ability
- Inability to care for self
- Inability to coexist, cooperate or work with others
- Lack of self-confidence, prone to addiction
- Inability to express love / or accept love
- Inability to lead family, constant health problem
- Prone to mental health problems
- Low self-esteem, depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations, self-injurious behavior (e.g., suicide attempts)

VI. Signs of Offenders

In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential offenders:

1. Students

- Has unusual interest in sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehavior when told to stop
- Uses force and coercion in social situations
- Has unusual intensity when discussing sex and sexuality
- Socializes with children much younger
- Gives gifts, requires secrecy in relationships

2. Adults

- Has "favorite" student or child
- Attempts to find ways to be alone with children
- Uses inappropriate language, jokes and discussions about students/children
- Gives sexualized talk in the presence of students/children
- Gives private gifts or has private chats on Facebook and in any form of social media

VII. Roles and Responsibilities

1. Child Protection Team

The School-Based Child Protection Team will consist of the:

- Principal
- Deputy Principals
- Discipline Officer
- Student Affairs Coordinator
- Guidance Counselors (CAPS)
- Level Facilitators
- Nurses
- Human Resource Head
- Head of Security
- Representative from the Barangay (included in the Student's Handbook)

The main roles of a school-based Child Protection Team (CPT) is to ensure that there is a comprehensive Child Protection Program (CPP) in place at the school and to annually monitor the effectiveness of the program. Specific tasks include:

- ensuring that a comprehensive Child Protection Program is in place in the school;

- working within the school's existing structures to ensure the development and adoption of a Child Protection Curriculum that will meet the needs of the school;

- ensuring that the Child Protection Curriculum is taught and assessed annually;

- supporting teachers and counselors in implementing the Child Protection Curriculum;
- ensuring/guiding professional development training for all staff including teachers and non-teaching personnel regarding the Child Protection Program;
- ensuring/guiding parent education programs to support understanding of the objectives and goals of the CPP policy and curriculum;
- ensuring systems are in place and monitored to educate and involve all school employees in the child protection program; and
- serving as a resource group in working with cases requiring child protection - assist reporting and follow-up disclosures to the multidisciplinary team or where appropriate.

2. Employees and External Clients

All employees (teachers/ non-teaching employees/volunteers/consultants/partners/ external clients) should always:

- empower children by discussing with them their rights, what is acceptable and unacceptable, and what they can do if there is a concern;
- be loving, caring, and responsible;
- demonstrate encouragement and motivation;
- show equal treatment of students regardless of gender;
- give children opportunity to be involved in their choices;
- be a positive role model;
- talk to children about their contact with staff or others and encourage them to raise any concerns;
- be aware of situations that may present risks to children and manage these;
- ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed; and

- ensure that a sense of accountability exists among staff so that poor practices or potentially abusive behavior does not go unchallenged.

3. Parents and/or Guardians

Parents should play their part in Child Protection by:

- familiarizing themselves with the school's rules and regulations and all the policies stipulated in the SISC Student's Handbook (Anti-Bullying, Implementing Rules and Regulations);

- informing the school through a phone call on the morning of their child's absence, or sending a note on the child's return to school, so the school is re-assured as to the child's situation;

- informing the school by sending a note whenever anyone, other than themselves, intends to pick up/ fetch the child after school;

- letting the school know in advance if their child is going home/ riding or carpooling with a friend/ classmate to an address other than their own home or attending a party;

- discussing safety practices for students who were issued gate passes; and
- raising concerns they have in relation to their child with the school.

4. Students

Students should report any abuse or concern to their teachers, guidance counselors, and/or the CPP Team.

The school-based child protection team conducts weekly meeting to give updates and ensure that the policy and guidelines are cascaded to all employees.

VIII. Prevention

1. Human Resource Management

Southville International School and Colleges conducts background and or reference checks on faculty, coaches, non-teaching employees, staff, suppliers and contractors, as a condition for hiring. Pre-employment requirements are submitted to the HRMD Office prior to deployment.
In order to make recruitment decisions, the following practices are implemented:

1. a full review of potential candidates' previous employment or school/ university history locally and internationally;
2. qualifications and professional references (Attachment A);
3. administration of psychological assessment to determine suitability;
4. criminal history background check by submitting clearance from the National Bureau of Investigation (NBI) for locals and Interpol Clearance for foreigners (Attachment B);
5. demo teaching to determine competence on the job to be rated by the Senior Teachers, Subject Area Head/s and Deputy Principals (Attachment C);
6. undergoing series of interview with the immediate head, Subject Area Head, Deputy Principal, Principal, Vice President for Academic and Research, Human Resource Management and Development Office, Executive Vice President, President and Chief Executive Mentor (Attachment C);
7. checking of social media accounts eg. Facebook, Twitter, Instagram and the like (Attachment D);
8. for qualified candidates, confidential personal reference checks are conducted before a job is offered (Attachment E); and
9. medical clearance.

2. Education and Training

2.1. Students

SISC students are empowered to be an advocate of their own well-being. The Guidance Counselors have a great responsibility in these efforts, especially in their role regarding the social and emotional well-being of the students. This is achieved through counselors working with teachers to teach students the fundamentals of child protection, personal advocacy, safety, and healthy relationships.

2.2. Parents

SISC is committed to engaging parents as partners in child protection. The school strives toward this goal through clear and consistent communication about the Child Protection Guidelines and Procedures. This is done through the New Students and Parents Orientation, Students and Parents Bulletin, Student Handbook, Parent Teacher Conference, and Coffee Chats organized by the Counseling and Psychological Service Office, Principal, Deputy Principals, Discipline Head, Subject Area Heads, Level Facilitators, and Teachers. In particular, Parenting Sessions provide a great opportunity to engage parents and guardians in discussing healthy adult-student relationships and the various ways to work together in partnership for children protection.

2.3. Employees – Faculty, Coaches, Non-teaching Employees and External Partners

SISC recognizes the importance of educating the faculty, coaches, non-teaching employees, and external partners about its commitment to child protection and ways adults can maintain and nurture healthy adult-student relationships. The Office of the Taylor Center for Professional Development conducts training with all SISC Faculty and Staff through its Learning Institute Program (LIP) series.

Appendix 1: Code of Conduct

Southville International School and Colleges (SISC) is committed to the safety and protection of children. This Code of Conduct applies to all faculty, coaches, non-teaching employees, staff, volunteers, outsource employees, 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 Southville International School and Colleges (SISC) 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 persons' vulnerability, especially when working alone with the students, 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 at all Southville International School and Colleges (SISC) campuses, schools, and institutions. We must show prudent discretion before touching another person, especially children, and be aware of how the physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration.

Southville International School and Colleges (SISC) 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 non-sexual and otherwise appropriate, and never in private. One-on-one meetings with a child 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 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, coaches, staff, non-teaching 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 vape, 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 without the

knowledge of their parents or guardians. 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 Southville International School and Colleges (SISC) parents, administration, teachers, personnel, volunteers, and minors:

- communication between Southville International School and Colleges (SISC) (including volunteers) and minors that is outside the role of a 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; and
- faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, Instagram, etc.) and text messaging to communicate with minors may only do so for activities involving school businesses.

Statement of Acknowledgement of Code of Conduct for Signature

I promise to strictly abide by the rules and guidelines in this Code of Conduct as a condition of my providing services to the children participating in Southville International School and Colleges (SISC) 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 Southville International School and Colleges (SISC) and with the Southville International School and Colleges (SISC) 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, sell, and/or give to students, 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 Southville International School and Colleges (SISC), 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, 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 Southville International School and Colleges (SISC).

Employee's Signature over Printed Name **Date Accomplished**

Witnessed by:

HR Manager Signature over Printed Name **Date Accomplished**

Appendix 2: Recognizing Signs of Abuse

Recognizing signs of abuse is complex. There are potential warning signs that you should be aware of, but they should be observed and assessed with care. It should not be automatically assumed that abuse is occurring, and talking to the child will often reveal important information. It is necessary not to dismiss significant changes in behavior, fears, worries, and physical indicators a child is exhibiting.

Possible signs of physical abuse	Possible signs of emotional abuse
• bruises, burns, sprains, dislocations, bites, cuts • improbable excuses given to explain injuries • injuries that have not received medical attention • injuries that occur to the body in places that are not normally exposed to falls, rough games, or play (for example, on the stomach, neck, back, and genitals) • repeated urinary tract 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 toward others • being very passive and compliant • chronic running away	• Delayed physical, mental, or emotional development • High anxiety • 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
Possible signs of sexual abuse	**Possible signs of neglect**
• Age-inappropriate sexualized behavior • Physical trauma (general and in genital and anal areas) • Behavioral indicators (general and sexual), which must be	• Frequent hunger • Failure to grow • Stealing or gorging on food • Poor personal hygiene • Constant tiredness • Inappropriate clothing

interpreted with regard to the individual child's level of functioning and developmental stage • Signs that are similar to physical abuse signs	• Frequent lateness or non-attendance at school • Untreated medical issues • Low self-esteem • Poor social relationships • Compulsive stealing • Drug or alcohol abuse

Source: https://globalfundforchildren.org/wp-content/uploads/2017/11/English-Child-Rights-and-Protection-Manual-Welcome-Packet-FINAL.pdf

Appendix 3: How to Respond to Disclosures of Abuse

You should deal with disclosures of abuse sensitively and professionally. The following approach is suggested as best practice for dealing with these disclosures.

- React calmly. Listen carefully and attentively.
- Take the child seriously.
- Reassure the child that he or she has taken the right action in talking to you.
- Do not promise to keep anything secret. Ask questions for clarification only.
- Do not ask leading questions.
- Check back with the child that what you have heard is correct and understood.
- Do not express any opinions about the alleged abuser.
- Ensure that the child understands the procedures that will be followed.
- Make a written record of the conversation as soon as possible, in as much detail as possible.
- Treat the information confidentially.

http://www.childprotection.ie/sites/childprotection.ie/files/Children_First_National_Guidance_2017.pdf

Appendix 4: Children's Participation

Reasons for Children's Participation:

- to empower children by making them aware about their rights and creating a safe environment in which they can exercise their rights.
- to create spaces where children feel able and willing to speak about abuse, be free from abusers.
- to empower them to become actors in their own protection without further discrimination or shame.

Nine requirements for meaningful, safe and inclusive children's participation:

1. Participation is transparent and informative.
2. Participation is voluntary.
3. Participation is respectful.
4. Participation is relevant.
5. Participation is child-friendly.
6. Participation is inclusive.
7. Participation is supported by training.
8. Participation is safe and sensitive to risk.
9. Participation is accountable.

Appendix 5: History of the SISC Child Protection Policy

DATE	DETAILS / ACTION TAKEN	PERSON ACCOUNTABLE
4 May 2018	Conceptualized the Child Protection Policy	Ms. Jocelyn Tizon Ms. Marievic Suarez T. Jorge Balela Ms. MP Lopez Ms. Lia Arcaina Ms. Ann Villarruz Ms. Beth Sullano
15 June2018	Developed the Child Protection Policy	T. Jorge Balela Ms. MP Lopez
22 July 2018	Reviewed the Child Protection Policy	CPP Team
3 August 2018	2nd Draft of the Child Protection Policy Reviewed	CPP Team
6 August 2018	3rdDraft of the Child Protection Policy Reviewed	CPP Team
10 September 2018	4thDraft of the Child Protection Policy Reviewed	CPP Team
9 October 2018	5thDraft of the Child Protection Policy Reviewed	CPP Team
17 October 2018	6thDraft of the Child Protection Policy Reviewed	CPP Team
22 October 2018	Distribution of CPP to offices	T. Jorge Balela
5 November 2018	Launching of CPP	All SISC Employees and Stakeholders

Appendix 6: References and Further Readings

Child protection fact sheet: The definitions and signs of child abuse. NSPCC, 2009.

British International School Manila's Safeguarding and Child Protection Policy

Department of Education's Order No. 40, Series of 2012 on the Child Protection Policy on Bullying

Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627, entitled An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in Their Institutions

https://www.icmec.org/wp-content/uploads/2015/10/AISA-Child-Protection-Handbook-3rd-Edition.pdf

https://globalfundforchildren.org/wp-content/uploads/2017/11/English-Child-Rights-and-Protection-Manual-Welcome-Packet-FINAL.pdf

https://www.americanbar.org/content/dam/aba/images/homelessness_poverty/Comprehensive%20Child%20Welfare.pdf

https://issuu.com/iskldocs/docs/child_protection_guidelines_and_pro

https://www.gov.uk/government/publications/safeguarding-children-and-young-people/safeguarding-children-and-young-people

http://www.ismanila.org/Child-Safeguarding-at-ISM