



# **EIS Child Safeguarding Policies & Procedures**

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# EIS Child Safeguarding Policy

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## History:

The first publication of the European International School (EIS) Child Safeguarding Policy (CSP) in June 2016 and came about after three year process of consultation and development, beginning in 2013. Development of the EIS CSP began when the German European School Manila (GESM) was granted a mandate by that school's board to create a document outlining the processes and procedures for reporting and monitoring child safeguarding issues. Due to the unique environment of GESM as a multi-section school supported by the German government and law, operating under Philippine law and being influenced by international and British standards, and sharing a campus with the Lycée Français de Manille (LFM – French School of Manila), coupled with the limited experience contemporary staff had with child protection/safeguarding, creation of an effective document proved very challenging.

At the June 2015 GESM staff Pedagogical Conference a first CSP draft was approved, however this document was rejected by the GESM Board in late 2015 for being too limited in scope and vision. Following rejection of the CSP it was decided in February 2016 by the GESM and LFM Boards a whole EIS CSP should be pursued. In March 2016 Sam Gipson took the on the role of developing the document with the aim of having a whole EIS policy approved by both GESM and LFM by the end of the school year. Gipson edited and expanded the original GESM CSP into a comprehensive document covering all aspects of Child Safeguarding and brought together for the first time in one document all key GESM, LFM and EIS policies and procedures. The document was developed following in depth consultation of Philippine, German, French and British law, as well as the good practice guidelines of those countries, with equal weight given to the respective cultures and traditions of those countries. Throughout April 2016 Gipson and R. Teulet (LFM) edited the EIS CSP to ensure both schools agreed on all aspects of the document. GESM staff approved a final version of the EIS CSP during the May 2016 Pedagogical Conference, with LFM staff approving the document soon after. Approval of the EIS CSP by the GESM, LFM and EIS Boards occurred in June 2016 with full implementation of the policy across both schools beginning in August 2016 at the start of the new school year.

## Updates to European International School Child Safeguarding Policy

Date of Last Update:	Policies Updated:	GESM signature:	LFM signature:

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## Introduction:

All EIS staff (as outlined in *Core Definitions* section) to receive, read, understand and have ownership of a copy of the EIS Child Safeguarding Policy. All EIS staff to sign below and on final page of the this policy document testifying to their understanding of the Child Safeguarding Policy, their commitment to upholding the values of EIS, commitment to their mandatory reporting requirements and commitment to ensuring the safeguarding and protection of all EIS students.

**Signature:**

**Name:**

**Date:**

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## Purpose:

The purpose of this document is to outline all Child Safeguarding Policies and Procedures at EIS (European International School). The policies and procedures outlined herein are designed to ensure all students and staff of EIS learn and work in a safe, positive and transparent school environment that strives at all times to create the best possible learning and working atmosphere. It is the universal right of all students to have access to education in a safe and secure environment and it is the right of all teachers and administrative staff to work in a risk free environment. EIS has the preservation and promotion of the best interests of all students, teachers and administrative staff as its focus. Subsequently this document is designed to protect all these parties to the highest possible standard. This policy is also intended to be an avenue through which concerns regarding students who maybe suffering or at risk of suffering in the home or outside of school may be shared and paths to resolution may be formed.

This document is comprised of **12**(see contents) individual policies that together make up the wider EIS Child Safeguarding Policy. Several key policies are supported by detailed procedures for staff, students (and where appropriate, parents/guardians) to follow in order to create and maintain a safe learning environment at EIS.

## Context:

The European International School (EIS) is an international private school hosting two Schools on one campus:

- The German European School Manila is overseen by the Central Agency of Schools Abroad (ZfA) and is supported by the Federal Republic of Germany. GESM is comprised of two sections, German and International. Each section delivers different curricular in klasse/grades/years 1 – 10. The sections join together in years 11 – 12 and follow the IB (International Baccalaureate).
- The French School of Manila/ Lycee Francais de Manille (LFM) is recognized by the French Embassy and Agency for French Education abroad (French: Agence pour l'Enseignement Français à l'Étranger).

Owing to the complex structure of EIS and the mixture of German, French, European and International influences (EIS is home to more than 70 different nationalities/cultures), it is imperative that due consideration is given to the respective policies, laws, culture, traditions and expectations of each school. All policies herein were designed after thorough consultation of German-based policies (Kinderschutz in der Schule), French-based policies and United-Kingdom policies (Ofsted, Department of Education UK). Policies herein are also designed to reflect international laws (Convention of the Rights of Children, United Nations) and local laws (Department of Education Child Protection Policy, Philippines). For example Article 218, 220, 233 of the Family Code of the Philippines and PD 603 “gives the school, its administrators and the teachers, or the individual, entity or institution engaged in child care the special parental authority and responsibility over the minor child while under their supervision, instruction or custody”. Furthermore it is states “Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution...”.

GESM and LFM are separate schools, operating under the umbrella name of EIS (European International School), sharing the Eurocampus. Subsequently, both Schools face several obstacles in the creation and maintenance of a successful CSP.

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## Key Personnel:

### **GESM**

#### **Key Child Safeguarding Positions in School**

*Head of School*

*Deputy Head of School*

*Head of International Section*

*Head of German Section*

*Head of IB Diploma Programme*

*Head of International Primary*

*Head of German Primary*

*Head of International Kindergarten*

*Head of German Kindergarten*

*Head of Student Services*

*SPOC*

*Class Teachers*

### **LFM**

#### **Key Child Safeguarding Positions in School**

*Head of School/SPOC*

*Head of Primary School*

*School Counsellor*

## Child Safeguarding Committee:

As per recommendation of DepED Philippines and following standard good practice conventions EIS supports the convening of the CSC (Child Safeguarding Committee). Comprised of staff from both EIS schools the CSC is tasked with ensuring EIS as a school and community upholds and enforces the policies and guidelines herein and looks for opportunity to improve the quality of CS (Child Safeguarding) at EIS. EIS CSC shall meet monthly.

## What is Child Safeguarding?

CS is the processes and policies for protecting children identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect. It is also the process and policies for ensuring all students learn in a safe environment that is (so far as possible) free from risk/danger.

## Core Definitions:

- **Abuse:** Any form of intentional or unintentional injury or suffering.
  - **Sexual Abuse:** Forcing, enticing or pressuring a child to take part in sexual activity. Any touching of the genitals, anus or breast (through clothes or directly) of a child for other reasons other than hygiene or child-care. Presenting children with material that may be considered pornographic.
  - **Physical Abuse:** May involve hitting, pushing, shaking, throwing, poisoning, burning/scalding, suffocating or otherwise causing physical harm to a child.
  - **Emotional Abuse:** Persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. Conveying to children feelings of worthlessness, inadequacy etc. Presenting children with expectations, material or activities/actions (example: sexual) inappropriate to age or physical development.
  - **Abuse of Trust:** The breaking or damaging of confidence in relationship between adult and child.
- **Concern:** Any worry, suspicion or notion that abuse, neglect or any form of suffering or misconduct is occurring.
- **Misconduct:** Any action or activity that contravenes and/or contradicts the EIS Code of Conduct pertaining to both Staff and Students.
- **Neglect:** Failure, intentional or unintentional to provide for the basic needs of a child (*physical, medical, emotional, nutritional, educational*).

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- **“So far as possible”:** All logical/practical action to avoid a situation has been taken or a situation is unavoidable

## Important:

- **EIS:** The acronym EIS refers to
  - All teachers of LFM and GESM
  - All administration Staff of LFM, GESM and EIS
  - All ECA (Extra Curricular Activities) staff; coaches, assistant coaches, and administration staff
  - All concessionaire staff (though not technically employees of EIS, are adults present on site during teaching hours and subject to responsibilities and policies outlined herein)

## Good Practice Guidelines:

To meet and maintain responsibilities in regards to keeping children safe, EIS staff agree to the following standards of good practice:

- Treat all children with respect, regardless of race, religion, background etc.
- Set good examples by conducting oneself appropriately at all times.
- Involve children in decision making (where and when appropriate) in relation to decisions that affect them.
- Encourage positive and safe behaviour among children.
- Be a good listener.
- Be alert to changes in a child's behaviour.
- Recognize that challenging behaviour may be an indicator of abuse/neglect.
- Read and understand the *EIS Child Safeguarding Policy* in full. Understanding all policies and procedures as well as guidance documents on wider issues such as anti-bullying and information sharing etc.
- Ask children permission before engaging in any form of physical contact such as dressing them or providing physical support in Physical Education or when providing First Aid.
- Maintain appropriate standards of conversation and interaction with/between children and avoiding the use of sexualised, derogatory or offensive language.
- Be aware that the personal and family circumstances and lifestyle of some children may lead to an increased risk of neglect/abuse.

## Recognizing Abuse:

To ensure that EIS students work and learn in a risk free environment it is imperative that staff understand types of behaviour that may constitute symptoms/outcomes/evidence of abuse/neglect.

## Indicators of abuse/neglect:

- Physical signs may be apparent for some types of abuse/neglect. For example:
  - Bruising, bleeding or broken bones
  - Showing signs of pain/discomfort
  - Keeping arms and legs covered even in warm weather
  - Showing concern about changing clothes for P.E. or swimming
  - Looking unkempt and uncared for, e.g. poor hygiene, dirty clothes
  - Change in eating habits
  - Being reckless with regard to own safety
  - Self harming
  - Being wary of physical contact
  - Displaying sexual knowledge/behaviour beyond that normally expected of child's age
  - Demonstrating evidence of use or knowledge about drugs and alcohol use
- The identification of physical signs of abuse/neglect may be difficult as children often go to great lengths to injuries, often due to shame, fear or embarrassment. Consequently, recognizing physical signs of abuse/neglect may be difficult, consequently staff must also be aware of the emotional signs of abuse/neglect. For example:

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- Having difficulty maintaining/sustaining friendships
- Appearing consistently fearful/worried
- Being reckless with regard to own safety/property
- Self harming
- Showing signs of not wanting to go home/leave school
- Showing signs of not wanting to come to school/participate in certain activities/lessons
- Displaying dramatic changes in behaviour, e.g. from quiet to aggressive or happy to withdrawn
- Challenging authority
- Becoming disinterested in school work or making friends
- Displaying sexual knowledge/behaviour beyond that normally expected of child's age
- Demonstrating evidence of use or knowledge about drugs and alcohol use

## The impact of abuse/neglect:

The impact of child abuse should not be underestimated. Many children recover and lead healthy, happy lives, however most survivors agree that emotional damage remains long after. Abuse/neglect may greatly impact a child's ability to meaningfully engage in learning and subsequently their ability to progress through school. Children suffering abuse/neglect may impact others with whom they interact, possibly by lashing out, bullying or emotional unloading onto classmates. Therefore, it is not only a CS issue to ensure abuse/neglect is recognized and resolved for the sake of the suffering child, but also for the child's peers and school community.

## **Recognizing Harmful Behaviours:**

Children may also be harm to themselves or to other children/young people irrespective of external impetus (i.e. abuse/neglect), for example through bullying, peer pressure or sexually/physically harmful behaviours. It is therefore necessary for staff to recognize such behaviour in order to maintain a safe and risk free environment (so far as possible).

## **1.1. Mandatory Reporting of Concerns/Disclosure Policy:**

The purpose of this policy is to ensure that any real or suspected suffering or risk posed to a child under the care of EIS/attending EIS is reported, investigated and (so far as possible) resolved in a timely, efficient, confidential manner. Implementing mandatory reporting ensures no concerns are overlooked or ignored and ensures all students are provided the highest level of care. Any concern disclosed to or observed that constitutes a reasonable cause for concern must be recorded and passed on to the appropriate person. All staff (teaching, administrative and concessionaire staff) must understand their mandatory responsibility and potential roles with regards to communicating/reporting (documenting) concerns regarding the safety of children at EIS.

## Definitions:

- **Communicate:** Either verbal or written statement/disclosure to an appropriate person(s) as outlined in the *Disclosures/Concerns Procedure*.
- **Confidentiality:** Non-disclosure of statement/report of concern/personal information (except to appropriate person(s)) to ensure maintenance of individuals the privacy.
- **Disclosure:** Any statement or communication regarding a safety concern.
- **Mandatory:** Non-negotiable requirement.
- **Reasonable Cause for Concern:** Any concern that is a possibility (Almost all issues disclosed must be considered to be of reasonable cause for concern unless overwhelming evidence speaks to the contrary).
- **Reporting:** Written documentation disclosing concern.

## Policy:

1. It is a mandatory requirement that EIS staff communicate and report any concerns they have regarding the safety of children at EIS as well as to communicate and report any issues that do or may potentially (as articulated by the Good Practice Guidelines and guidelines for Recognizing Abuse/Neglect/Harmful Behaviors) put children at risk of injury/suffering (*physical, emotionally etc.*).



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2. Communication and reporting is mandatory as all EIS are contractually obliged to uphold and support the image and reputation of EIS. Failure to communicate and report concerns may contravene this contractual agreement.
3. Communication and reporting of concerns is to occur following the *Disclosures/Concerns Procedure* (see below) within 48 hours of witnessing/being party to disclosure.
4. All communication and reporting must be handled with strict confidentiality and the child's best interest in mind.

## If a child disclose information to you:

It takes courage for children to disclose information about themselves or others, particularly if the disclosure is concerned with neglect/abuse. Feelings of shame, fear or pain may be very real and must be a consideration. It is imperative the child is made to feel safe and that your responsibility to communicate disclosed information to relevant personnel is conveyed to the child. **During conversation with the child:**

- Allow them to speak freely.
- Remain calm and do not overreact – the child may feel they have upset you and stop talking.
- Inform the child as soon as possible in the conversation that you may have to convey information to another person. Remind student of confidentiality in reporting process.
- Use reassuring words: "I understand", "continue", "go on", "it is okay", "I want to help"
- Do not ask leading or investigative questions, this may cause distress.
- Do not be afraid of silence or try to fill them, allow the child space.
- Do not automatically offer physical contact as comfort. It may cause distress and discomfort to the child.
- Avoid admonishing/chastising the child for not disclosing information earlier; this may be interpreted as threatening or demonstrating a lack of support for the child.

## **1.2. Confidentiality Policy:**

EIS aims to maintain the privacy of all parties/people involved in any reporting of causes for concern and to protect children and those involved in the CS process.

### Definitions:

- **Confidentiality:** Non-disclosure of statement/report of concern/personal information (except to appropriate person(s)) to ensure maintenance of individuals privacy.

### Policy:

1. Staff to whom a cause for concern is disclosed must not under any circumstance divulge or communicate concern to any other person(s) except for those involved in the CS reporting and resolution process.
2. It is understood by staff that divulging of disclosures/causes of concern to persons outside of the CS reporting and resolution process may cause significant issues for all parties/people(s) involved and increase risk of suffering posed to children.
3. Maintenance of confidentiality is contractually required as all EIS staff are required to maintain the positive image and reputation of EIS.

### ***EIS Confidentially Agreement:***

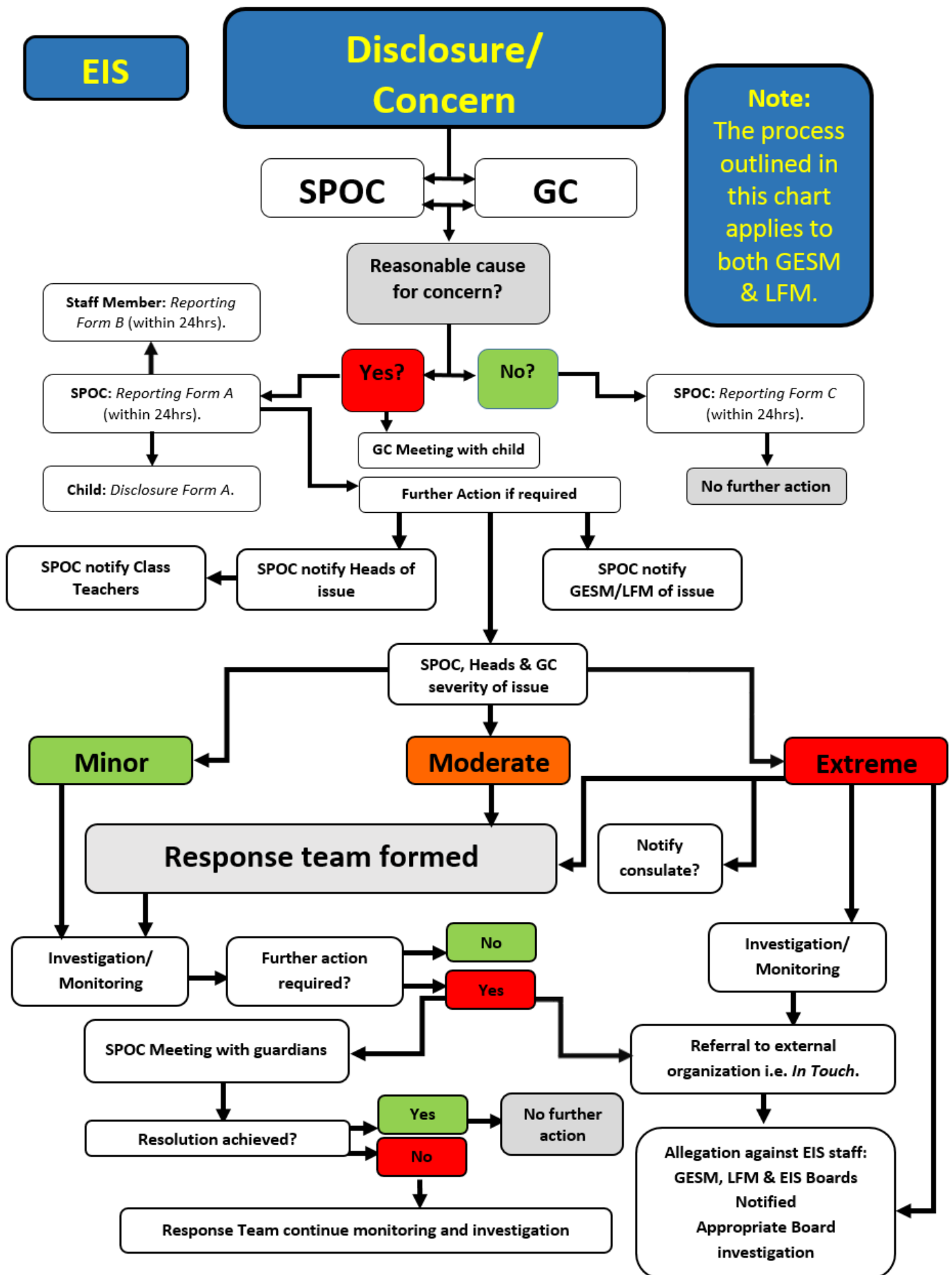
The following section is to be signed on receipt of or following disclosure of information considered confidential as per the *Mandatory Reporting Policy*.

I \_\_\_\_\_ agree that all information I have disclosed is correct and true as I hear/read/saw and agree to not divulge or communicate this information to anyone other than appropriate personnel as indicated to me.

**Sign** \_\_\_\_\_ **Date** \_\_\_\_\_



# EIS Child Safeguarding Policy



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## 1.3. Disclosures/Concerns Procedure Explained:

Owing the unique circumstances of EIS as a multi-school international school campus in the Philippines, it is imperative that a clear process is articulated and clear procedures are understood for how to report/communicate disclosures relating to CS.

The chart on the previous page outlines the main process of disclosures and how resolutions to CS issues at EIS will be handled. Below is an explanation of this process in greater detail.

1. Should an EIS staff member witness (see, hear, even infer) a disclosure relating to a CS issue (e.g. neglect/abuse etc.) the staff member must communicate this disclosure to the SPOC within 48 hours.
2. SPOC to determine if there is *reasonable cause for concern* (i.e. is there enough evidence to support concern/disclosure as legitimate/real).
  - a. If *reasonable cause for concern* is established Staff member that has witnessed concern to complete *Reporting Form B*.
  - b. If no *reasonable cause for concern* in certain cases staff may be required to fill out *Reporting Form C* (allegations or disclosures that may seem to lack cause for concern may actually be needed for future events).
  - c. If no cause for concern, no further action will be taken.
3. If there is *reasonable cause for concern* the relevant child/children will be interviewed by SPOC and *Reporting Form A* will be filled out by SPOC. Child/Children will also fill out *Disclosure Form A* putting into their own words their experience/allegation.
  - a. It is required that at least **one** extra staff members/responsible adults (maximum **two**) be present during SPOC interview/reporting of concern/disclosure meeting.
4. If required student will be provided opportunity to meet with GC to discuss experience/allegation. GC to remind student that any information regarding experience/allegation may be shared with SPOC.
5. SPOC to inform relevant Head of School/Section.
6. SPOC to inform relevant class teachers to monitor child(s).
7. SPOC in consultation with GC Head of School and Heads of Section (and any other relevant staff) to determine severity of disclosure: *Minor, Medium, Extreme*.
8. Response Team formed comprised of appropriate staff tasked with monitoring and communicating observations to SPOC. Response Team to also develop strategies to minimize/end suffering.
9. SPOC to contact parents/guardian of child to discuss issue. **Confidentiality agreement must apply and notification of parents to be done with child's best interests in mind following SPOC consultation with GC. Initial communication via telephone. Email or other forms of communication must be secondary resort to maintain confidentiality.**
  - a. If required, SPOC and GC to hold face-to-face meet with parents/guardian.
  - b. If disclosure concerns neglect/abuse in relation to parents/guardian SPOC and GC to hold meeting with presence of Head of School/Heads of Section and *Extreme* process to be considered
  - c. If disclosure concerns neglect/abuse in relation to parents/guardian SPOC/Response Team to consult external organization (see below).
10. Following meeting with parents, if no resolution is found, external organizations will be referred to. External organization referred to will be situation dependent. Examples:
  - a. Kinderschutz in der Schule (State dependent, however Kinderschutz München is organization of main use due its comprehensive policies ease of communication).
  - b. NSPCC (National Society for Prevention of Child Cruelty), U.K.
  - c. COBIS (Council of British International Schools) and affiliate training provider, EduCare.
  - d. DepED Philippines
  - e. AEFEE for the LFM School
  - f. In Touch Philippines
11. If disclosure considered *extreme* (and if possible, i.e. the student is a foreign citizen to the Philippines) the Consulate/Embassy of the effected child will be contacted.
  - a. Pathway following communication of disclosure to embassy will be country specific.

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12. If disclosure is *extreme* and relates to staff of EIS (including ECA staff and external contractors), if required and deemed appropriate by Response Team and in consultation with Board (if required EIS as well as GESM and LFM), alleged offender should be removed from context of allegation or student removed from context of allegation in order to ensure safety and end to suffering. Every effort should be made to uphold innocence until proven guilty however minimization of risk to child is the determining factor in what path is chosen.
13. On resolution of issue, Response Team to continue monitoring. Response Team to hold follow up meetings regarding student monthly for subsequent 4 months. If issue resolved and no further evidence of suffering, Response Team to cease monitoring. SPOC and GC continue monitoring until satisfied end to suffering/risk/concern.



## 2.1. Staff Interaction with Students Policy:

EIS aims to provide students with safe working and learning environment free from risk, danger and intimidation.

### Policy:

1. So far as possible, EIS staff should refrain from being alone in a classroom, building or facility with an individual child.
2. EIS staff should refrain from entering into a situation with a child that is un-observable by other staff or students.
3. EIS staff must not physically engage/touch children in any way and under any circumstances (including hugging, embracing, stroking, caressing).
  - a. Exceptions:
    - i. If the child initiates/extends contact first and the contact follows Good Practice Guidelines
    - ii. Civilities i.e. shaking hands, high fives etc.

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- iii. Emergencies i.e. providing of first aid.
  - iv. Educational requirement i.e. Physical Education, assisting students with handwriting etc.
  - v. It is the duty of EIS staff to provide a risk, suffering and intimidation free environment. Consequently it is good practice to refrain from entering the personal space of children (without asking permission first).
4. Students leaving class must do so following these guidelines:
- a. To use bathroom – may go along
  - b. To visit clinic – must be accompanied by at least one (1) other student
  - c. To visit boutique, administration, IT suite etc. - must be accompanied by at least one (1) other student
5. Students should not be removed from classroom unattended as a consequence of miss-behavior.

## 3.1. Allegations Against Staff:

EIS takes any allegation against staff (teaching or administrative – including external contractors and those employed through EIS) very seriously. It is the duty of EIS staff (regardless of position) to ensure all students work and learn in a safe and risk free environment, consequently any allegation of staff operation to the contrary requires immediate investigation. It is acknowledged by EIS that some adults do pose threats to children. It is also acknowledged that, though rare, children may make false or malicious claims. Therefore it is imperative that any staff member, at whom an allegation is leveled, from a child or adult, be afforded due process and the right of innocence until proven guilty (as per the law of Germany, France, the U.K. and the Philippines). However, should *reasonable cause for concern* be found in a disclosure/allegation made against a staff member, this disclosure would be immediately considered *extreme* as per the *Disclosures Full Process*. The alleged staff member and student will be separated pending further investigation (suspension is not mandatory or automatic, however it is the right of the EIS schools, GESM and LFM, to take this action if deemed appropriate to ensure children are protected). Any allegation against a staff member must be treated with the highest level of confidentiality in order to protect all parties involved, particularly the child.

### Policy:

1. On allegation against a staff member (especially a teacher), there must be no delay in immediacy of investigation.
2. Allegation must be communicated by SPOC to Head of School immediately, or to Head of Board (LFM or GESM) if allegation against Head of School.
3. So far as possible the investigation must be carried out by person(s) external to the immediate school organization, i.e. members of the Board (GESM or LFM).
  - a. It is highly recommended that external organization/person(s), e.g. legal experts, assist Board in investigation to maintain objectivity and demonstrate transparency.
4. Highest level of confidentiality to apply to protect child and school.
5. Board, SPOC and Heads to discuss allegation and investigation process/progress and consider further action.
6. All communication must be clearly documented using (when and where possible) EIS forms (see appendices) to maintain transparency.
7. Should allegation be cause for dismissal or non-renewal of contract etc. it is the responsibility of EIS (Heads, SPOC) to clearly document case for stated action.
8. EIS is responsible for notifying offender's home country education/teaching authority of reasons for dismissal/non-renewal of contract.
9. EIS understands that issues of this nature will always present obstacles and may need to be handled in different ways. Subsequently EIS maintains the rights to alter this policy as new circumstances arise.

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## 4.1. Student Code of Conduct & Bullying/Bullying Prevention Policy:

All EIS students are expected to adhere to the EIS Student Code of Conduct (found in student Homework Diary of both GESM and LFM students). Consequences for breaching the code of conduct operate on a 3 strikes system. On 3<sup>rd</sup> strike, student is subject to afterschool detention on a Wednesday. Parents/guardians must be informed 48 hours in advance of scheduled detention.

For major infractions/instances of bullying, disruptive or dangerous behaviour, students will be removed from regular lessons and placed in isolation (usually with Head of Section of GC). Student will receive set work from regular class teachers. Duration of isolation to be agreed upon by Head of Section, GC and Class Teacher.

## 5.1. Social Media Policy:

The purpose of this Social Media policy is to outline appropriate and inappropriate usage of Social Media by staff and students at EIS. The purpose is to also outline consequences and actions that may arise as a result of misuse of Social Media by EIS staff and students.

### Note:

- EIS condones/supports the use of Social Media (as defined below) for personal usage by all staff and students
- It is the individual right for staff and students to access Social Media through private mediums (smartphones, laptops, notebooks etc.) while on campus/during school/working hours within the parameters and expectations of the policy.
- It is understood by EIS that some Social Medias do have an educational purpose and usage of these recommended Social Medias are encouraged for professional usage (see recommendations).

### Definitions:

- **Social Media:** Websites and applications that enable users to create and share content or to participate in social networking. Examples: *Facebook, Kik, Twitter, SanpChat etc.*
- **Personal/Private Usage:** Use of Social Media concerned only with private matters. This excludes all professional communication i.e. communication pertaining to the operation of EIS.
- **Professional Usage:** Use of Social Medias recommended by EIS for the purpose of education and professional development/learning and any communications regarding operation of EIS. *Examples: Edmodo, Schoology, and email.*

### Policy:

#### **Staff.**

1. Staff of EIS staff should not under no circumstances 'friend'/'add' or communicate with students via/over Social Media for personal reasons.
2. Staff of EIS staff should refrain from posting/publishing information concerning EIS (staff/students/parents/any facet of its operation) that may be damaging to the school.
3. EIS staff should avoid/refrain (so far as possible) from using Social Media for professional work and communication and instead use school provided and recommended mediums.
4. EIS staff agree it is not acceptable to post pictures of students without the expressed written consent of their parent/guardian.
5. EIS staff agree that it is generally inappropriate to communicate with parents/guardians of students over/via social networks in relation to official/professional matters.

#### **Students.**

1. Students must not communicate with EIS staff via/over Social Media for personal reasons.
2. Students should avoid/refrain from posting/publishing information concerning EIS (staff/students/parents/any facet of its operation) that may be damaging to the school.
3. Students agree it is not acceptable to post pictures of staff (teaching and administrative) without their expressed consent.
4. Students must not use Social Media while connected to EIS internet network.

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## 6.1. Excursions & Class Trip Policy:

Excursions and class trips are an integral and enjoyable part of the learning experiences. EIS supports teaching staff members that organize excursions and class trips with clear pedagogical aims. In order to ensure all class trips are safe, secure and (so far as possible) risk free, it is imperative that the below policy is followed.

### Policy:

1. Trips/excursions may only be approved following completion of each school's respective Off-Campus Trips Procedure, culminating in final approval of Head of School (GESM) or Headmaster (LFM).
2. Parents/Guardians must be informed no later than...

	<b>Overnight trips</b>	<b>Day trips</b>
<b>LFM:</b>	35 days in advance.	15 days in advance
<b>GESM:</b>	08 Days in advance	08 Days in advance
3. Before communication of trip to parents/guardians and students, the organizing teacher must fill out all relevant Class Trip forms and have forms approved by Deputy Head (GESM), Headmaster (LFM).
  - a. Destination and 24hr contact details of venue(s) must be provided.
  - b. 24hr contact detail of supervising staff must be provided.
4. All students attending must have returned Field Trip Wavier form complete with parent/guardian signature and updated contact details.
5. Staff to student ratio must be at least 1:10. 1(one) teacher for no more than 10(ten) students.
  - a. If more than 10 students attend, a second staff member (and one there-after for every additional 10 students) must attend.
    - i. Parents may attend in lieu of extra staff member if required.
6. Any class trip/excursion that exceeds 1 full school day (0730-1700hrs), must be attended by both a male and a female staff member, regardless of student numbers.
7. Transportation must be (so far as possible) operated by approved EIS Company.
8. It is the responsibility of organizing staff to request information regarding allergies/medical requirements that may affect student participation/safety on class trip/excursion.
  - a. Staff not responsible for injury/suffering that occurs if this information is not communicated to staff in return.

## 7.1. Facilities & Infrastructure Policy:

To ensure all EIS facilities & infrastructure inside and outside are safe and provide a risk free environment for all EIS students. To ensure any concerns regarding hazards, risks or dangers are communicated to appropriate personnel to facilitate the actioning of solutions/modifications where/when required. To ensure all EIS facilities & infrastructure provide students with a positive learning environment.

### Policy:

1. Any concerns regarding the safety or potential risk of a building, classroom, facility or infrastructure will be immediately reported to appropriate personnel using *Facilities & Infrastructure Reporting Form A* (GESM to inform Head of Section, LFM to inform Executive Director).
2. It is part of EIS staff's duty of care to highlight risks/dangers (potential or real) to students where they occur.
3. Under no circumstances (unless with prior authority from appropriate person(s)) should facilities or infrastructure be modified, altered, changed or destroyed.
4. Lack or presence of any material, furniture, resource that may hinder the delivery of quality teaching and learning should be reported to appropriate personnel.
5. All EIS facilities & infrastructure entered into/used by EIS staff must have easy access for observation by people(s) outside/external to said buildings, classrooms, facilities and infrastructure at all times.

### Examples of Dangers/Risks:

- |                            |                 |                                    |
|----------------------------|-----------------|------------------------------------|
| a) Broken windows          | c) Leaking roof | e) Exposed electrics               |
| b) Blocked emergency exits | d) Broken locks | f) Low railing, exposed nails etc. |



# EIS Child Safeguarding Policy

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## 8.1. Safety & Health in School Policy:

The health and safety of students at EIS is of paramount importance to ensure a safe and risk free school environment. All people involved in the lives of EIS students significantly contribute to the maintenance of their health and safety in and out of school. It must be acknowledged that primary responsibility must be attached to parents/guardians of EIS students and that parents/guardians are obliged to provide for the children in their care. Should their child pose a safety or health risk to other students it is the ultimate responsibility of the parent/guardian to ensure, on the schools request as per this policy, the risk posed by their child is minimized. EIS takes seriously the use, sale and consumption of any substance (including, but not limited to intoxicants), illegal or legal, that may cause or pose risk to the health of students.

### Policy:

1. Parents/guardians must withhold their child from school immediately if a contagious disease is present in the household.
  - a. *Example:* German measles, rubella, tuberculosis, scarlet fever, chickenpox, diphtheria, meningitis, hepatitis, etc.
2. Parents/guardians must withhold their child from school immediately if their child has a cold (severe), the flu or lice.
3. In case of contagious diseases, lice or any other ailment/illness that may pose a health risk to other students, the child may only be allowed back to school on presentation of a doctor's certificate.
4. The sale, serving of, and consumption of alcohol drinks to minors (children/students under the age of 18, as per Philippine Law) is prohibited on EIS campus.
5. Smoking on campus for all staff, students and parents/guardians is completely banned, without exception.
6. The consumption and sale of intoxicants (legal and illegal) is prohibited. This applies to school-sponsored events off campus.
7. Should breaches of the above policy occur, be witnessed or disclosed to EIS staff. It is the responsibility of staff to follow *Mandatory Reporting Procedure*.

## 8.2. Adverse Weather:

EIS endeavors to provide students with the safest working and learning environment possible, consequently it may be at times necessary to delay, cancel or re-schedule outdoor classes or activities due to adverse weather conditions. EIS schools will cancel outdoor activity and physical activity (including ECA activities) if weather is considered adverse or dangerous to the health and well-being of students. EIS supports and trusts teaching staff to make the appropriate decision based on available and up to date PAGASA (Philippines Atmospheric, Geophysical and Astronomical Services Administration) data/recommendations.

## 8.3. First Aid:

It is the aim of EIS for all staff to be fully trained as First Responders (First Aid) with the ability to provide basic first aid. First Aid constitutes ability to provide:

- CSR
- Care for Epilepsy/seizure
- Dressing minor wounds/cuts/abrasions
- Placing patients into recovery position
- Checking if a patient is breathing properly
- Monitoring life signs of a patient
- *Most importantly:* being able to quickly and efficiently call for help
  - Knowing the correct phone numbers of emergency care both in the school and outside.
  - Reassuring patients and helping them stay calm throughout ordeal.



# EIS Child Safeguarding Policy

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## 9.1. Supervision of Students on Campus Policy:

The school is obliged to supervise the student during class, breaks, free periods, and in other school-sponsored events. To provide a safe, secure and risk free learning environment it is EIS policy that all staff participate in and attend scheduled supervisions.

### Policy:

1. Supervisions commences at 0700hrs (30 minutes before classes) and ends at 1720hrs (15 minutes after class each school day).
2. Scheduled staff must attend scheduled supervisions.
3. Should a staff member not be able to attend a scheduled supervision, it is their responsibility to ensure a different staff member attends supervision in their place.
4. Break time, before and after teaching hours are considered part of school time, subsequently any behavior issues or CS issues that occur during this time are the responsibility of the scheduled supervision person to handle so far as necessary according to reporting responsibilities etc.

## 10.1. Parents/Guardians on Campus Policy:

EIS parents/guardians are valued members of the EIS, GESM and LFM communities and both schools recognizes the significant influence parents/guardians have on creating and maintaining a successful learning environment. However it must be acknowledged that during school teaching hours it is inappropriate and potentially disruptive for parents to have interaction (unless absolutely necessary) with their children or with staff (teaching). Furthermore, owing to the unique context of EIS and the diverse family situations of EIS students it is a potential CS issue for known and unknown adults to have access to the Eurocampus, particularly during school hours.

### Policy:

1. Parents/guardians may have access to the wider Eurocampus from 0700hrs until 0745hrs (15 minutes after morning classes have begun). And from 1315hrs until 1400hrs (15 minutes before the end of the primary school day and 15 minutes after the last sessions of the day begins). And from 1510hrs until 1600 (unless an afterschool activity, meeting or event is taking place).
2. Outside of the above times, parent/guardian presence on campus is not appropriate
3. The only exception to this policy is in the event of a scheduled meeting with a staff member or to pick up their child outside the designated time periods with prior notice.
4. Parents on campus must be in possession of a school issued ID or a form of ID that can be readily crosschecked.
5. Parents/guardians may have access to the foyer and EIS car park café at all times during the school day.
6. If parents require access to the wider EIS school campus, reception must contact appropriate persons (head of relevant section) for permission.

## 11.1. Safe Recruitment:

EIS aims to provide its students with the highest quality teachers, administration and concessionaire staff possible. To ensure that all staff are quality all teachers are high level educational practitioners and can assist in the maintenance of a safe, secure and risk free working and learning environment it is imperative that all new staff are recruited through open, transparent channels and are subject to extensive background checks. Owing to the unique circumstances of EIS new staff members are recruited through a variety of avenues (locally, internationally, through external organizations and in association with the German or French Governments), consequently applying a blanket safe recruitment policy is difficult. However the first section of following policy applies to all newly recruited staff regardless of origin or channel of recruitment. The second section applies to currently employed staff.

# EIS Child Safeguarding Policy

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## Policy:

### **Newly Recruited Staff**

1. Newly recruited staff must provide a criminal record/police check from their home country.
  - a. Local staff to provide a current NBI – expires every 6 months
2. Newly recruited staff must provide a criminal record/police check from their last country of employment, whenever possible.
3. Newly recruited teaching staff must provide an enhanced background check (example: DBS check, Disclosure and Barring Service Check, U.K.; Working with Children Check, Australia), whenever possible.
1. Newly recruited teaching staff must provide original documentation of teaching/university qualification, whenever possible (scans may suffice in lieu of originals), or evidence of completion of relevant qualification.
4. Newly recruited teaching staff must provide evidence of quality teaching practice (as determined by Head of School).
5. Newly recruited teachers must demonstrate understanding of Child Safeguarding and the importance of Child Safeguarding in schools.

### **Currently Employed Staff**

2. Currently employed staff must, on request from Head of School or Administrator, provide criminal record/police check from their home country.
3. Currently employed staff must provide, on request from Head of School or Administrator, a criminal record/police check from their last country of employment, whenever possible.
4. Currently employed staff must provide original documentation of teaching/university qualification, whenever possible (scans may suffice in lieu of originals), or evidence of completion of relevant qualification.

EIS schools GESM and LFM must share employment information, specifically criminal record and background checks with each other.

## **12.2 Whistleblowing:**

EIS, GESM and LFM acknowledge the possibility of staff misconduct. EIS, GESM and LFM also acknowledges that communicating concerns regarding misconduct may be difficult for some staff due to personal circumstance. EIS further acknowledge that whistleblowing (communicating misconduct to appropriate persons) is very important and required for organizations to operate successfully. It is EIS policy whistleblower confidentially will be protected and a confidential avenue for whistleblowing must be provided.

-----Cut Here-----Cut Here-----

### **Receipt of Understanding and Agreement:**

All EIS staff (as outlined in *Core Definitions* section) to sign below testifying to their understanding of the Child Safeguarding Policy, their commitment to upholding the values of EIS, commitment to their mandatory reporting requirements and commitment to ensuring the safeguarding and protection of all EIS students.

*SPOC of each school to keep on record.*

**Signature:**

**Name:**

**Date:**



# Appendices

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# EIS Child Safeguarding Policy

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## Key Child Safeguarding Positions Explained

Below the roles of SPOC (Single Point of Contact) and GC (Guidance Councillor) are explained. For GESM only the role of the CT (Class Teacher) in relation to CS is articulated at the bottom of the page.

### **FOR BOTH LFM & GESM:**

#### **SPOC:**

The SPOC has four main functions –

1. To document any concerns identified by staff or students regarding CS issues in school or in the home.
  - a. Concerns to be adequately documented using standardized pro-forma, recorded and passed onto appropriate staff/organizations/authorities as per CSP.
2. To liaise with appropriate staff/organization/authorities and recommend a course of action to find resolution to CS issue.
  - a. Once an incident is recorded it is the function of the SPOC to pass on concern to appropriate persons and only involvement post-documentation of concern is routine follow-up of concern to monitor progress.

#### **GC:**

The GC has three main functions in regards to CS issues –

1. To liaise with the SPOC to pass on any documented CS concerns raised during confidential discussions with students/staff.
  - a. During confidential discussions with GC should students or staff highlight any CS concerns it is the responsibility of the GC to document these concerns on pro-forma and pass to SPOC. SPOC and GC operate under same/mutual confidentiality agreement. Students must be aware that any concerns raised with GC may be passed on to appropriate people.
2. To work with SPOC and recommend strategies to resolve CS issues in school and more importantly in regards to individual students.
  - a. All recommended strategies must be recorded and documented using pro-forma
3. To approach students on behalf of SPOC that has been highlighted to SPOC as experiencing or at risk of experiencing CS issues.
  - a. When a CS issue is highlighted to the SPOC the SPOC will communicate this concern to the GC. The GC may be then required to broach subject with student. The GC is first point of contact for students and is therefore most appropriate person.

### **FOR GESM ONLY:**

#### **CT (Class Teacher):**

The CT is an important and valued member of the GESM school community and GESM recognizes the significant impact the CT has on the social, emotional and academic development of children under their care. The CT has four main in relation to CS issues is:

1. To act as (highly encouraged) optional first point of contact for students in their Home Group Class to come into if they have a problem
2. To communicate and liaise with parents/guardians in event of a minor CS issue
3. To communicate and liaise with the GC to ensure GC support is effective
4. To communicate and liaise with the SPOC to ensure consistent and clear documentation of concerns and progress towards resolution of CS issue is made

### EIS REPORTING Form A

To Be Used by **SPOC only** to document issues that **do** clearly constitute a *reasonable cause for concern*

**Use:** To document all disclosures as given by child during interview/consolation.

Name of Staff member:		Date:	Time:
Name(s) of child(s): 1.	2. 3.	4. 5.	6. 7.
In your own words what was disclosed/what is the issue?			
Verbatim – What was said to you?			

## EIS Child Safeguarding Policy

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<b>What was the child's emotional state?</b>
<b>What did you see?</b>
<b>What did you infer from the child?</b>
<b>Outcomes?</b>
<b>EIS Confidentially Agreement:</b> The following section is to be signed on receipt of or following disclosure of information considered confidential as per the <i>Mandatory Reporting Policy</i> . I _____ agree that all information I have disclosed is correct and true as I hear/read/saw and agree to not divulge or communicate this information to anyone other than appropriate personnel as indicated to me.  <b>Sign</b> _____ <b>Date</b> _____



# EIS Child Safeguarding Policy

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## EIS REPORTING Form B

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To Be Used by **staff member only** to document issues that **do** clearly constitute a *reasonable cause for concern*

**Use:** To document all disclosures/concerns as given witnessed by staff member.

<b>Name of Staff member:</b>		<b>Date:</b>	<b>Time:</b>
<b>Name person(s) involved:</b> 1.	2. 3.	4. 5.	6. 7.
<b>In your own words what was disclosed/what is the issue?</b>			
<b>Verbatim – What was said to you?</b>			

## EIS Child Safeguarding Policy

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<b>What was the child's emotional state?</b>
<b>What did you see?</b>
<b>What did you infer from the child?</b>
<b>Outcomes?</b>
<b><i>EIS Confidentially Agreement:</i></b> The following section is to be signed on receipt of or following disclosure of information considered confidential as per the <i>Mandatory Reporting Policy</i> . I _____ agree that all information I have disclosed is correct and true as I hear/read/saw and agree to not divulge or communicate this information to anyone other than appropriate personnel as indicated to me.  <b>Sign</b> _____ <b>Date</b> _____

# EIS Child Safeguarding Policy

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## EIS Disclosure Form A

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To Be Used by child(s) during interview/consultation with SPCO. Child to document disclosure i.e. explain in detail what happened, how they felt etc. SPOC to remind student that disclosure should be truthful, written in chronological order and clearly/neatly written.

<b>Name:</b>	<b>Date:</b>	<b>Time:</b>
<b>Name Staff Member receiving form:</b>		
<b>In your own words explain the issue/situation/what you experienced?</b>		

## EIS Child Safeguarding Policy

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How did you feel?

Was anyone else there/saw (can you please list their names)?

***GESM Confidentially Agreement:***

The following section is to be signed on receipt of or following disclosure of information considered confidential.

I \_\_\_\_\_ agree that all information I have disclosed is correct and true as I hear/read/saw and agree to not divulge or communicate this information to anyone other than appropriate personnel as indicated to me.

**Sign**\_\_\_\_\_ **Date**\_\_\_\_\_

# EIS Child Safeguarding Policy

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## EIS REPORTING Form C

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To Be Used by **SPOC only** to document issues that **do not** clearly constitute a *reasonable cause for concern*

**Use:** To document all disclosures as given by child during interview/consolation that may be needed/referred to in the future.

<b>Name of Staff member:</b>		<b>Date:</b>	<b>Time:</b>
<b>Name(s) of child(s):</b> 1.	2. 3.	4. 5.	6. 7.
<b>In your own words what was disclosed/what is the issue?</b>			
<b>Verbatim – What was said to you?</b>			

## EIS Child Safeguarding Policy

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What was the child's emotional state?

What did you see?

What did you infer from the child?

Outcomes?

***EIS Confidentially Agreement:***

The following section is to be signed on receipt of or following disclosure of information considered confidential as per the *Mandatory Reporting Policy*.

I \_\_\_\_\_ agree that all information I have disclosed is correct and true as I hear/read/saw and agree to not divulge or communicate this information to anyone other than appropriate personnel as indicated to me.

**Sign**\_\_\_\_\_ **Date**\_\_\_\_\_

# EIS Child Safeguarding Policy

## EIS Infrastructure & Facilities Form

To Be Used EIS Staff and filled out in event/case any building, classroom, facility (i.e. pool, gym etc.) or infrastructure element (pipes, electrics etc.) is damaged, broken and/or cause of danger/risk to students. EIS Staff to fill out form within 48Hours of noticing issue.

<b>Name of Staff member:</b>		<b>Date:</b>	<b>Time:</b>
<b>Location of issue:</b>	<b>Date of issue:</b>	<b>Time of issue:</b>	
<b>What is broken/not working/causing the danger/risk/issue?</b>		<b>Is this an on-going issue?</b>	
		<b>Yes</b>	<b>No</b>
<b>What are the dangers/risks?</b>			
<b>What did you do to avoid danger/risk? (Change classrooms? Move furniture etc.?)</b>			
<b>Received by:</b>	<b>Date:</b>	<b>Time:</b>	





### Parents' Information for the Class Trip

Class:

Destination:

Mode of transportation: ☐ School bus ☐ Private car ☐ School-owned bus ☐ others

#### Departure Time

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

#### Return Time

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Fee:

Special information: \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Written name and signature / Class Teacher

The Statement of non warranty has to be signed and submitted as well. It is required for your child to take part in the class trip.)

\_\_\_\_\_  
Name, first name of the guardian

Address: \_\_\_\_\_

\_\_\_\_\_  
Telephone number

\_\_\_\_\_  
additional telephone number

\_\_\_\_\_  
Doctor in Manila

\_\_\_\_\_  
and telephone number

☐ My son/daughter needs continuous medical treatment as described below,

I am informed about the field trip and its organization, especially time, date, means of travel and activities and I agree to and signed the statement of non warranty. I hereby allow my son / my daughter

\_\_\_\_\_  
written name and family name

to participate in the field trip.

\_\_\_\_\_  
Date

\_\_\_\_\_  
parent's /guardian's written name and signature / Class Teacher



# EIS Child Safeguarding Policy

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## Statement of non-warranty

I am informed that eventual claims to liability cannot be asserted.

### 1. Statement of non-warranty

- 1.1 The accompanying teachers carry out supervision within their means regularly during the class trip.
- 1.2 The teacher is officially obliged to perform his supervisory duty. In case of a private, legal claim for damage, we shall exempt the teacher from any financial liability. In this case, the school shall cover the damages within the bounds of its accident insurance.
2. Should something happen to your child while at school or even on the way to school, during class trips and the like, the German School Association in Manila has an accident as well as a health insurance. The insured sum for the accident insurance is 100,000 pesos and 40,000 pesos for the health insurance. The insurance period covers the school year from the first day to the last day of school. Please look up the current school calendar for the exact dates. If the accident and health insurance sums are not high enough for you, you are free to avail of an additional, separate insurance.
3. I agree that my child shall receive medical treatment immediately in case of emergency and commit myself to promptly paying back incurred medical costs. I hereby acknowledge that during the class trip, supervision without any gaps is neither desirable nor necessary. I am giving my consent that my child may leave the group of classes by agreement with the supervising person and only in the company of at least 2 other classmates. (This rule applies only to Sekundarstufe I).
4. I am giving my permission for my child to ride on boats/bancas and to go swimming accompanied by a supervising person. (Please cross out what you do not want to give your permission for.)
5. Should it be necessary to do so, I am obliging myself to fetch my child from the class trip's place of destination within 24 hours after being informed that there is a necessity due to serious disciplinary or health problems. In case I could not fetch my child, I agree that he/she would be brought home at my expense.

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Date

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parent's /guardian's written name and signature / Class Teacher

# EIS Child Safeguarding Policy

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## LFM Documents